

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
English Branch



**The Effect of Classroom Discussion on the Learners' Oral
Proficiency**

Case Study : Second Year English Students at Biskra University

A Dissertation Submitted in Partial Fulfillments of The Requirements for Master Degree in
English

Option : Sciences of the Language

Submitted by :

Mrs. Sara BERRICHE

Supervised by :

Dr. N. Betka Rezig

Broad of Examiner :

Mrs .Bakhouche Rym

President

Mr.Laala Youcef

Examiner

Dr N.Betka Rezig

Supervisor

2014/2015

Dedication

I dedicate this Work to :

My beloved parents for their love and encouragement.

My lovely brother Mohammed.

My dearest sisters : Mebaraka, Hanan, Khalida, doa, Malika, and her daughters : Sounds, Bouchra, and her Hasband Mahfoud.

All the members of my family.

All my dearest Friends and relatives.

All my teachers.

All who know me, and love me.



Acknowledgements

Thanks to Allah, for his blessings, and Mercy that are given to us. Peace upon Rasullullah Mohamed who has brought us from darkness to Faith.

Special thanks to my Supervisor, Dr Betka Rezig Nadia, who devoted her time, and experience to accomplish this work.

I would like to thank the member of the jury, Mr Laala Youcef, and Mrs Bakhouché Rym for their improvement of our dissertation.

I would like to express my deepest thanks and grateful to Ms .Turqui B for his encouragement.

Many thanks to my Parents, brother, sisters.



Abstract

The present study aims to investigate the effect of classroom discussion on the learners' oral proficiency. The basic hypothesis of this study sets out that the teachers' adoption of classroom discussion leads to the improvement of the individuals' oral proficiency. We have opted for the descriptive method for describing two variables, classroom discussion as independent variable, and its impact on the students' speaking skill as dependent variable. In order to gather data, the researcher applied two research instruments: a questionnaire to second year LMD students of English at Mohamed Kheider University of Biskra with collaboration of fifty (50) students, in addition, we have administered written interviews to five (5) oral expression teachers. The findings showed that the classroom discussion has a crucial impact on the learners' oral proficiency, also it shows the learners' positive attitude toward the use of classroom discussion activities, and its role in increasing their level of confidence, and performance, especially among students who are shy and fear from speaking in front of the whole class.

List of Abbreviations

EFL : English as a Foreign English

MT : Mother Tongue

CD : Classroom Discussion

I.O.D : Issues Oriented Discussion

BA : Brainstorming Activities

CA : Compound Activities

T : Teachers who Participated in the Interview

Q : Questions

OE : Oral Expression

List of Figures

Chapter two : Classroom Discussion

Figure 01 : Observation and Evaluation Sheet.....36

Chapter Two : Field Work

Figure One : Learners' answers' distribution in question 01.....45

Figure Two : Learners' answers' distribution in question 02.....46

Figure Three : Learners' answers' distribution in question 03.....47

Figure Four : Learners' answers' distribution in question 04.....48

Figure Five : Learners' answers' distribution in question 05.....49

Figure Six : Learners' answers' distribution in question 06.....50

Figure Seven : Learners' answers' distribution in question 0751

Figure Eight : Learners' answers' distribution in question 08.....52

Figure Nine : Learners' answers' distribution in question 09.....53

Figure Ten : Learners' answers' distribution in question 10.....54

Figure Eleven : Learners' answers' distribution in question 1155

Figure Twelve : Learners' answers' distribution in question 12.....56

Figure Thirteen : Learners' answers' distribution in question 13.....57

Figure Fourteen : Learners' answers' distribution in question 14.....58

Figure Fifteen : Learners' answers' distribution in question 15.....60

Figure Sixteen : Learners' answers' distribution in question 16.....61

Figure seventeen : Learners' answers' distribution in question 17.....62

List of Tables

Chapter two : Classroom Discussion

Table One : The observation Excercise that Carried out by the Shaddowing.....	37
--	----

Chapter Three : Field Work

Table One : Learners' answers' distribution in question 01.....	45
Table Two : Learners' answers' distribution in question 02.....	46
Table Three : Learners' answers' distribution in question 03.....	47
Table Four : Learners' answers' distribution in question 04.....	48
Table Five : Learners' answers' distribution in question 05.....	49
Table Six : Learners' answers' distribution in question 06.....	50
Table Seven : Learners' answers' distribution in question 07.....	51
Table Eight : Learners' answers' distribution in question 08.....	52
Table Nine : Learners' answers' distribution in question 09.....	53
Table Ten : Learners' answers' distribution in question 10.....	54
Table Eleven : Learners' answers' distribution in question 11.....	55
Table Twelve : Learners' answers' distribution in question 12.....	56
Table Thirteen : Learners' answers' distribution in question 13.....	51
Table Fourteen : Learners' answers' distribution in question 14.....	58
Table Fifteen : Learners' answers' distribution in question 15.....	59
Table Sixteen : Learners' answers' distribution in question 16	60
Table seventeen : Learners' answers' distribution in question 17.....	61

Table of Content

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviation.....	IV
List of Figures.....	V
List of Tables.....	VI

General Introduction

1. Statement of the Problem.....	01
2. Significant of the Study.....	01
2. Aims of the Study	02
3. Hypothesis and research Questions.....	02
4. research Methodology.....	03
5. Organization of the Dissertation.....	03

Chapter One : The Speaking Skill

Introduction.....	4
1.1. Definition of Speaking.....	5
1.1.1. Elements of Speaking.....	5
1.1.1.1. Language Features.....	5
1.1.1.2. Mental Social Processing.....	6
1.1.2. The Importance of Speaking	6
1.2. Characteristic of Speaking.....	7

1.2.1. Fluency.....	07
1.2.2. Accuracy.....	08
1.2.3. Grammar.....	09
1.2.4. Vocabulary.....	09
1.2.5. Pronunciation.....	10
1.3. Contrasting Speaking and Written Language.....	12
1.4. Listening and Speaking Connections.....	13
1.5. Teaching Speaking.....	14
1.5.1. What is Teaching Speaking.....	14
1.6. Learners Strategies in Oral Communication.....	15
1.6.1. Achievement Strategies.....	17
1.6.1.1. Guessing Strategies.....	18
1.6.1.2. Paraphrase Strategies.....	16
1.6.1.3. Co-operative Strategies.....	16
1.6.2. Reduction Strategies.....	17
1.6.2.1. Avoidance Strategies.....	17
1.7. Factors that Cause Learners Difficulties in EFL Learners.....	17
1.8. Assessing Speaking.....	20
Conclusion.....	21

Chapter two : Classroom Discussion

Introduction	22
2. 2.1. An Overview of Classroom Discussion.....	22
2.1.1. Definition of Classroom Discussion.....	23

2.1.2. Kinds of Classroom Discussion.....	23
2.1.2.1. Cooperative Learning Discussion.....	24
2.1.2.2. Subject-Master Discussion.....	23
2.1.2.3. Issues-Oriented Discussion.....	24
2.2. The Importance of Classroom Discussion.....	25
2. 3.Lesson Plan.....	26
2.4. Getting Classroom Discussion Started.....	28
2.5. Some Factors in Classroom Discussion.....	29
2.5.1. Role Play.....	29
2.5.2. Group Work.....	29
2.5.3. Topic.....	30
2.6. Strategies for Classroom Discussion.....	30
2.7. Activities for Classroom Discussion.....	31
2.7.1. Brainstorming Activities.....	32
2.7.2. Organizing Activities.....	32
2.7.3. Compound Activities.....	33
2.8. The Role of the Teacher.....	33
2. 9 .Implementation of Classroom Discussion.....	34
2. 10 .Evaluation of Classrom Discussion.....	38
Conclusion.....	40

Chapter three : Field Work

Section One : Methodology

Introduction.....	41
3.1.1. Research Method.....	41
3.1.2. Participants.....	41
3.1.3 .Instruments.....	42
3.1.3.1. The Description of the Questionnaire.....	42

3.1.3.2. The Description of Teachers Interview.....	43
3.1.3.4.Procedures.....	44

Section Two : Findings’ Discussion

3.2.1. The findings of students’ questionnaire.....	45
3.2.2. The Findings of the Teachers’ interview.....	63
3.2.3. Interpretation and Results.....	65

Conclusion.....	66
------------------------	-----------

Recommendations.....	67
-----------------------------	-----------

General Conclusion.....	68
--------------------------------	-----------

Bibliography.....	69
--------------------------	-----------

Appendices

Appendix 1 : Students’ questionnaire

Appendix 2 : Teachers’ Interview

2.1 .Teacher One

2.2. Teacher Two

2.3. Teacher Three

2.4. Teacher Four

2.4. Teacher Five

General Introduction

The use of English as International Language plays a significant role in globalisation era. At the present time ,we are required to communicate in English .The mastery of that language needs to develop the four principal language skills listening, writing ,reading ,and speaking . Among those skills speaking is the most important and essential skill ,because, it is the basic for communication between people ,In foreign language teaching and learning , the ability to speak is a difficulty faced by teachers and learners ,this difficulty lead the teachers most of the time thinking about the appropriate activities which students need for improving their second language in the classroom. So, the use of a variety of communicative activities like discussion issues may help students to enhance their oral proficiency , and became good communicators in that language.

1-Statement of the problem

Throughout the study ,it is noticed that some of the oral activities that EFL teachers use in the classroom seem to be ineffective because these activities do not encourage the participation of the learners, thus the learners keep silent most of the time ,that leads to the poor achievement in the oral skill .

2. Significance of the Study

The present study aims to :

- 1- Increase the students' significant amount of talk in the classroom.
- 2- Help learners' to engage in classroom discussion.
- 3- Maximize students' interaction and to facilitate students' contribution to each other's learning.

4- Encourage students to become effective communicators in foreign language not only in the classroom but also outside the classroom.

3- Aims

The present study focuses on the role of discussion on the learner's oral skills, we intend through the implication of discussion issues to prove the effectiveness of the selective activity in the improvement of the teaching process of the oral skill, in addition, the discussion has psychological effects, it helps in the consolidation of the learner's personality and motivation.

4-Research Question

This research attempts to answer the following questions :

1. Can speaking skill be enhanced by using Discussion activity?
2. What is the students' attitude and reaction toward teaching English speaking skill with regard to the specific classroom activities such as discussion.

5-Research Hypothesis

In the present study, it is hypothesized that :

1. If the teachers adopt discussion, this activity will improve the students' oral proficiency.

6- Research Methodology

For the purpose of the study, and in order to investigate the effectiveness of discussion on the learner's oral proficiency, the researcher intends to use the descriptive method to collect data through the use of questionnaire for students, and interview for the teachers.

Teachers interview would be addressed to oral expression teachers to know their opinion about the implementation of the classroom discussion. Student's questionnaire would be directed to second –year LMD students in the department of English at the University of Biskra to gather their opinions toward the use of discussion and its role in developing their oral proficiency.

7- The Organization of the Dissertation

The present study is divided into three main chapters, the first two chapters are devoted to the theoretical framework, and the last one is the field work of the study.

The first chapter represent a review of speaking skill includes its definition, importance, the main characteristic of speaking performance ,in addition , the relation between speaking and the other language skills ,and the learners' strategies in communication .We conclude this chapter with assessing speaking.

The second chapter deals with an overview of classroom discussion concerning its kinds, importance, activities that can be used in discussion, the teachers'role, and the implementation of classroom discussion to end this chapter with its evaluation.

The last chapter is devoted to the analysis and discussion of the data obtained through the research instruments.

Chapter One :

The Speaking Skill

Chapter One

The Speaking Skill

Introduction

Most of second language learners their primary goal is to achieve the four language skills (speaking, listening, writing, and reading), and the most interest one for them is speaking since it is the basic for communication.

In this chapter, we shed light on the speaking issues concerning the definition of speaking and its importance, then the main characteristic of speaking performance, in addition to teaching speaking ; demonstrating some of the learners' difficulties in speaking, and finally how we assess the speaking skill.

1. What is Speaking ?

In Learning a Second or a Foreign language ; the goal of any learner is to be able to communicate with that language. Nunan (2000 :67) defines speaking as "a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning". In addition, Hedge (2000 :261) adds that speaking is "a skill by which they [people]are judged while their impressions are being formed ".That is to say that speaking reflect the people personalities when they come to express themselves . Up to the point Widdowson (1984) says that speaking is the active production skill and use oral production.

Based on the definitions above, the researcher can say that speaking is a fundamental skill that has many functions in daily life. By speaking, we can share our ideas ; convey our messages, and are able to interact with one another.

1.1. Elements of Speaking

Speaking has two main elements : Language features and Mental Social Processing. These elements has been mentioned by Harmer (2001 :269-271) which are as follow :

1.1.1. Language Features

The following are the necessary elements of an effective communication :

❖ Connected Speech

Speakers of English need to be able to produce a fluent connected sounds not only a separated phonemes, because, sounds are changed-when they get close to each other- added, omitted, or weakened.

❖ Expressive devices

Native speakers of English usually change the pitch and stress of particular parts of utterances, vary volume and speed, in addition to the paralinguistic features. So, in order to be an effective communicator, Students have to use such devices, because it help them in conveying their intended message.

❖ Lexic and grammar

We have noticed that learners when they produce some language functions, often use the same lexical structure. For that, teachers have to provide their learners with different language functions **such as : expressing**, agreeing, or approval in order to be used in different stages of communication with others.

❖ **Negotiation of language**

Negotiation of language have a great benefits on the learners. When others talk, we often ask for clarification. So , the teachers have to provide their learners with the appropriate expressions that may help them when they seek for clarification , for example , “I do not understand ” In addition , teachers also should help them to structure the discourse to be understood by others, for instance, they give them language such as : “ what I’am trying to say is that”’.

1.1.2. Mental Social Processing

The necessary processing skills are the following :

❖ **Language Processing**

Speakers need to be able to process language in their minds in a coherent order to convey their intended meaning and understood by others , also speakers have to be able to retrieve words and phrases to be used .

❖ **Interacting with Others**

Speaking is the interaction between one or more interlocutors. That interaction requires the ability to understand the others and also to be a good listeners, in order to take turnes or to allow others to do so.

❖ **Information Processing**

It refers to the ability to process information in the mind as quickly as possible, this means that when the speaker recieves information, we should be ready to response.

1.2. The Importance of Speaking

Speaking plays an important role in second or/and foreign language learning because through speech, messages are conveyed.

Goh (2007 :1) states that " As an essential tool for language teaching and learning, speaking can facilitate language acquisition and development". In addition, Zarosdy et al (2006 :57) argued that "of all the four complex skills (listening, reading, speaking, writing), speaking seems to be the most important as people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing a language". This indicates that using the language is more important than just knowing it, because when we do not use the language we lose it. Furthermore, speaking is considered as the important skill among all other skills, because it reflects the learners success or failure in second and/or foreign language learning, as argued by Nunan (1991 : 39)

The most people, mastering the art of speaking is the single most important factor of learning a second or foreign Language, and success is measured in terms of the ability to carry out a conversation in the language.

Consequently, we can say that speaking is the most fundamental means for human communication, because without speaking individuals can not express themselves, their opinions, and intentions, also speaking is the basic tool for interaction between people.

2. Characteristic of oral performance

2.1. Fluency

The ultimate goal of second language learners is to achieve oral fluency. Lennon's (2000 cited in Munoz : 2006 :65) viewed fluency as " the rapid, smooth, accurate, lucid and efficient translation of thought or communicative intention into language under the temporal constraints of on line processing". Hedge (2000 :54) adds that :

The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation.

The researcher noticed that most of researchers define fluency as the ease and speed of the flow of speech, However, Thornbury (2005 : 6 ,7) argues that speed is an important factor in fluency and pausing too, because, usually when we speak we need to pause in order to take breath. Native speakers also need to pause from time to time to allow their interlocutors (listeners) to catch up what they said. However, too many hesitations and pauses indicate that the speaker has a difficulty in speaking, also may obstruct the speaking fluency. For that, Thornbury suggest what is called 'Tricks' or production strategies that helps speakers to fill the pause. The most common pause fillers are "uh ", and "um", vagueness expressions such as 'sort of' and 'I mean', in addition to repetition of one word if there is a pause.

To conclude, we can say that fluency is the main characteristic of speaking performance. For that, teachers are required to focus more on fluency tasks, and activities, because we have to speak fluently to make our listeners able to respond to what we say.

2.2. Accuracy

Generally speaking, accuracy is the ability to produce grammatically correct sentences. Harmer (1991) says that accuracy is important for learners when they come to acquire a language (first or second language). For that , it is necessary to provide them with an immediate correction of their errors when they given a task to practice. He also suggests several techniques that the teachers use to indicate incorrectness are ; repetition, echoing, denial, questioning, expression. (cited in Sarosdy, J. et al, 126-127).

2.3. Grammar

Grammar plays a key role in learning the structure of English. For Ur (1980 :4) "grammar is the way a language manipulates and combines words or bits of words in order to form longer units of meaning". According to Harmer (2001 :12) the grammar of language can be defined as " the description of the ways in which words can change their forms and can be combined into sentences in that language".

In the VRSD International Journal(ND :67) it is argued that good knowledge of grammar is viewed as essential aspect of achievement in a foreign language. Grammar is important to learn the nature of language ,grammar helps learners to built comprehensible sentences in order to understand how language works.

In short, we can say that mastering the grammar knowledge will help one in speaking English because he will know how to arrange word in sentence, and what tense will be used.

2.4. Vocabulary

Vocabulary knowledge is one of the most affective factors that influence fluency in communication .It has a central position in forming an utterance. Nation (2001 :129) stated that "vocabulary is important for EFL learners, just as the significant of bricks to a building .If the receptive vocabulary is rather limited, learners can hardly put the receptive vocabulary knowledge into productive use ". That indicates that when a person have a limited number of vocabulary he/ she can not carry on the conversation. Learning vocabulary is the core task for second language learning and any language skills of listening, speaking, reading, and writing, and translating can not exist without vocabulary.

Vocabulary conveys the meaning of a word .Consequently, communication does not occur if there are no words (VRSD International Journal, ND : 69) .That is to say that communication without appropriate vocabulary is no much worthful. As Ediger (1999 :1) notes that "variety in selecting words to convey meaning is necessary in speaking and writing the outgoes of the language arts". Foreign language learners are in need to store a wealth of vocabulary. Wilkins (1972) supported this idea by stating that "*without grammar very little can be conveyed, without vocabulary no thing can be conveyed*" (Quoted in Thornbury, 2002:13). It means that without vocabulary people can not express their thoughts and achieve their purposes .According to Harmer (2003 :49) language structures make up the skeleton of a language while vocabulary is the flesh which means that both are equally important and independent , also he suggested that in teaching vocabulary , teachers have to take into consideration two factors ,the first one is the frequency :how well the word is used by native speakers ,and the second one, is the coverage which means how many things are covered with a given word . A word is more useful if it cover a lot of things than if it has only one thing ,for instans,word book occur in a lot of compound words such as :'Notebook', ' Bookcase', 'Bookkeeping'.

One can say that vocabulary is the core of any language, because it is impossible to speak a language without knowing its vocabulary, consequently, mastering vocabulary is the first step to speaking.

2.5. Pronunciation

Goodwin (cited in Murcia, 2001 :117) defines Pronunciation as" the language features that most readily identify speakers as non native.It is a filter throught which others see them and often discriminate against them". This means that pronunciation reflect the people personnality.

Pronunciation can influence the meaning of the word, and our speech became ambiguous and have a negative affect on the listener by asking for repetition .Up to the point, Graduate student in ESL Pronunciation Course state that :

Sometimes when I speak to native American. I guess because of my chinese a sence or mispronociation the word they ask me what did you say,can you repeat or I beg your pardon, sometimes my face turn red ,and became so embrassed in front of them ,I remembred once my tears were in my eyes.

In teaching pronunciation, the goal of instruction is three fold : to enable our learners to understand, and to be understood to build their confidence in entering communicative situations, and to enable them to monitor their speech based on input from the environment (Goodwin, ND, cited in Murcia, 2001 :117).

Ur (2000 : 20) suggest some ideas that help for improving the learners pronunciation :

- Imitation of teacher words and sentences.
- Listening to the native speaker's recorded speech.
- Systematic explanation and instruction (including details of the structure and movement of parts of the mouth.
- Practising drills such as : repetition of sounds, words, and sentences.
- Learning and performing dialogues.
- Memorizing sentences, rhymes, jungles.
- Jazz charts.
- Tongue twisters.
- Self correction through listening to recordings of own speech.

3. Contrasting Speaking and Writing Language

Brown and Yule (1983) begin their discussion on the nature of spoken language by distinguishing between spoken and written language, they point out that on one hand, teaching a language is concerned with the teaching of writing language that characterised by well formed sentences which can developed into a highly structured paragraphs, on the other hand, spoken language consist of the short, often fragmentary utterances in a range of pronunciation. There is often a great deal of repetition and overlap between one speaker and another (cited in Nunan, D). From that we noticed that there is a great difference between spoken and written language, this idea has supported by Harmer (2001) by mentioning that in spoken English, people usually speak in incomplete sentences, for instance, "cold" instead of "it is cold", "cup of coffee" instead of "would you like a cup of coffee"; "any thing interesting" instead of "there any thing interesting in it?", in addition, speakers repeat what others says, they also tend to use contractions (that's, ther's, how've). However, in writing, we usually use the full form of the auxiliary verbs.

Further more, recent researchers has also shown that different words are used differently in speech and writing, for example, "however" are more common in writing than speaking. also, there are some features we can found it in speech rather than in writing, for instance, the speaker can change the tone of their voices and the emphasise they give, and can speak faster or slower, louder or softer, also, the speaker can use the body language and expressions when they involved into face to face communication.

We observed that spoken language contains "stress", "intonation"; "tone of the voice", "gestures", and, "speed of the speech", these characteristic are absent in the writing language. However there is a fundamental similarity between spoken and written language, both of them are said to be active or productive skill.

4. The Relationship between Speaking and Listening

In discussing the connection between speaking and listening ; Anderson and Lynch (1988 :15) states that :

A careful prepared L2 utterance is only a useful aid to Communication if the speaker can deal effectively with the replies he receives. For the L2 learner in conversation, he needs to be skilled as both speaker and listener.

So , the learners should have the ability of speaking and listening in order to accomplish the conversation task ,and in order to be a competent listeners ,teachers have to make the relationship between speaking and listening clear for the learners, because, effective speaking depends on successful listening. Communication experiments which they conducted , in which speaker had to instruct a listener to drawing a diagram or in arranging a set of objects ,its results shown that the most effective spoken performance came from speakers who had previously been a listener an a similar task.

In addition, children are often less than fully effective speakers because they do not appreciate their listeners point of view. Moreover, young learners are weak listener because they have a difficulty in understanding what have being said, and also they have not the ability to criticize the speaker's speech .However, studies have shown that for native young speakers there is a clear interrelation between speaking and listening (Anderson, and Lynch, 1988).

To end up ,we can say that listening and speaking is correlated and we can not separated between them because ,what makes a whole communication is the connection between speaker and listener during face to face communication .also they said that the

speaker is at the mercy of listener ; this means that the speaker is in the necessity to the listener because speaking can not carried in isolation.

5. Teaching speaking

Speaking is the crucial part of second language learning and teaching. Despite its importance, for many years, teachers in their teaching speaking focus more on the repetition of drills and memorization of dialogues. However, nowadays the main goal of teaching speaking is to promote the student's oral proficiency ,because we are required to speak fluently, in order to express our ideas and learn the different cultural rules in order to act appropriately in according to the situation (Saini,N, 2010 :9).

5.1. What is Teaching Speaking

What is meant by teaching speaking is to English language learners to :

- 1) Produce the English speech sounds and sounds patterns.
- 2) Use words and sentence stress, intonation patterns the rhythm of seconds language .That is to say as a native speakers.
- 3) The choose of appropriate words and sentence that related to the social circumstance and subject matter.
- 4) Arrange their ideas in a subject matter.
- 5) Use language as a tool of expressing thoughts and opinions.
- 6) Use the language as quickly as possible without any pauses, we can say fluently. (Nunan, in Kayi 2004 :1-2).

6. Learner's Strategies in Oral Communication

Bygate (1987) sets two main types of communicative strategies that learners used when they face a communication problems, the first one is achievement strategy which involve guessing strategies, paraphrase strategies, and co-operative strategies, the second one is reduction strategies which contains avoidance strategies.

6.1. Achievement Strategies

The Speakers use the achievement strategies to componsate for language gap, in order to be able to convey their messages successfully. Achievement strategies involve the following sub-strategies :

6.1.1. Guessing Strategies

This types of strategies is much used in oral production .Speaker used such a strategy when he want to replace a word or expression , he does not know or he is not sure about it. There are different types of guessing strategies which are as follow :

a) Foreignize

In this case a speaker can use a mother tongue word and pronounce it as it belong to the target language, for instance, frensh man speaking English can use the word “manœuvre” as an English word.

b) Borrowing

The speaker might borrow a word from a mother tongue without any change hoping to make his interlocuter understand what he is saying, for example, an English speaker saying “Il y a deux candles sure la cheminée”.

c) **Literal Translation**

The speaker can translate a mother tongue words, for instance, a french man may say 'crescent' instead of 'croissant'.

d) **Conning**

It refers to the ability of the speaker to create a new target language word in the basis of his knowledge of the language such as, "airball" for "balloon". Hoping that the interlocuter getting an idea.

6.1.2. Paraphrase Strategies

This mainly involves looking for the speakers previous knowledge about the target language to find an alternative expression or word. He might also use a synonym or a general word ; this what is called lexical substitution strategy, or he might explain the word by assembling some sorts of expressions.

6.1.3. Co-operative Strategies

These are used when the speaker gets help from others, by asking for a word ,or translation of his mother tongue word ,or by miming ,or any other means. Cooperation also can take place between two speakers by constructing the same sentence, for example :

S4 : you have a basket for.

S3 : a basket for.

S4 : for umberellas.

S3 : for.

S4 : umberellas.

6.2. Reduction strategies

Generally, reduction strategies involve speakers in reducing their communicative objective, Speakers use this type of strategies when they feel unable to compensate through achievement strategies, it involve avoidance strategies.

6.2.1. Avoidance Strategies

learners use this strategy in order to avoid a various kinds of trouble ,they might want to avoid producing a particular sound sequence,for example, ‘tr’or ‘th’ ;also some learners wish to avoid some tricky structure,or to avoid conditional in English ,in addition to that learners might avoid words that unsure about it such as :gender ,moreover, learners may simply wish to avoid difficulties in expressing an idea through lack of vocabulary by looking for another thing to talk about it or simply keeping silent.

In this strategy, learners might also reduce the message instead of avoiding the problem ; for example, she may thank someone for enjoyable evening instead of complimenting someone on their house.

Finally, we can say that learners are usually tends to use a communication strategies to cover the problems that face them during the second or foreign language speaking, and each method of these strategies is used depends on the situation.

7. Factors that Cause Speaking Difficulties to EFL Learners

According to Brown and Yule (1983 :25) " Teaching of speaking skill is the most difficult problem, much more than the other skills (reading, listening, and writing). Because in speaking the students face a difficulties in expressing themselves in English. They often feel embarrassed or even fear while trying to speak and communicate in

English. This feeling can prevent the learners to develop their oral ability. This problem we found it in the all levels. Most of the students can understand English, but when they came to speak, they can not speak well".

In Learning Speaking Skill , Many students find some problems, this problems are the fear of making mistakes in front of the whole class ,in addition to the lack confidence of their own ability, also, the lack of motivation to speak the second or foreing language, and what is more is the influence of the mother tongue use on the foreing language.

In addition, Rababa'h (2005 cited in Al Hosni, 2014 : 24) argued that there are a number of factors that cause the learners'difficulties in speaking English. The main sources of such difficulties are related to the teaching strategies, the curriculum, the environment, as well as the learners themselves. For instance, many learners do not have enough vocabulary to get the intended message, as a result, they can not keep the communication going.

Furthermore , Littlewood (1984 : 53) mention that the lack of motivation is one of the most affective factors that cause the learners unwillingless to learn or speak English. He stated that : *"motivation is the crucial force which determine wether a learner embarkes in a task at all, how much energy he devotes to it, and how long he preservers"*.

Ur (1996 cited in Al Hosni : 23) pointed out four factors that cause difficulty in speaking and they are as follow :

1. Inhibition : Student are often inhibited and afraid from making mistakes, and even they fear from the teacher and learners criticism, or simply shy.
2. Nothing to say : Sometimes learners have no motive and willing to express themselves.They simply say "I have nothing to say ", "no comment".

3. Low Uneven Participation : It refers to the amount of each student to talk, in some cases, we found only one participant talk at a time, because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother Tongue Use : Learners of the same mother tongue tend to use it, because it is easier and learner's feel more comfortable if they speaking their MT (cited in Al Hosni : 23).

In relation to the mother tongue use, Harmer (2001 :132) pointed that the neglect of the mother tongue use completely can affect negatively on the learners who need the use of it from time to time. However, the frequent use of the MT ; especially when students are doing oral activities makes the activity pointless. In this case, it is the teacher's duty to insist on the use of English as much as possible. As we know that the teacher is the principal source of information in the classroom,for that, they should speak English as much as possible in the class, especially if they do not.

Further more,in order to avoid the student's use of their mother tongue, Harmer (2001 :132-133) suggest several actions to promote the use of English , Firstly, teachers should inform their learners when the use of the mother tongue is permissible,and when it is not.Secondly, teachers have to select appropriate and challenging tasks in order to engage their learners in the activity ,also they need to create an English atmospher, for example, providing the learners with English names from time to time as suggested by Harmer .In addition to the use of encouragement and persuasion ,for instance , the teacher going around the student and use a polite language such as : "Please Speak English", "Stop using Turkish/Arabic/Portugess .

8. Assessing Speaking

Speaking skills as suggested by Luoma (2004 :1) are important part of the curriculum, For that, it is necessary to asses it, in order to know how well our learners speak a language .

Thornbury (2006, cited in Goh and Burns : 263) comments that speaking skills is so difficult to assess in comparison with the other assesment, such as, grammar and writing, because, speaking can be assessed only through speaking. For that, we can say, that assessing speaking is so difficult for teachers to do , because, the teacher are required to set time and offer opportunity for student to demonstrate their spoken skills.

In addition, Thornbury (2005, 124) mention that testing speaking have two forms : Formal, and informal, in which both of them takes place at the beginning, and at the end of courses, as well as, they might take place at various occasion during the course itself, for example, teachers may ask some questions to check whether the learners understood or not.Also, he point out that assessing student's speaking skills can be done by the use of interview that contain different oral tasks.

According to Goh and Burns (2012 :262) assessing speaking, nowadays, become more important, for that they Puts several characteristic of good assessment that need to be established :

- Assessment methods and criteria should related to the goals and objectives of the course
- Assessment must be reliable.This indicate that reliability in assesment has to do with consistency.

- Assessment must be valid. In other words, should assess what it claims to assess ; it should have face-validity.
- Assessment should be based on clear criteria and shared descriptors

Conclusion

We have attempted through this chapter to shed light on the speaking skill. Concerning its definition and its importance on the EFL learners. demonstrating the main characteristic of speaking skill, and its relation with the other skills. In addition, the communicative strategies that the learners used in order to cope the problems that might face them during the communication ,also , we have mentioned the learners difficulties in speaking skill to be clear for the teacher , Finally , we sum up with the assessment of speaking .

The next chapter is devoted to classroom discussion, its underlying principles and classroom implication.

Chapter Two :

Classroom Discussion

Chapter Two

Classroom Discussion

Introduction

The majority of teachers before starting to prepare their lessons , think about the appropriate strategies and meaningful activities in which they can get all the student engage in communication with each other, and to raise the amount of talk in the classroom. Classroom discussion is one of the most challenging teaching method. Using discussion as a teaching strategy can enhance the learners speaking skill and understanding as well as critical thinking , also, helps students to exchange their thoughts and opinions .In addition, learners become more confident in speaking EFL when they come to express themselves ,both in academic and professional life.

In this chapter ,we deal with classroom discussion as a significant way to enhance the learner's oral proficiency, we will begin with a general overview of classroom discussion, demonstrating its kinds and importance ,in addition, the strategies and activities that teachers use to create a enjoyable discussion environment ,finally, the implementation of CD and its evaluation.

2.1. An Overview of Classroom Discussion

Most of teachers, when we ask them of their primary goal behind the use of classroom discussion ; they simply saying, is to get students talk and keep them talking.

Classroom discussion is the most difficult teaching strategy for teachers, because, it is so hard to manage. However, it is the effective way that encourage learners to talk. According to Gottschalk (1994 :3) discussion gives us more than our goals and intentions,

because , when students consider themselves to be participants ,they learn more , also it helps learners to become personally involved in discussion , in addition, they may develop new interest , and gain confidence in their intellectual abilities , above all , it may help them to learn how to learn .

2.1.1. Definition of Classroom Discussion

Gall and Gall (1976 :1) define discussion as a method of teaching in which (1) a group of persons , usually in the roles of mederator-leader and participant, (2) assembles at a designed time and place, (3) to communicate interactively ,(4) using speaking , non verbal, and listening processes, (5) in order to achieve instructional objectives. In addition, Nilson, B, L (2010 : 127) defines discussion as "a productive exchange of viewpoints, a collective exploration of issues". This indicate that discussion is the interaction between learners through the exchange of their opinions and information in order to develop the discussed topic.

2.1.2. Kinds of Classroom Discussion

Different types of discussion have been developed to help students to achieve their speaking skill. Each teacher selects the appropriate type depending on the objectives of their lesson. According to Gall and Gall (1993 :2-3) classroom discussion is divided into three kinds which are :

2.1.2.1. Cooperative Learning Discussion

This kind of discussion was primarily developed by Johnson, et al 1984. According to them the role of cooperative learning discussion is to promote several important instructional objectives , for instance , academic achievement, and the positive attitude

toward the subject being studied , in addition, it raises the learner's motivation about the topic which certainly leads to the improvement of self esteem ,and collaborative work .

In cooperative learning, the discussion among learners focus more on the oral repetition of information, because such repetition is necessary for the storage of information into memory.

2.1.2.2. Subject-Matter Discussion

In this type of classroom discussion, learners are expected to read the full text, after that the discussion is based on the following steps that make it more effective and usefull :

- Definition of the difficult terms in the text.
- The auther's intended message.
- The provement of the major themes.
- Setting the time of discussion for each theme and topic.
- The auther's point of view about each theme and sub-topics.
- The relationship between the content of the text being studied and the ideas that acquired in previous discussion.
- The application of the text content.
- Criticism of the auther's statement, the purpose behind this is to improve the learner's critical thinking.
- Evaluation of the learners' performance during discussion.

2.1.2.3. Issues Oriented Discussion

Gall and Gillett (1980) cited in Gall and Gall ,1976 :3) puts several objectives about the Issues Oriented Discussion mentioning that the most important purpose behind the use of such a type of discussion is to increase the students awarness of their own opinion and the

opinions of others, also, it helps the students to be able to analyse and evaluate their opinions. Some teachers use the IOD in order to help their students to reach a general idea of the issue.

Moreover, the main emphases of IOD is on learning how one self and others feel and think about an issue, and why ? This indicate that when the learner gives his / her opinion and impression about the topic he /she must justify his /her answer.

2.2. Importance of Classroom Discussion

"Classroom Discussion is an important teaching strategy because of its relation to the development of participatory citezenship, critical thinking, and classroom community". (Engel and Ochoa ,1988 ; Parker ,1996 ; Weikel, 1994, cited in Larson and Kieper : 1).

In addition, (Larson,and Keiper, ND : 2) argued that classroom discussion provides a number of educational purposes because it is a unique form of classroom talk, that is to say that classroom discussion is the only strategy that can raise the students amount of talk in the class and engage them in communication . It requires for both teachers and learners with one another to talk in a high cognitive and affective level. Also, discussion is a useful teaching technique that improves the learner's thinking and enables them to interpret, analyse and exchange information. During discussion, students explain their ideas, thought, and give their opinion rather than, merely recount, or recite, memorised facts and details.

Moreover, discussion makes the student an active participant rather than a passive recipient of information that was given by the teacher. It seems to be an effective technique because it provide the 'social aspect 'of the classroom, also, discussion encourage students to respond with the most powerful evidence available to them. Up to the point Fountain

(ND cited in Brindly ,1994 :48) argued that we can learn more if we talk and discuss things with each other instead of the teacher standing in front of us drumming information , in addition , all of the learners engage in the lesson if they are allowed to communicate rather than sitting behind the desk copying a lesson .

Furthermore, McGonigal, 2005 cited in Davis, 2009 : 97) stated that :

Class discussion provides student with opportunities to develop their communication skills and acquire knowledge and insight through the face to face exchange of information, ideas, and opinions..... Discussion allows students to articulate their ideas, respond to their classmates point, and develop skills in thinking through problems.

2.3. Lesson Plan

2.3.1. Planing is a thinking skill

According to Scrivener (2005 :109) Planning is " imagining the lesson before it happens". It involves prediction , expectation , arranging , and facilitating , in other word , it is an ability to visualize before class how things might seems ,when they are done in class , For that, teachers should prepare their lessons before going to the class , in order to be ready to cope the problems or whatever happen in the class, because no one can predict what will happen ,and how learners respond to any thing. In addition, training courses tend to ask about the written plan in order to have a clear idea about what the teacher intend to present and teach in the class to judge the success or failure of the lesson.

Moreover, Scrivener (2005 : 109 -110) puts several areas that the teachers should think about when they plan the lesson which are as follow :

1. Atmosphere

- Can you imagine the characteristic atmosphere and look of the lesson ?

2. The Learners

- Will be the learners involved in the lesson, and enjoy doing it ?

3. The Aims

- What will the learners achieve ?

4. The Teaching Point

- What is the subject matter and the topics will be studied and deal with ?

5. The Tasks and Teaching Procedures

- How learners will behave ? What is the suitable activities that will be used ?

6. The Challenge

- Will the lesson challenge the learners ?

7. Materials

- What is the appropriate materials that can be used to make an effective lesson : texts, recordings, pictures, role cards, etc ?

8. Classroom management

- What will you say ? How will the seating be organised ? How much time will each stage take ?

Furthermore, Scrivener (2005 :110) point out two main questions that the teachers should take into consideration when they come to prepare their lesson plan which are as follow :

1. What is my procedure ?
2. What are the aims of the lesson ?

This means that the teacher should set a clear aim about what he/she hope his /her learners to achieve at the end of the lesson, for example, By the end of the lesson, my learners will have improved the ability to hear and pronounce the vowel /I/ and /I:/, also, he/she should select the appropriate materials and activities that helps him/her to achieve this aim.

2.3. Getting Classroom Discussion Started

According to Davis (2009 :100) the best way for the teachers to start the discussion is to raise questions, these questions should not have a singal answer , or by asking the student to prepare one or two questions, then ,he /she select the most interest question, after that , he /she must divide the classroom into small groups ,in order to discuss their questions together.In addition , teachers might also begin with a short writing task , and gives the learners time to think ,and enrich the discussion together.

2.4. Some Factors in Classroom Discussion

There are several communicative activities that the teacher could follow in order to develop their student skills for having a successful discussion, and the most effective ones are : role play, group work, and the topic.

2.4.1. Role Play

Role play is considered as one of the most important activities in discussion. Qing (2011 : 37) defined role play as "the projection in real life situation with social activities".

According to Ur (1981 : 9) role play provides learners with opportunities to practice communication. In a role play, the class usually divided into small group often pairs, they are asked to imagine that they are in a different situation and act accordingly. Many students find it easier to express themselves and more attractive , because the situation reflect the real life , in addition , they do not limited by a specific kind of language .

We can say that, role play helps students to learn speaking and oral proficiency through the interaction with each others.

2.4.2. Group work

In group work, the class is usually divided into groups-as its name suggests - of four or five, and given a topic or a situation to work on together.

Harmer (2001 :117-118) argued that working in groups offers advantages to the student which are as follow :

- Increase the amount of speaking.
- Encouraging the skill of cooperation and negotiation.
- Promotes the learner autonomy, that is to say that the student becomes responsible for his /her own learning without being controlled by anyone else.

Although working in groups has its advantages, also it has its disadvantages as mentioned by harmer :

- It is likely to be noisy.
- Not all students enjoy it since they would prefer to be the focus of the teacher .

- Organizing the groups can take time and be chaotic.

2.4.3. The Topic

According to Ur (1981 :5) The best and effective way for learners to talk freely in English is to discuss things together through verbal exchange of ideas , however , we have noticed that the learners participation in the classroom depends on the topic being discussed , for this reason, Ur mention that the first thing that the teachers do is to bring interesting subject for discussion to the class ,also , he stated that " the topic is still seen by most teachers as the central focus of classroom discussion".

2.5. Strategies For Classroom Discussion

Teachers before going to the class should put in mind a number of strategies that might help them to creat a good classroom discussion, these strategies are suggested by Davis (2009 :97-98) they are as follow :

2.5.1. Clarification of the Teachers' Expectation at the Begining of the Term

From the first day of the class and the syllabus, the teacher should clarify the role of discussion that he will work on in the course, in addition to the learner's responsibilities. Teachers should also inform their learners that every one has to participate, because, discussion is a time to test and exchange ideas, for that, learners must prepare themeselves in order to achieve the purpose and engage in the disscussion.

2.5.2. Planning How to Conduct Each Discussion Session

Teachers should prepare a list of questions in order to guide the discussion, also, he/she should set an appropriate activities such as : group work, and brainstorming to get an effective results, as well as, they should put in mind two or three ways to begin the

discussion taking into consideration the time of the end of the session, wrap-up, and synthesis (Faust and Courtenay, 2002 cited in Davis, 2009 :97).

2.5.3. Sharpened Students Discussion Skill

Developing the learner's attitude and skills to participate is the teacher's responsibility that involve identifying the roles that make a worthfull and purposfull discussion, and explaining that any conflicts raised among them during discussion is a natural thing, and if it happen he/she try to provide a solution.

2.5.4. Sharpened your Discussion Skills

The teacher must act as an effective discussion leader through his/her involvement in the discussion. he/she should play several roles as a gatekeeper "Makayla, you've been quite. Do you have something to add ?", a mirror, an observer, a validator "Great point", a negotiator "Can you come to consensus on this ?", and a reality tester "Do you realize how our comment scan be interpreted ?" (Forsyth, 2003 cited in Davis, 2009 :98).

2.5.5. Taking Cultural norms into account

In each class, we found different kinds of students with different norms, some learners have been taught to be silent and respectful, others interrupting and speaking loudly is a natural thing for them, for that, teachers should help their learners through the explanation of the discussion rules, and by giving guidance for the learners that need the help after the class (Davis, 2009 :98).

2.6. Activities for Classroom Discussion

According to Ur (1981 : 27,106) there are three types of CD activities which are : brainstorming activities, organisation activities, and coumpound activities.

2.6.1. Brainstorming Activities

Brainstorming Activities is one of the most well-known CD activities that used by teachers in order to engage their learners in participation. Some of the brainstorming activities are as follow :

- **Guessing Games :** It is one of the most appropriate BA , it is based on questions that are known by one or two participants , guessing games is too easy for teachers to practice in the classroom , also , it is helpful for creating enjoyable classroom learning ; and it is the most enjoyable activity for all student ,because it connect the language use with fun .
- **Finding Connections :** In this activity, learners are asked to find the connection between different items, and it is only used with student who know enough vocabulary, i.e. a higher levels of students. The goal of teachers behind the use of such activity is to provide student with new vocabulary.

2.6.2. Organizing Activities

It refers to the activities which are used by teachers in order to help their learners to be able to combine their ideas together, and to make a comparison between things. These activities can be done through the following :

- **Comparing :** refers to the activities that are based on the contrast and analogy. It requires students to discuss and find out the similarities and differences between various elements in order to carry out a task of classification.
- **Putting in order :** This type of activities, is used by teachers in order to check their students' understanding of the topic. In this activity, the group is given several pictures, sentences or passages, and asked to put them into sort of logical order , for example, each member is given a picture from a series which

form a logical sequence of events or developments ,and asked to classify them in a logical order.

2.6.3. Compound Activities

It is the combination between the elements of both brainstorming ,and organizing activities ,it is used by the teacher to involve a variety of thinking process such as imagination, and language function , this type of activities are more appropriate for adults and advanced students , also native speakers find it more interest to do it, one of the most appropriate CA is debates.

- **Debates :** This kind of activities is used by teachers in order to know their learners' point of views about an issue. Teachers start a debate activity by dividing the class into groups, each group note down the possible argument about
- a motion of debate, after that, each group gives his/her point of view to draw a final conclusion in a form of a whole discussion.

2.7. The Role of the Teacher

The teacher has several roles in the classroom, According to Harmer (2003 : 275-276) there are three particular relevance roles which the teacher should play, if he/she wants his /her students to speak fluently.

a) Prompter

In this role, teachers need to encourage students to participate in an activity, and help them, because student sometimes get lost and can not think of what to say next, also, he need to offer a careful suggestions to improve the activity.

b) Participant

Teachers should not be afraid from participation when asking their student to produce a language, because, the teacher's participation in the classroom activities such as, discussion or role play can produce new information to get the activity along, also, he/she motivate the learners to continue their engagement, and to create enjoyable atmosphere. However, teachers not be involved in participation, because, too much participation can dominate the speaking, and prevent him/her from doing and perform the other roles.

c) Feedback Provider

Teachers should provide their learners with a helpful and gentle correction to help them to overcome the difficulties and misunderstanding, because, over correction distribute the communication, also, teachers should allow their student to assess what they done after completing the activity.

2.8. Implementation of Classroom Discussion

Richards and Renandya (2002 : 226-230) pointed out that there are three stages in the implementation of classroom discussion : Pre- discussion, Discussion, and, Post – discussion.

2.8.1. Pre-discussion

Teachers should divide the learners into groups of four, because it is the suitable number of participants for fluent interaction, and each group of them select a number of discussion topics deriving from their current Professional, academic or developmental concern.

a/ Forming the Groups

Discussion success is based initially on the satisfaction of all the participants to make an effective contributions. Learners' participation depends on their prior knowledge and/or experience of the topic under discussion. The next step is the formation of partner group of observer evaluators in order to ensure that the students not only have the opportunities to participate in discussion, but also to observe , and evaluate the process .In this way, discussion became a learner-centred which allow the teachers focus more on the feedback.

b/Identifying and Organizing the Topic

Some learners find a difficulty in producing and arranging discussion topics in their own .For that , it is the teacher responsibility to pre-teach Brainstorming and Mind - Mapping Technique, in order to help their learners to gain confidence and fluency in the use of second Language , also to help them to be able to choose an appropriate topic , because most of the topics chosen by groups are often so broad ,and requires to breakdown into sub-topics .In this case, the initial framework of the learners is derived from brainstorming , and the teachers role is to check that the framework is affective, and offering advice if necessary.

2.8.2. Discussion

The groups start to discuss the topic, while the partner group of observer evaluator monitor the process by using a variety of tools to record data.

2.8.2.1. Peer Observation and Evaluation

Peer evaluation can be carried out in one, two, three main ways, the observer ring, shadowing and the reviewing of the video, and audio tape recordings of discussion .The teacher's role in this stage is to pass from group to group to prevent the communication

breakdowns that cause by the students who have insufficient language to get and understand the intended meaning.

2.8.2.1.1. Observer Ring

While a group is organized to perform the discussion activity, the observer-evaluator sit with the group and monitor their product. The Figure 1 below shown how the observer should prepare his / her sheets to obtain good results.

Number of contributions				
	Student	Student	Student	Student
Behaviour	A	B	C	D
1. The total number of contributions made .				
2. Responding supportively.				
3. Responding aggressively.				
4. Introducing a new relevant point.				
5. Digressing from the topic.				

Figure .1. The observation and evaluation sheet.

2.8.2.1.2. Shadowing

When the observer ring involves all observer-evaluators in recording data on all the discussion participants, shadowing follows the student one by one and mention their developments. All of that is done closely and often secretly, the appropriate place of the

shadowing is to sit next to, or better, behind a discussion group participants. Richards and Renandya (2002 :229) made the following table to show clearly how the shadowing should present his / her work.

Functions	Language used	Pronunciation	Gestures
1. To prevent interruption and finish speaking	Please, I must finish	Voice gets louder and faster	Holds up one page
2. Helping some body to begin speaking.	I wonder, if Amy has an opinion about this..... ?	Stress Amy ; voice rises towards end of question.	Smiling ; eyes wide open.
3. Interrupting to disagree.	Sorry, but I can 't agree.....	Stress the negative.	Eye contact made with speaker.
4. Interrupting to obtain more information	What you mean by ?	Stress on certain terms, voice falls at end of question	Leans forward.
5. Supporting the previous speaker.	I think Peter made a good point about.....	Stress good.	Looks at Peter.
6. Not supporting the previous speaker.	Unlike Peggy, I think that.	Stress Peggy.	Looks around the group for support.

Table .1.The observation exercise that carried out by the shadowing.

2.8.2.1.3. Using Video or audio recorders

This is the tools of collecting data, this tools are not easy to use in the classroom, because, using the camera to record data might disturb the learners, however, we can obtain an excellent results if we fixed the camera on a tripod. In addition, video serves

the best possible feedback, because, it provide a simultaneous display of contributions, sociolinguistic strategies, group dynamic, and language use and accuracy.

2.8.2.2. Keep Reflective Journal

Recording a discussion session is very important, and has a great advantage on the learners who feel uncomfortable about giving their opinions and feedback in front of the whole class .Data that obtained from the journal is the evidance of the reflective journal that the student expected to keep. The journal was used to creat a written dialogue between individual student and the teacher. As stated by first year student :

I think my performance in the discussion is better than the last time .I'am active in this topic and express my own opinion confidently. I can speak more fluently, but there are also some aspects I can improve in the future, like that I can use more appropriate body language.

2.8.3. Post Discussion

This stage is for learners to review and discuss the strengths and weaknesses of the discussion with peer, and the teacher's role is to make modification and help students to improve their weaknesses.

2.9. Evaluation of Classroom Discussion

According to Davis (2009 :103-104) evaluating a classroom discussion has a number of steps that the teacher should follow, the first one, the teacher should ask him/ her self a few evaluative questions after the class, these questions are :

- What portion of the class contributed to the discussion ?
- How much did you dominate the session ?
- What is the quality of the student comments ?
- What questions worked especially well ?
- How satisfied did the group seem ?

The above questions indicate that the teacher should make a general overview on the discussion session in order to have a clear idea about what is good and what is bad and try to modify it. The second one, he /she have to allows his/her students to assess the discussion by asking them such questions : What is going well with class discussion ? , Are you satisfied by your participation in class discussion ? , and let them to write their responses in order to know the learners point of view about the session , the third one , if the teacher want to make an analysis of how he conduct a discussion , video record a session ,and the best way to analyze the recording is to arrange the student according to the activities and behaviours they do in the classroom ,these activities are as follow :

- **Initiating** : suggesting tasks or topics, defining problems, identifying actions.
- **Eliciting** : asking for information and ideas.
- **Informing** : giving information, stating facts.
- **Bloking** : changing the topic, raising irrelevant questions.
- **Entrenching** : Interrupting others, breaking the continuity of the subject.
- **Clarifying** : restating others' s point of view to be easier to understand.
- **Clouding** : making noice, making the issue more difficult to understand.
- **Summarizing** : giving the conclusion, making the summary of the topic.
- **Interpreting** : explaining the individual opinion to others.
- **Consensus Proposing** : providing a general conclusion for a group agreement.

- **Consensus Resistent** : persisting on the topic and arguments when the other have decided or lost interest.
- **Harmonizing** : offering jokes at the right time to reduce the tensions.
- **Disrupting** : interrupting the other groups, trying to make noise.
- **Evaluating** : Asking whether the groups are satisfied with the topics, and allow them to suggest other tasks and practices.

Finally, after recording the discussion session, the teacher should think about the appropriate way to increase the positive activities and decrease the negative ones. Also, he /she may ask his/her colleagues to help him /her to review a record.

Conclusion

Through out this chapter we have taken general overview of classroom discussion and its definition, concerning its types and its importance in developing the learner's speaking skill, also, how should the teacher prepare his /her lesson to get an effective classroom discussion , mentioning the most effective factors of a good discussion , in addition , the strategies and the discussion activities that help the teacher to manage the classroom discussion and to create enjoyable atmosphere , finally ,we have sum up with the implementation and the evaluation of classroom discussion to judge the success and the failure of the classroom discussion in getting the student speaking in EFL . Throughout this chapter ,we have noticed that classroom discussion is one of the most effective teaching strategies that offer the student the opportunity to express their ideas freely without being fear of making mistakes .

Chapter Three :

Field Work

Chapter three

Field Work

Section One : Methodology

Introduction

This chapter is devoted to the practical part of the study. It is divided into two sections. The first section introduces the research method, the participants, the research instruments that the researcher used in order to gather data, and finally the procedures. The second section deals with the description, and analysis of the data that we obtained through the questionnaire, and interview, to conclude this chapter with the results and future recommendations.

3.1.1. Research Method

Our research investigates the effectiveness of classroom discussion on the learners' oral proficiency. The suitable research method for our research is a descriptive one. Turney and Robb (1971 :52) stated that "Many research problems in education lend themselves well to descriptive method. For this reason, we are opted for this method, in addition, we have followed the quantitative and qualitative approach to analyse our data.

3.1.2. Participants

The population of this study is second year LMD students of English at Mohammed Kheider University of Biskra in the department of foreign Languages, it consists of 399 students (ten groups), we have chosen fifty (50) students from the whole population as a

sample , the selection of such sample was randomly , we have chosen to work with second year students ,because they are in level allows them to learn and acquire a new method to develop their oral proficiency .In addition , we have select five (5) teachers of oral expression randomly to provide as with a suitable data to gain the reliability , and validity of our study.

3.1.3. Instruments

In this study , the researcher used two research instruments , the first one is the students'questionnaire , the aim of this tool is to gather data from the respondants to examine their opinions about the effect of classroom discussion on their performance ,also to check the reliability of our hypothesis .The second one is the teachers' interview that aims to examine the teachers'attitude toward the implementation of classroom discussion in their classes ,and its impact on the learners ,also to support the results obtained through the questionnaire.

3.1.3.1. The Description of the Main Questionnaire

The questionnaire that we administred to the students consists of seventeen questions (17) divided into three sections. The majority of questions are miltiple choice questions in which the students had to tick the appropriate answer from the options according to their opinions. There are only two questions(2) where the students are asked to justify their answers. The first section is a background information (Q1-Q2) in which the subjects were asked whether the English is their first choice or not ;and to mention their levels in English.The second section is a general overview on speaking skill (Q3-Q6) ,the respondants were asked to choose the most preferred skill they want to master first, and to give their opinion on speaking skill whether it is an easy or difficult task ,this section also attempts to identify the learners' difficulties in speaking skill (Q3-Q4-Q5) .In Q6 the

students' were asked to mention their ability in speaking. The third section provides general information of the learners' background in classroom discussion. First learners' were asked about the most preferred classroom discussion activities for them (Q7), in addition, the activity they prefer to practice in the class, and which of those activities that the teachers tend to use most (Q8-Q9). In this section, subjects were asked to provide us with their opinion about the teacher, the type of atmosphere, and their relationship with their teacher (Q10-Q11-Q12). Q12-Q13 seeks to provide the learners' point of view about the classroom discussion, and how often they participate in this activity. In addition, in the (Q15-Q16) the respondents were asked to indicate their preferred classroom activity whether they prefer whole class discussion, group discussion, etc. And finally, how often their teacher provide them with a feedback.

The questionnaire were administered to the second year LMD students of English during the second semester in 12 April 2015.

3.1.3.2. The Description of Teachers' Interview

Johnson and Christeen (2008 cited in Marcela and Rodrigo, 2014 :39) define interview as "in depth information about the participants thoughts, beliefs, knowledge, reasoning, motivation, and feelings about the topic".

The teachers' interview is conducted with five (5) teachers of oral expression at Biskra University. It consists of seven main questions starting from the main question in our study whether classroom discussion improve the learners oral proficiency, and the elements that should be encouraged in discussion, in addition, the appropriate way that encourage the students to take part in discussion. The aim from the use of this instrument is to gather data about the teachers attitude from the classroom discussion. The meeting of teachers was in March 2015.

3.1.3.3. Poceedures

During the second semester of academic year 2014/2015 , the researcher administred the questionnaire to fifty (50) students , after the lecture , the students are asked to answer the questionnaire ,after their agreements to answer the questionnaire , the research provide them with a full instructions , and they were informed that their answers will be taken into consediration ,and there is no correct or wrong answers in this case .However , we only have to check their opinions about our topic .

Section Two : Results and Discussion

1.1.1. The findings of the students' questionnaire

Q 01 : Was English your First choice ?

Options	Frequency	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

Table 01 : Learners'answers' distribution in question 01

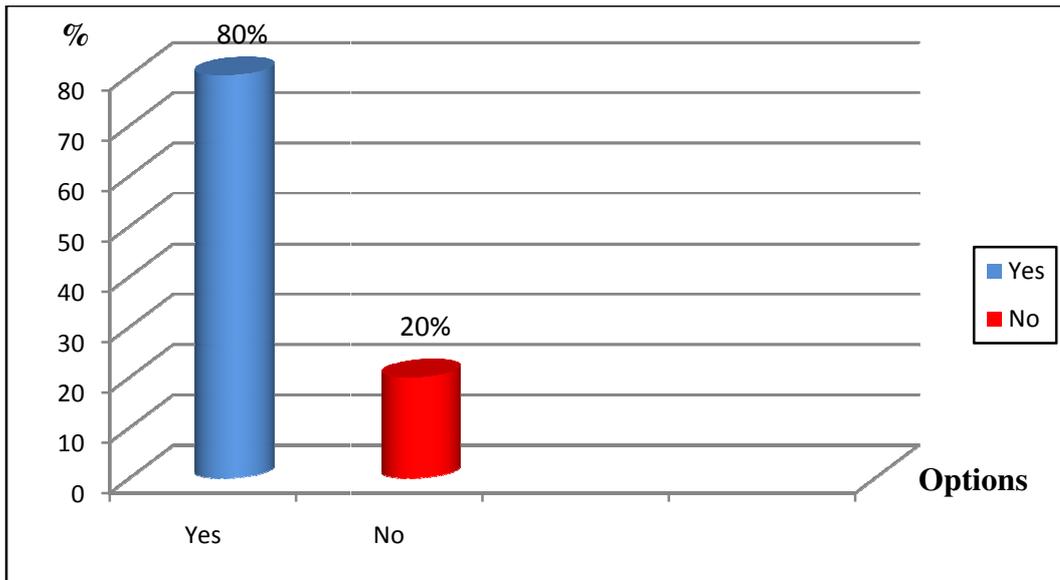


Figure 01 : Learners' answers' distribution in question 01

The table above represent the choice of English at University level. The students for whom English is the first choice represent 80%, because they like it. For that, we find them a highly motivated to learn, and speak that language, and have a positive attitude to learn English. The results indicate that 20% of the students which English is not their first choice, we might find them less motivated to learn, and speak English.

Q 02 : Is your level in English ?

Options	Frequency	Percentage
Very good	02	04%
Good	31	62%
Average	17	34%
Poor	0	0%
Total	50	100%

Table 02 : Learners' answers' distribution in question 02

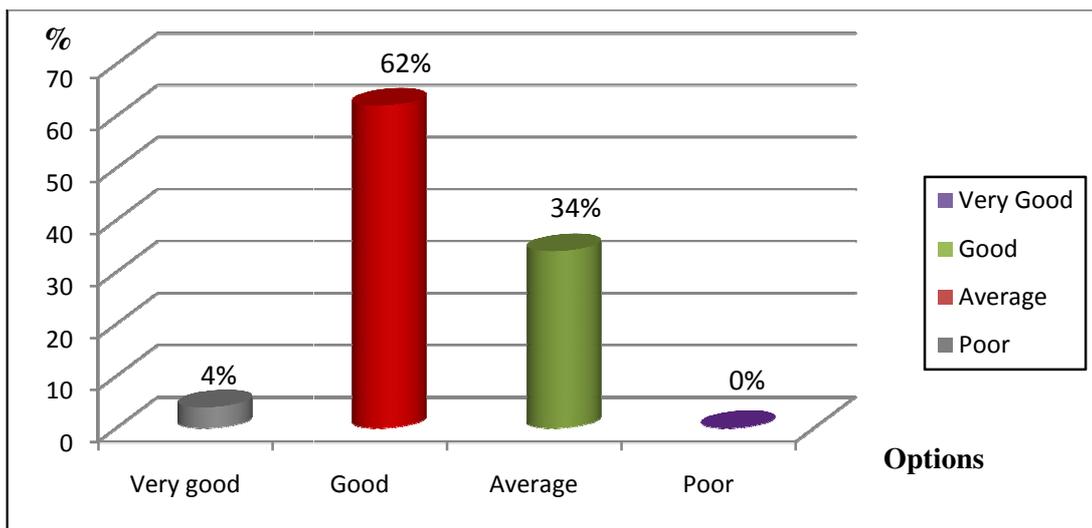


Figure 02 : Learners' answers' distribution in question 02

From the table , we can notice that the highest number of students (31) which represent (62%) claims that their level in English is good .Others (34%) shows that their level is average , whereas, only (4%) claims that their level is very good ,and none of them mention that his/her level is poor . This results indicate that most of the students their levels range between good and average which require to learn more in order to ameliorate their levels.

Q 03 : Which of the Four Skills you Prefer to Master First ?

Options	Frequency	Percentage
Listening	06	12%
Speaking	33	66%
Reading	04	08%
Writing	07	14%
Total	50	100%

Table 03 : Learners' answers' distribution in question 03

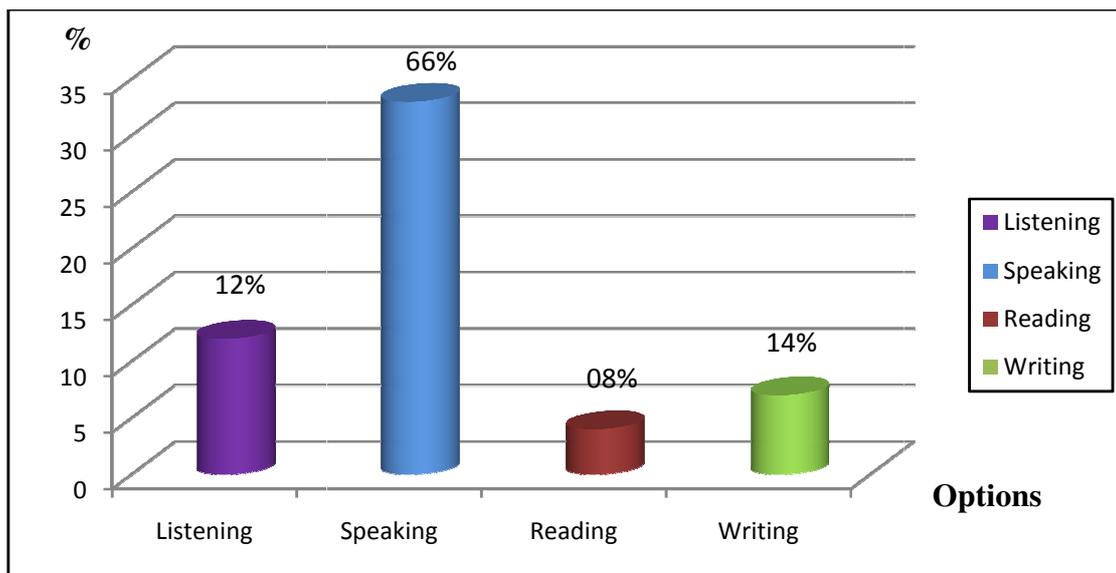


Figure 03 : Learners' answers' distribution in question 03

The results obtained indicate that the most preferred language skill for learners is speaking which represent 66% ,then, writing skill 14% , next , listening 12% ,and the last one reading 08%.

Q 04 : In your Opinion, Speaking in English is :

Options	Frequency	Percentage
An Easy Task	28	56%
A Difficult Task	22	44%
Total	50	100%

Table 04 : Learners' answers' distribution in question 04

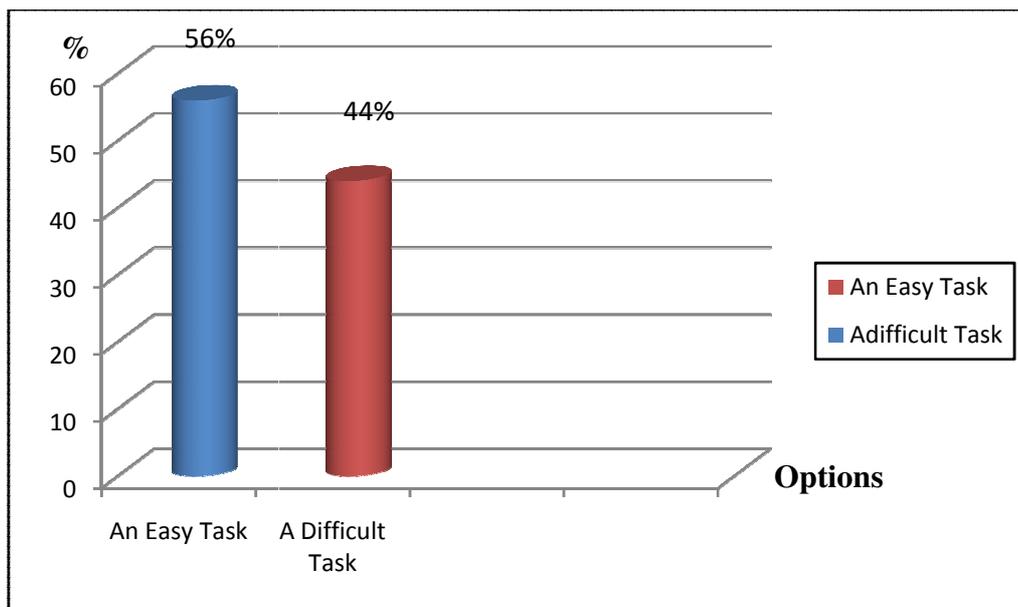


Figure 04 : Learners' answers' distribution in question 04

Students are asked to give their opinions toward speaking in English , the results denote that (56%) claims that speaking in English is an easy task , however, this does not mean that those students master speaking skill or they are able to speak fluently . In the other hand, (44%) said that speaking is a difficult task, this difficulty might face them due to the lack of practice of speaking skill or the lack of motivation.

Q 05 : Do you Face Difficulties in Speaking ?

Options	Frequency	Percentage
Yes	28	56%
No	22	44%
Total	50	50%

Table 05 : Learners' answers' distribution in question 05

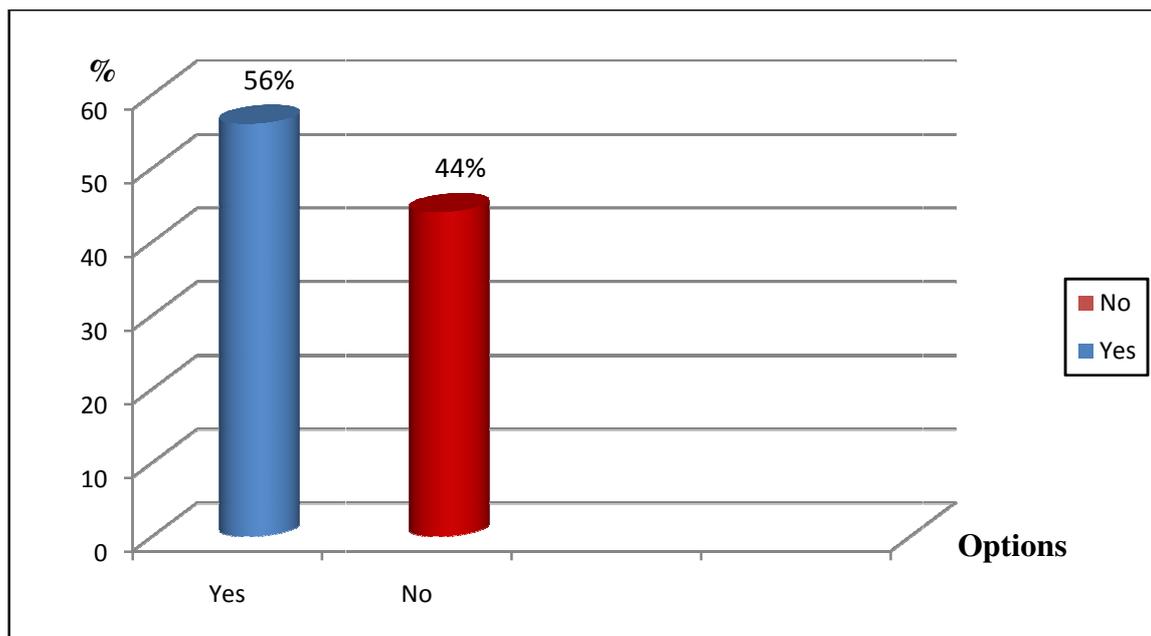


Figure 05 : Learners'answers' distribution in question 05

From the table above, twenty eight students (56%) mention that they have not a difficulties in speaking. We can notice that the same number of students who state that speaking is an easy task, however, (44%) state that they have a difficulty in speaking. Those students are asked to mention some of their difficulties, most of them state that they face a difficulties in pronunciation, lack of vocabulary, lack of confidence, afraid from making mistakes, grammar structure.

Q 06 : How do you Consider your Ability to Speak ?

Options	Frequency	Percentage
Good	17	56%
Average	31	62%
Low	02	04%
Total	50	100%

Table 06 : Learners'answers' distribution in question 06

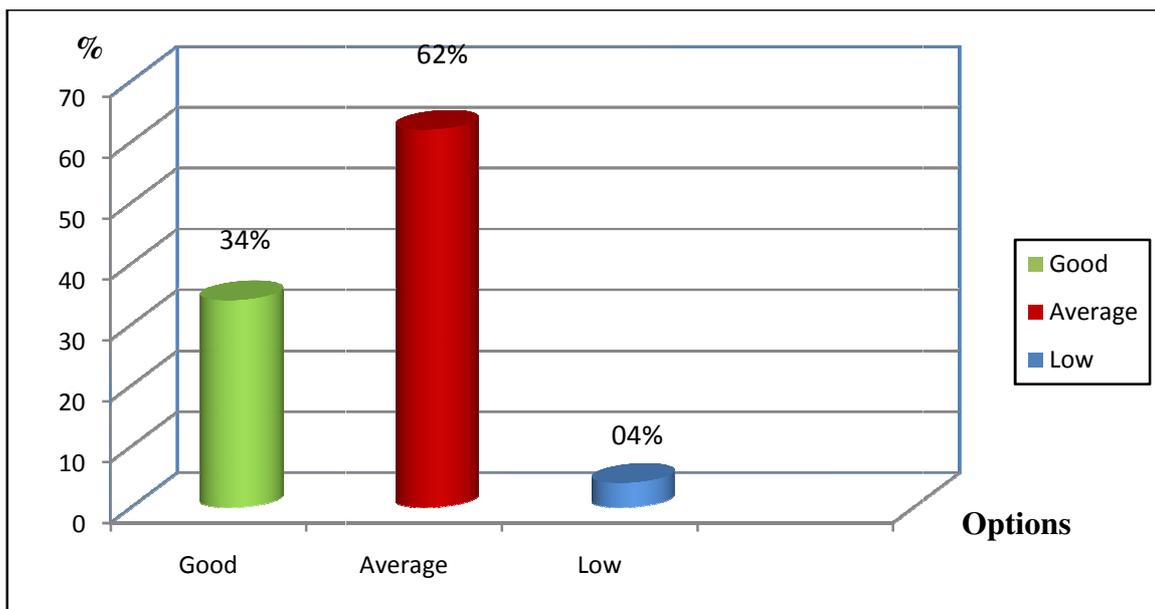


Figure 06 : Learners' answers' distribution in question 06

The table shown that 62% of respondent their ability to speak is average ,that is to say that students have to practice and learn speaking as much as possible to raise their ability in speaking .(34%) of them argued that their ability is good which indicate that those students participate a lot in classroom, and only (4%) who declare that their ability in speaking is low.

Q7 : Which of the Following Activities you Prefer ?

Options	Frequency	Percentage
Brainstorming Activities	27	54%
Organized Activities	13	26%
Compound Activities	10	20%
Total	50	100%

Table 07 : Learners' answers' distribution in question 07

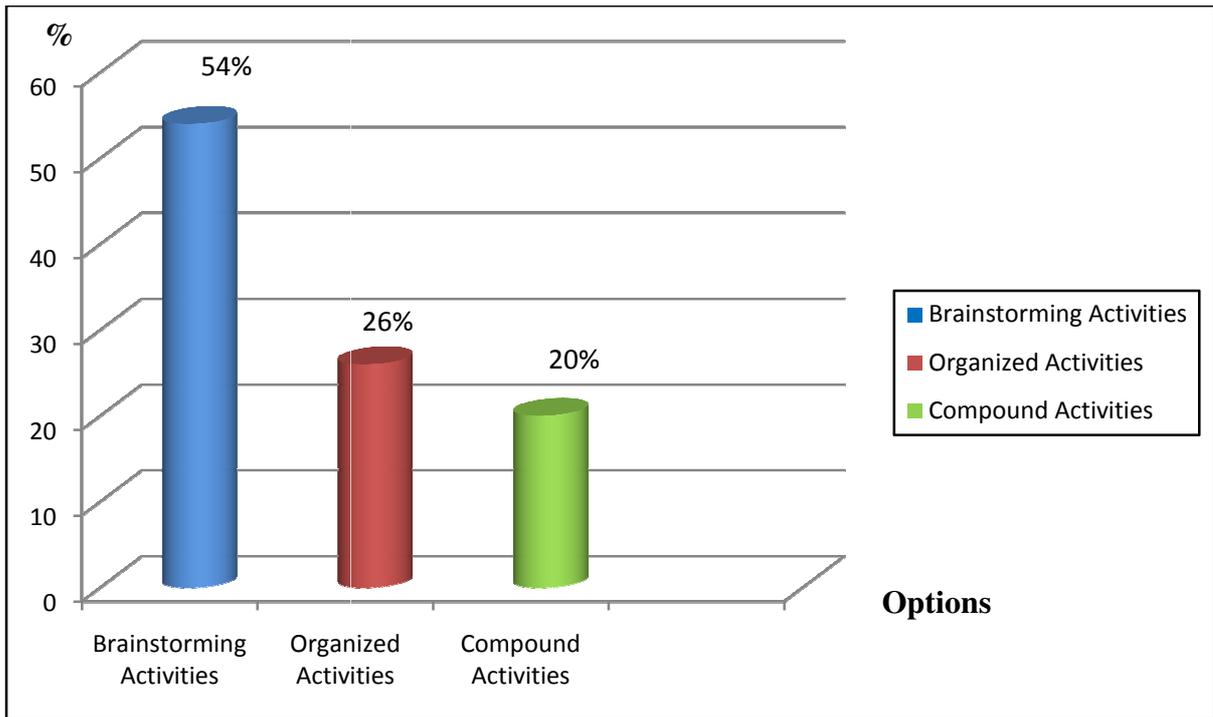


Figure 07 : Learners' answers' distribution in question 07

The results denote that the most preferred activities for students are brainstorming activities which represent (54%), for that, teachers should use this activities in the class in order to promote their learners' oral proficiency. Then, Organizing activities (26%), and finally compound activities (20%).

Q8 : Which Activity Do you like Most ? Why ?

Options	Frequency	Percentage
Discussion	25	50%
Group work	13	26%
Role Play	11	22%
Other Activities	01	02%
Total	50	100%

Table 08 : Learners' answers' distribution in question 08

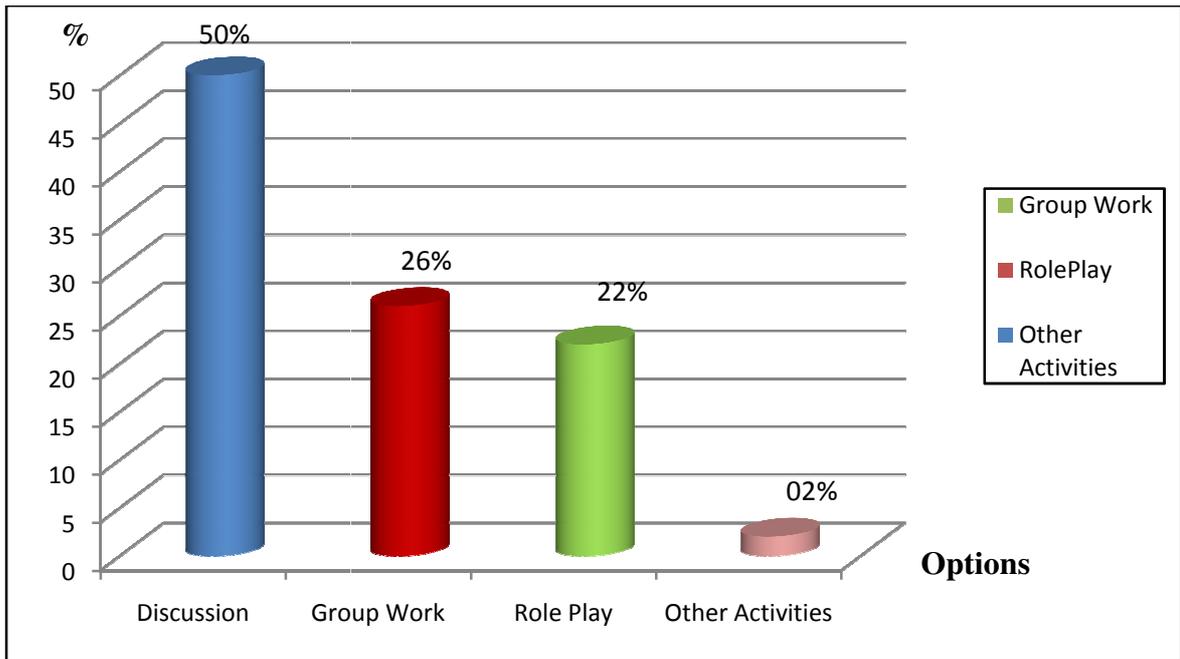


Figure 08 : Learners' answers' distribution in question 08

Regarding students' answers (50%) stated that discussion is the most favorable activity for them. Others state that group work is the preferred activity for them which represent (26%), (22%) opted for role play, and only 02% mention the other activities.

Q9 : Which Activity does your Teacher use Most ?

Options	Frequency	Percentage
Discussion	12	24%
Group Work	15	30%
Oral Presentation	20	40%
OtherActivities	03	06%
Total	50	100%

Table 09 : Learners' answers' distribution in question 09

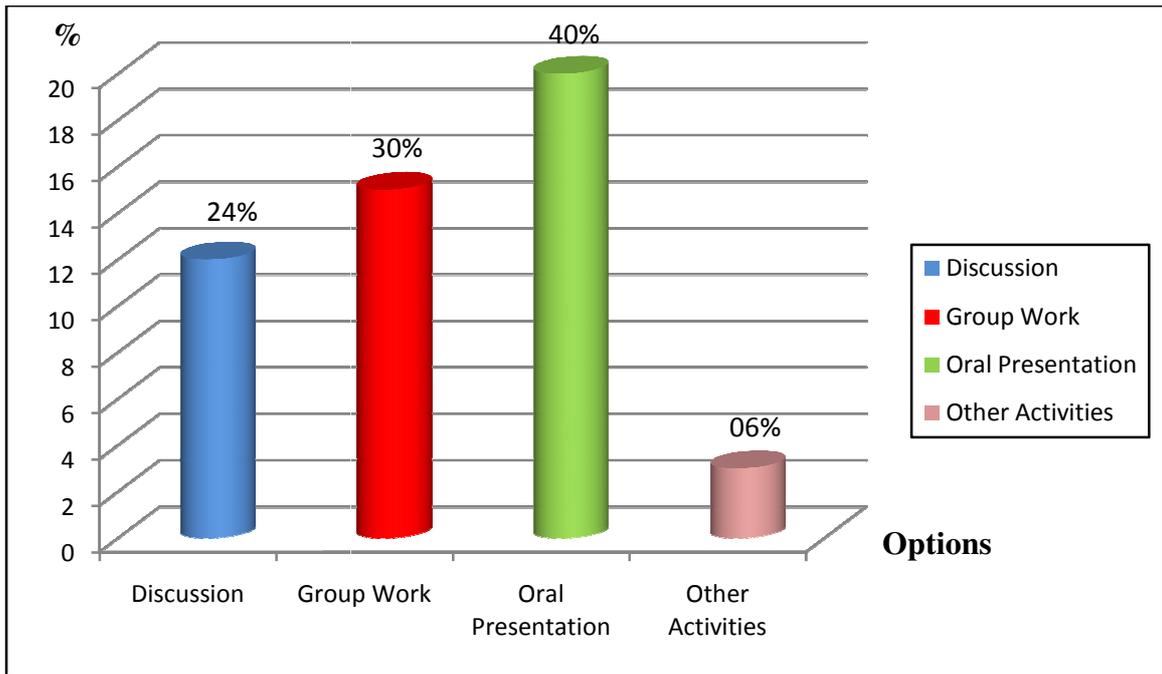


Figure 09 : Learners' answers' distribution in question 09

The table 09 shows clearly that the highest number of students (40%) claims that teachers tend to use oral presentation, others (30%) show that teachers use group work, (24%) of students say discussion, and only (6%) mention the other activities. However, table 8 shows that most of learners prefer discussion activities .For that, teachers have to try to use discussion activities as much as possible.

Q10 : How do you Describe your Teacher of Oral Expression ?

Options	Frequency	Percentage
Prompter	16	32%
Controller	14	28%
Feedback Provider	20	40%
Total	50	100%

Table 10 : Learners' answers' distribution in question 10

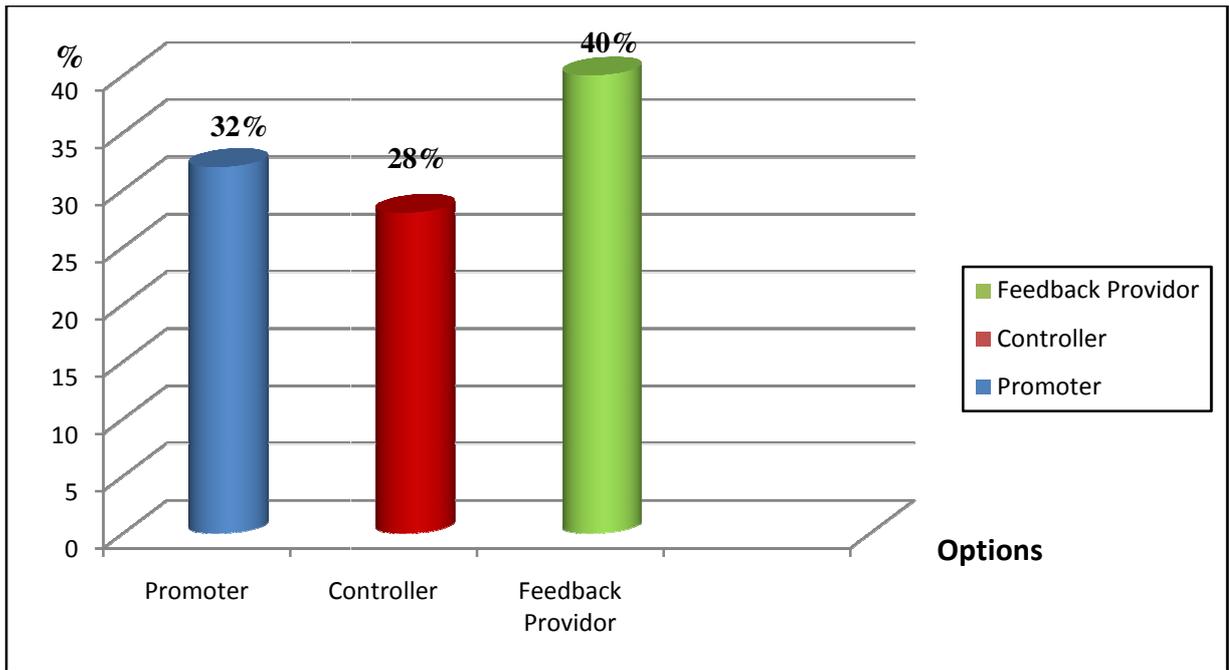


Figure 10 : Learners' answers' distribution in question 10

The Table 10 showed that 40% of the respondents their answers indicate that the teachers provide their learners' with a feedback, whereas, 32% answer by controller, and only 14 of the subjects answer by promoter which represent 28% of the whole population.

Q11 : What is the Type of Atmospher that Exist in the Classroom ?

Options	Frequency	Percentage
Friendly	32	64%
Fearful	04	08%
Neutral	14	28%
Total	50	100%

Table 11 : Learners' answers' distribution in question 11

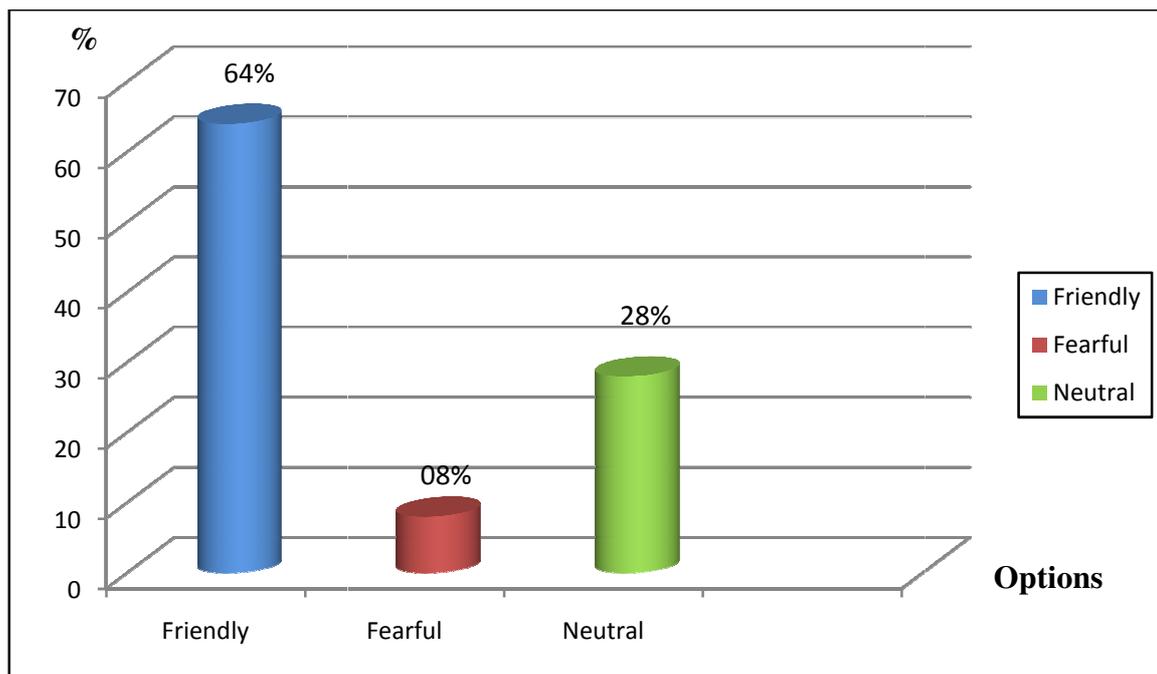


Figure 11 : Learners'answers' distribution in question 11

The above table indicate that the most of subjects respond by "Friendly" about 32 learner which represent (64%).This indicate that students have an opportunity to communicate and discuss topics together ,because learners communication requires enjoyable atmospher ,also, (28%) respond by "Neutral",and only (4%) answer by "Fearful".

Q12 : What Type of Relationship that Exist Between you and your Teacher ?

Options	Frequency	Percentage
Good	36	72%
Distant	02	04%
Neutral	12	24%
Total	50	100%

Table 12 : Learners'answers' distribution in question 12

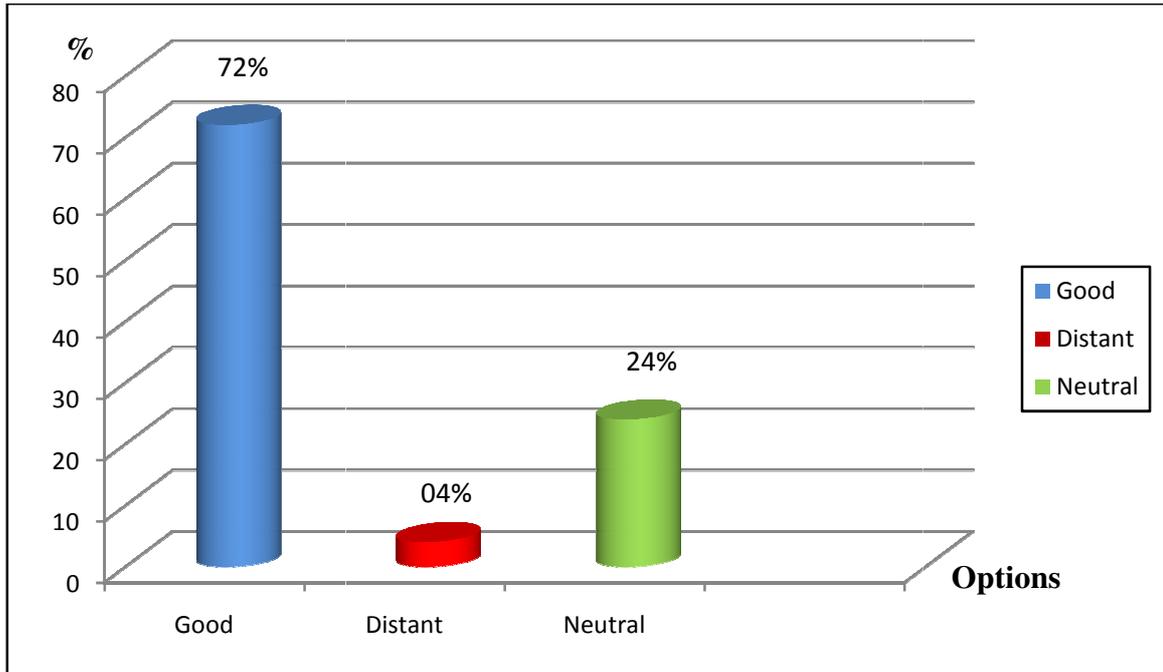


Figure 12 : Learners' answers' distribution in question 12

The majority of subjects (72%) state that the relationship that exist between them and their teachers is good, that is to say that teachers behaviour during the class is good which reflect the students motivation to learn. (24%) of them mention that their relationship is neutral, in which only (04%) state that it is distant. We can say here that those students have problems with their teacher

Q13 : How do you Find Classroom Discussion ?

Options	Frequency	Percentage
Benificial	46	92%
Non Benificial	04	08%
Total	50	100%

Table 13 : Learners' answers' distribution in question 13

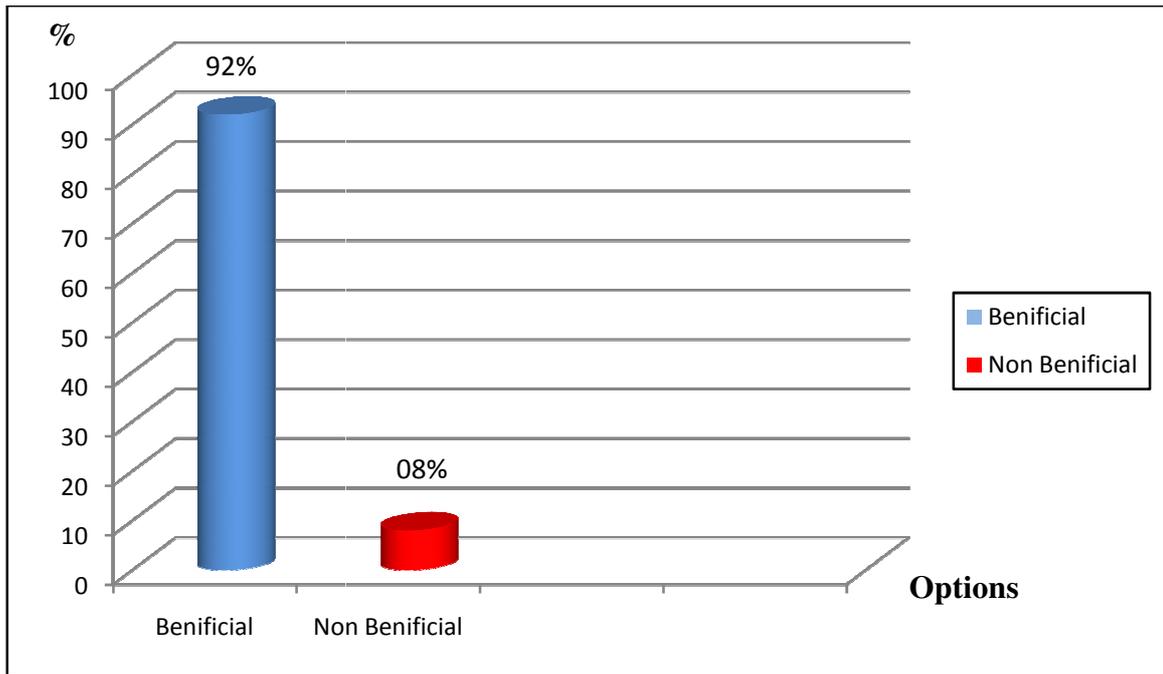


Figure 13 : Learners' answers' distribution in question 13

This question examine the students 'opinions about the advantages of classroom discussion. The table above shows that the majority of learners (92%) respond by "Beneficial" .that is to say that learners are aware about the benifits of discussion on their learning performance.

Q14 : How often do you participate in classroom discussion ?

Options	Frequency	Percentage
Always	16	32%
Sometimes	30	60%
Rarely	04	08%
Never	0	0%
Total	50	100%

Table 14 : Learners' answers' distribution in question 14

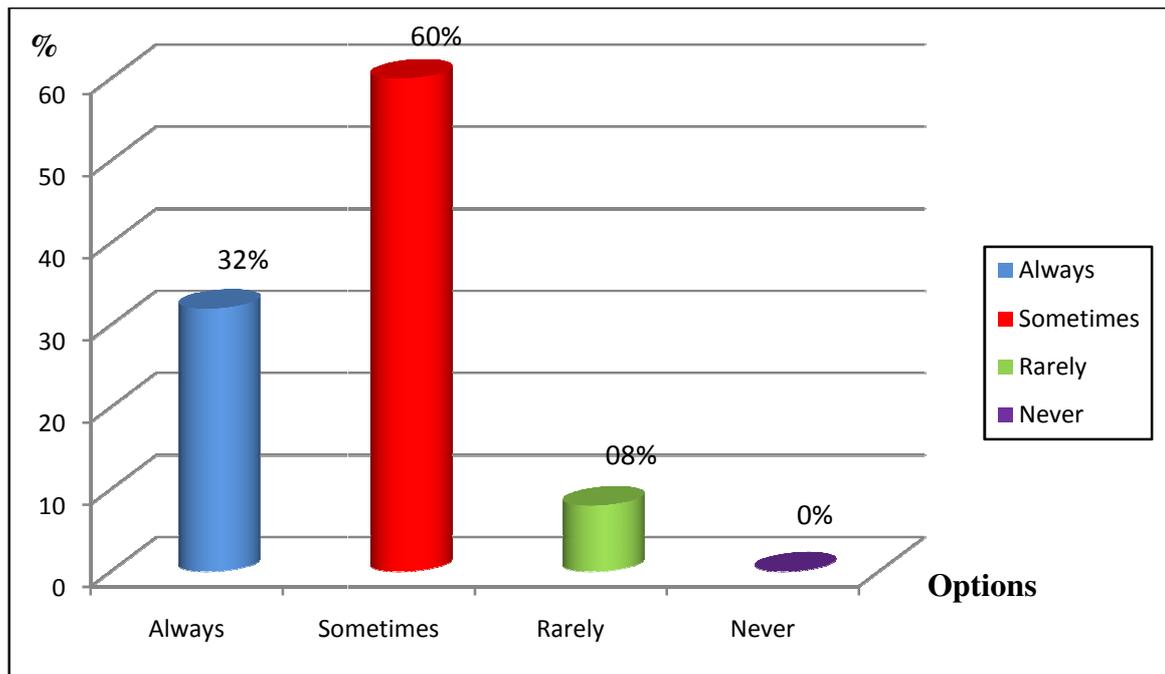


Figure 14 : Learners' answers' distribution in question 14

The purpose of this question is to investigate the learners' participation in classroom discussion. Learners are asked to answer by Always, Sometimes, Rarely, and Never, also they asked to justify his /her answers.

As far as, the results obtained, we find that (60%) of students are "Sometimes" contribute in classroom discussion, Most of them state that their participation depends on the topic, and sometimes the topic does not got their interest. In the other hand, (32%) respond by "Always" because they want to improve their performance, and (08%) respond by "Rarely", because they have no motivation, fear of making mistakes, and shy. For that, teachers should help their student to overcome such problems, and bring interesting topics in which engage most of students in communication.

Q15 : Do you Like ?

Options	Frequency	Percentage
Whole Class Discussion	16	32
Group Work Discussion	22	44
Pair Work Discussion	09	18
None	03	06
Total	50	100

Table 15 : Learners' answers' distribution in question15

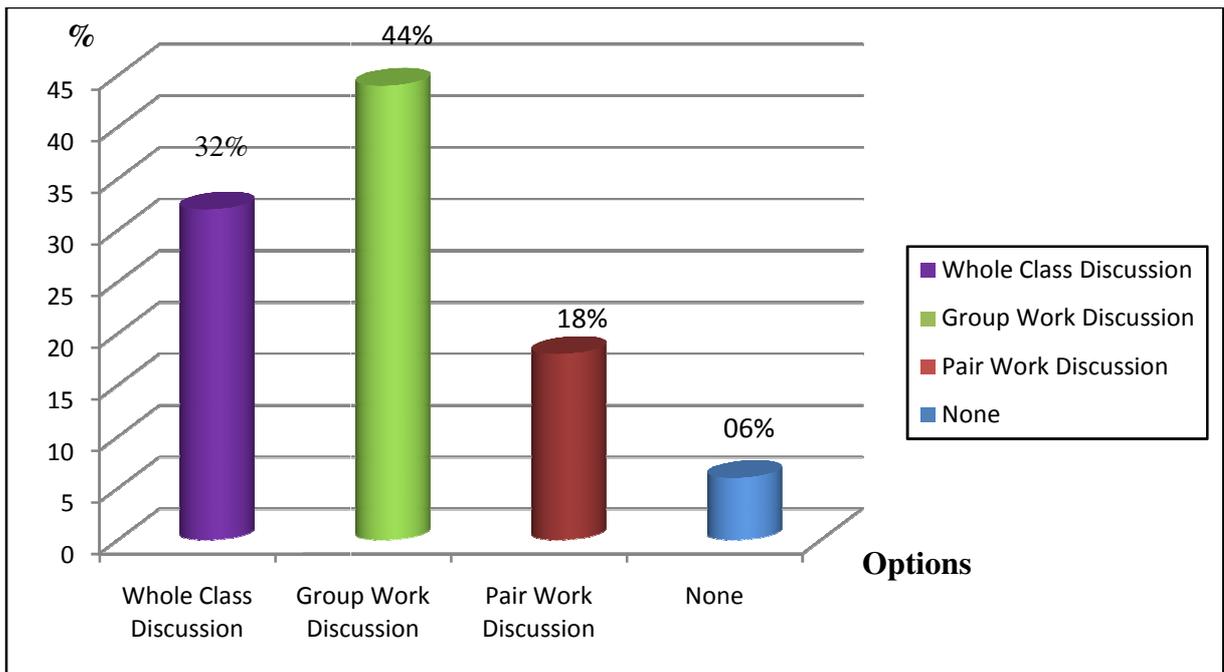


Figure 15 : Learners' answers'distribution in question 15

In this item , students are invited to say whether they prefer whole class discussion, group discussion , pair discussion , or none of them .Our ai mis to see the students' preferred type of discussion .

The majority has indicate that they prefer group discussion (44%) instead of the other types, sixteen students are prefer whole class discussion (i.e.32%), (18%) opted for pair discussion, and only three (09%) choose none of them.

Q16 : Do you like to discuss topics chosen by :

Options	Frequency	Percentage
Teacher	25	50
You	25	50
Total	50	100

Table 16 : Learners’ answers’distribution in question 16

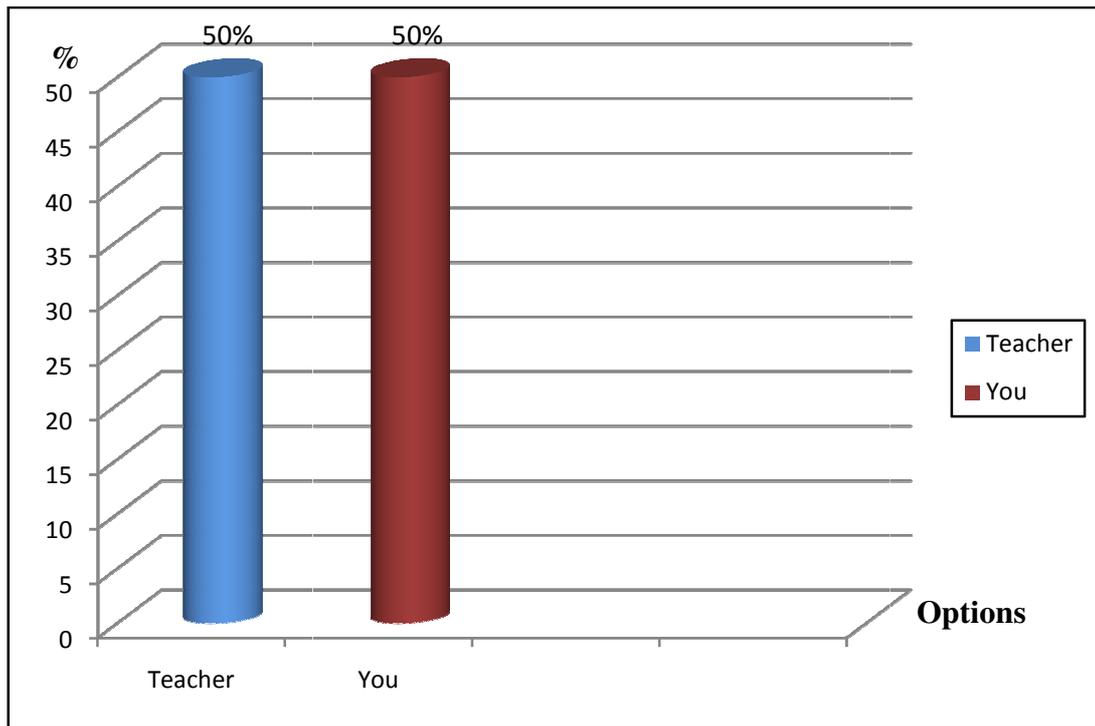


Figure 16 : Learners’ answers’ distribution in question 16

According to the data in the table (16) we notice that halve of students (25) which represent (50%) prefer to discuss topics chosen by the teacher, and the other halve prefer to

discuss topics chosen by them, that is to say that teachers should give the students from time to time the opportunity to choose topics by their own.

Q17 : How often does your Teacher Provide you by a Feedback ?

Options	Frequency	Percentage
Always	18	36%
often	07	14%
Sometimes	22	44%
Rarely	03	06%
Never	0	0%
Total	50	100%

Table 17 : Learners' answers' distribution in question 17

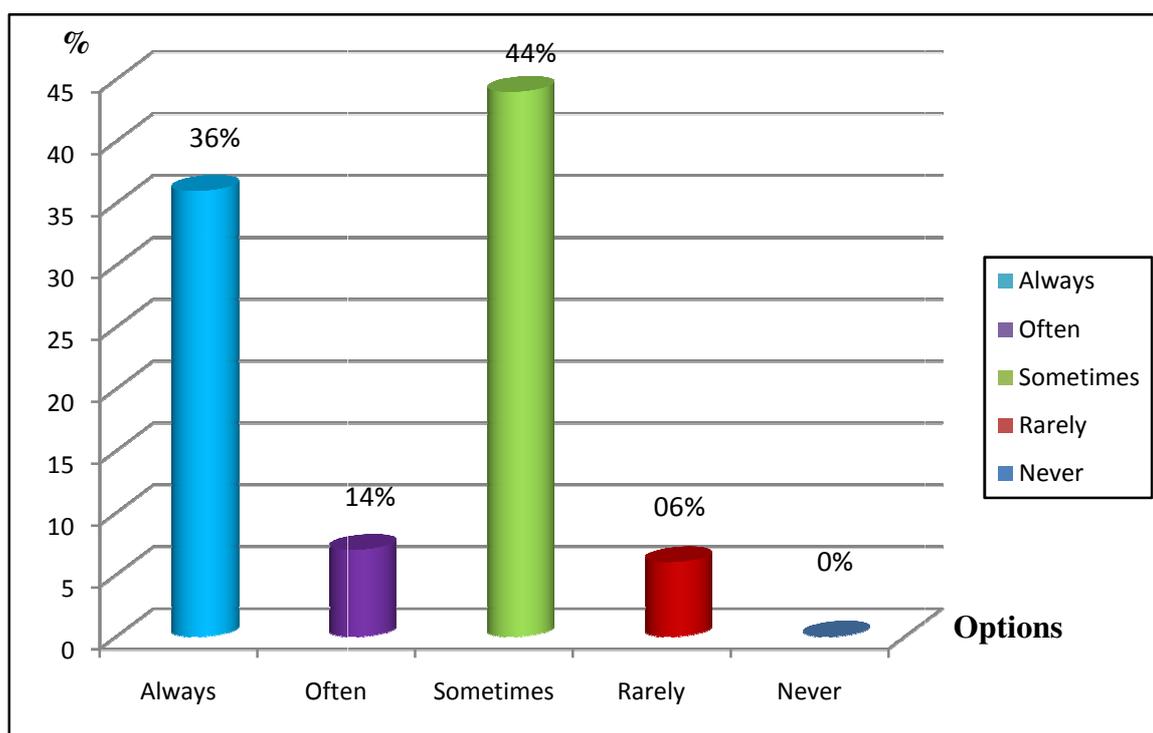


Figure 17 : Learners' answers' distribution in question 17

The aim of this question is to see whether teachers provide their learners by a feedback. The majority of subjects (44%) answer "Sometimes", eighteen or (36%) state that their

teachers are "Always" provide them by a feedback ,(14%) mention "Often" ,(06%) respond by "Rarely", and none of them state "Never".We might say here that teachers have to provide their learners all of them not some of them with a feedback as much as possible ,in order to make their learners aware of their mistakes ,and acquire a new knowledge from their experience .

1.1.2. The Findings of the Teachers' Interview

1. Do you Think that Discussion Improve the Learners's Oral Proficiency ?

All teachers in the interview claim that classroom discussion improves the learners' oral proficiency, especially when we used with a foreing language learners such as English as in our case.

2. What Elements of Discussion should be Encouraged ?

For this question, teachers provided us with different answers, because each one of the respondents has a specific objective .T1 stated that the most elements that should be encouraged are :

- The correct use of vocabulary.
- Correct Pronunciation (stress, intonation).
- Organization of ideas.

Whereas , T3 stated that we should focus more on the topic's aims,learners 'participation , as well as ,the appropriate choice of the method that helps us to conduct a discussion session .On the otherhand , T5 mentioned that the most elements that is indeed in need to be encourage dis the transformation of ideas , that is to say theencouragement of the students interaction with each other,in order to share their ideas , because , learners have different perspective and point of view toward the subject.

3. What is the Appropriate Way to Encourage Learners to Take Part in Discussion ?

T1 stated that the first thing we should do to encourage students to take part in discussion is letting them express themselves freely by taking each one his/her turn. He argued that interruption is permissible in the case of challenging /controversial debates , because it is the appropriate way to get the students involve in communication .However , for the passive and shy students ,it is the teachers' role to ask them to give their opinion in a friendly and gentle way .In the other hand, T2 suggested that appreciation the learners thoughts is the best way to engage them in discussion .

4. Do you Think that Topics Proposed by Learners Serve in Improving their Oral Proficiency ?

Some teachers argued that it is not always but sometimes the topics provided by learners serve in improving their oral proficiency , because ,when we give them a chance to choose the topic they always choose the "easy " topics in which no or little vocabulary are learnt , consequently, their proficiency is not really improved .That is why ,it is important to impose certain challenging topics .However, one of them agree that proposed topics promote the learners' speaking skill ,because ,it gives the session another push and direct .

5. As a teacher, What is your Goal behind the Use of Classroom Discussion ?

Concerning this question, teachers answer differently which are as follow ?

- Developing the students 'oral proficiency.
- Teaching/Discovering new vocabulary and ideas.
- Improving students' general culture.
- Exchanging experience.

- Improving learners' pronunciation.
- Introducing a chance of challenge, competition.
- Encouraging cooperative learning.
- Enhance and ameliorate learners' levels
- Motivating learners.
- Promote the learners' interaction with each other.

6. Do you Provide your Learners with a Feedback within or after Discussion ?

All teachers mention that they provide their learners with a feedback within and after the discussion depends on the task.

7. Does your Feedback Focus more on : Accuracy, Fluency, or Both of them ?

Teachers (T2, T3 ,T4 ,T5) pointed that their feedback focus more on fluency ,because we need to speak fluently ,in order to be understood by others , however ,T1 mention that he/she focus more on accuracy ;because our learners are weak in grammar ,for that , we need to teach them how to make correct sentences ,in order to help them to speak fluently.

2.3.3. Interpretation of the Results

The results of the questionnaire shows that the majority of students English is their first choice , for that , we found them more motivated to learn ,and speak that language , and they are more interested in developing their speaking abilities , however , 44% of the respondents consider the ability to speak is a difficult task ,because they face a number of problems that obstruct their ability to speak such as : the contribution of the mother tongue, lack of vocabulary , shy , fear of making mistakes .For this reason , we found most of them their levels is average which represent 62% of the whole population . Students here are

required to overcome such problems in order to be able to speak fluently, and became a good speakers in the future

Moreover, according to the activities that the learners' prefer is discussion activity as shown in the table 08 that 50% of subjects prefer discussion, because it help them in developing their performance, increase their amount of talk, sharing their ideas, and opinions together, and they said that prefer brainstorming activites which consider as a well-known discussion activities such as : guessing games. However, the results elicit that most of the teachers tend to use oral presentation rather than the other activities .As we mention above that the students prefer discussion activity, that is to say that learners' do not appreciate their teachers' use of activities, for that, teachers' should ask their learners' from time to time about the favorable activity for them in order to be used.

Furthermore, conserning the atmosphere that exist in the classroom, the majority of learners (64%) said that a friendly atmospher exist in class ,this means that the teachers known how to deal with their learners ,for that we found that 72% of respondants said that their relationship with the teachers is a good relation ,also , the teachers' provide their learners with a feedback that help them to overcome their mistakes .

The analysis of teachers' interview reveals that the teachers have a positive attitude toward the use of discussion in improving their learners ability to speak, and they tend to use a several techniques in order to get their learners' take part in discussion which indicate that the teachers are in harry to develop their learners' speaking. In addition, they try to encourage some elements of discussion such as : intonation, correct use of vocabulary to make their learners a fluent speakers in the future.

Conclusion

Through the analysis of the students' questionnaire, and teachers' interview we have noticed that both teachers, and learners know about classroom discussion, they consider that the frequent use on it can have a positive attitude on the learners' oral proficiency. Because it raise the learners' amount of talk in the class, and gives them the opportunity to exchange their information.

Recommendations

Generally speaking , the teachers play a significant role in teaching and learning second or foreing languages ,and the primary sources of information in the classroom .As we know that each one of them tend to adopt a various techniques to manage their classes ,and to creat lively ,and enjoyable environment . Regarding to the teaching speaking by using classroom discussion, the researcher offered several suggestions for learners and teachers which are as follow :

For the Learners :

- The learners have to participate as much as possible in the classroom discussion to promote their level of performance.
- The learners should avoid the use of the mother tongue as much as they can.
- The learners should not be afraid from making mistakes.

For the Teachers

- The teacher should use classroom discussion as a teaching strategy to develop their learners speaking skill.
- The teachers have to encourage students to speak during and outside the classroom.

- The teachers should present their lessons in relaxed and enjoyable atmosphere.
- The teachers should make their students aware of the benefits of discussion and its role in enhancing their oral proficiency.
- The teachers should involve all the students in the communicative activities

General Conclusion

The current study focuses on the effect of classroom discussion on the learner' oral proficiency. The ultimate aim of this study is to prove the improvement of speaking skill through the frequent use of classroom discussion .We have raised two main questions that have been answered at the end of this investigation which are : Can speaking skill be enhanced by using discussion activity ? , and What is the students' attitude and reactions toward teaching English speaking with regard to specific classroom activities such as : discussion .In addition, we have formulated a hypothesis, that stated that : if teachers adopt classroom discussion, the students' oral proficiency will be improved. In order to test our hypothesis we have administred two main instruments which are second year LMD students' questionnaire, and oral expression teachers' interview.

The analysis of the students' questionnaire revealed that the students have a positive attitude toward the use of classroom discussion, and they are aware of its effect on their oral performance. Moreover, the analysis of teachers' interview showed the teachers agreement of the benifits of the classroom discussion on their learners' speaking skill , also the results demonstrated that the teachers provide their learners with a feedback through the correction of their mistakes , intonation , stress which certainly lead to the learners speaking fluency

BIBLIOGRAPHY

- Al Hosni, S.** (2014) .Speaking Difficulties Encountred by Young EFL Learners :
International Journal on Studies in English Language and Literature (IJSELL),
Volume 2, Issue 6 .www .arcjournal .org.
- Anderson, R., and Lynch, T.** (1988) .*Listening* .Oxford : Oxford University Press.
- Bygate, M.** (1987) – *Speaking*, Oxford University Press.
- Brown, G. and Yule, G.** (1983). *Teaching the Spoken Language* .Cambridge : Cambridge
University Press.
- Celce-Murcia, M.** (ed). (2001). *Teaching English as Second or Foreign Language*, (3rd
ed). Boston, MA : Heinle and heinle.
- Dash, B.B.** (2013) .Language Skills : A Study of Improving English Speaking Skills
Through English Reading Skills .*VRSD International Journal of Technical & Non
–Technical Research*, VoL 4 No.www.vrsd journals.com.
- Davis, G. B.** (2005). *Tools for Teaching*. (2nd ed) .Jossey –Bass.
- Ediger, M.** (1999).Reading and Vocubulary Development.*Journal of Instructional
Psychology*.
- Gall, M.D . and Gall, J.P.** (1993). Teacher and Student Roles in Different Types of
Classroom Discussion : *Paper Presented at the Annual Meeting of the American
Educational Research Association* .Atlanta, GA.
- Goh, C, C.M.** (2007).*Teaching Speaking in the Language Classroom* .Sigapore :
SEAMEO.Regional Language Centre

- Gottschalk, K.K.** (1994), *Facilitating Discussion, A Brief Guide* .Cornell University.
- Harmer, J.** (2001). *The Practice of English Language Teaching*. Warlow : Pearson Education .LTd
- Harmer, J.** (2005).*How to Teach English : An Introduction to the Practice of Language Teaching*. Adison Wesly : Long man.
- Kayi, H.** (2006) .Teaching Speaking : Activities to Promote Speaking in a Second Language, *The Internet TESL Journal* Vol.XII, N. [http://iteslj.Org/Articles/Kayi-Teaching Speaking.html](http://iteslj.Org/Articles/Kayi-Teaching%20Speaking.html).
- Hedge, T.** (2000).*Teaching and Learning in the Language Classroom*. Oxford : Oxford University Press.
- Larson, E, B. and Keiper, A, T.** (ND). *Classroom Discussion and Threaded Electronic Discussion : Learning in Two Arenas* .Western University Press.
- Littlewood, W.** (2002). *Communicative language Teaching*. Cambridge : Cambridge University Press
- Luoma, S.** (2004). *Assessing Speaking*. Cambridge : Cambridge University Press.
- Marcela, T., and Rodrigo, J.** (2014) .*The Impact of Oral Communication Strategies Through Cooperative Work Activities*. Research Report Submitted in Practical Fullfilment of the requirements for degree of Master in E.nglish Language Teaching for Self –Directed Learning.
- Munoz, C.** (2006). *Age and Rate of Foreing Language Learning*. (ed). Multilingual Matters Ltd.

- Nation, I.S.P.** (2001). *Learning Vocabulary in Another Language*. Cambridge : Cambridge University Press.
- Nilson, B.L.** (2010) .*Teaching at its Best : A Research Based Research for College Instructors* (3rd ed). Jossy Boss.
- Nunan, D.** (1991). *Language Teaching Methodology .A Textbook for Teachers* .New York .Pentice Hall Intermediate (UK) LTD.
- Nunan, D.** (2000).*Practical English Language Teaching*. Boston : McGrawHill.
- Qing, X. (2001).** Role Play an Effective to Developing Overall Communicative Competence .*Cross-Cultural Communication* ,7(4).
- Richards, J. C., and Renandya, A, W.** (2002). *Methodology in Language Teaching : Anthology of Current Practice.* (ed). Cambridge University Press.
- Sarosdy, J .Pencze, T, F.Poor, Z., and Vadnay, M.** (2006). *Applied Linguistic I : for BA Students in English* .Bolcsesz Konzorcium. Minder Jog Fenntartrea.
- Scrivener, J.** (2005). *Learning Teaching : A Guidebook for English Language Teachers* (2nd ed) .Mackmillan .
- Thornbury, S.** (2005). *How to Teach Speaking*. New york.
- Thornbury, S.** (2002).*How to Teach Vocabulary*.Pearson Longman.
- Turney, B.L., and Robb, G.P.** (1971). *Research in Education : An Introduction* .North Texas State University. The Dryden Press.
- Ur, P.** (2000). *A Course in Language Teaching : practice and theory*. Cambridge : Cambridge University Press.

Ur, P. (1981). *Discussion that Work : Tasks Based Fluency. Practice.* Cambridge :
Cambridge University Press.

Widdowson, H.G. (1984). *Teaching Language as Communication* .London : Oxford
University Press.

Appendices

Appendix1 : The Students Questionnaire

FEEDBACK QUESTIONNAIRE

Dear students

We would be very grateful if you could answer to me the following questions for the sake of our study about the effect of classroom discussion on the learners' oral proficiency.

Please, put a tick (✓) in the corresponding box and make a full statement whenever necessary.

Section One : Background Information

Q1 : Was English your first choice ?

Yes

b- No

Q2 : Is your level in English :

a-Very good.....

b- Good.....

c-Average.....

d-Poor.....

Section Two : General Overview on speaking Skill

Q3 : Which of the four skill you prefer to master most ?

a-Listening.....

b-Speaking

c-Reading.....

d-Writing.....

Q4 : In your opinion, speaking in English is :

a- An easy task.....

b-A difficult task.....

Q5 : Do you face difficulties in speaking ?

Yes

No

IF yes, mention some of your difficulties.....
.....
.....

Q6 : How do you consider your ability to speak ?

a- Good.....

b- Average.....

c- low.....

Section Two : Classroom Discussion

Q7 : which of the classroom activities you prefer :

a-Brainstorming activities (guessing games, link between different items)

b-Organizing activities (Found the differences and similarities between different elements)

c-Coumpond activities (such as debates)

Q8 : Which activity do you like most ?why ?

a- Discussion.....

b- Group work.....

c- Role play.....

d –other activities.....

Because.....
.....

Q9- Which activity does your teacher use most ?

a- Discussion

b- Group work.....

c- Oral presentation...

d -other activities.....

Q10- How do you describe your teacher of Oral expression ?

a- Promoter.....

b- controller.....

c-feed back providor..

Q11 : What is the type of atmospher that exist in the classroom ?

Friendly Fearful Neutral

Q12 : What type of relationship exist between you and your teacher ?

Good Distant Neutral

Q13 : how do you find classroom discussion ?

Benificial Non benificial

Q14 : How often do you participate in classroom discussion ?

a- Always.....

b-Sometimes.....

c- rarely.....

d- Never.....

Whenever your answer say why.....

.....

Q15 : Do you like ?

a- whole class discussion.....

b- Group discussion.....

c- Pair discussion.....

d-None.....

Q16: Do you like to discuss topics chosen by :

a- Teacher

b- you

Q17 : how often does your teacher provide you by a feadback ?

a- Always.....

b-Often.....

c- Sometimes.....

d-Rarely.....

e- Never.....

Thank you for your collaboration

Appendix 02 : Teachers' Interview

2.1. Teacher 01

1. Do you think that discussion improves the learners' oral proficiency ?

Yes, I do.

Students have the opportunity to express their ideas about a topic. The teacher has, however, to give the student some time to think and to organize his ideas before beginning to speak.

2. What elements should be encouraged ?

- Correct use of vocabulary.
- Correct pronunciation.
- Organization of ideas.

3. What is the appropriate way to encourage students to take part in discussion ?

Firstly, by letting students express themselves freely by taking each one his/her turn. Interruptions are allowed in the case of challenging / controversial debates. For more shy / passive students, they are asked later in a friendly and gentle way to give their opinions.

4. Do you think that discussion topics proposed by learners serve in improving their oral proficiency ?

Sometimes, yes. However, they tend to choose 'easy' topics in which no or little vocabulary is learnt : they tackle topics they know/ master. Consequently, their proficiency is not really improved. That is why it is important to impose (by the teacher) certain challenging topics.

5. As a teacher, what is your goal behind the use of classroom discussion ?

- Developing the student oral proficiency.
- Teaching /discovering new vocabulary + ideas.
- Improving their general culture.
- Exchanging experiences, anecdotes, ideas, thoughts.
- Introducing the sense of challenge, competition.

- Encouraging cooperative learning.

6. Do you provide your learners with a feedback during or after discussion ?

It depends .In the case of common, repeated mistakes, feedback is provided within discussion ; otherwise comments are given at the end.

7. Does your feedback focus more on :

- 1.** Accuracy(√)
- 2.** Fluency
- 3.** Both of them

2.1. Teacher 02

1. Do you think that discussion improves the learners' oral proficiency ?

Of course, discussion improve the learners' oral proficiency.

2. What elements of discussion should be encouraged ?

3. What is the appropriate way to encourage the students to take part in discussion ?

The appropriate way to encourage the learners to take part in discussion is to appreciate their thoughts.

4. Do you think that discussion topics proposed by the learners serve in improving their oral proficiency ?

Yes.

5. As a teacher, what is your goal behind the use of classroom discussion ?

- Share a lot of ideas
- Self confidence (i,e) to present their topics without any fear.

6. Do you provide their learners with a feedback within or after the discussion ?

I provide a feedback to my learners after discussion.

7. Does your feedback focus more on :

1. Accuracy
2. Fluency
3. Both of them (√)

2.3. Teacher 03

1. Do you think that discussion improves the learners' oral proficiency ?

Yes, it does.

2. What elements of discussion should be encouraged ?

- A topic aims
- Student to participate
- A method to conduct the discussion

3. What is the appropriate way to encourage the students to take part in discussion ?

The appropriate way to encourage the student to take part in discussion is through involving them in sub-group work.

4. Do you think that discussion topics proposed by the learners serve in improving their oral proficiency ?

Yes , it does .But sometimes and most of the time students prefer to talk about topics they like ,(i ,e.) topic they are familiar with , and which is not good for them ,and will not improve their oral proficiency .

5. As a teacher, what is your goal behind the use of classroom discussion ?

- To develop the student oral proficiency.

6. Do you provide their learners with afeedback within or after the discussion ?

We get used to have within and after discussion feedback depends on the nature of the topic.

7. Does your feedback focus more on :

1. Accuracy
2. Fluency
3. Both of them (√)

2.4. Teacher 04

1. Do you think that discussion improves the learners' oral proficiency ?

Yes, of course

2. What elements of discussion should be encouraged ?

3. What is the appropriate way to encourage the students to take part in discussion ?

The appropriate way to encourage the student to take part in discussion is through the choose of interesting topics.

4. Do you think that discussion topics proposed by the learners serve in improving their oral proficiency ?

Sometimes.

5. As a teacher, what is your goal behind the use of classroom discussion ?

- Interaction between learners
- Motivating the learners.

6. Do you provide their learners with afeedback within or after the discussion ?

It depends to the task.

7. Does your feedback focus more on :

1. Accuracy
2. Fluency
3. Both of them (√)

2.5. Teacher 5

1. Do you think that discussion improves the learners' oral proficiency ?

Yes, I think that discussion improves the learners' oral proficiency.

2. What elements of discussion should be encouraged ?

The most elements that is indeed in need to be encouraged is transmitting ideas ;i.e. student understand the subject and its content , as well as , they have different perspective and point of views toward the subject , but they need to show it and share it through and via interaction in that discussion.

3. What is the appropriate way to encourage the students to take part in discussion ?

The appropriate way to encourage the student to take part in discussion by telling them that they are concerned and their opinions is valuable, and we will take it into consideration

4. Do you think that discussion topics proposed by the learners serve in improving their oral proficiency ?

Sometimes.

5. As a teacher, what is your goal behind the use of classroom discussion ?

- To enhance and amilurate the learners level.

6. Do you provide their learners with afeedback within or after the discussion ?

I provide my learners with a feedback both within and after discussion.

7. Does your feedback focus more on :

1. Accuracy
2. Fluency
3. Both of them (√)

الملخص

تهدف هذه الدراسة إلى اكتشاف فعالية المناقشة داخل القسم في تحسين مهارة الطلاب في المحادثة.

الفرضية الأساسية التي اعتمدت في هذه الدراسة هي أن تطبيق الأساتذة للمناقشة داخل القسم يؤدي إلى تحسين قدرة الطلبة على التعبير الشفوي باللغة الانجليزية . كما اعتمدنا في دراستنا هذه على المنهج الوصفي التحليلي . ومن اجل الحصول على المعطيات قام الباحث بتطبيق استبيان على طلبة السنة الثانية آل-آم – دي تخصص اللغة الانجليزية جامعة محمد خيضر –بسكرة – بالتعاون مع خمسين (50) طالبا و طالبة، بالإضافة إلى مقابلة أجريت مع أساتذة اللغة الانجليزية .

النتائج المتحصل عليها أوضحت لنا أن المناقشة داخل القسم لها تأثير فعال في تحسين قدرة الطلبة على الأداء الشفوي . كما بينت لنا موقف الطلبة الايجابي من استعمال الحوار في القسم و أهميته في رفع معنوياتهم و ثقتهم بأنفسهم خاصة الطلبة الذين يعانون من الخوف و الحياء عند المشاركة أمام الجميع.