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**THE USE OF DEBATE IN ACHIEVING ORAL
COMMUNICATIVE COMPETENCE OF A2 level LEARNERS
AT THE LANGUAGE CENTER OF UNIVERSITY- Mohamed
Khider University of Biskra.**

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Dedication

I would like to thank Allah for his bestows on us.

I dedicate my work to my family, my friends, and those who inspired me in many ways.

To everyone who thinks he did his best: that is not your best so do more and most importantly do it for yourself.

Acknowledgment.

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in further research, and the teachers who provided me with insight throughout the
interviews.

Abstract

The dissertation intends to investigate the role of debate in achieving A2 learners' oral communicative competence. The researcher assumes that using debate as a teaching method will enable the learners to achieve oral communicative competence due to the nature of debate as a method that requires conveying and interpreting ideas appropriate and accurately. The research is using a mixed-method approach and the data grounded on a quasi-experiment in the Intensive language education center (CEIL) of Biskra, the sample's questionnaire, and the teachers' interview. The finding of the research underwent an analysis of the qualitative and a quantitative data to disclose the cause-effect relations between the variables with regard to the theoretical linguistic perspectives such as active learning, acquisition, and habit formation. Thus, the findings demonstrated that there is a significant effect of debate on student's communicative competence. That led to accepting the alternative hypothesis and rejecting the null hypothesis.

Key words: Oral communicative competence, debate, active learning, acquisition, and habit formation.

List of abbreviation and acronyms

CEIL. Center of intensified language teaching

EFL: English as a foreign language.

CC: Communicative competence.

CS: Communicative strategies.

OCC: Oral communicative competence.

CLT: Communicative language teaching.

SC: Strategic competence.

PSS: Statistical Package for the Social Sciences

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General Introduction

Communicative situations, whether with native or non-native speakers, reveal the degree of communicative competence that the speaker possesses. Hence, that seems to appear with a considerable proportion of learners in EFL classes, and in some cases, it overextends to learners with higher level in English as the teachers' interview discloses, this significantly occurs when being in a nativelike setting, which requires a set of competences. Despite the fact that most of resources of language are at disposal, learners of EFL classes are still facing detriments that apprehend them from fulfilling their communicative aims effectively, especially in the target language's native context.

In the same strain, the traditional system that views learners as mere recipients who gather and store knowledge to be tested on later, and then stored back as a raw knowledge, which its accurate use in real life communication is highly doubted. We can attribute that to the lack of the necessary skillset to realise an effective communication. Hence, if compared to alternatives such as debate, the traditional teaching of language that centers on storing knowledge and structure is more likely to regard as an effective teaching method. Moreover, debate encompasses a versatile set of components which enable the learners to communicate, and that raises doubt about the efficiency of the conventional applied approaches and techniques in EFL classes. Methods that do not meet neither the expectations of the learners nor the main components of communicative competence.

1 Statement of the problem

Throughout the history of teaching, we can notice the existence of a significant correspondence between the usage of language and its contemporary teaching techniques. Accordingly, since English shifted towards communication; it steered the researcher's

attention to opt for different alternatives such as debate as a teaching method for the sake of achieving EF learners' communicative competence. Furthermore, the researcher supposes that debate is the ideal solution due to its consistence with the situational approach, active learning, language and skill acquisition, Communicative Language Teaching, and the modern requirement of English as a means of communication. Therefore, we attempt to develop students' oral communicative competence by the use of debate.

Moreover, English language teachers at Med Khider University note that a very considerable proportion of learners who acquire a good average or above in modules such as written expression, or anything that requires writing still face difficulties in communication (refer the teachers' interview). Henceforth, when the learner is a subject of an oral communicative situation s/he is more likely to encounter difficulties.

Consequently, the need to develop or embed adequate methods in our EFL classes sheds the light on new techniques that cover the convenient range of competences and skills for the learners use to communicate in the most efficacious way. Moreover, we attempt to fill in this gap of convenience between the aims of learners and the methods that enable them to achieve the latter. In accordance, as an attempt to resolving the issue, we assume that debate can be an efficacious method in achieving oral communicative competence with Algerian EFL learners. Therefore, having compared debate to the conventional ways of teaching, debating had not been a largely used technique in the classrooms in the nineteenth century, but recently it is increasingly appearing to the surface. Consequently, its usage in the classrooms as a means for discussion is growing remarkably as one of the techniques under the umbrella of communicative teaching CLT. Likewise, academics such as Jackson, (2007), A.Oros, (2007); Bonwell and James (1991) believe that debates is possible to

implement in a module of teaching as cited in Brown (2015). Moreover, the study opts to boost their learning and oral communicative skills by involving them in a study related topics, and worldwide issues that enable them to find linguistic elements and make use of them in the debates. Additionally, Krieger (2005) believes that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways as cited in Fauzan, (2016, p.51).

Likewise, from the literature, several academics advocate debate after conducting a treatment in their own EFL classes, few of them are Zare and Othman (2013), Kenedey (2007), Tumposky (2004), Walker and Warhurst, (2000), Smith (1990). In accordance, all of the above carried out a practical approach to debate to substantiate its effectiveness and validity, they all promote that Debate is a very productive technique in several aspects. Grounding on that, we assume that debate can be an effective method in teaching communicative competences to students. In his article, Vargo (2012) mentions that he had used debates in his classes after using several techniques. Hence, he noticed a substantial increase in the preparation made by the learners, which enhances their linguistic competences, and an enthusiasm in the debating activities. Furthermore, Debates involve the students in the learning process shifting them from the passive role towards the active one, as Bonwell and Eison, (1991) state “Research has shown that students learn effectively when they play an effective role in the learning process”.

2 The significance of the study

To our best of knowledge, explicit works on how debate improves communicative competence were despondent or not detailed. Accordingly, we targeted this gap to bring attention towards the effect of debate on achieving oral communicative competence of the

learners of EFL classes. Additionally, the paper grounds the hypothesis by providing with a progressive approach from the principal theories of linguistics towards oral communicative teaching. Hence, the researcher demonstrates how debate serves or incites several linguistic theories and principals. Which by turn are a great magnitude to oral communicative competence. In that attempt, the paper endeavors to provide with pertinent data that support the hypothesis from a synthesis between the data and the literature that the researcher compiled.

In view of that, debate can be a convenient method that delivers learners with the opportunity to achieve their oral communicative skills. Additionally, it fulfills the conditions of active learning, as in active learning, it is all in providing students with opportunities of carrying out the lesson by practicing listening and speaking, which are the tenets of oral communication. Hence, the use of debates enables learners to learn from their peers, also to be more comfortable in engaging debates related to their belief and controversial topics study. That enables them to communicate better throughout both language and knowledge of the common issues. Finally, the research intends to highlight the potential of using debate as a means to achieve oral communicative competence. Naturally, we are viewing listening and speaking as fundamental milestones, because debate nucleuses on exchanging ideas and arguments. However, debate was criticized by some specialists such as was Tumposky (2004) who mentioned how it creates Dualism and alters the student's attention towards winning rather than the opted goals. On the other hand, he strongly believes that the lately mentioned defects are possible to moderate.

Debate per se is an argumentation that requires a substantial synthesis and terminology. Thus, in their research paper Alasmari and Salahuddine (2012) talk about the

insertion of debates in EFL classrooms. They elaborate on how it propels students to practice skills of language properly since they are given the time to practice and prepare. Consequently, this enables them to conduct research on issues that enrich their English background on terms, and diction i.e. linguistic competence, which is a milestone in any type of competence in communication. Moreover, the competitive atmosphere prompts the students to work more in order to perform better than their colleagues. Therefore, their competence in the oral communication developed after practicing debate. Furthermore, the paper also assesses the students' development in oral and strategic competence by assessing how they approach negotiation of meaning.

Likewise, we assume that the conventional techniques are significantly beneficial. However, debating had proven as an effective method in improving the learner's communicative skills in EFL classrooms. Thus, Oros and Jackson (2007) believe that there is a possibility in imbedding debates in a module of teaching as cited in Brown (2015). In addition, debate had proven to be one of the most involving techniques for students in teaching. Therefore, it enables us to provide an active learning environment in which the learners play an effective role in the learning process. Additionally, the latter condition are provided by the implication of debates are compatible with the main principals of modern teaching and requirements of CLT.

Equally, this work approaches debate from the perspective of the communicative language teaching in thorough manner .i.e. the researcher attempted to demonstrate the relationship with debate and substituents of communicative competence; evidently CLT as well and debate. Moreover, the work illustrates how several skills and competences may overlap in the middle of an oral communicative situation. With a less or more regard, they

all deserve a certain attention for further works. That is because oral communicative competence comprises the skills and the cognitive ability to withdraw, present thoughts and negotiate meaning.

3 Research Questions

In order to approach the general aims, we ought to answer certain questions. That enables us to achieve a collection of milestones to launch our groundings on.

RQ1:

Is debate an effective method in achieving learners' listening and speaking?

RQ2:

Is debate a motivating method for learners?

RQ3:

Can debate provide learner with a significant range of ongoing topics, vocabulary, and native expression?

RQ4

Will debate improve learners' oral competence?

4 Research Hypothesis

RH1:

The subjects will enhance listening and speaking of A2 level learners throughout debate

RH2:

Debate will motivate A2 learners

RH3:

Learner will develop a vocabulary, up to date knowledge, and native expressions

Main RH: The subjects will inhibit oral communicative competence, due to the exposure to native meaning-focused input, and instant reply to the opposing side, and the need to conveying messages correctly.

5 Research aims

The general aim

- The researcher attempts to achieve oral communicative competence by using the debate as a teaching method

Specific aims:

1. Improving listening skills (receptive skills)
2. Achieving speaking skills (productive skills)
3. Gaining more lexis, and English common expression.

6. Rational of the study

With a humble experience of two years of teaching, we consecutively encountered communicative breakdowns from the parts of our learners. Hence, this issue has to put into resolution. To achieve that, the researcher ought to implement a method that incites the highest proportion of misunderstanding, for the sake of developing A2 learners communicative competence.

1. To exploit debate in achieving student communicative skills
2. To demonstrate the effect of the debate, and how it encompasses many principals of teaching such the active learning situational approach.

7. The research methodology

7. 1. The approach

The research underwent a Mixed-method approach because it enables us to use versatile data collection methods such as triangulation for the sake of acquiring more data and a thorough understanding throughout the variety of question and data (both qualitative and quantitative data) that we can use. t

7. 2. Research Design

The researcher conducted the work in accordance to a Quasi-experiment because the researcher is going to carry out a treatment as a stimulus for desirable or expected outcome of the stimulus.

7. 3. Data gathering tools

As for the data gathering tools, the researcher opted for a triangulation for the sake of validating the work and giving a standing to the work. Accordingly, we used A-semi-structured questionnaire, in which we interrogates both the teachers and CEIL learners for more insight.

B-Teachers' interview; the researcher recorded the interview alongside the debate sessions to attain more data on the learners.

7. 4 Population and sampling

The treatment was conducted with A2 learners of the CEIL because it is equal to the average or the above. Hence, we can notice any improvement and sustain the teaching procedures. Over and above, the researcher chose A2 level since it is the average level, thus we consider purposive sampling the most convenient. Moreover, we have decided to

conduct an interview with teachers who had more than four years of experience in teaching at Med Khider University. Therefore, it is a purposive sampling as well .

Chapter one: A Linguistic Approach to Debate

Introduction

The chapter aims to discern debate's utility in EFL classroom in around the world and in Algeria. Consequently, it associates and clarifies a set of essential teaching theories and principles for the sake of determining in which manner and aspect debate can be an effective method. Consequently, the scope of the study centers on achieving oral communicative competence (henceforth OCC) throughout the use debate. This research may contribute to teaching OCC by incorporating and presenting a theoretical and a historical standpoint to support our assumption.

Furthermore, we opt to reach a consensus on the fact that debate contributes in teaching OCC, for the aim of imbedding it in EFL classrooms. This chapter provides a progressive association between the course of linguistic theory and the debate aspects that conforms it. Then we adjoin it to teaching theories and principles. To validate our work we intend to include few practical approaches and attempts that are relevant to our work. Finally, we conclude with cons and pros of debates. In addition to how it develops relevant skills to OCC as an introduction to the next chapter.

1. 1 The concept of Debate

Essentially, debate per se is a structured conversation or an exchange of thoughts. In line with 'Ayuni et al (2016), Freeley and Steinberg (2005), Soraya (2005), Snider and Schnurer (2002), Combs and Bourne (1994), Huryn (1986). Debate as a word is to dispute, but as a concept, scholars refer to debate as the process of structured contest of argumentation and presenting one's ideas for convincing the opposing side. Further, Socrates in his dialectic method sees and uses debate to prove the error and fix the mistakes

and confusion of mind .This process enables us to get rid of errors after proving the explanation and its roots then explaining the causes and effects for the sake of finding a solution. Likewise, it takes the form of a dialogue (a verbal exchange) for the sake of exploring the truth throughout interaction. Hence, it works as a source of meaning-focused-input and knowledge transfer. In accordance, the debate aims to explore, and exploring the truths through interactions have a significant impact on the mental aspect of the human mind in a way that motivates and engages the individuals.

Before going into details, we need to discern debate from discussion. Hereafter, debate contrasts with discussion. Hence, the difference in their utility in referring to a decision-making process constitutes in the following summary of Thompson in Inoue (1996):

A. In debate, participants argue for and against the pre-fixed proposition. In discussion, participants look for a solution to a problem, or understanding it.

B. Consequently, debate considers two alternatives, while discussion considers multiple alternatives.

C. Debate works according by strict rules about the time and order of speech constituents. The learners can speak freely with less formal rules.

D. In debate, a third party provides the evaluation based on the arguments presented by the affirmative and the negative sides. In discussion, the purpose is to reach an agreement among participants.

1.2.1 Historical Overview

Initially, Debate is not a new process, it dates back to Egyptians in 4000 BC, and it was a teaching strategy in 411 B.C in Athens (Farah et al 2006). Furthermore, Part of the

history of debate includes the ancient Greek philosophers' debate on education that was shaped by the Sophists (fifth century BC) who formed the dialectic and rhetoric method.

1.2.2 Utility of Debate

Before going into the literature on the matter, one needs to bear in mind the process of communicative competence (henceforth CC), and the steps that it upholds are addressed in a thorough manner in the upcoming sections. However, for the moment, we can settle with highlighting the oral competence's role in achieving a successful communication, which we assume that the Academia in Algeria overlooks since its learning process converges on theory. Meanwhile, the world, as a form of data and knowledge is marching in a very high pace. Thus, student who goes back at five to home or campus is more likely to be unable to compete with the majority of it, even if relates to his field of study. Thereafter, this gap of knowledge apprehends him from communicating effectively since he/she is a mere recipient of academic data to be accumulated merely as an input, which he will be a subject of test on it then it will be rein stored again for another exam, and assignment or a research paper. From the above, the interest in new methods and techniques that cover both of the academic and the social knowledge in Academia or EFL classrooms.

In addition, the diversity of learning techniques is tremendous. Moreover, it functions and exists simultaneously with the contemporary needs of its learners in each period, which mostly evolves around communication. Nevertheless, debate demonstrated a capacity of adapting to the needs of every single age, starting from the Egyptians, Greeks, to the modern age. We may attribute that to the fact that debate addresses contemporary ideas, knowledge, and issues throughout language; hence, the language includes the ongoing words, and forms of language. Accordingly, the linguistic content and techniques

occupy a significant role in communication that we associate to debate's effect since it evolves around rendering the message, discerning and solving issues for the sake of understanding their causes as well as fixing them, which is considered as processing and acquiring knowledge, communicative skills and data of the society or the world. After all, "Debating is all around us; on the television, in the newspapers, and in our own homes" as cited in Simon (2005, p.1), so it is time to make more use of it in language teaching.

Furthermore, in rote learning, learners learn language in a pure, abstract, and academic setting that provides with the theoretical and structural knowledge; ergo they were only mere recipients of academic input and linguistic structure. The previously mentioned are not sufficient to enable learners to transfer their input to an output since it may be irrelevant to the most communicative situations which address daily life related issues, or the learner's lack of the skills to convey the message accurately; the teachers' interview illustrates and confirms that. The latter is due to lack of practice, pragmatic and discourse techniques, strategic competence, real life content exposure and communicative skills in the teaching materials. Hence, debate provides us with the chance of delivering all of the above in our EFL classroom, by simply prompting language use in discussing daily life, worldwide, academic issues, and preparing from authentic reading and listening materials. Consequently, the learner is able achieve both academic and communicative goals. For example, Learners can perform a debate on an academic theory such as "should pragmatic competence be taught in early stages of learning or not?"

In accordance, the traditional teaching methods may not nurture the learner's skills in oral communication sufficiently, because it is not completely capable of keeping the

learners up to date with the amount of knowledge that the world is currently undergoing, accordingly we ground the latter on the next facts:

1. The amount of information, whether it is relevant to the learners' field or not, is significantly increasing in a rate that the learner is unable to attain, unless he processes it in adjacently with language learning.
2. We should provide the learner with techniques, strategies and methods that enable him to analyze information and use it in communication rather than memorizing
3. The world, in forms of society and information, is marching in a very accelerated pace, hence we need to find a way to adapt and keep up with it.
4. The world is closely connected. Consequently, learners need to be aware of the social features, factors, and changes; and they need to update their language to be able to communicate and avoid a breakdown in communication.

Moreover, debate is considered as a very efficient method in language teaching, thus Pardo and Tellez (2012, p.7) support this claim and state, "We deem essential to foster the debate of social issues in EFL classrooms". Furthermore, several researchers such as Zare and Othman (2013), Kennedy (2007), Tumposky (2004), Walker and Warhurst (2000), and Smith (1990) advocate the importance of debate it as a teaching technique after applying it in their classroom as a fundamental teaching technique. Suitably, the literature informs us that the use of debates provides students with a mastery of content and the development of multiple skills and communication skills.

1.3 A view on Debate from a Linguistic perspective

Since the beginning of the communicative approach, teachers opted for new methods in the EFL's classrooms. All of these methods are valid due to their uniformity to

the linguistic theories and principles related to teaching and learning. Therefore, it is recommendable to highlight some of them.

1.3.1 Debate and Active Learning

Active learning is essential in the contemporary curricula. That is due to its impact on students' overall performance. In this work, it is associated to debate because debate is a method that requires a discussion about issues i.e. language outside that classroom and this engages the learners and assist shifting them from the passive to the active role in the learning process. In the same vain, Chickering and Gamson (1987), Cross (1987), Astin (1985), Ericksen (1984) emphasize on the prominence of active learning, and they elaborated on how active learning is a requisite in EFL classes. Students cannot comprehend and learn by being passive, and memorizing prepackaged assignments to be as tests of level, they must discuss the content that they learn, and associate it to their life as an experience.

Additionally, debate addresses daily life issues and academic content alike with a considerable amount of involvement by learners. Thereafter, Snider and Schnurer (2002) state that "The students' approach changes dramatically from a passive to an active one" as cited in Kennedy (2009, p.226). That can be associated to the fact that debate provide the EFL learners with the chance to express their insight and attempt to express their views throughout language and involve them. In this fashion, "Research has shown that students learn more effectively when they play an active role in the learning process as opposed to passively absorbing information "as Bonwell and Eison (1991) state. Furthermore, the latter and others discussed and shown how debate falls under the umbrella of Active Learning. In consequence, Snider and Schnurer (2002) consolidate the notion and state,

“In-class debates cultivate the active engagement of students, placing the responsibility of comprehension on the shoulders of the students “as cited in Kennedy (2007, p.184). Moreover, Walker and Warhurst (2000, p. 41) state, “In most classes you sit around very quietly at a table and get lectured at. This was an opportunity to interrelate with the subject itself and let the lecturer stand back for a while; and let us actually teach each other”. The later work was conducted by both professors who agreed that they were included in the learning process as a part of the exchange of knowledge and points of view. Thus, every one partially carries the learning process. In consequence, it is highly probable that debate is a technique that delivers an active learning environment for learners.

1.3.2 Debate and habit formation

Debate is significantly flexible with content; we can debate about any ongoing issue. Subsequently, it is consistent with several methods and principals of teaching such as habit formation. In accordance, Skinner has concluded that the acquisition of knowledge, including knowledge of language usage, centers on the existence of a stimulus followed by a response (creating a disposition). This process of repetition leads to forming a habit. According to Skinner, language is a set of habits, which significantly requires a constant practice as mentioned in Hapsari and Wirawan (2018). Hence, debate provides the learner with the chance to practice language regarding an issue repeatedly, and that nurtures the process of habit formation. Moreover, it enables them to gain knowledge throughout reading and preparing, and to hone their language from the latter in addition to the teacher’s feedback.

However, Chomsky criticizes Behaviorists in multiple points. One of them is dealing with language as a mere habitual (drilling) process that works by stimulus and

response. The disadvantage of such conception was that there was no significant regard to meaning i.e. no real communication. Nevertheless, we cannot completely overlook the Behaviorist's perception of language. Subsequently, debate's role is to bridge between habits and meaningful non-standardised communication in a way that develops students' communication throughout habit formation in debating on different topics, with different perspectives and points of views. In addition, Long, (1983) consolidates the point and describes how practice and repetition affect and improve language production and he relates it to language acquisition.

Within cognitive theories of second language acquisition, learning involves building up the knowledge system or architecture which over time and through practice becomes automatically accessible in language production (output). Some theorists within the cognitivist tradition have argued that interaction is essential for language learning to take place, with the modification of input, by teachers for example, to render it comprehensible for the learners. However, specialists recommend attaining minimum modification to preserve the maximum authenticity and this is why learners are required to use authentic reading and listening materials in preparing their debates.

To conclude, debate is an adaptable method. In that sense, we can apply it in several situation, and examine its consistency to certain linguistic theories; one of them is habit formation, which contributes in learning a language constantly while undergoing a certain process.

1.3.3 Debate and language Acquisition

Language acquisition functions best before the critical age, and that generated the presumption that it only exists in that period. However, Krashen et al (1978) state "at least

some degree of first language acquisition seems to be possible beyond the critical period” and enough language acquisition is possible after puberty. Consequently, we should search for consistent methods to acquisition. The ideal methods for that ought provide us with the necessary degree of exposure within a communicative environment in a way that assist learners to acquire both language and communicative skills; which is consistent with debate. Krashen et al (1978) elaborate and say, “Apparently natural exposure to the new language triggers the subconscious acquisition of communication skills in that language” as cited in Alcaraz (1982, p. 57). Each scholar has his own perception of the most important skills in oral communication. However, this research targets the receptive and productive skills.

Moreover, not only at the classroom, the learner is exposed to language, but also outside as well because debate requires preparation in the guided forms (listening and reading authentic materials), and this regular based exposure of language plays a major role in its production. Mainly, when the student is performing a debate s\he is in exposure to the language as listener (receptive skills) and s\he is able to produce the linguistic output in a form of an argumentation or a refutation, and that very same language is the result of the exposure to numerous sources of language, which is sometimes an issue. Accordingly, the language that the learners are subjects to its exposer from their colleagues probably includes mistakes. Therefore, the teacher provides with feedback to help prevent fossilization. After the debate, the teacher corrects mistakes and assists in avoiding any types of fossilization and errors. In addition to acquisition, repetition of the activities made students comfortable with speaking in front of people. Some cases were able to reach a spontaneous production of thoughts to a particular degree, such as the student “A” from

our treatment who states, “I am able to focus on thoughts rather than language, because I am used to it now”. Alcaraz also consolidates the idea (1982, p.58) and states “A good command of the target language entails a spontaneous, unconscious or “monitor-free” use of it.

Likewise, debates require learners to extract the linguistic content, and express it according a specific process of communication. Consequently, this process reinforces language exposure throughout reading and listening (receptive skills), which is a major factor in acquisition. Alfred and Edwin (2012) agree with the idea, and they describe how it serves acquisition and say, “Debate teaches content as well as process and requires information acquisition and management“. In accordance, communicative approach leads learners to use their innate strategies of language acquisition. A communicative situation requires them to convey real meaning through language “language in use” and since debate falls under the umbrella of communicative language teaching, we can conclude that debate is capable of inducing acquisition. Consequently, the literature amply justifies how debate is consistent with language acquisition. As a result, there are several specialists who attempted to implement debate as a teaching technique such as Alfred and Maxwell (2006, p.207) who notes, “Debate has been shown to be an outstandingly productive exercise for language acquisition”. This may demonstrate the possibility of using debate as a direct method to induce language acquisition.

Concisely, debate incites language acquisition, since it provides the widest variety of conditions to nurture it starting from language exposure. Hence, we ought to implement debate in EFL classrooms since it provides with an ideal language production as a product of a significant language acquisition.

1.4 Debates and language teaching

Debate per se, is a structured conversation in which the conversers negotiate meaning and attempt to convince one another in an argumentative manner. Hence, these features opened the door for debate to be a teaching method in EFL classrooms.

1.4.1 Traditional teaching

Even though our learners acquire good marks, they still encounter difficulties in communicating outside the classroom. Thus, Snider (2011) and several others criticize the traditional teaching and emphasizes in several levels.

1- In his book *Pedagogy of the oppressed* Freire (2007) criticized the old banking system. He emphasizes on that learners are not mere memorizers of data. Which they will be the subjects of tests about it to be restored in their memory for the next exams

2- As cited in Newman (2010), Debbie Newman states, “We need a “noisy classroom” in and advocates the necessity of learners’ active role. Hence, he criticized the role of learners in the learning process which, or us, denies the learner for the chance to develop communicative skills.

3- Another deficiency in the traditional system of education is neglecting of skill learning

4- Students learn to grasp and consume the knowledge, without any space for them to discuss and give their own personal thought on the topic. However, debate provides them with the ideal skillset to be able to perform effectively in an oral communicative situation.

1.4.2 Debate as a teaching method

After explaining the relationship between debate and some linguistic theories, principles and domains. It is imperative to discern whether it is an effective method in teaching or not, and whether it is recommended to imbed it in our classrooms According

to Jensen et al (2009) “many educational strategies can be implemented to increase dialogue between the teacher and the students” as cited in Farah et al (2016). In the same vein, Kennedy (2009) found that students viewed the use of debate as an innovative and informative way of teaching” as cited in Brown (2015, p.42). Furthermore, Farah et al (2016,p.197) state “This is intended for the present day classroom especially where students have already acquired the basic facility in the target language and can be molded to become critical and creative thinkers instead of listening passively to prepared lectures”.

In addition, debate classrooms consist of many requirement of the modern classroom models such as active learning. In this way, “Snider (2003) believes that the more involved students are during the debate the more they will gain from the learning process” as cited in Brown (2015, p.41). Therefore, Debate extends from a teaching method under communicative teaching approach to an engaging method since it prompts students motivation due to its flexibility with the content .In conformity, “Munakata (2010) found that debates increased student’s motivation and interest levels in the taught content” as cited in Brown (2015, p.42). Moreover, academics, such as Oros (2007) and Jackson (2009) believe that debates is an effective method in modules teaching. In accordance, Oros (2007) states “debates can be integrated into course design and assessment and introduced to students from the beginning of a module” .That may be attributed to the nature of debate. Debate is a structured discussion and thought processing. In consequence, it does not demand practice, it only demands and agreement on the manner of performing it.

From the literature and all of the above, we may deduce that debate is an efficacious method in language teaching. That is because it is consistent with the fundamental linguistic requirements of the modern age and language learning theories such as active

learning that engages the learners and allows them to participate in the learning process. Thus, it can increase students' motivation leading to a more efficient learning. In addition, debate evolves around various issues, herby it is an informative method.

1.4.3 Debate and collaborative learning

In this work, the researcher/teacher places learners in communication as a preparation between the teams' members, then they will debate and try to convince the opposing team (to convey ideas and arguments), and in the end comes the teachers' role to give feedback. Consequently, we presume that we can classify debate under the collaborative learning since collaborative learning requires a group of learners who gather and discuss a specific question, issue or a motion as in the case of debate. Moreover, Oros (2007) states that "the delivery of debates is intrinsically linked to collaborative learning skills and critical thinking" as cited in Brown (2015, p.41). Moreover, Dobson (1987) and Farisha (2016) believe that debate is amongst several techniques that improve speaking. As a result, debate may have a considerable contingency with collaborative learning.

1.4.4 Debate learners centered approach

"The use of debate as a teaching technique can make the classroom more student-oriented where students can take responsibility for their own learning" Farah et al (2016). Accordingly, a debate classroom gives the learners the chance to express ideas and opinions about relevant topics in their lives. In that sense, it gives them more authority of the learning process.

All in all, we can notice that there is a significant relationship between the features of debate and certain teaching procedures or approaches.

1.5 Debates' Disadvantages and advantages

Alike any method in teaching, debate has numerous strengths and some weaknesses. Therefore, we opt to demonstrate both to know how to utilize debate's strength, and deal with its weaknesses.

1.5.2 Advantages.

1-Debate induce proactive thinking to develop communicative skills and enable teachers to provide feedback on the learners' output. In that manner, it gains time because teachers will be aware of most of the deficiencies of the learners based on the observation of their oral production.

2-Alfred and snider (2011) , and Paolo Freire (2007) criticized the old banking model and described how ineffective and unfulfilling it was, and they elaborated on how it promotes the passive role in addition to disregarding learning skills. The latter apprehend them from being effective members in the society, because it evolves around the learning and moving on without having the skill sets necessary for a proper utility of that knowledge(structuralism). However, debates open the door to learners to question and build up their discussion from debating about the motion (academic, and social topics).

3- According to Schroeder and Ebert (1983), Debate increases their motivation to learn and to grasp course content in addition to developing their research skills, oral expression, and communication skills.

4-Studies prove that debate foments creativity because participants must think about not only what will be said but also how it will be said Roy & Macchiette (2005).

1.5.2 Disadvantage

Debate is a very efficacious method. However, there are certain defects that most of can be dealt with.

1-Professor Tumposky (2004) Emphasizes that debate encourages dualism .Hence it leads to limiting the scope of the learners towards an idea or an issue

2-“Debate can oversimplify and misrepresent the nature of knowledge” Vargo (2012, p.2).

We can associate that to the subjectivity of the debater, and perception of the knowledge reflects on his of the nature of the issue. Accordingly, Tumposky (2004) asserts that debates reinforce a bias towards dualism - the tendency to look at an issue from two opposing viewpoints only as cited in Farah et al (2016, p.197). However, one can deal with the dualism by simply conducting a free debate about the motion after the debate between two teams, in the former student are free to express their opinion from any angle

1.6. Application of debate

The work addresses debate in relationship with the Oral communicative competence. In consequence, several professionals attempted to teach English with the use of it such as Austin and Steinberg (2013, p.3–4) state, “Since classical times, debate has been one of the best methods of learning and applying the principles of critical thinking”. Subsequently, critical thinking contributes in oral communicative competence.

Consequently, Frank Duffin (2005) gathered one of the earliest results of application of debate. He implemented debate in the curriculum of the school after conducting a comparative experiment. Accordingly, he divided school groups into three: (A) debate across the curriculum used heavily in classes (B), debate across the curriculum used sparingly in classes and (C). Thus, through a comparative survey he discovered that

the group that used the debate the most performed better in comprehension, and the ability to analyze and comprehend world problem as well. The previous evaluative findings are the constituents of oral communication; you need to be able to comprehend and analyze a problem through listening to address it properly. The decisive results led to the demands of implementing debate in the group C that had no debates in its curriculum.

Furthermore, Snider and Lawrence (2011, p.4) elaborate on how debate is considered a very effective and motivating method in teaching. Hence, he grounded his allegation on several experiments. The most prevailing was a study done by in Minnesota in (2005) the findings included:

- Debaters scored 36% higher on the reading post-test than on the pre-test.
- This improvement is 61% greater than improvements among the comparison group.
- 80% of debaters reported no attendance problems compared to 49.02% with no reported attendance problems among the comparison group. By the end of their first year of debate, 100% of the debaters reported an increased interest in their classes.
- Compared to the comparison group, 87% of debaters were better able to analyze information.
- On a 4.0 scale,” as cited in Snider & Lawrence (2011, p 4)

1.7 Debate and Critical Thinking

To communicate within a setting, learners need to adapt to its characteristics and context. The cognitive abilities are necessary for avoiding a breakdown in communication, and one of them is critical thinking. Moreover, “Krieger (2005) believes that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways” as cited in Fauzan (2016, p.51). That is achievable due to the nature

of debate, because it necessitates analysis of what others say, read, and give opinions about it. Hence, critical thinking can result and improve in a debate classroom. Furthermore, Elliot (1993) advocates the point and states, “Most importantly, debate offers an opportunity for students to move beyond the acquisition of basic knowledge in a subject matter and progresses into the types of higher order critical thinking skills that good debate requires” as cited in Sabbah (2015,p.31). From the above, we can induce that debate is a nurturing method to learners’ cognitive skills.

Researchers tackled debate from a psycholinguistics point of view and discerned how interaction is capable of developing abilities such as critical thinking. Freeley and Steinberg (2005) follow Vygotsky’s (1978) call for the type of social interaction that develops higher-order psychological functions as well as critical thinking skills. Thus, they confirm that debate nurtures critical thinking. That point is supported by others such Jackson (2009), Durndell and Ross (2008), Darby (2007), Frijters and colleagues (2006), Dundes (2001), Walker and Warhurst (2000), Garrett and Hood (1996), Kuhn (1991), Law and Lindegren (1981). From all of the above, it is evident that debate induces critical thinking, which by its role contributes to a better communication. That is because a proper communication cannot be achieved unless the speaker is attentive to the characteristics of the speech context (environment), hereby critical enables him to be aware and to adjust (adapt) his speech to the communicative situation that he is involved in.

1.8 Debates and Communication

Debates may be associated to communication. Subsequently, debate’s essence is transferring ideas in a convincing manner to the hearers i.e. a successful communication. In accordance, Jackson (2009) emphasizes that lecturers need to seek experiences for

students that will increase their critical thinking and problem solving skills, as well as the art of communication in teaching sessions” as cited in Frijters et al (2006, p.67) . We should note that, in this work, debate has moved language outside the classroom; learners go out of the classroom discussing the debated issues.

This work intends to relate debate to oral competence, which is a very important element of communication. In accordance, Sabbah (2015, p.41) advocate the point of the improvement of oral competence throughout debate and say, “These studies refer to the importance of teaching and acquiring speaking skills. Furthermore, specific debate-related events foster the development of speaking skills as Morse (2012, p.112) states. In addition, as far as the oral aspect is concerned listening is takes a part as well. In the same vein, Allison (2002) states that “This process develops and improves oral communication skills, and at the same time, hones students’ listening skills as a necessity to acquire effective results “as cited in Vargo (2012, p.4). Accordingly, Morse (2011, p.113) describes how debate students also develop their interpreting and translating skills.

Moreover, we should note that the majority of the skills related to communication can be classified under two categories, the receptive skills and the productive skills. Schroeder and Ebert (1983) Say “This methodology too can bring many benefits to students, including an increase in their motivation to learn and consequently to master course content along with an improvement in their research skills, empathy, oral expression, and communication skills”. Process wise, debate induces communication since debate requires preparation, which gives the chance to the debater to have, what to say, and how to say it beforehand. Morse (2012, p.112) explains thoroughly how Debate programs offers a number of limited preparation events, such as impromptu speaking and

extemporaneous speaking. Impromptu speaking implies the opportunity for students to deliver a speech “on the spur of the moment” without time to prepare for speaking on a particular topic. “Extemporaneous speaking activity provides students with a limited preparation time before they are asked to deliver their speech. Accordingly, effective communications requires multiple skills since it is not a precedent procedure. Carlin and Payne (1995, p.9) describes how the process that debaters undergo and says, “The practice you gain preparing speeches will improve your ability to express your ideas on paper. You will learn how to get your audience’s attention, how to organize clearly, and how to support your ideas” .To go more specifically, Griswold LS (1999) believes that debate provides with the chance to train analytical and communicative skills symmetrically with logical thought process.

Furthermore, several specialists share the belief that debate is an effective method in teaching oral communication, such as Akerman and Morse (2012), Alison (2002). On top, Alison (2002) states that”. This process develops and improves oral communication skills, and at the same time, hones students’ listening skills as a necessity to make effective rebuttals” as cited by Vargo (2012, p.4).Moreover, debates can contribute to numerous aspects of language use. In the same vein, Combs and Bourne, (1994) believe that in addition to critical thinking skills, debates also require the growth of oral communication skills, which are vital for success in most careers” as. In the same vein, Debate teaches learners several skills that contribute effectively in the word choice, the speech pace, and the tone. Roy and Macchiette (2005, p.265) advocates that and states, “Debate involves not only determining what to say but how to say it”.

Furthermore, such beliefs need to be justified. For this reason, Williams, McGee, and Worth (2001) surveyed 286 participants of competitive debate teams at 70 different universities. These students rated improved communication skills. In accordance, Combs and Bourne (1994) reported a statistically significant improvement in their peers' oral communication skills because of in-class debate participation. Kennedy (2007, p.184-1986) collects the students' notes, which account for 50% of their grade, so that those who struggle in oral communication skills can still obtain a good grade through preparing excellent written notes as cited in Kennedy (2007, p.188).

Conclusion

In conclusion, debate is a method that incites English oral communicative skills in learners. That is due to its consistency with both: The linguistic theories in language learning (active learning and language acquisition) and the current needs of the learners of English as a second language. In debate classrooms, learners will have the opportunity to acquire skills of communication that contribute to his OCC in several aspects. Skills such as cognition and critical thinking that can be acquired throughout debate will contribute to establishing a successful oral communication, and assist avoiding communication breakdowns as we previously highlighted.

Chapter Two: oral communicative competence

Introduction

The modern world's pace and technology impose a shift in the type of communication used in the target language. In accordance, the answers of the questionnaire confirm that oral communication became the principal goal for EFL learners. That led to the emergence of communicative competence, and it continuously developed until it extended to outside the structure of language. Nowadays, oral communicative competence is a communicative approach that is simultaneous with several real life aspects such as culture, participants, and social norms.

This chapter attempts to deal with oral communicative competence in a relational manner to other subsidiaries of communication, the process and methods of teaching competence, the apprehensions that teachers may encounter. In that manner, we endeavor to elicit the validity of debate as a tool to teaching oral competence by showing its congruence to teaching oral communicative teaching.

2.1 Historical Review of Communicative Competence

Communicative competence is a linguistic cross-cultural related theory. Consequently, its definitions, models, and view were numerous and progressive. Hence, Chomsky (1965) addressed the difference between its components (grammatical competence and performance). He made a distinction between 'grammatical competence' and 'performance.' The previous is the linguistic knowledge of the idealized native speaker, an inborn tool of the mind that enables individuals to create the infinite set of grammatical sentences that founds their language, and the latter is the actual use of language in physical situations. Moreover, Faerch and Kasper (1983) emphasized on the

importance of competence and performance. Also how indispensable they are for achieving an effective and successful communication.

However, Hymes (1972) was among the first anthropologists/ethnographers who disagreed with Chomsky's notion and noted that it does not take the communication in real-life communication into account. Therefore, he suggested that communicative competence is more fulfilling and effective because it deals with the interpretation, negotiation of meaning, and socialization for the purpose of conversation. He also elaborates on how it should include the manners according to which we deal with linguistic variations, and how it should include larger varieties than a homogeneous linguistic competence. He also believed that Chomsky's monolithic notion is inaccurate, so he elaborated a more inclusive conceptualization of Communicative competence.

Furthermore, Canal and Swain (1980) constructed another model of sociolinguistic competence. They noted that communicative competence signifies the underlying systems of knowledge and skills required for communication. Moreover, their model centers on social communication, and the strategies used in a communicative situation. They also elaborate on how CC contributes in making people attentive to your communicative act. In other words, the ability to convey your ideas correctly and to avoid any misinterpretation because of the absence of certain elements and knowledge or the choice of wrong strategies such as word coinage or literal translation etc. The success of any communicative act has a set of prerequisites such as appropriate knowledge of the strategic competence, the content and context of the communicative situation. Likewise, Brown and Yule (1983) highlighted that strategies of language are both interactional and transactional.

In addition to that, the interest toward communicative competence grew to attract the attention of various researchers such as Canale and Swain (1980) defined communicative competence in terms of three components: 1. grammatical competence: words and rules; 2. sociolinguistic competence: appropriateness; 3. strategic competence: appropriate use of communicative strategies, which Tolstykh and Khomutova (2012, p.38) address in details. Later, Canale adjusted the overhead model, accumulating discourse competence. Communicative competence at present has four subsidiary competence: linguistic, sociolinguistic, discourse, and strategic. Moreover, the work will be concerned with Linguistic competence and strategic competence. Linguistic competence is the ability to use the grammar, syntax, and vocabulary of a language. Strategic competence evolves around the recognition and reparation of communication breakdowns, and the way to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context.

In few words, communicative competence moved language teaching to a real life targeted process of teaching. It made us realize that the use of language is mostly a subject to what surrounds the communicative situation. In consequence, its components are not in relation to mere linguistic structure, but to cognitive skills, cultural knowledge, and strategies that the individuals need to repair their utterances in the case of communicative breakdown.

2.2 The Concept of Communicative Competence

The usage of language is practically what determines its scholar's interests. Because of the increase use of English in real-life situations. Algerian EFL learners desire to communicate more effectively. However, despite the linguistic (grammatical)

background that they possess they are still facing difficulties in communicating with the target language. Therefore, a new approach to language came to surface; the communicative language teaching that centers on how to teach communicative competence is the dominant trend for English language scholars.

In addition, it is notable that communicative competence shifted the view of language a structural system or knowledge to an effective synthesis between knowledge (linguistic or social), skills of communication, and cognitive abilities to interpret and convey the message accurately in communicative situations.

Likewise, Canal and Swain (1980) believe “communicative competence was understood as the underlying systems of knowledge and skills required for communication. Moreover, Savignon (1972) consolidates that and views communicative competence as “the ability to function in a truly communicative setting” (p. 8) as cited in Mart (2017, p 163).

As a conclusion, numerous scholars attempted to define communicative competence. Generally, most of their definition agrees on the point of its complex nature and its dependence on the user’s knowledge, abilities and skills.

2.3 The concept of oral communicative competence

Communicative competence has several subsidiaries such as the social and strategic competence. However, oral competence is the use of Communicative competence in the oral communication. For that reason, it is hard to have a concise definition due to the instability of communicative situation and their physical and psychological context and other factors.

In the same vein, Bygates (1991) believes that it is the ability to form concrete sentences that are created and adapted to the social context. O'Maley and Valdez (1996) associated it to the capability of interpreting meaning correctly between two or more speakers. Yet another definition by Brown and Yule (1983) considers oral competence as an “interactive process where a meaning is built on by producing and receiving processed information”.

Concisely, oral communicative competence is the ability to use communicative competence effectively in and oral interactions. Consequently, we need to take into account the social context, social distance, and the three types of competence presented by Canal and Swain, which enable us to adapt our language and communicative behaviors to the situation in hand.

2.4 Cultural Knowledge and Communication

The social factor is possibly, what validates the importance of communicative competence and gives it more attentiveness by scholars. That it associated to the fact that the structural approach of teaching language does not meet the learners' need and aims to communicate effectively using the target language.

Equally, Bachman (1990) believes that the contemporary models of communicative competence indicate that the vital component of cultural knowledge and awareness is integrated to learning a language” as cited in Sumatera Liton (2016, p.1). In this sense, we believe that culture fundamentally relates to language, because language cannot be of utility in isolation from the sociocultural aspect of communication. The research may presume that the sociocultural factor is what may start communication in a significant proportion. In addition, Liddicoat (2004) supports the point and state, “The interconnection

of language and culture in the foreign language classroom has become central discussion among the scholars”.

Furthermore, communication is an exchange of messages. Nevertheless, these acts of communication are not isolated standard units of utterances. One word can signify its total opposite in another cultural situation. Take these few examples:

Nice: This word used to mean silly, foolish, and simple. Far from the compliment, it is today!

Silly: Meanwhile, *silly* went in the opposite direction: in its earliest uses, it referred to things worthy or blessed; from there it came to refer to the weak and vulnerable, and more recently to those who are foolish.

Awful: Awful things used to be “worthy of awe” for a variety of reasons, which is how we get expressions like “the awful majesty of God.”

Trainer: It means shoes in Great Britain, and it means the one who actually helps the customers in United States of America

Bog: It means a swamp in Great Britain.

We may conclude that any communicative interaction is dependent on further factors other than linguistic knowledge. These factors include the social context, the social distance between the speakers, and psychological factors as well. Consequently, EFL learners in Algeria ought to learn these factors in coherence with the skills and necessary abilities to communicate effectively and retain meaning in the case of breakdowns of communication. Communicative language teaching attempts to cover these elements by teaching English beyond structure.

2.5 Communicative Language Teaching

The progress of linguistic theories is simultaneous with the needs of its learners. Hence, when English was a tool for translation, the grammar translation method was the contemporary method of that time. Then, when people used English in reports and other purposes that require an accurate language, the structural method was the ideal method to teach writing to learners.

Nevertheless, nowadays people learn English for the sake of communication, thus linguists opted for a communicative language teaching CLT as an ideal method that covers the needs of the learners of this age. Consequently, Communicative Language teaching provides learners with the chance to acquire both linguistic structure and the subsidiary skills of communication by shifting their role (learner-centered approach). Richards (2006) supports this and believes that CLT focuses on and aims at communicative competence. Hence, enabling the learners to use the language in a communicative situation to satisfy their needs in real-life communication is a priority in CLT”.

Communicative Language Teaching (CLT) originated from the changes in the British Situational Language Teaching approach dating from the late 1960s Richards and Rodgers (2001) as cited in Dawish (2016, p.184). Furthermore, Communicative language teaching is a learner-centered approach that aims at enabling the learners to develop their communicative competence. Accordingly, it comprises several theories outside the pure linguistic strata in teaching. In line, Johnson (1996) observes that the (CLT) is in link to some psychological theories of Second Language Acquisition (SLA), sociolinguistics and psycholinguistics.as cited in Darwish (2016, p.148).To explain in more detail what the Communicative method entails, Brown (2000, p.43) has compiled the following points:

1. The objective of each class is to concentrate on all constituents of language learning (Grammar, speaking, functions, sociolinguistics, and strategies) of oral competence
2. IT highly regards fluency and accuracy as the principle objectives of communicative techniques.
3. It gives students the chance to practice their language
4. Students can grow their own learning strategies to enable them attain their own objectives. “Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning” Richards (2006, p.5).
5. The role of the teacher is to assist and escort, and not to dominate the class by providing all the information and knowledge. This encourages genuine interaction between students that produces a real opportunity to develop their own real language and confidence.

As a conclusion, Communicative language teaching is an outcome of the deficit in the previous methods of teaching and this shift of learners’ needs. EFL learners desire to achieve the capacity to communicate effectively in English. Therefore, as a learner centered approach, CLT appears to be a suitable approach to fulfill their needs through enabling them to learn and acquire the communicative competence.

2.6 Oral Communication

Oral communication is a multidimensional communication. Hence, we should take several factors into considerations. A proper knowledge and practice of the latter enable us to perform effectively.

2.6.1 Skills of oral communication

Language is a system that requires certain skills. Scholars approach these skills in various ways. However, a significant proportion converges around on receptive,

productive, and cognitive skills. These skills enable learners and speakers of English to maintain control over the communicative situation.

The scope of communicative skills is very versatile and flexible. Therefore, the research assumes that cognitive, receptive (reading and listening) and productive skills (writing and speaking) can cover the necessary skills; the researcher prioritizes speaking, and gives attention to writing in evaluating the learners' written preparation. Receptive skills are the skills that provide learners with the language input; it is notable that the researcher aims at the meaning-focused input. These skills. In the same vein, Jaramillo and Medina (2011) define the productive skills as an important form of expression used to persuade or convince other people as well as to share ideas and feelings. We can notice a certain compatibility between this definition and the definition of communicative competence, which centers on negotiating meaning.

In addition, the cognitive skills are very significant in communication. If we consider critical thinking and awareness, we can see how it contributes to communication in a way that the speaker is capable of adjusting his language to the communicative situations that he undertakes. The research approaches this skill in details in the first chapter.

In conclusion, communication entails a certain set of skills. The paper targets the receptive skills that delivers the learners with the opportunity to learn or acquire language throughout the linguistic exposure (input). The productive skills can be identified as an output and an outcome of the exposé of the language by listening or reading, and the cognitive skills that allow learners to adopt their output to the communicative setting.

This research targets oral communication due to its complex conditions that interfere in the speaker's utterance, how we should say it, and how the hearer interprets it. Havelock and Jakobson (2016, p.1) addresses that and say "Oral communication is a kind of multidimensional communication. Its main medium, the spoken language, includes linguistic elements (phonemes, morphemes, etc...)". Consequently, its multidimensional nature is not only language related, it also a subject to the context and the participants (interlocutors) of the conversation (dialogic).

One other character of oral communication is that it does not necessarily follow grammatical conventions and linguistic structures. Tools such omission are probably to occur in oral conversations. Take an example of someone saying "Ow! It is 57" than B says "Okey then, see you later". In this communicative act, both interlocutor are aware that 57 is the number of the bus that A takes.

2.6.2 Comparison between communication and oral communication

Algerians are increasingly talking in English. They use it in social media and abroad. Subsequently, when communicating, the attempt takes two forms. The written communication and oral communication, which are different in several aspects. That in the case of which the user of English possess the fundamental linguistic knowledge.

Written communication is the expression of ideas in written form. Consequently, if we exclude chatting, written communication has several characteristics and skills. In terms of its process, it provides with time to order ideas, and edit when mistakes or errors occur. However, oral communication is an immediate exchange of thoughts. The speaker does not have the same comfort and time compared to the written one. This is what makes oral communication more complex than the written one. We should noter that our learners of

Mouhamed Khider University also lack of the writing skills, but it is not due to the difference in complexities. It is because they are not attentive to writing skills, which effects their level due to lack of practice. Additionally, when mistakes or breakdowns of oral communication are to occur, it is the speaker's responsibility to rectify it by immediately using strategies (strategic competence).

On one hand, the written communication does not abide to context in the same high degree and it is not an instant adaptation to the social and contextual factors compared to the oral one because the message is already sent. On the other hand, oral communication the centers around the social factors, interlocutors, and non-verbal communication, which represents 93% of communication. Even though the latter is not an oral act, it is a simultaneous act to oral communication; you cannot tell a joke or a story without using your non-verbal communication. Another fact is that the written communication is stable in terms of meaning. Once the subject of matter is decided, what is said to B will mostly have the same meaning of what is said to C because, and that is related to the nature of written communication (reports, applications, request). On the contrary, in oral communication, a sentence said to B, may mean the opposite to C. Because the sentence is dependent on factors such as the social context, and social distance.

As a conclusion, oral communicative competence is much more complex in use due to its immediacy, and contingency to the context, and participants. While the written communication is more abstract, structural, and subject matter focused.

2.6.3 Oral Interpersonal Communication

Communication is a process of exchanging thoughts, opinions, and stories. Two or more interlocutors carry this process. Inevitably, the participants fundamentally effect the

content, structure, and meaning of what we articulate. Besides, the relationship between the interlocutors also shapes our language as well.

In advance, language is not an isolated homogeneous production. Martinez (2002, p536) consolidates and states, “Language is intimately related to everything we do (thinking, measuring, counting, and so on) or everything we are; thus, its binding to utilitarian processes as it has often been done in the didactic realm of EFL teaching has to be taken very cautiously”. For this reason, the researcher assumes that debates can provide us with chance to view other cultures insight, and discuss their issues. Modern EFL teaching considers those, and attempts to teach language as a structural system in a simultaneous manner with the human features of communication, and cultural features. In consequence, communicative language teaching to meet the learners need and attempt to induce the acquisition of communicative competence along with language.

Briefly, interactions are subjective to the participant’s characteristics, behaviors, culture, and the physical setting. In this sense, the speakers’ linguistic background, cultural background, and the social distance are contributing factors to the language produced by them. As a result, it is recommendable that we provide them with the skills and knowledge to make use of those factors for a better communication.

2.7 Intercultural Competence

The variety of cultural backgrounds of speakers of English obliged scholars to pay attention to how it interferes in the course of any intercultural communication. Consequently, the communicative competence considers those. Hence, it studies this factor in thorough manner through intercultural communicative competence. The latter is an essential theory in interactional and communicative language teaching.

Additionally, the participants shape the context of the interaction in several aspects. Thus, intercultural communication changes according to its participants, their relationships and membership. In consequence, the types of circles of communication that Kachru (1985) provides us with the circles of communication, which should be in consideration as well (inner, outer, or expanding circle). Moreover, Novinger (2001) supports the former theme and explains, "Intercultural communication is a transactional and symbolic process involving the attribution of meaning between people from different culture" as cited in Zhang (2014, p1). In accordance, intercultural communication focusses on the cultural background, which deeply influences thought, beliefs, and mostly importantly behaviors. Which will manifest themselves in the language of the individuals. In accordance, culture generates, fortifies, and re-creates culture, and it stipulates the identity of humans. He considers it as the total communicative framework of words, action, body language, intonation, facial expression. For this reason, all of these features contribute in creating the characteristics the language that the speakers creates.

Intercultural communicative competence is associated to the knowledge of the principal features of the interlocutors' culture, and the daily life issues of that culture, which the debate targets as a content. Byram (1997) depicts someone who possesses the skills of intercultural competence as someone who is capable of building relationships and negotiating meaning with speakers of diverse cultural backgrounds and he further discusses how the absence of this competence in the curriculum. In line, Grice (1975) and Gumperz (1982) explain, "When we use a language to establishing a social contact with other people and to implying, therefore, ourselves in a process of meaning negotiation, we are subscribing a guideline or "co-operation principle" as cited in Martinez (2002, p.535).

Moreover, if we project the above to the Algerian learners of English, we may infer that the degree of intercultural competence is low due to the absence of awareness of other cultural differences. In line, Hana (2016, p49) mentions that 80% of Biskra's English language students believe that culture is vital to communication. When the researcher investigated the reason behind their inability to communicate to native speakers: 35, 71% of students associate it to lack of cultural knowledge, 28.58% Inability to use linguistic expression appropriately, 14.29% link it to linguistic problems, 60% was acquired by more than one choice option. Moreover, in Fatima (2016, p.35) the teachers believe that only 4% of teachers are well informed about the target culture. The all of the above statistics may indicate a serious lack of intercultural. For that reason, it is high time to resort to more cultural-linguistic combined approaches and methods. Hence, the researcher highlights the importance of debate and its role in teaching culture, and ongoing issues to Algerian learners i.e. we attempt to implement debate to enable our learners to achieve intercultural competence.

To conclude, intercultural competence has a significant role in communication, if not a fundamental one, it shapes what the linguistic output, and even the hearers' interpretation of meaning. Therefore, the Algerian educational system should consider providing the learners with the opportunity to acquire it and discuss the issues and beliefs of the target language's speakers.

2.8 Teaching and Oral Communicative Competence

2.8.1 Necessity of OCC to EFL learners

Communicative language teaching is progressively acquiring attention. Its essential theory (communicative competence) is a subject of study for most of the scholars in this

decade. That alone, establishes its value and importance. It also may make us infer that it is one of the ideal methods for the current needs of EFL learners.

In the same vein, it is argued that the traditional teaching is not efficacious as the paper previously explains. Martinez (2002) supports this and states, “the general opinion about the success in learning FLs at the end of compulsory education is that the level reached by most of the students is unsatisfactory (2002, p.537). Moreover, Westera (2001) defines competence as “higher order cognitive skills and behaviors that represent the ability to cope with complex, unpredictable situations” As cited in Mayo & Barrioluengo (2017, p.57). Those skills are what we should teach to Algerian learners to be orally competent.

In line, CLT aims to achieve oral communicative competence with EFL learners, and that is what validates its efficiency since most learners desire to communicate effectively with people around the world. Branches and Luque (2010) elaborate on that and say, “To reach competences implies being an expert apprentice and lifelong learning, to adapt to a world in continuous change” Mayo and Barrioluengo (2017, p.57). This view portrays how communicative competence enables us to adapt to the world’s consistent change and even to the context’s change. In this manner, Algerian EFL learners who are taught by the use of methods of communicative language teaching such as debate will possibly acquire and learn the necessary tools to carry out an effective conversation, and to be able to actually communicate rather than recite what is standard and learned.

Furthermore, oral communication is adaptable, and dialogical. Hence, as cited in Mayo and Barrioluengo (2017): Vygotsky (1992), Piaget (1983), and Pinker (2003) agree on the fact that oral communicative competence enables speakers to communicate successfully with one another. They also refer to how it includes a wide semantic field

since the oral interaction is a way of expressing one's thought and providing feedback on what we say.

In conclusion, oral communicative competence is the capacity to carry out the oral communicative act effectively. That can be achievable through the enquiry of the communicative skills. The latter will enable the speaker to be adequate and aware of the context of the initiated communication, and the necessary strategies in the case of misinterpretation. Therefore, he will be able to adapt his utterance to the current communicative context in a convenient manner that consider the participants as well as the speaker's intended message.

2.8.2 Teaching OCC and communicative strategies

Oral communication requires the ability to convey the message and use correct strategies of communication. In consequence, teaching oral competence demands evolves around enabling learners to use certain strategies.

Scholars and practitioners frequently use the term of universal communication. Despite the fact that we have different languages we share the same cognitive process of thought processing and presentation. Thornbury (2007) supports this and mentions the resemblance between target language and native language and says, "Both combine the processes of conceptualizing, formulating, articulating, self-monitoring and negotiating" as cited in Aleksandrak (2011, p.38).

Communication is a negotiation of meaning. Suitably, Lee (2000) believes that "negotiation consists of interactions during which speakers come to terms, reach an agreement, make arrangements, resolve a problem, or settle an issue by conferring or

discussing” (Lee, p.9).performing a correct communication requires these strategies of negotiation(communication).

However, according to Dornyei (1995), “there has been controversy over the reachability of communicative strategies from the 80’s into the 90’s” as cited in Wood (2011, p.235). This disagreement is because these strategies are progressive in learning, and they require time to be able to utilize correctly, and he supports that with a comparison with street learners. To resolve this, Willems (1987) proposes that a teacher should teach L2 students to use the skills that they already possess naturally in their L1. Moreover, it is believed that his idea depends on universal communication. It is believed that human possess a significantly similar communicative strategies. It is more effective to start from that then adjust and supplement it with the strategies of the target language.

Additionally, Wood (2011, p.234) mentions that several specialists attempted to teach oral communicative strategies, but most of them encountered difficulties in finding an effective method of teaching. However, as mentioned cited in Wood (2011), Sato (2005) also reached a significantly successful result in teaching it. He associates his success to the length of treatment and its consistence the nature of the skills (progressive). He also elaborates on how the previous attempts’ timeframe was not sufficient (less than a semester).

Furthermore, there is the element of the physical environment classroom presentation, Yamin (2012, p50) supports that by the statements of his learners on how the disapprove to teaching in the usual traditional schooling. They all justify that with the contradiction between physical state of the classroom, and their learning aims. They also desire to have more opportunity in learning. Thus, from the researcher’s point of view,

learners believe that they need their language in real life so that when they are to communicate they will be capable of performing the task due to habitual practice.

In order to teach OCC, Yamin (2012) mentions that teachers resort to several methods such as ask and answer dialogue, situational dialogue, communicative dialogue, discussion and debate. In the same vein, Sato (2005) uses diaries, videotaped debates to teach oral communicative competence. That demonstrates that debate can be an effective method in teaching oral communication, and its subsequent strategies.

As a conclusion, teaching oral communicative competence demands a shift in teachers' role from a controller to an assistant. It also requires a shift in the setting of the classroom and the process of teaching. Most importantly, teaching these skills requires a great amount of time (at least one semester).

2.8.3 Difficulties of teaching OCC

Teaching oral competence is one of the branches of (CLT). Hence, basically, they share the same features, thus the difficulties they that may encounter are of resemblance. These are some apprehensions to teaching (OCC). In accordance, Oluoch (1992), Chomsky (1965), Ondiek, (1996), and Aleksandrak (2011) addressed the issues. These are few difficulties in teaching (OCC).

- 1- It demands and elaborated planning to combine between both linguistic and sociocultural knowledge.
- 2- Constraints of the curriculum, it does not provide the necessary time to teach OCC
- 3-Limited content pool, this is related to the factor of time as well.
- 4-It requires a constant evaluation, so the teachers should have the time.

Time restriction in evaluating both written and spoken language especially extensive evaluation for speaking

5-Even though genre-based is suitable to advanced learners, it is hard to cover all situations and it is more suitable to advanced learners due to its regard to the social context of the interactional situation.

6-A task-based syllabus, then, takes the form of a sequence of integrated tasks which involve speaking and which reflect the situations that learners are likely to meet in real circumstances.

7-Teachers cannot control or predict all of the individuals' differences and behaviors such as Inhibition ; the fear of committing mistakes, losing face, criticism; shyness; nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments;

8- Unequal participation, some learner tend to dominate the classrooms more than others

9- There is also the difficulty in disposing the non-native speakers' techniques that learners resort to, such as literal translation, word coinage

10-In addition to that, learners may resort to non-native speaker's techniques such as Word coinage literal translation, the use of the mother tongue

Conclusion

To conclude, this chapter illustrates, what is presumably, the most of the necessary contributors to be communicatively competent in oral interaction. Additionally, it provides with a historical overview on communicative competence and communicative language teaching. It highlights some features of specific types of communications and their relationship to (OCC).Furthermore, it provides with information on how cultural

knowledge and interpersonal awareness contributes to communicating effectively, and it sheds the light on some previous attempts to teach (OCC). In addition, we attempted to validate the implementation of debate in teaching (OCC) by establishing threshold to recognize the convenience and unity between debate's results and the constituent of oral communicative competence.

Chapter Three: The Fieldwork

Introductions

This work investigates the effect of debate on A2 learners' (OCC). To validate his work in this chapter, the researcher will provide with a rationalized narrative on the research formulae. Thus, researcher will attempt to ratify his work through highlighting the main features and constituents of the work such as the research design and procedures. Hence, we will point out to the instruments, tools used to collect the data, in addition to the rationale behind their selection. Finally, we will deliver with the analysis of the extracted data from which we will withdraw our conclusion on the overall work's validity.

3.2 Research variables

A-Independent variable: we also call it the stimulus, predicator, or antecedent variable

The use of debate as a teaching method in oral classrooms

B-Dependent variable:

Achieving oral communicative competence.

3.3 Description of the research design and approach

The research design in this work is quasi-experiment. Consequently, the researcher assigned two groups to conduct the work and investigate. On one hand, we have the experimental group, which was the subject of the treatment on which the researcher used debate on regular basis for the sake of inducing a total physical response. On the other hand, we had the controlled group, which was not under any intervention. Furthermore, a pre-test and post-test were assigned as a tool of comparison between the controlled group and treatment group which are both similar groups in number, location of teaching, and curriculum.

3.3.1 Rational of the research design and approach

Each design and approach has several requirements and conditions. Hence, it is ideal to deliver a justification of the lately mentioned.

3.3.1.2 Quasi-experiment

The researcher targets a random convenience sample to reveal the relationship between the variable, and ascertain the effectiveness. Therefore, this design seems the most ideal since the treatment and controlled groups offer us with the opportunity comparison.

3.3.1.3 Mixed method approach

The mixed method approach enables us to disclose a milestone in our research by grounding the assembly of the collected data. We can classify the data into two types:

A-Quantitative data

It provides us with accurate statistics and empirical data that proves and validates the acceptance or rejection of the hypotheses by calculating the effect and relationship between the variable

B-Qualitative data

It delivers a deep understanding and it enables us to extract views and cause-effect relationships. It contributes in supporting the grounding of the researcher, and clarifying unquantifiable factors.

3.4 Population and sample

The researcher targets A2 learners. The learners of this level possess the fundamentals constituents of language. Hence, they can produce grammatically correct simple sentences. This sample may share certain features with freshmen learners of university due to the comparison between the lessons criteria assigned to them. This

assumption is based on a comparison between the grammatical aspects taught in both CEIL And Med Khider University.

3.4.1 The Population

The research targets a large-scale population. We assume that debate can be an effective method in teaching oral competence to all Algerian EFL learner. That includes the students of Med Khider University.

3.4.2 The sample

3.4.2. A2 learners of CEIL.

This sample seems to be ideal since the level of learners is average or less than average. Consequently, in any case of significant improvement we will be able to detect it. It should be notable that both groups (treatment and controlled) are from the CEIL. Moreover, there is the element of availability of the learners and the acceptance of the administration to implementing new methods in teaching. Therefore”, the researcher will work with a purposive sampling.

Teachers’ sample

To attain a hindsight on teaching oral communicative competence. The researcher targets teachers who had the experience of teaching oral sessions or civilization. Due to the fact that they target the same aspects of language (culture and oral communication) Furthermore, he attempts to disclose the teachers’ stance.

3.5 Research Procedures

The timeframe assigned for the treatment group is 12 sessions. Each session requires four hours. The researcher dispensed two hours to debate. However, the

researcher/teacher devoted the first two sessions for the pre-test and training. Ergo, the overall time assigned for learners to debate was 20 hours.

3.5.1 Data collection methods and instruments

The research design of this work is quasi-experiment. Evidently, the researcher assigned a pretest and a posttest as a main data collection tool. The tests were submitted to both the treatment and controlled group. The Jigsaw reading is considered as an effective method to evaluate learners' competence. Hence, the researcher decided to work according to it. The Jigsaw reading works according to the next steps:

3.5.1.1 Pre-test and post-test

Jigsaw reading tends to be a favorable method to evaluate the learners' OCC since it demands the use of the oral receptive and productive skills.

Task one:

The subjects were divided into two teams of 4 to 5, and then they were asked to read two different in content, yet equivalent in level for the period of thirteen minutes. After that, the researcher asked them hand back the papers

Task two:

The researcher requests the learner to mix the groups, so that each one will be next to a learner who read the other text. Then they have a ten minutes' discussion to explain the text that they have read for the ones that did not.

Task three:

The subjects were asked about the texts that their colleagues asked , then we are going to test the ability of communication based on the production of ideas which are the result of

the comprehensive input, and how they approach the presentation of meaning throughout the communicative skills (receptive, and productive skills).

Pre-test: Before the treatment takes place, the pretest was handed over to both groups (controlled and treatment group).

Post-test:

The researcher administrated the post-test to both groups after the researcher finished his treatment.

3.5.1.2 Questionnaire of the sample

Due to students absenteeism the researcher was obliged to submit the questionnaire to the sample of the treatment group.

L.5.1.3 Teachers' face-to-face interview

The researcher interviewed Med Khider University teachers to gain insight and perspective on the possibility of implementing debate as a teaching method. The questions answered related to (OCC) and the teachers' approval towards debate from a linguistic and a professional point of view.

Note: the researcher used audio recordings to attain more information, and evaluate the learners' output and skills.

3.5.2 Teaching procedure and treatment

After the pre-test, the teacher assigned the first two sessions for preparing the learners to inhibit the habit of debating. That process was only in the period that the curriculum assigns for oral expression. Starting from the third session, learners started to debate on regular basis to reach the habit stage. Accordingly, Maltz (1989) believes that the necessary time to develop a habit is 21 days, and the learners have studies for three

months. They had a session per each week, and the session takes four hours, the teacher has to teach two hours for the grammar and two were for oral expression.

In line, the researcher only went for a specific method to teach oral session. Therefore, the implementation of debate was not on the expense of the curriculum. The learners debated according to the British Parliamentary system of debate, and the overall time devoted is 44 hours. In order to include the member that were not included in the team (mostly six), the teacher devotes the last 40 minutes for a free-debate for them to debate over the issue. That contributes in excluding dualism as well, because it opens the door for more perspectives.

Moreover, the teacher was mostly an observant of the debating process. An intervention takes place only when errors are repeated, and when the learners fail to convey their ideas, even when intervening the teacher does not provide with the direct form or structure, he provides them leads and hints. However, in the end of the session, the teacher will carry out a feedback on the language production, and attempt to provide with ideal ways to express the learners' thoughts.

3.5.3 The pilot stage

The quality of the research instrument is determined by its relevance to the main aims of the research, and if it serves or answers the main research questions. Therefore, a pilot stage was conducted to determine the relevance of the asked questions in the interview and the questionnaire, and the possibility of structuring the questions to be understood correctly. Hence, the researcher adjusted the questions according to the given recommendations.

3.5.4 Scoring criteria

The evaluation of the test basis on four main criteria: the overall score is fourty.

- 1- Criterion 01: Grammar and structure. (10 pts)
- 2- Criterion 02: The use of common phrases or native expressions. (10 pts)
- 3- Criterion 03: Transitional phrases. (10 pts)
- 4- Criterion 04: The use of communicative strategies and effective listening. (10 pts)

3.6 Data analysis

The attempt to analyze the data

3.6.1 Data analysis of the post-test and pre-test

We should note that the researcher would not overuse formulae due to the use of SPSS program.

- Before going through SPSS we need to determine the mains values.
- The equation of the mean

$$\bar{X} = \frac{\sum Fx}{N}$$

\bar{X} : Mean F_x : Score frequency N : Number of scores Σ : The sum

- The equation of the standard deviation

$$SD = \sqrt{\frac{\sum Fx^2 - \bar{X}^2}{N}}$$

Table 3.1 Descriptive statistics

Dependent Variable: diff			
Groupe	Mean	Std. Deviation	N
Controlled	,8889	,92796	9
Treat	2,9444	1,62874	9
Total	1,9167	1,66495	18

From the table above the mean of the treatment group is significantly higher than the controlled group's (1, 9167). Consequently, we can deduce that alternative hypothesis is correct.

From the table above, we calculated the Cohen's d and the size effect by using the next formula.

$$\text{Cohen's } d = M_1 - M_2 / \sigma_{\text{pooled}}$$

$$\text{where } \sigma_{\text{pooled}} = \sqrt{[(\sigma_1^2 + \sigma_2^2) / 2]}$$

$$r_{\gamma} = d / \sqrt{(d^2 + 4)}$$

Cohen's $d = 1.5$. That means that the effect is moderate. With a Cohen's d of 1.5. Thus, 93 % of the treatment group will be above the mean of the control group (Cohen's U_3). Thus, 45 % of the two groups will overlap, and there is a 86 % chance that a person picked at random from the treatment group will have a higher score than a person picked at random from the control group (probability of superiority). Moreover, in order to have one more favorable outcome in the treatment group compared to the control group we need

to treat 1.8 people. This means that if 100 people go through the treatment, 54.5 more people will have a favorable outcome compared to if they had received the control treatment¹.

The effect size is equal to 0.6. It means that the score of the average person in the experimental group is 0.6 standard deviations above the average person in the control group, and hence exceeds the scores of 59% of the control group

Table 3.2 The table of correlation

Correlations			
		groupe	Diff
Group	Pearson Correlation	1	,635**
	Sig. (2-tailed)		,005
	N	18	18
Diff	Pearson Correlation	,635**	1
	Sig. (2-tailed)	,005	
	N	18	18

The P value is 0.005 .Therefore; there is a significant relationship between the variables in this research. The significance is also proven in the test between subjects' effect schedule.

It is near one.

Table 3.3 The T-test.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	27,0278	18	3,98701	,93975
	Post	28,9444	18	5,01436	1,18190

The correlation is significantly higher than 0.001. Therefore, the use of debate in The means' difference is equal to 1.92162. The mean of the H0 does not fall within this range. Ergo, the results are significantly positive.

Tale 3.4 paired sample correlation

	N	Correlation	Sig.
Pair 1 pre & post	18	,953	,000

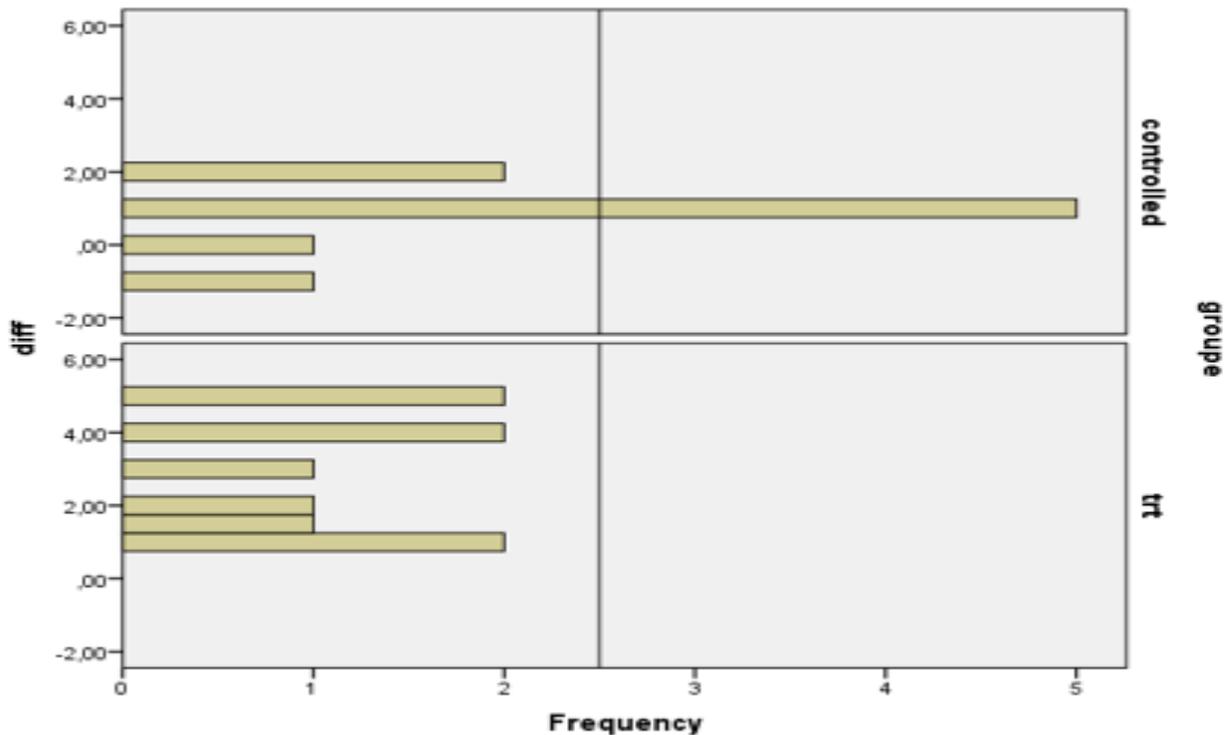
teaching oral communicative competence are positively related, and the possibility of chance occurrence is equal to 0%.

Table 3.5 Post-test marks distribution between groups

Count		Group		Total
		Controlled	treatment	
Post-test	22,00	0	2	2
	23,00	2	0	2
	25,00	1	0	1
	26,50	0	1	1
	27,00	2	0	2
	29,00	1	0	1
	30,00	2	0	2
	31,00	0	1	1
	31,50	0	1	1
	32,00	0	2	2
	33,00	1	0	1
	38,00	0	1	1
	39,00	0	1	1
Total		9	9	18

From the above, we can notice that the frequency of the marks in the treatment group becomes higher than the controlled when the marks are above 30. This can be seen in the draft below as well.

Graph3.1. The frequency of the difference between post-test and pre-test



We can notice that frequency of tests difference in the points within the range of $[-1_0]$ exist only in the controlled group (frequency=1).

Within the range of $[0_1]$ we can notice that the treatment group has a lesser frequency when the difference=one (frequency=2) while it is equal to (frequency=5) in the controlled group. However, the treatment group has a higher frequency when the difference is equal to two or higher, while it is equal it reaches the frequency of (2) as its maximum value. Evidently, it equals zero when the difference is higher than two.

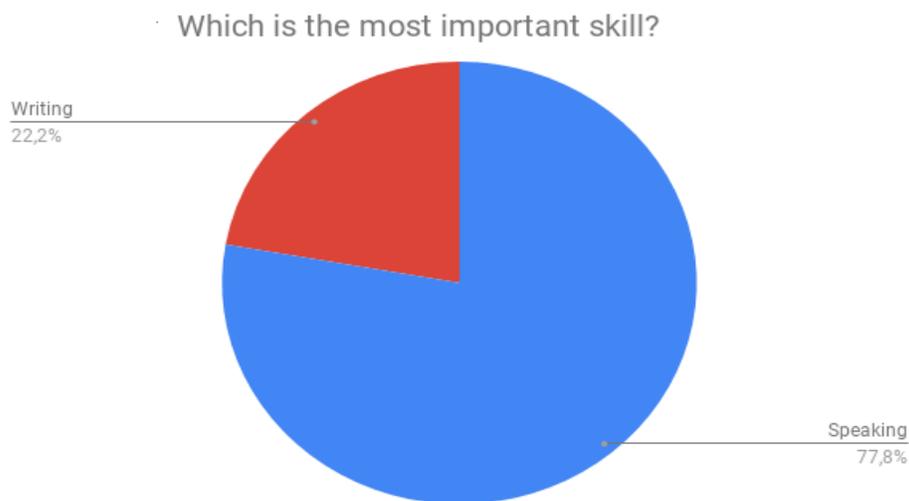
3.6.2 Data analysis of the questionnaire

This section will provide with a separate analysis of the data to syndicate later in the discussion of the results.

3.6.2.1 Closed-ended questions data.

Figure 3.1. Students' preference between writing and speaking

1. Which is the most important skills, speaking or writing?



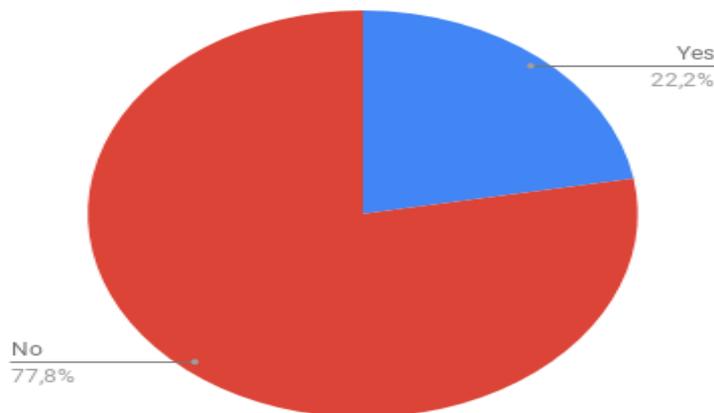
We cannot overlook the four major skills of language. Hence, the choice of learners determines the type of skills that they desire to master. The figure above shows that 77.8% of learners believe that speaking is more important than writing.

We can attribute that to the fact they attempt to use English in oral communication more than the written one

Figure 3.2 Comparison between the debate and the traditional methods

2. Do you think that traditional teaching helped you to learn English?

Do you think that the traditional teaching helped you to learn



This question approaches the learners' attitude towards traditional teaching. Their satisfaction or dissatisfaction displays whether the traditional approach met the learners needs or not. In consequence, 77.8% believe that the traditional learning did not help them in learning English.

4. Do you accept the use of debate in teaching oral communication?

-100% said yes.

5. Do you think that debate provided you with the chance to talk about daily life content?

-100 % replied with yes.

The researcher attributes the hurdles that the learners encounter in oral communication to several reasons. One of them is the lack of knowledge of the topic. For that reason, this question exhibits that debate nurtures learners' background on the topics of daily life.

6. Have you heard of debate before?

•100% replied with yes

7. Did you want to debate?

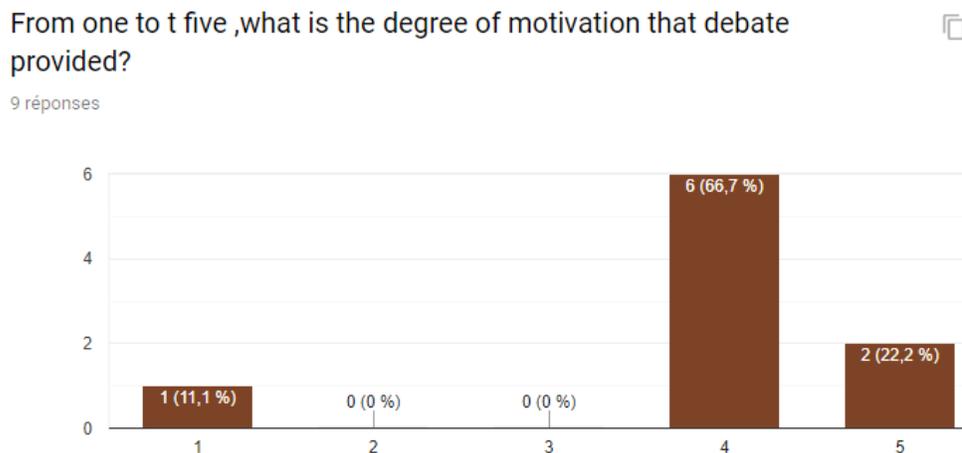
This questions aims at bringing attention to learners' motivation towards debate. Thus, 100% replied with yes. As a result, we can deduce the learners' motivation will be significantly high and the figures below prove that.

8. Do you accept the use of debate in teaching oral communication?

•100% replied with yes.

Graph 3.2 The level of motivation in debate

9. From the scale of one to five, what is the degree of motivation provided?



From the literature scholars mentioned that debate is a motivating method. However, there is no access to specific assessment or concrete data that proves it. Consequently, we will attempt to answer this by statistical references. Hence, 11.1 % declared that the level of motivation that the debates provide was level 1. (Level one two were not selected) .66.7 % declared that the level of motivation provided by debate was level four.22.2 % declared that the level of motivation that debate provides is 22.2.

From the chart above, we can conclude that the majority of learners agree on the fact that debate is a motivating method 88.9 %.

10. From one to five, how much vocabulary and phrases did debate add to your language?

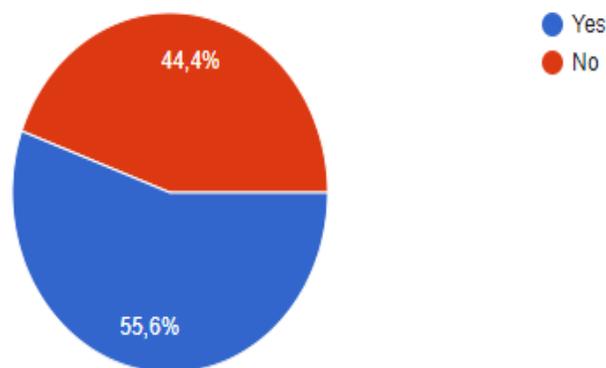
This question aims to inquire an approximation of the comprehensive input that learners acquired. In accordance, 0% chose level one, 11, 1% chose level two, 22, 2% chose level three, and the majority 66, 7 chose level four.

From the above we may assume that learners acquired a significant amount of vocabulary.

Figure 3.3. The possibility of developing the habit of debate

11. Since debates is a structured discussion and a communicative act. Do you think that you can make debates in English a habit?

This question discerns the possibility of moving debate from an in-class method to a habit. The student answered with 56% who believe that debate can be a habit and 44, 4% believe that they cannot.



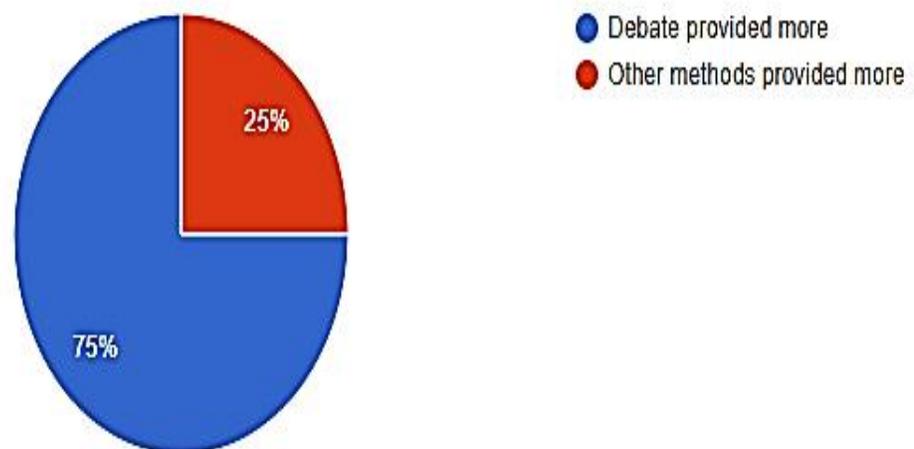
The statistics above convey that there is a considerable possibility to moving debates from a method to a habit. In that way, learners will be able to debate about ongoing issues in English outside the classroom.

12. Do you think that debate provided you with the chance to talk about daily life content?

All of the learners agreed to the fact that debate enables them to convey thoughts in reality in forms of language instead of an isolated linguistic output.

Figure 3.4. Comparison of the amount of topics

13. Compare the amount of the topics in debate to other teaching methods. The sample members need to answer with; debates provided more or other methods provided more.



This question aims at making a comparison between debate and the other methods to demonstrate the effectiveness of debate. 75 % agree on the fact that debate provided topics that are more ongoing in comparison to other methods

The chart above demonstrate how debate provides the learners with a wider range of topics .i.e. more knowledge about issues that they could not talk about it due to lack of knowledge.

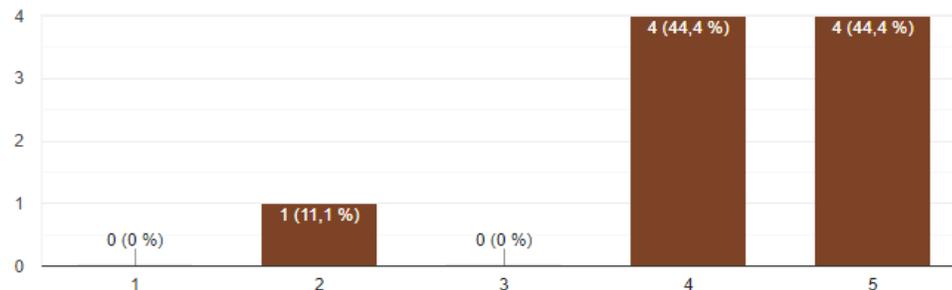
Graph 3.3. The level of agreement toward imbedding debate in EFL classroom

14. Do you agree to using debate in your session of English?

Do you agree to using debates in your session of English?



9 réponses



In this question that sample members were asked to determine the level of agreement from the lowest (1) to the highest (5) with implementing debate in teaching English

- 0.0 % selected level one.
- 11.1 % selected level two.
- 0.0 % selected level three.
- 44.4 % selected lever four.
- 44.4 % selected lever five.

From the statistics above, we can conclude that a significant majority of learners strongly agree with implementing debate with an overall proportion of 88.8 .Hence, the level of engagement, collaborative learning and the existence of a learner-centered classroom may be high due to the motivation towards the method. In that sense, the learners will attempt to actually be capable of carrying out the lesson and practice their language.

3.6.2.2 Open-ended questions data

All of the sample member's answers converge toward the features of oral communicative competence, or CLT. They agree on how it develops confidence,

comprehension of what the others have to say, and how to reply. The following sentences are samples of their answers:

1. In few lines, could you please give us some reasons? (The reason for accepting debate as a teaching method.

This question demonstrates that the learners are aware of the factors, and process that contribute to and effective communication. However, the researcher attempts to discover any possible intersection or common area between the learners' desires and the skills that debate provides to learners. Accordingly, debate delivers learners with the skills that enable them to negotiate meaning effectively and express thoughts properly. We can consult this to the answers below.

-“You will be able to share and exchange ideas how can you improve your skills and you will learn from the other part the absolutely will help me when speaking skills”

-“it gives me a chance learn to think in English last on the spot and to be corrected by my teacher”

-“The debate makes me use what I know what to say”

2. In several lines, could you write how did you prepare for debates?

The researcher asks this question to shed the light on the importance of preparation for enabling the teaching to induce Habit Formation. Because the learners perform debates with the possible minimum mistakes, and a structured presentation of thought. Then the teacher will adjust, change, and monitor the learners' level. The answers also, demonstrate the update and the cognitive processes that the learners undergo.

-“Collect all the information about subject against it and collect the arguments to convince the other part with your ideas”.

-“I organize my ideas and my arguments with its own explanation, and it will be rich structured information.”

3. How did that preparation develop you language?

-“A lot of very interesting topics education success the current situation of the country are the things that I have prepared”

Generally, all of the learners' answers meet in the point of acquiring the knowledge related to the topic, which is a meaning-focused input.

4. Do you think that debate taught you how to properly express and order your ideas?

-All said yes.

We can attribute this consensus to the fact that debates develops this cognitive skill, by explicitly focusing on it, and providing with the convenient way and logical order to conduct it.

5. If yes, could you tell us about it?

The researcher targets the process that the learners undergo when they debate.

-“Discover new words”

-“it helps you to express your ideas because when you do a lot of debates you will be capable talk in front of people get a lot of ideas in your mind “

-“You have to order your ideas and sash for your exact vocabulary explaining it and your

-“Is very difficult in and gives you a big motivation to advance.”

-“It's organizes my ideas how to choose the argument convince others”

6. Did debate improve your oral skills?

-All answered with yes.

7. What is the reason for that?

-“I can improvise”.

-“If I'm able to enter into a discussion that means I am sure myself and I can speak or improve my oral skills with confidence, and we learn from our mistakes”.

-Pronunciation.

Each learner addresses the question from his own perspective. Nevertheless, they all converge around the proper language production.S

3.6.3 Data analysis of the teachers' interview

The researcher acquired a significant amount of insights from this interview. However, for the sake of accuracy of the data, the researcher assumes that it is more effective analyze the answers in forms of quantitative data. Nonetheless, the researcher contemplates the insights, and he will highlight a number of it in the following overall conclusion of the data analysis.

1. Do you believe that students are capable of communicating effectively outside the classroom?

•50 % answered yes.

They believe that learners' of nowadays are capable of communicating due to the exposure of language that globalization and technology provide with.

•50 % replied not always.

Teachers associate it to anxiety, lack of knowledge related to the topic, or lack of communicative competence.

2. Do you encounter communicative breakdowns with your students?

• 100% replied with yes.

They also emphasize on that we should opt for new teaching methods that assist preventing that.

3. If yes, how often does that occur?

- 33, 4% answered with rarely.
- 66, 6% replied with often.

The degree of the occurrence of communicative breakdowns is significant; we should note that the researcher insisted on the language related type of breakdown of communication.

4. If yes, does this occur with advanced learners, such as master students or students who acquire decent grades?

The researcher asks the question to bring attention to the necessity of addressing the issue of the lack of oral communicative competence with advanced level learners.

66.6% answered: Rarely.

- 33, 4% replied: Yes often.

5. Have you ever thought of an alternative to solve this issue? If yes, what was it?

This question attempts to check the similarities between the teachers' alternatives and debate.

All of them agree on methods that include real- life topics, motivation, and up to date topics which meet the aim of the researcher.

6. Do you think that traditional education encourages this communicative breakdown since it evolves around pure academic topics?

- 16, 7% answered: No, it is the culture of the society
- 83, 3% replied: Yes.

The answers of the majority converge on how the traditional teaching evolves around rote learning and no actual communication or collaboration between the learners and teachers. That leads to the lack or the absence of the exchange of ideas i.e. no sufficient practice on communication.

7. What are the communication subskills that you would expect from debate?

- 16, 7 replied critical thinking.
- 50% replied cognitive skills and critical thinking.
- 16, 7% Active listening and cognitive skills.
- 16, 7% public speaking.

The answers of the teacher converge on the elements that the research targets, and they emphasize on the effectiveness of debate in prompting them

8. Would you agree to the use debate in oral classes?

- 100%strongly agreed.

9. Would you mention few of the communicative situations that students may perform outside or inside the class?

- 83, 3% mentioned discussions.

Debates are structured discussions.

Hence, there is a high possibility that teachers would agree to implement debates in teaching since it is similar to the communicative situations outside the class.

- 16,7Argumentative discussion of controversial topics.

Debates nucleus on controversial topics, which validates the use of debate in improving learners' communication.

10. Based on your knowledge of the debating process, is it similar to the common types of communicative situations that learners of English desire?

- 83, 3% answered: Yes.
- 16, 7 % said No.

11. Do you believe that debates can be imbedded in theoretical and academic courses?

-100% strongly agreed.

This question aims to shed the light on the flexibility and adaptability of debate. In that sense, teachers may consider the possibility of using debate in most of the sessions.

One teacher says, “A good teacher can make everything debatable”

12. Do you think that it would be a motivating method for learners?

- 100% agreed.

Motivation plays an important role in teaching, which enforces debates’ position as an effective method. Teachers mention how the process of debate is highly motivating to learners because it addresses controversial topics, and it is a presentation of one’s ideas.

13. Do you believe that debate can be an effective method to achieve communicative competence among our students?

- 100% agreed.

3.7 The discussion of the main results

The main Hypothesis is debate is in effective method in teaching oral communicative competence. To validate this, the teachers’ interview and the sample’s questionnaire target fundamental factors. In a sense, this factors ground by empirical data and opinions.

Before performing a debate, learners need to prepare arguments and language by reading and watching authentic materials that address the motion of the debate. Then they attempt to exchange ideas. Similarly, they ought to express their ideas and reply to the presented argumentation of the opposition. In that sense, each one needs to listen to the others' output, and produce his output in relation of what his colleagues say.

In accordance with to habit formation, this process enables them to develop their listening (motor receptive skills) and speaking skill (interactional skills) since they were active participants in the communicative situations. The majority of the subjects of the sample demonstrated a consensus on this point by 77,8% of participants who believe that speaking is the most important skill. Thus, one participant stated, "we learn how to ask questions and how to answer them verbally". In addition, teachers agree with this and insist on the aspect of effective listening and speaking. Furthermore, table 1 demonstrates a significant difference in the groups' performance in the post-test. Accordingly, we can deduce that the treatment group performed better than the controlled group.

In consistency to active learning and CLT, the researcher attempts to opt for a method that motivates the learners to obtain maximum efficiency. Motivation will lead to rising the learners' participation and commitment to the learning process. In the same vein, 88, 9% of learners believe that debate is and a motivating learners with a degree of four and above, we note that the highest degree was five. Additionally, 100% of interviewee teachers strongly agree on this as well.

In order to communicate, the learner need to learn common native expressions, vocabulary and knowledge relating to up to date topics. For this reason, he provided the learners with native reference to extract information and a native linguistic input on the

topic (written, audiovisual materials). In this manner, it provides the learner with native content and linguistic input. Then the learner will transmit it to an output when he/she debates. In accordance, 75% of the learners agree on the fact that debate provided them with a wider range of vocabulary compared to any other method in teaching. Additionally, 83,3% of the teachers, believe that debate is similar to other communicative situations since it is a structured discussion. From the Recoding of the debate sessions, the researcher noticed a significant use of native common expressions such as “I don’t see eye to eye to you, it is apples and oranges. In addition, there was a significant increase in the variety of the use of transitional phrases. That opens the possibility for skills and vocabulary. Alfred and Maxwell (2012) agrees with this idea. In order to assure this, the level of the resources of the language was slightly above the learners’ level. as Krashen (1998) recommends, which he refers to as level $i+ one$.

Competence linguistic communication entails that you own the necessary resources to take part in the communication, by means of the language, in the different scopes of the social life. Consequently, the researcher administered the pre-test and post-test to test the learners’ oral communicative competence. Therefore, Jigsaw reading seems an ideal method to assess learners’ oral communicative competence since it tests learners’ ability to interpret and convey ideas, which is similar to taking part in a conversation. The learners of the treatment attained significantly higher results than the controlled group (check table1- 4).

Conclusion

The research delivers with practical data and theories that demonstrate the effectiveness of debate in developing the A2 learners of CEIL Biskra. Accordingly, the

researcher grounds the validation of his hypothesis through an analysis of the acquired quantitative and qualitative data from the sample and teachers. Hence, the researcher attempts to combine between the data and demonstrate their relationship to the substituents and conditions of the main aim (OCC). The former are classified as skills (receptive-productive) and knowledge (linguistic or content related) and they are approach by using the meaning-focused input that debating process nictitates. The conditions of teaching OCC center on active learning such as motivation, and the active role of learners.

Limitation of the study

- In teaching oral communicative, acquiring results that are more effective requires a semester or more. Unfortunately, the sample only studies for one semester.
- The absenteeism of the English department's students obliged the researcher to exclude students' questionnaire from the research.
- Three members of the sample of the treatment were absent in both test, so the researcher had to only conduct the study on nine learners.

Recommendations of the study

- We recommend teachers of EFL classes to opt for debate as a teaching method that meets and fulfills their desires in having a communicatively competent class
- In the teaching procedures, it is preferable to let the learner choose their topics to attain the maximum amount of motivation. That contributes in their preparation of the topic. In the case of the absence of preposition, the teacher can provide them with choices, and the learners can vote on the most convenient one to their interest.

-This method is flexible, so we can implement it in most of the courses. One of the interviewee teachers says, “A good teacher can make anything debatable”. Hence we recommend that teachers implement it in academic courses as well.

- Using debate requires an amount of knowledge about it; there are several types of debates. Hence, it is the teachers’ decision to determine the most convenient one. Then teach the process to learners, to be able to attain efficient results.

- It is optimal to have less time gaps between the sessions to retain the stimulus and incite habit formation in a more progressive rate.

- As a researcher, when having submitted a questionnaire about OCC it is preferable to mention explicitly the target sub-skills of OCC to be able to make a checklist.

- When interviewing teachers endeavor to identify the level of their knowledge about the specific targeted points in your research. You can also send them a summary beforehand. To attain adequate information on the level of learners’ OCC, it is ideal for future researchers to conduct an audio test rather than a written one as a source of discussion.

General conclusion

Oral communicative occupies a great state in the hierarchy of foreign language teaching. We accredit that to the shift of language use towards oral communications. To communicate properly, the EFL learners ought to have a certain level of oral competence, which we attempt to achieve in our classroom by implementing debate as a teaching method. The paper grounds this view by illustrating the homogeneity between debate and the underlying theories and principles of teaching in general and communicative language teaching in specific. In that sense, the paper demonstrates the effectiveness of debate in teaching oral communicative competence.

Moreover, the paper aims at addressing the gap of oral communicative competence of A2 learners in the Algerian classrooms. In order to fulfill their desires it is necessary to disclose a consistent method to communicative competence. The grounding of our assumption is an assemblage of all the pertinent data and the cause and effect relationship among variables and as well as the correlation between the debate and the linguistic theories. This paper aims at establishing a consensus over the effectiveness of debate in achieving A2 learners' oral communicative competence. That paves the way to approach its utility with advanced learners who are generally unable to communicate effectively as the third chapter demonstrates.

Furthermore, this paper provides three chapters; the first two deliver with a synthesis of theoretical background and the literature of the variables and their subsidiaries while the third delivers with the practical section .i.e. the fieldwork and data collection. Evidently,

the first chapter elaborates on debate and its relationship to certain linguistic theories and principles.

The second chapter approaches oral communicative competence from the teaching aspects. Hence, it provides with an overview on several principals and features in nurturing learners' oral communicative competence. That will bring attention to the connection between debate and oral communicative competence.

The third chapters provides with the methodology and the data collection methods. The paper exerts a triangulation. Hence, the paper exploits the quasi-experiment, the sample's questionnaire, and the teachers' interview. The pretest and the post were administrates to the treatment and controlled group. The treatment group of A2 CEIL learners undergone a treatment of twelve sessions in which the teacher assigns debates as a teaching method.

To conclude, Algerian EFL learners should enhance their oral communicative competence. Hence, teachers should implement a method that enable the learners should be able to combine between their linguistic competence and other relevant competences and skills. Thus, debate was suggests debate as an effective method in achieving oral communicative competence.

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Appendices

Appendix1: The lesson plan

Session	Teaching procedure	Debate's topic
Session one 20 th October	Pre-test and the general revision	None, it was for teaching the learners how to debate (2h).
Session two 27 th October 2018	Unit 6 Headway (2hours) Debate (2 hours)	This house believes that schools kill creativity (2h).
Session three 05 November 2018	Unit 6-7(2hs) Debate(2hs)	This House believes colonization of another culture can be justified (2h).
Session four 12 October 2018	Unit 7-8 (2hs) Debate (2hs)	This House believes a lack of investment in teachers is the greatest barrier to achieving universal primary education (2h).
Session five 19 October 2018	Unit 8-9(2hs) Debate 2hs	This house would restrict advertising aimed at children (2h).
Session six 26 October 2018	Unit 9-10 (2hs) Debate (2hs)	This house supports home schooling (2h).

Session seven November 2018	9	Unit 10-11(2hs) Debate (2hs)	This house believes that we should ban animal testing (2h).
Session eight November 2018	22	Unit 11-12(2hs) Debate (2hs)	This house believes that mothers should stay at home and take care of their children (2h).
Session ten 29 November 2018		Unit 12 -13(2hs) Debate (2hs)	This House believes that State Health Services should allow private companies to run hospitals for profit (2h).
Session eleven December 2018	05	Unit 13-14 (2hs) Debate (2hs)	This house believes that the current state of Algeria is the people's responsibility (2h).
Session twelve December 2018	12	Unit 14(2hs) and the Post-test	None

Appendix 2 The pre-test and post-test

Note: The researcher notes that all of the texts are adapted from the official website of the British Council for English learning to provide with authenticity. Each member has the chance to answer questions about the text that he/she did not read

1.2. Pre-test

Text one:

Skills for the 21st-century workplace.

Don't you have the important skills for the 21st-century workplace?

We need to develop all kinds of skills to survive in the 21st century. Some, like ICT skills and knowledge of the digital world, are taught explicitly in schools in the UK. Here are five less obvious ones for you to think about. These are the sorts of skills that employers may ask you questions about in interviews, so it's a good idea to think about how good you are in these areas. What are your strengths and weaknesses?

Imagination

In the age of technology, that we are living in now, it is no longer enough to keep on making the same products. Employers need people who can imagine new approaches and new ideas.

Thinking: Think of an object or gadget you use every day. How could it be improved?

Can you think of three improvements?

Problem solving

Employers will value workers who are able to see problems before they happen and come up with creative solutions.

Think: Imagine you are organizing an end-of-term social event at school. Think of some problems that you could face. Can you think of any solutions?

Communication skills

Workers will have to be good communicators. They will have to be able to negotiate and discuss key issues and write in a clear way without using too many words.

How do people communicate with each other in the 21st century?

Critical analysis

Employers want workers who are able to recognize the difference between information that can be believed and false information.

Thinking: Use the internet to find out three facts about a celebrity or famous figure. Can you verify the information by checking other websites?

Making decision:

Individual workers have a growing amount of responsibility. It is important to be able to evaluate a situation and be confident in making a decision.

Think: Which three things could you do to (a) be healthier (b) do better at school and (c) help others? Make a decision now to do at least one of these things. Then ... just do it!

Question of the first text

- 1- What does the text address?
- 2- Could you list the ones you remember?
- 3- In your opinion, which are the most important skills?
- 4- Why do you think that they are important?

Text two

Adventure travel

Time for an adventure?

Are you a bit bored with your nine-to-five routine? Have a look at our exciting range of holidays and decide what type of adventure you'd like.

Holidays' activities

Our activity holidays are for everyone, people who love danger or who just like sports. We have a huge variety of water, snow or desert holidays. We'll take you SCUBA diving in the Red Sea or kayaking and white water rafting in Canada. If you prefer snow, you can try skiing or snowboarding in the Alps or even igloo building. For those who like warmer weather, we also have sandboarding (the desert version of skateboarding) or camel safaris.

Polar expeditions

Take a cruise to Antarctica or the northern Arctic; explore a land of white natural beauty and wonderful wildlife. Our experts will explain everything about the two poles as you watch the penguins in Antarctica or whales and polar bears in the Arctic. There is no greater adventure than travelling to the ends of the earth. A once-in-a-lifetime experience!

Cultural journeys

Our cultural journeys will help you discover ancient civilizations: India, Thailand, Egypt and many more. Visit temples, palaces and ancient ruins – just remember to bring your camera! Get to know local ways of life by exploring markets, trying exotic foods and meeting local people.

Trekking tours

We have trekking holidays to famous places such as Machu Picchu or the Everest Base Camp Trek, as well as some nearer to home in the Highlands of Scotland. You do not need to be very sporty, just fairly fit. You will have a great time enjoying nature with a group of new friends. Some of the holidays include camping, but we will transport the tents for you!

Wildlife holidays

We organize small-group tours to get closer to nature in Africa, Asia or South America. Go on safari in Africa and watch lions and giraffes. Meet the famous turtles of the Galapagos Islands. Look for tigers in India, or take an elephant safari in Sri Lanka. We use local guides and stay in a range of accommodation, from tents to tree houses.

- 1- What does the text address?
- 2- Could you mention the activities that you can remember?
- 3- Which ones did you like the most?
- 4- Why is that?

1.2. The post-test

A-Text one

A walk to the forest

Tuesday:

Going through the forest is my favorite part of the walk. My dog Benji loves it too. I am Grace. I live on a farm with my parents and I take Benji for a walk most days after school. While Benji's playing, I stop to take a photo of a butterfly. I am thinking about posting it on Facebook, but then I hear Benji barking. He is jumping and running around a boy. The

poor boy looks worried. 'Benji, stop! Come here!' I call and throw him his ball. I am about to say sorry to the boy, but he's gone.

Wednesday

It is cold today, so Benji and I are walking fast. As we go through the forest, it starts raining so I run. Suddenly, I fall and I am on my back. OUCH! That hurt!

Then there is someone there and a voice asks "Are you all right?" I look up and see the boy from yesterday.

"I am Ok" I say and the boy helps me up.

"I have not seen you around do you live here?". He says" sorry I have to go. Can you walk? Do you need help?"

"No I am fine. Thanks" I say and the boy walks away.

"I am Grace, what about you?" , but he is already gone.

I went home to find my mother watching the news.

"Hi grace! Do you know about this boy, Mark? She asks.

"No, what boy" I said.

"A boy from Manchester. He has run away from home. Look! This is his dad.'

There is a man on TV sitting with a police officer. He is crying as the police officer asks people to help. Then they show a photo of the missing boy. It is the boy from the forest.

He is Mark, should I say something?

"Poor man" says mum, "I just hope they find their son soon

No, I must not say anything. If I tell her, the police will come for mark

What if he has run away for a good reason!

I should talk to him first.

Thursday

I cannot find Mark, so I shout,

I went to the woods and started calling “Mark, where are you?”

Friday.

It is the morning I am in the forest. Mark is waiting for me in the forest. I have some

'The police came to the farm this morning. They're going to search the forest tomorrow.'

Mark looks sad and says 'I didn't want this. My dad, crying on TV and the police looking for me. I don't know what to do'.

'I have an idea. Why don't you live with your grandad in Manchester?

Let them move to London and visit them in the holidays”

Mark does not answer at first, and then he looks at me and smiles “

'Can I use your phone?' he asks. 'I need to call my dad.'

Questions of text one

1-What does she do while Benji is playing?

2-What did the dog do?

3-Did she say apologize?

4-What happened to her when she was running?

5-Where is he from?

6-Does he go to her school?

7-Could she get his name?

8-Whom did she talk about the boy?

9-Did the picture match with the boy?

10-What did her mother say?

11-What was his name?

12-What did the girl think?

13-What did she do?

14-What happened?

15-Is the step a bad person?

16-Why does he want to stay?

17-Did she convince him?

18-If yes, how did she do it?

B-Text two

Happiness

Do you know what makes you happy or you just think you do?

At first, these two questions look the same. If you think something makes you happy, then it makes you happy. You know yourself, don't you?

Write a list of all the things that make you happy. How many of them are fun? Most of them? So, if you spend your time doing all these fun things, you will be really happy, won't you?

Well, maybe not. For most people, fun is not enough for real happiness. Paul Dolan wrote a book called *Happiness by Design*. He thinks happiness comes from both pleasure and purpose. If most of the things on your list are about pleasure that is what you think makes you happy. However, you also need activities with purpose.

We usually know if something is fun, but we do not know what brings meaning. For example, most people think air pilots have jobs with clear purpose. They fly hundreds of people all over the world. But they spend a lot of time in boring hotels and airports and

they do the same things hundreds of times. Those activities might not bring meaning – and they're probably not fun. So pilots also need to find pleasure and purpose in their work and life.

There are different ways we can find purpose in things. Some activities might be motivating because they work for the good of people and the world around us. Or what you do might help a team you're working in.

If you are a student, your 'job' is studying and passing exams. It is easy to do well in subjects you like, but subjects you do not like are less motivating. They are not fun for you, but you have to study them so you need to find purpose. An A in a subject you hate will not help the world. But can you be part of a study team with friends? Each person can study one part until they understand it and then teach it to the rest of the group. The purpose becomes helping the team.

Go back to your list of things that make you happy. How many of them are activities that bring purpose? Can you add any? Remember, some activities might bring both pleasure and purpose.

Now you need to design a happy life. Paul Dolan believes people should decide or design, do'. First decide what brings you pleasure and/or purpose – that means your two lists. Then, do not just think about these activities; fill your life with them. For example, you might love riding a bike but never have time to do it. So, ride to school, the library, or the shops. If you live too far away, take your bike on the bus or train. Get off early and ride the rest of the way. If you go in the car, put it in the back, stop a few kilometers away and ride the rest. Alternatively, move somewhere you can ride more. Some parts of our lives are good or bad luck, but we can still design the rest to make more happiness.

Question of text two

1-What is the book's name?

2-What does the book writer think of happiness?

3-What did he say about hospitals and do they have a purpose?

4-What did he say about objectives that you do not know of?

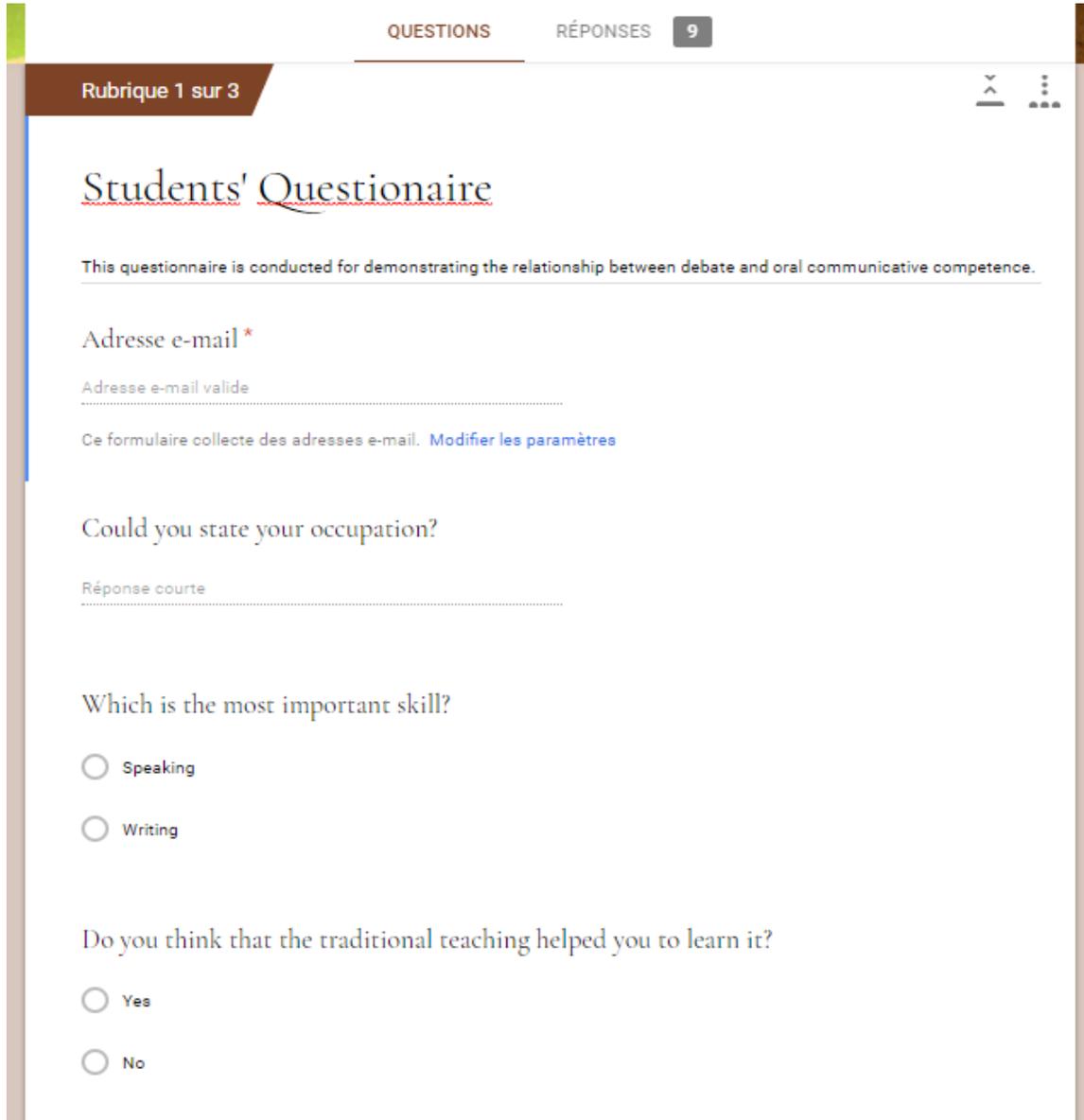
5-What do you want to add?

6-What should you do?

7-Is all of our life about luck?

8-What was his example?

9-What should we do?

Appendix3: The sample's questionnaire

The screenshot shows a web interface for a questionnaire. At the top, there are two tabs: 'QUESTIONS' and 'RÉPONSES' with a count of '9'. Below the tabs, a header bar indicates 'Rubrique 1 sur 3'. The main title is 'Students' Questionnaire' with a red underline. A subtitle states: 'This questionnaire is conducted for demonstrating the relationship between debate and oral communicative competence.' The first question is 'Adresse e-mail *' with a text input field labeled 'Adresse e-mail valide' and a note: 'Ce formulaire collecte des adresses e-mail. [Modifier les paramètres](#)'. The second question is 'Could you state your occupation?' with a text input field labeled 'Réponse courte'. The third question is 'Which is the most important skill?' with two radio button options: 'Speaking' and 'Writing'. The fourth question is 'Do you think that the traditional teaching helped you to learn it?' with two radio button options: 'Yes' and 'No'.

QUESTIONS RÉPONSES 9

Rubrique 1 sur 3

Students' Questionnaire

This questionnaire is conducted for demonstrating the relationship between debate and oral communicative competence.

Adresse e-mail *

Adresse e-mail valide

Ce formulaire collecte des adresses e-mail. [Modifier les paramètres](#)

Could you state your occupation?

Réponse courte

Which is the most important skill?

Speaking

Writing

Do you think that the traditional teaching helped you to learn it?

Yes

No

Have you heard of debate before it was used in your class?

Yes

No

If yes, did you want to a debate? *

Yes

No

Do you accept the use of debate in teaching oral communication?

Yes

No

Could you please give us some reasons in few lines?

Réponse longue

In several lines , could you write how did you prepare for debates?

Réponse longue

How did that preparation develop you language?

Réponse longue

Après la section 1 [Passer à la section suivante](#)

Rubrique 2 sur 3



Section two

In questions two and one, you are supposed to click on one of the numbers to show the degree . from zero until very high.

From one to t five ,what is the degree of motivation that debate provided?

	1	2	3	4	5	
none	<input type="radio"/>	Very high				

How much vocabulary and phrases did debate add to your language?

	1	2	3	4	5	
none	<input type="radio"/>	very much				

Do you think that debate taught you how to properly express and order your ideas?

Réponse longue

If yes, could you tell us about it? *

Réponse longue

Did debate improve your oral skills?

Réponse longue

What is the reason for that?

Réponse longue

Après la section 2 [Passer à la section suivante](#) ▼

Rubrique 3 sur 3



Section three

Description (facultative)

Since debates are a structured discussion and a communicative act. Do you think that you can make debates in English a habit?

Yes

No

Do you think that debate provided you with the chance to talk about daily life content?

Yes

No

Do you think that debate provided you with the chance to talk about daily life content?

Yes

No

Compare the amount of those topics that you saw in debate to those whom you have seen in other teaching methods?

Debate provided more

Other methods provided more

Do you agree to using debates in your session of English?

1 2 3 4 5

I don't agree

I strongly agree

I would like to thank you for your help, and i wish you the best of luck!

Description (facultative)

Appendix4: The teachers' interview

This interview aims at attaining information and insight on the possibility of implementing debate for achieving oral communicative competence

1. Do you believe that students are capable of communicating effectively outside the classroom?
2. Do you encounter communicative breakdowns with your students?
3. If yes, how often does It occur?
4. If yes, does this occur with advanced learners, such as master students or students who acquire decent grades?
5. Have you ever thought of an alternative to solve this issue? If yes, what was it?
6. Do you think that traditional education encourages this communicative breakdown since it evolves around pure academic topics?
7. What are the communication subskills that you would expect from debate?
8. Would you agree to the use debate in oral classes?
9. Would you mention few of the communicative situations that students may perform outside or inside the class?
10. Based on your knowledge of the debating process, is it similar to the common types of communicative situations that learners of English desire?
11. Do you believe that debates can be imbedded in theoretical and academic courses?
12. Do you think that it would be a motivating method for learners?

13. Do you believe that debate can be an effective method to achieve communicative competence among our students?

Appendix 5 : Transcription of the teachers' interview

A sample of the interview

Researcher: good morning sir could you introduce yourself for us

Teacher: first of all thank you for having me I am Dr. Bashir Ahmed call to chat you want to call me happy to answer your questions.

Researcher; so this interview is on debate and its relationship with communicative competence. Debate is not somehow of a new method.

it has been used from the age of the Egyptians till now; and it was also used with the Greeks. Anyways, I wanted to view it from a different perspective in relation to communicative competence of course the question will evolve around specific subdivisions of communication and by its role it requires several some skills such as critical thinking .Okay, now we will have questions about the possibility of implementing it in our curriculum. Good especially in oral sessions.

Researcher: So do you face communicative breakdowns of communication, inside the classroom and outside the classroom.

Teacher: To be honest I have never experienced such a breakdown. It could be frustrating for you but it didn't happen to me.

Researcher: No, not for you, I mean from the Part of your learners.

Teacher: Yeah breakdowns in communication can happen in the class because of many reasons which could be the lack of ideas and it could be due to shyness and sometimes there is all too sudden techniques such as code switching.

Sometimes they're not prepared for the question and therefore the communication does not go as smoothly as it was planned

Researcher: How often do you encounter such Communication Breakdowns?

Teacher: actually very few instances I don't recall exactly how many times they were

. But, intuitively speaking I can give you that it is once in a while.

Researcher: do you notice that they occur with advanced learners?

Teacher: If it ever happens I just give my students think over again while somebody else is answering the question so that they will have a second thought they're going to say these are few and sisters I've never experienced such a breakdown outside the classrooms it depends on the teacher as well.

Researcher: Do you think that traditional encourages the occurrence communicative breakdowns, because it evolves around the academic topics?

Teacher: it's due to the culture of the society. In Algerian Society, the younger you are the less there is a chance for you speak up your mind.

Researcher: have you ever thought about a way to solve this problem?

Teacher: I think that we should ask the students for the best method to express themselves.

Researchers: what are the top skills that you would expect if we teach using debate?

Teacher: it helps them to express their own ideas based on argumentation even though they disagree with the teacher ideas and develops their critical thinking.

Researcher: would you agree with the use of debates in teaching?

Teacher: I would advise everyone to use the debate.

it's a very motivating method .But it requires knowledge to implement the debate.

Researcher: Do you think that it is similar to the communicative situations outside the classroom?

Teacher: the skilled teacher can make anything into debates, so it is similar and you need a knowledge about debates to carry them into your classroom

Researcher: do you believe that debate can be embedded in theoretical and Academy courses

Teacher: yes of course

Researcher: Do you think that they debate is a motivation message?

Teacher: Yes I do believe in that, because we are talking beings we live to be listened to.

Researcher: do you believe that debate can be an effective method in teaching all communicative competence

Teacher: Yes of course students come to learn how to be fluent in speaking. So, it is an effective method.

Researcher: that was the last one, thank you so much for your feedback Sir.

Teacher: It is a pleasure, glad I could help.

المخلص

اكتسبت الكفاءة التواصلية اهتماما متزايدا في الالونة الاخيرة. ذلك يعود الى التغير في استعمال اللغة. بحيث ان متعلمي اللغة الانجليزية كلغة اجنبية يرغبون في القدرة على اتعمال اللغة بفعالية عند التواصل الشفهي. لذلك تهدف هذه الدراسة الى استعمال المناقشة كوسيلة لبلوغ الكفاءة في حالة التواصل الشفهي مع متعلمي اللغات المكثفة ببسكرة الى تبين العلاقة و التناسق بين المناقشة و نظريات و مبادئ لغوية. هذا البحث يستخدم اسلوب البحث الثلاثي عن طريق جمع الادوات باستعمال ثلاث ادوات. تشمل هذه البيانات دراسة تجريبية , استبيان' و مقابلة. لقد ادت هذه الدراسة الى بيانات تبين فعالية المناقشة في تحقيق الكفاءة اللغوية.