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**Faculty of Letters and Languages**

**Department of English**



**An Investigation of Students' Perceptions towards the Impact of  
Debate in Enhancing the Speaking Skill**

**The Case of Second Year LMD Students at Mohamed Seddik Ben  
Yahia University, Jijel**

**A Dissertation Submitted to The Department Of English In Partial Fulfillment of  
the Requirements for a Master Degree in English Didactics.**

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## Dedication

In the name of Allah, the most gracious, the most merciful,

All praise is due to Allah alone, the sustainer of all the world

I would like to express a special thanks to:

**"My everything"**, dear father **"Ammar"**, the candle of my life, for his support

and for giving me the power to finish this work,

To the light of my eyes, my beloved mother **"Zakia"** who had always believed in

me,

To my lovely sisters, **Mounia, Sihem, Liyla, and Soumia,**

To my treasured brothers, **Khaled, Hamza, Adel** and my favorite **Housseem,**

To my "little prince" **Adem,**

To my besties, **Madiha** and **Houda** who have been helpful, I dedicate this work.

Thank you all.

**Bouchra.**

## Dedication

*In the name of Allah the most Beneficent the most merciful.*

*I would like to dedicate this humble work to :*

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*To my brothers and sisters for their love and care,*

*To my little angels, our source of laughter and happiness Arij and Wassim*

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### **Abstract**

This research attempts to investigate the effects of classroom debate in developing EFL students' speaking skill. Therefore, teachers are required to help students to boost their speaking skill and choose the appropriate strategies and tools to achieve this objective. This research tends mainly to explore both teachers' and students' attitudes toward the use of classroom debate to enhance speaking. Also, it is mainly concerned with making use of debates in oral English courses to improve learners' speaking skill. To investigate this issue, two questionnaires were administered to sixty second year LMD students and six teachers of oral expression at Mohamed Seddik Ben Yahia University -Jijel- , a descriptive method has been adopted in order to gather data. The analysis has partially answered the research questions and led to a relative embracing of our assumption. It was found that classroom debate is a useful technique for enhancing students' speaking skill. On the basis of this result, it is recommended that teachers role is needed in this case.

**Key Words:** Enhancing speaking skill, debate, EFL learners.

## **List of Abbreviations and Acronyms**

**EFL:** English as Foreign Language

**LMD:** License, Master, Doctorate

**Q:** Question

**%:** Percentage

**&:** and

**S/he:** She or he

**P.:** Page

**Op.cit:** Opere citato, meaning "in the work cited"

**e.g:** For example

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الملخص

Résumé

## **General Introduction**

### **Background of the Study**

Language is one of the main features that a human being is characterized with. It is considered as a social and individual phenomenon that enables human being to express their feelings, thoughts, and culture. Since the world has become a small village, people need to learn others' language as a way to facilitate communication between them. Language is a product of the thought and behavior of a society. Recently, English has become a dominant language throughout the world. It is known as a "lingua franca"; that is the common foreign language used for communication among people who do not share the same mother tongue.

Learning a language requires mastering the four skills those are reading, writing, listening and speaking. Nevertheless, speaking is considered as the most important and a challenging skill to be mastered by the learners. According to Ur (1996) "Many if not most foreign language learners are primary interested in how to speak" (p.120). Therefore, the basic objective of foreign language learning is to be a fluent speaker of that language. Speaking is important to be learnt because it is the way to communicate with other people in order to deliver opinions and express ideas. According to some teachers, students' ability in speaking English is low. It is caused by several factors such as the elements of speaking like vocabulary, pronunciation, grammar, and fluency that must be mastered by students in order to be good speakers of English.

Khoironiyah (2012) argued that speaking is the most important skill that students need to master. The success in speaking means being able to carry out a conversation in that language, it is an interactive process of constructing meaning that involves producing, receiving, and processing information. By mastering the speaking skill, people can give ideas, share information as well as working with each other. There are several techniques and



strategies which are used by the teacher in teaching speaking. The technique or strategy should be interesting to motivate students in the teaching /learning processes. One of the teaching strategies is debate.

Paulette & Wolf stated that “A debate is a speaking situation in which opposite points of view are presented and argued.”(2000, p.176). It is about the real or simulated issue. The learners’ roles ensure that they have adequate shared knowledge about the issue and different opinions or interests to be defined. At the end of the activity, they may have to reach a concrete decision or put the issue to a vote. Shan (2005) defined debate as “two groups of people on opposite sides of the issue discussing on agreed upon roles, and the judges listen to both sides of the arguments, choosing the winning team based on the reasoning and evidence provided.” (p.21). For Carter & Carthy (1997) Debate is “data in which people take up positions, per sue arguments and expound on their opinions on a range or matters; with or without some sort of lead figure or chair person” (p.10). Debate is one of the effective speaking activities which encourage students to improve their communication skill.

## **I. Statement of the Problem**

According to some researchers, a large number of learners study English to develop their speaking skill because speech is basically the most important means of human communication and perhaps the most difficult aspect of the English language. It is accompanied with interaction and communication with the surrounding world. The inability of using language in an authentic situation is due to many problems such as the lack of practicing the language properly inside the classroom. In other words, teaching students how to speak a language is not enough, to produce appropriate utterances in the real communication. Debate can be one of the suitable techniques that students can follow in order to develop their speaking skill.

## **II. Aim of the Study**

This study aims at deepening our understanding about classroom debate and the speaking skill; it aims particularly at investigating the relationship between debate and speaking skill. One more purpose is to know the students' and teachers' attitudes towards the use of classroom debates as a strategy to improve the speaking skill

According to oral expression teachers, the majority of second year LMD students at the Department of English at Mohamed Sedddik Ben Yahia University are facing serious problems in developing their oral performance and they are unable to participate effectively in the classroom.

## **III. Research Questions**

On the light of what has been mentioned before this study seeks specifically to answer the following questions:

- 1-What are teachers' and students' perceptions towards using classroom debate to improve the speaking skill?
- 2-Does the application of debates inside the classroom improve students' speaking skill?
- 3-What are the reasons behind students' weakness in oral expression?
- 4-What is the impact of debate activities on EFL learners' speaking skill?

## **IV. Assumption**

It is assumed that the more students are exposed to debate the more their speaking skill will be improved.

## **V. Means of Research**

To investigate the effectiveness of in class debates in enhancing the learners' speaking skill, a descriptive method is used. This method aims to describe two variables; debate as an independent variable and its role in enhancing learners' speaking skill as the dependent variable. Two questionnaires were conducted to both students and teachers. The first questionnaire was handed to 60 (out of 225) second year LMD students chosen randomly from the department of English, University of Mohamed Seddik Ben Yahia since they already studied oral expression courses and they are aware of the difficulties that hamper them to master the speaking skill. The second questionnaire was devoted to 6 second year teachers of oral expression at the same university.

## **VI. Structure of the the Dissertation**

The present dissertation consist of three chapters, each with a specific aim to accomplish. The first two chapters are theoretical whereas, the third one is devoted to the practical part. The first chapter deals with the review of literature related to the speaking skill in the teaching and learning process. It will shed light on the nature of speaking skill, its elements, functions, and its aspects. The chapter also presents criteria for speaking sub-skills. In addition, it will present EFL learners' speaking difficulties and attempt to provide some effective principles of teaching speaking and the role of the teacher.

While the second chapter introduces an overview about debate, definitions, format of debate and its functions, it also presents the effectiveness of classroom debate, its process, the basic of debating ability. And its importance in EFL classes.

The third chapter will cover the methodology and data analysis. It will provide a brief description of the sampling, data collection and the research instruments.

## **Chapter One: Speaking Skill**

### **Introduction**

As people live together they need a tool to communicate, to talk to each other and to share words, this means is the language. Mc Donough and Shawn, 2003 argued that “language is a system for the expression of meaning. Its primary function is for interaction and communication” (as cited in Fernandez Arung, 2016, p.71). People need to interact and communicate in order to share opinions, interests and thoughts.

The acquisition of language requires mastering the four language skills (speaking-reading- writing and listening). Speaking has been considered as a productive skill, and it is usually accompanied with listening. It is an activity for giving and asking information, as if a dialogue by two or more people is performed. According to many studies, in teaching and learning English as a foreign language, the majority of students cannot speak English well because of many reasons which make the teaching process a hard task for teachers to do. These lead them to use different ways, approaches and activities in order to fit students' needs and interests.

This chapter is devoted to a theoretical background related to the speaking skill; its various definitions, elements, functions and it will discuss the process of teaching speaking. Furthermore, it will shed light on the difficulties that students encounter in speaking as well as the role of the teacher.

### **1.1 The Nature of Speaking Skill**

Speaking is one of the most important skills that everyone should master in order to sound like a native speaker. Various definitions have been given to speaking by many researchers according to Thornbury (2005) “Speaking is so much a part of daily life that we take it for granted.” (p.1), Nunan (2004) stated “speaking is the productive aural/ oral skill, It

consists of producing systematic verbal utterances to convey meaning.” (p.48). This denotes that speaking is an activity in which speakers make use of a language in order to make a speech to convey a message, In Chankey’s words, “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context.” (1998, p.13). This indicates that the speakers make a speech by using language to transfer messages or to express their points of view, ideas and feelings, sharing their experiences as well as their opinions making the speaking skill a productive activity. According to Ur (1996) “people who know a language are referred to as ‘speakers’ of that language, and many if not most foreign language learners are primarily interested in learning to speak.”(p.120).

Nunan (1999) argued that the ability to function using foreign languages in general is characterized as the ability to speak that language. As Thornbury (2005) asserted that “knowing a language and being able to speak it is not synonymous.” (p.1). This denotes that being able to speak a language is different from knowing about that language.

The aim of learning any language is to be able to communicate by using that language; teachers make use of different methods and strategies in order to achieve this aim. Furthermore, the learners of English consider mastering speaking as a challenge because it requires huge and powerful efforts. Contrasting to reading and writing, when we are speaking we cannot edit, omit or even revise what we want to say (Bailey in Nunan (2003). Speaking is about controlling the speech and to speak spontaneously (Fauzan, 2014).

According to what have been mentioned previously, the basic objective of learning another language is to be able to communicate using that language. Many learners of English face difficulty in speaking (Fauzan, 2014), similarly, Lauma (2004, p.1) stated “speaking a foreign language is very difficult and competence in speaking takes a long time to develop.” (p.1). Therefore, speaking is a skill that needs to be practiced in order to be mastered.

In the light of the definitions above speaking is considered as a complex task, and it is the basis of all human relationship within language learning and a major skill. It is the art of sharing and exchanging opinions and feelings.

## 1.2. Elements of Speaking Skill

Since speaking is a difficult activity, many foreign language learners face difficult problems in the production of speech. Students have to know the elements of speaking in order to enhance their ability to interact in EFL classes and master the language. Harmer (p.p.269-271) states and explains the following elements.

### 1.2.1. Language Features

The most important elements in speaking are presented as follows:

- **Connected Speech:** In Harmer's words, the good speakers of English have to be able to produce individual phonemes of English, as well as to use fluent connected speech. Therefore, the teacher must engage students in oral activities that are designed particularly to improve their connected speech.
- **Expressive Device:** Native speakers of English make use of different strategies in speaking such as the pitch and stress of particular parts of utterances and show by other physical and non verbal (means how they are feeling). These devices help them to convey their intended meaning. Then, in order to be effective communicators, students have to be aware and use at least some of these devices.
- **Lexic and Grammar:** This element refers to the use of common lexical structure, particularly in the performance of certain language function. Then, the teachers' role is to provide their students with phrases that contain different functions, so that they can use them in their communication and interaction.

- **Negotiation Language:** The good learner benefit from the use of negotiatory language; when they are listening to other talk, they are usually asked for clarification. Speaking means mastering all elements of speaking that have mentioned above, and not only knowing the grammatical structure, and having amount of vocabulary. If we master the above elements all messages then will be understood and accepted by all communicators.

### 1.2.2. Mental / Social Processing

Elements of speaking are not the only bases for the production of speech; it also depends on the rapid processing skill that oral communication necessitates. Harmer (2001, p.271)

- ❖ **Language Processing:** this refers to the learners' ability to process the language in their minds by putting it in a coherent order so that it comes comprehensible and clear in conveying intended meaning. Furthermore, the learners or speakers have to be able to retrieve words and phrases from memory and use them for the purpose of interacting with others.
- ❖ **Interacting with Others:** Usually speaking involves interaction with one or more participants. That is to say, the effective speakers have to be able to be good listeners and having the ability to understand others' speech, as well as they should be aware about taking-turn or letting the other to do so.
- ❖ **Information Processing on the Spot:** This element refers to the learners' ability to respond quickly to others' talk as they process the information rapidly.

### 1.3. Functions of Speaking

According to Richards (2008, p.21-28) there are three categories of speaking: talk as interaction, talk as transaction and talk as performance as bellow:

#### 1.3.1. Talk as Interaction

This type refers to conversation. When people first meet, they usually exchange greeting and engage in talking. The prime focus here is on the speakers and how they want to present themselves to each other and then the focus is on the message. Such exchanges can be causal or formal according to the circumstances and their nature.

- Example of talk as interaction: A student talking to his / her professor while waiting for an elevator (polite conversation that reflects unequal power between the two participants).

The main features of talk as interaction can be summarized as follow:

- Has a primarily social function.
- Reflects role relationship.
- Reflects speakers' identity.
- Maybe formal or causal.
- Uses conversational conventions.
- Reflects degrees of politeness.
- Employ many generic words.
- Uses conversational register.
- Is jointly constructed.



### 1.3.2. Talk as Transaction

The main focus is on the message and making oneself understood rather than the participants and their way of interaction. Brown (1998) distinguishes between two different types of talk as transaction:

- **Situations**

The focus is on delivering and receiving information where the participants' focus is on what is said (for example, asking for directions on the street).

- **Transaction**

The focus is on obtaining services, such as ordering food from a restaurant.

➤ Example of talk as transaction: A class activity during which students design a poster.

The main features of talk as transaction are:

- It has primarily information focus.
- The main focus is the message and not the participants.
- Participants employ communication strategies to make them understood.
- There may be negotiation digression.
- Linguistic accuracy is not always important.

### 1.3.3. Talk as Performance

In this type of talk Richard (2008) stated out that it refers to public talk, that is to say, a type of talk which transmits information in front of an audience, such as classroom presentation and speech. It is close to written language rather than the spoken one.

➤ Example of talk as performance: Giving a lecture.

The main features of talk as performance are:

- The focus is on both message and audience.
- It reflects predictable organization and sequencing.
- Form and accuracy are important.
- Language is more like written language.
- It is often monologic.

#### **1.4. Types of Classroom Speaking Performance**

Brown (2004, p.141) stated five categories to apply in the speaking production that students are expected to carry out in the classroom:

##### **➤ Imitative Speaking**

According to Brown (2004) imitative speaking refers to one's ability to repeat words, phrases as well as sentences. It is designed for the purpose of meaningful interaction between the teacher and the learner. Examples of this could be "repeat after me" tasks in the classroom.

##### **➤ Intensive Speaking**

Brown (2004) asserted that intensive speaking incorporate particular concern on some grammatical aspects of language that help the learners to raise their performance. Examples of intensive assessment tasks include directed response task, reading aloud and sentence and dialogue completion.

##### **➤ Responsive Speaking**

Brown (2004) declared that responsive speaking activities involve not only interaction but also test comprehension, such as giving short answers, making small talks and simple comments in an authentic and meaningful way.

➤ **Interactive Speaking**

Brown (2004) claimed that interactive and responsive speaking are similar, but they differ in terms of length and complexity of interaction. The latter has two forms: transactional language (its purpose is exchanging specific information), and interpersonal exchange (its purpose is maintaining social relationship).

➤ **Extensive Speaking**

Tasks usually involve summaries, short speeches and presentation. For extensive tasks the language style is more formal. However, we can omit certain informal monologues.

## **1.5. Speaking Sub-Skill**

There are several sub-skills for speaking that students have to take into consideration. Through mastering all this skills students then will speak the language effectively and become fluent. Lackman (2010, p.3) explained the speaking skills and its application.

### **1.5.1. Fluency**

Students practise speaking with a logical flow without planning or rehearsing. It's the speaker's ability to respond in a coherent way through linking words and phrases effectively, pronounce the language sounds clearly, and using stress and intonation correctly. It refers to the ability to express oneself without too much hesitation and anxiety, it is about how students are comfortable and feel confident while speaking, knowing how to connect their points so that the listener do not get lost.

- ❖ **Application:** Activities which require students to focus on meaning in communication without immediate concern for accuracy. The teacher can read aloud to his students and ask them to focus on the meaning of the expression he use, it is important for EFL learners to get involved in the different listening situations as the first step to achieve fluency, the next step is to expose the learners to the various communicative activities

such as role plays and debates in order to help them communicate using the language correctly and appropriately.

According to Lackman (2010), students may have difficulties in producing fluent speech due to the lack of vocabulary and grammar so that they cannot express what they want, here the teacher chooses a topic that the students are already familiar with. For example asking them to talk about what they did last weekend, describe their home or to talk about their family. Once the topic is determined, the teacher has to remind them that the purpose is to speak at length and put them in pairs. Furthermore, let the listeners know that they will be asking some questions so this will ensure them to listen. After the task has finished the teacher should give his students feedback such as “well done, you spoke for two minutes without hesitation”.

### **1.5.2. Accuracy with Words and Pronunciation**

Learners practice using words, structures and pronunciation accuracy. Pronunciation means to say words in a way that is generally accepted or understood. It refers to the way of producing words and utterances, including the articulation of speech sounds, stress, and intonation. It is considered as an important component in achieving accuracy because if the speaker fails to achieve correct pronunciation, he/she will not be understood and therefore accuracy is not achieved.

- ❖ **Application:** Learners need to be able to use and pronounce words and structure correctly in order to be understood. Controlled practise activities are the most common ways of working on accuracy. This kind of activities gives the students a chance to think about accuracy before they speak. The first step is to give the students a general topic (e.g., next holiday). Then put students in pairs and ask them to discuss grammar, vocabulary and the expressions they need to use to talk about this topic. Once the

students have enough on their lists, they start their conversation trying to use the language they wrote. This activity is useful for both learners and the teacher; it gives the students a chance to think about accuracy before speaking and gives the teacher a chance to deal with it afterwards.

### 1.5.3. Using Functions

Learners use specific phrases for purposes like giving advice, apologizing.

- ❖ **Application:** Role play and simulations are effective strategies with stress that verbal communication is for a reason or function.

### 1.5.4. Appropriacy

Learners practice using appropriate language for a situation and making decisions about formality and choice of grammar or vocabulary.

- ❖ **Application:** Activities stress that the aim of taking decides what language is appropriate. Learners are required to make choices about grammar and vocabulary also, other aspects of communication like intonation.

### 1.5.5. Turn-taking Skills

Learners practice ways of interjecting, eliciting or preventing an interjection.

- ❖ **Application:** Turn taking skills include knowing how and when to interject, elicit an injection or prevent one. Learners may practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking, they can practice techniques such as pausing that allows others to take turn.

### 1.5.6. Relevant Length

Students practise speaking at a length appropriate to a situation.

- ❖ **Application:** Activities which demonstrate the purpose of speaking or the context decide the appropriate length of a turn.

### 1.5.7. Responding and Initiating

Students practice managing a conversation by making responses, asking for a response or introducing a new topic.

- ❖ **Application:** Activities which get learners to practice managing a conversation in an appropriate way with specific words. Gestures and other paralinguistic tools are also used in conversation management.

### 1.5.8. Repair and Repetition

Students practice repeating or rehearsing parts of a conversation when they suspect that what was said is not understood.

- ❖ **Application:** The spontaneous nature of speaking requires that participants have to make sure that what is being said is understood. When misunderstanding is suspected, a participant will repair parts of the conversation. The most common form of repair is repetition and individual words or groups of words can be repeated either by the speaker or the listener. Learners can practice repairing when they have not been understood.

### 1.5.9. Range of Words and Grammar

Students practice using particular grammar and vocabulary when speaking about a specific topic or doing a specific task.

- ❖ **Application:** Students need to know a range of words and grammar and have the ability to choose the most appropriate words and structure for a specific activity.

### 1.5.10. Discourse Markers

Students practice using words which organize a talk such as firstly, secondly, on the other hand.

- ❖ **Application:** When students are required to take a particularly long turn, for instance in a presentation, they use specific words to help the listener recognize how their talk has been organized.

## 1.6. Difficulties in Speaking

Speaking skills are skills that give us the ability to communicate effectively, these skills allow the speaker to convey his messages in passionate, thoughtful, and convincing manner, since the art of speaking is very complex, the majority of foreign language students face various problems with classroom speaking activities because of their language problems such as anxiety, deficient vocabulary, and inhibition.

### 1.6.1. Learners' Speaking Anxiety

In current EFL contexts, it is becoming increasingly difficult to ignore the influence of affective variables on foreign language learning .One of the most significant affective factors is anxiety, researchers and teachers widely agree that many students suffer from some kind of foreign language anxiety (Aida, 1994)

According to Arnold and Brown (1999, p.8-9), this type of difficulty has a relation to negative feelings such as: uneasiness, frustration, self-doubt that prevent learning achievement, in this sense, some learners express their anxiety feelings in terms of other's misunderstanding of their speech, for example when the learner says: "I am shy to speak in public because the others may not understand what I am saying" or «I will wait till someone else to express what I wanted to say. (Coleman, 1996, p.158) .

According to Brown(2007), it is difficult to define anxiety since it affects the process of a successful second language learning, he argued that anxiety plays an important role in second or foreign language acquisition and he suggested two types of anxiety :debilitative

anxiety and facilitative anxiety, these two types are also called “harmful” and “helpful” anxiety. The former which is deliberative or harmful anxiety is concerned with negative feelings such as : uneasiness, self-doubt and so on, the learners here should avoid this kind of anxiety because it affects the learning process negatively .

### 1.6.2. Deficient Vocabulary

Proficiency in the English language depends on a good knowledge of its vocabulary possessed by second and foreign language learners, lack of vocabulary is a crucial problem that faces EFL students and affects their academic performance. Thornbury (2005) stated that :“spoken a language also has a relatively high proportion of words and expression”(P.12). Foreign language students should have a package of linguistic vocabulary to be able to express their thoughts and ideas, according to Graham (1997) The problem of deficient vocabulary puts them in an awkward situation, when students are unable to think of anything to say in oral expression sessions they simply say :“I don’t know”, or“ I need a bit of time to translate into English”, this is due to the lack of motivation to express themselves or the choice of uninteresting and boring topics that they have to discuss during the learning process which leads student to consider oral tasks as difficult .

Zhang (2009) argued, “speaking remains the most difficult skill to master for the majority of English learners they still incompetent in communicating orally” (p.91). “Moreover, there are numerous factors that supply difficulties in speaking according to Ur (1996 ,p .21) :

- Inhibition:** Students might be worried of making mistakes, afraid of their classmates’ criticism, teacher’s negative feedback or simply timid.

- Nothing to say:** Expressing feelings or ideas do not motivate students.



•**Low participation:** The opportunities to participate are not provided because of a large number of students in the class apart from the tendency of some learners to dominate.

•**Mother tongue use:** Students have little exposure to the English language so learners who have same first language use it because they feel less stressed while speaking their native language.

In addition, Rababa (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL Learners , Some of these factors are related to the learners themselves ,the teaching strategies ,the curriculum, and environment .For example ,many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going .Inadequate strategic competence and communication competence can be another reason as well for not being able to keep interaction going.

Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually “motivation” is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves” (Littlewood, 1984, p .53) The development of communicative skills can only take place if learners have the motivation and the opportunity to express their own identity and relate with the people around them (Littlewood, 1981).

Al-Abri (2008) added that the lack of oral activities in textbooks is a strong reason for students' difficulties in speaking, and thus he recommended including some oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking skill. (as cited in Saleh Ibnian, 2019, p.7).

Al-Lawati (1995) also found out that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty. (As cited in AL-Hosni, 2014, p. 24).

### **1.7. Principles for Teaching Speaking**

The use of English as a second language (ESL) or foreign language (EFL) in oral communication is without doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we “live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor” (Al-Sibai,2004, p.3) .

Nunan (2003,54-56) and Brown (1994,275) suggested some principles for teaching speaking :

- 1- Teachers should be aware of the difference between second language and foreign language in the learning context.
- 2- Teachers should give students a chance to practice with both fluency and accuracy.
- 3- Teachers should provide opportunities for students to talk by using group work or pair work and limiting his talk.
- 4- Teachers should plan speaking tasks that involve negotiation for meaning.
- 5- Teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.
- 6- Teacher should use some techniques that cover the spectrum of learner needs, from language- based focus on accuracy to message-based focus on interaction, meaning and fluency.
- 7- Teacher should provide intrinsically motivating techniques.
- 8- Teachers should encourage the use of authentic language in meaningful contexts.
- 9- He should provide appropriate feedback and correction.

### 1.8. The Role of the Teacher in the Speaking Classes

The teacher has an important role in EFL classes, he is considered as a source of knowledge for many students. Therefore he has to complete the learning process in effective conditions. Teachers should provide learners with opportunities to communicate in English during the lesson, since many learners' goal is the ability to speak fluently in formal and informal interaction, the teacher should design activities that promote oral fluency. In ELT the teacher has several roles inside the classroom, it changes from one lesson to another depends on the nature of activities. According to Harmer (2001, p.57) it relies on their fluency in changing their disposal to different stage of the lesson.

Hedge (2000) stated some roles of the teacher inside the classroom “ ..... as a controller in eliciting nationality words ;( ....) ;as organizer in giving instructions for the pair work , initiating it ,monitoring it, and organizing feedback ; as prompter while students are working together, and as resource if students need help” (p.26).

#### ●Controller:

It is one of the most common roles of the teacher, he stands in front of the class, imposes orders to the learners, what they are supposed to do, what they say and how they say it, gives instructions and educates students by introducing the target language, Harmer (2001) stated that “controllers take the role, tell students things, organize drills, read a loud and in a various way to exemplify the qualities of a teacher -fronted classroom”(p.58) Moreover being a controller means that the teacher is the center of focus, he is in complete charge, and may have the gift of inspiring students through his knowledge and expertise.

- **Organiser :**

The second role of the teacher is to be an organizer, perhaps the most difficult and important role that to be performed by the teacher, successful activities depend on good organization, teachers find themselves having to organize students to do various activities, providing students with information and clear instruction and organizing them into groups /pairs and inform them about the importance of the activity and the procedures to follow when doing it. Meantime he has to check their understanding to make sure that they know what to do next and prepare feedback.

- **Prompter:**

When students lose the thread of what they are trying to say or run out ideas, when they are struggling to find correct words, coherent phrases due to the lack of vocabulary and they are unable to produce meaningful sentences with their teacher or classmates, here comes the role of the prompter, the teacher decides whether to allow the student to work it out by him /herself or should he gently encourage the student a long by discreetly nudging students. The prompter can prompt but always in a supportive way. Embracing the role of a prompter entails being sensitive, cautious, and encouraging. As indicated by Harmer (2001) "When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If, on the other hand, we are too retiring, we may not the supply the right amount of encouragement". (p.60)

- **Participant:**

The usual perspective of teachers when their students are engaged in speaking activities (discussion, performing a play or group decision-making activities) was bounded between providing feedback and correcting mistakes. However, teachers may often join and intervene in the activity but on condition that they ( teachers or participant) do not try to

dominate but to introduce new information, help them with some ideas and suggestions in order to create a friendly learning atmosphere .(Harmer p.60 & P. 276).

- **Tutor:**

According to Harmer (p.62), this role combines both prompter, resource role. When students are engaged in an individual work, project work (pair, small group) or debate; the teacher acts as a tutor. Due to the fact that this role beholds an intimate relationship (more personal) between teachers and learners in term of guidance, support, care ...etc, its difficulty occurs and lifts especially in a large group, Nevertheless, This role can be highly enhancing.

### **1.9. Classroom Speaking Activities**

In EFL classes, the main aim of teachers is to develop their learners communication skills, their primary goal in teaching speaking is to teach learners how to think and present thoughts as well as their ideas to others . However this can be reached through designing suitable activities that help learners to communicate naturally, express themselves in speeches, exchange information, etc. Freeman (1987) stated that: “ It appears that the goal of many language teachers is to prepare their students to communicate in English”. (p.4-25)

Classroom speaking activities enable students to increase their opportunity to practise their oral skills proficiency, it enables less confident students to practise without fear of embarrassment As well, it increases interaction and motivates learners to build a good relationship with each other and with the teacher, according to Scrivener (2005)“ the purpose of communication activities in class is to get learners to use the language they are learning to interact in realistic and meaningful ways .Usually involving the exchange of information or opinions” (p.20). Besides from focusing on learners’ linguistic output; speaking activities that teachers use in classroom are to make students active, creative and pushing them to communicate effectively and speak fluently.

### **1.9.1. Communicative Games**

Communicative games are a funny way for students to learn helpful methods through team interaction, teachers design such games to create an enjoyable and relaxed atmosphere as well as to encourage and involve students in a verbal interaction and promote speaking proficiency. According to Harmer (2001, p.272) "In EFL classes these games are intended to incite the utterance (verbal interaction) and communication between learners".

Such activities include "Describe and Arrange" in which a given picture has to be described from one student whereas the other student draws it, then, "Describe and Arrange" in which the student has to put a particular structure described by his partner in the right order without viewing the original one. In addition, "Find similarities and differences", students are given the same pictures twice with some differences; they have to extract differences between the two pictures and find the similarities.

### **1.9.2. Information Gap Activities**

In this kind of activities learners are involved to work in pairs or groups to possess the missing and unknown information for the other learners. According to Harmer (1998, p.88) it is a type of speaking task that is used where two speakers have different parts of information that makes a whole image when relating them one part to another, this activity requires the students' ability to fill gaps when there is a missing information and also the students' vocabulary and information in order to exchange it with other students, because in most foreign language classes, the teacher uses this kind of activities aiming at sharing information between students during classroom oral course. Swan (1985, p. 94) viewed information gap as "a basic concept in contemporary methodology". He argued that: "When one student talks to another; we feel that it is important that the new information should be transmitted across the 'gap' between them".

### **1.9.3. Role Play**

Students are divided by the teacher into different groups, in every single group two students are selected to perform two different roles, the other students watch their performance and listen to their pronunciation, then spectator students give them feedback; this pushes students to express themselves and helps them to work together and develop their oral proficiency, it is considered as an authentic activity in which students are able to use the language freely and appropriately. . Laddouse (1987, p.7) described role play as :“one of a whole gamut of communicative techniques which develop fluency in students’ language, which promotes interaction in the classroom, and which increases motivation.” Thus a role play is an opportunity for students to express themselves and hold a role different from themselves, it encourages them to empathize different viewpoints .

### **1.9.4. Discussion**

It is a strategy involving the exchange of ideas and opinions among students or among students and their teacher. In language teaching and learning, discussion is seen as a major aspect of EFL education focus on oral communication, it is considered as a fundamental activity that students should practise in the classroom, It is important that the purpose of the discussion is set by the teacher, in this way the discussion points are relevant to the purpose, so that learners will not waste their time discussing irrelevant things .For example students can be involved in agree / disagree discussions, the teacher can form students into groups and provides controversial sentences like “students learn best using internet vs. students learn best using books”, then each group work on their topic for a period of time and present their opinions to the class, it is important to take into consideration that the talk should be divided equally between the group members.

This technique fosters critical thinking and quick decision making, students learn how to express and justify themselves in polite ways while disagreeing with others. Discussion, therefore, is used for evolving learner's spoken language proficiency through the exchange of ideas, opinions, and talk about experiences or comment about related topic...etc. According to Hedge (2000, p.277) "Discussion can provide important opportunities for developing certain aspects of fluency", therefore discussion ensures the use of language meaningfully and fluently, especially when the teacher introduces a topic to students ; in meanwhile they are motivated and encouraged to speak freely. This will enable them to deal with several topics, Moreover, Hedge states that discussion helps students to be involved in interpersonal communication, for instance, how to take and hold turns, assert a topic or mutate to another one, and pushing students to reply and other participation.

However, students are reluctant to give an opinion in front of the whole class because they are afraid of making errors in front of their classmates as cited in Harmer (2001, p.272) .This results to the failure of discussion activity in order to prevent this failure, the teacher should set his objectives and aims behind the discussion and encourage students to speak freely and spontaneously. Thornby (2005, p.102) points out that "the best discussions in class are these that arise spontaneously either because of something personal that learners report or because of the topic". Furthermore, Lazarson (2014) stated that "learners need to know what they're going to discuss, why they are discussing it, how long they have for the activity, and what outcome is expected." (p.112)

On the whole, classroom discussion is not only a tool for developing learner's ability but also helps them to make decisions quickly and boosts their critical thinking for Revell (1979) there are some advantages of discussion :

\_ Participants are engaged in discussions where they learn to analyze and produce utterances.



\_ Learners use their own knowledge of language and put into communicative use.

\_ There is cooperation of information which fosters the language development.

### **1.9.5. Interview**

Interviews are another type of classroom speaking activities in which students can conduct in different forms. The most common cases are when students of the class choose one student to be asked by them some questions, the interviewee must answer to show whether he got what they have said or not . Also the teacher can provide students with some questions to guarantee their contribution. Interviews can be motivating especially if they involve personal experiences of the students or opinion sharing.

## **Conclusion**

To sum up, this chapter attempted to explain the speaking skill. Speaking is a productive skill which is very important to evaluate EFL learners' level, it is considered as the key element of the foreign language learning as it has a very important place in communications skill. Moreover, another point which has been discussed is how speaking is practiced and difficulties that face students in practicing speaking skill.

## **Introduction**

According to some researchers, one of the best way through which students develop their speaking skills is by applying the debate technique which has noticeably been penetrating our educational system.

Debate can be used in EFL classrooms as to engage students in real life situations. It is an important tool for enriching the learning experience (Laib, 2007) and using it as a teaching/ learning approach brings a lot of benefits to learners (Zare and Othman, 2013). Debate gives teachers the opportunity to engage their students in a variety of activities and inspires them to justify and convince.

This chapter presents an overview of debate, it is devoted to demonstrate the main definitions of debate, functions, format, also its main advantages and the basic of debating ability and its process. Furthermore, it introduces the effectiveness of classroom debate.

### **2.1. An Overview**

The term debate is not considered as a recent one. It dates back to 4,000 years to the Egyptian (2080 B.C), and debate as a teaching strategy dates back over 2,400 years to Socrates in Athens (481-411 B.C.) who is the “father of debate” (Combs & Bourne, 1994; Freeley & Steinberg, 2005; Huryn, 1986; Snider & Schnurer, 2002). (As cited in Kennedy, 2007).

According to Zare and Othman (2013), Debate first appeared in the American higher education in the 19<sup>th</sup> through 20<sup>th</sup> centuries, but it lost its popularity as a teaching tool till 1980s. It becomes popular again in the U.S and has been practiced during the last three decades. It is considered as a very useful tool for teaching the second language in high school

and universities. The use of classroom debate depends on the students' academic level. It helps students to reason, analyse and present arguments.

## 2.2. Definitions of Classroom Debate

Debate is a very useful technique in teaching and learning a second language, it also helps in improving the speaking skill. As provided by the Oxford Dictionary, .debate is a public meeting where people talk about something important (p.103).

“The debate can be perceived as a type of dialogue aiming at finding an answer or solution. That is to say, two or more people speak about a specific subject matter, and establish a thought based on different opinions. The debate that aims at investigating and exploring facts through exchanging opinions affects prominently the human's mental side.” (Soraya, 2005, p.80).

More remarkably, debates have a significant influence on students' thinking skills rather than speaking skills.

Debate was defined by Krieger (2005) as “an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing”(p.25). Hence, debate is a very useful strategy because it helps students to improve all the skills they need to master the language.

Debate offers English language teachers a way to combine practices of these important skills. A survey was conducted on non-Native English speakers in U.S universities about the language needs found that formal speaking and listening comprehension skills were their two biggest problem areas (Feris, 1998). (As cited in Ali Alasmari & Sayed Salahuddin Amed).

“Debate is also perceived as a type of play that gives a chance for students to share their ideas and opinions. It is a game that is based on evidence whereby students provide arguments and defend their claims to establish a better perception to the world and develop their ideas.” (Lee & Nair, 2016,p. 125 )

That is to say, debate is one of the ways that allow students to express their thoughts freely, build their knowledge about multiple topics, defend their position as well as accept others' views.

According to Kuraniawn (2013):

“Debate is a method that marks a chance for students to communicate their points of view. In contrast with classroom discussion which aims at solving problems together and finding out the appropriate solutions, during a debate the class divides into two confronting parties. This requires students to compete, support, and clarify their arguments in opposition to contrasting arguments in the class.” (p.4)

Similarly, Bambang (2006), defined debate as an “activity which is used for the understanding of the topic. It is done by two groups. Every group consists of three or five students. It is “pro” group and “contra” group” (p.125). It can be said that debate is considered as a teaching/learning strategy that indicates a certain position on an issue, declaration, or solution to a problem.

Maryadi (2008) said that “debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves.” (p.16). To sum up, based on these definitions debate is considered as the process of presenting ideas and positions as well as, defending and opposing arguments. It is a formal discussion consists of two groups, usually with a moderator and an audience.

## 2.3. Format of Classroom Debate

There are many kinds of classroom debate, the selection of the appropriate type or format depends on the course's objective, all students can be engaged in any kind of debate and share their different views among a subject matter. Some formats are presented below:

### 2.3.1. Four Corner Debate

According to Vargo (2012), students in four corner debate are given a question or statement. And they are considering the statement and establish their positions of view toward it. The four corner of the classroom are labeled "strongly agree", "agree", "disagree", and "strongly disagree". After presenting their personal position, the students work together in groups in order to come up with argument of their position. After a given time for group discussion, each group presents their arguments to the other groups. At the end of the discussion, students are allowed to change sides if their positions have changed, this form of debate directly counters the argument of dualism, showing that there are more than two-sides to an issue, and often a variation of the sides.



**Figure2.1: Layout of Four Corner Debate in Classroom**

(Retrieved from: [http:// www. alearningjourneyweb.wordpress.com/2017/03/11/4-corners-debate/](http://www.alearningjourneyweb.wordpress.com/2017/03/11/4-corners-debate/))

### 2.3.2. Fish Bowl Debate

Fish bowl debate involves grouping chairs in a circle pattern. Several chairs are put in the circle for teams representing the position of the debate. Other chairs can be added to represent the audience. Then an empty chair can be added permitting someone to ask a question or make an argument to enhance attention among the audience.



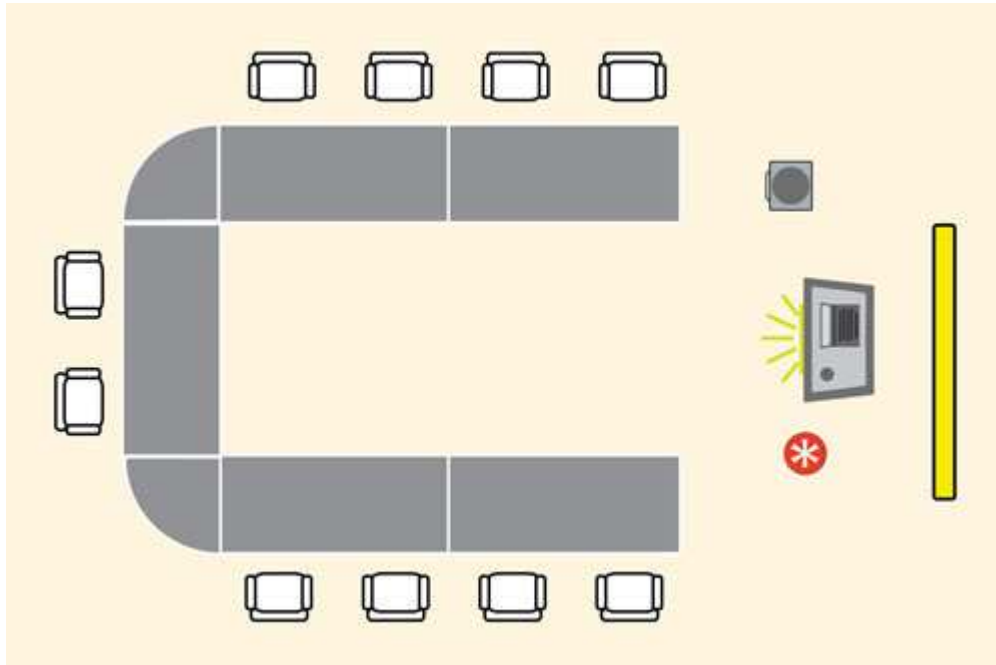
**Figure 2.2** Layout of Fishbowl

(Retrieved from: <http://www.Facinghistory.org/resource-library/teaching-strategies/fishbowl>)

### 2.3.3. Role-Play Debate

According to Hopkins, in a role play debate, several points of view can be discussed. In this format, students represent their judgments in form of scenario, and act different characters. For example, in a debate concerning “students should be required to wear

uniforms to school” some participants act the role of the teachers, students, and other colleagues take the role of parents...etc. Then, students are asked to present their arguments based on their roles (as cited in Kennedy, 2007).



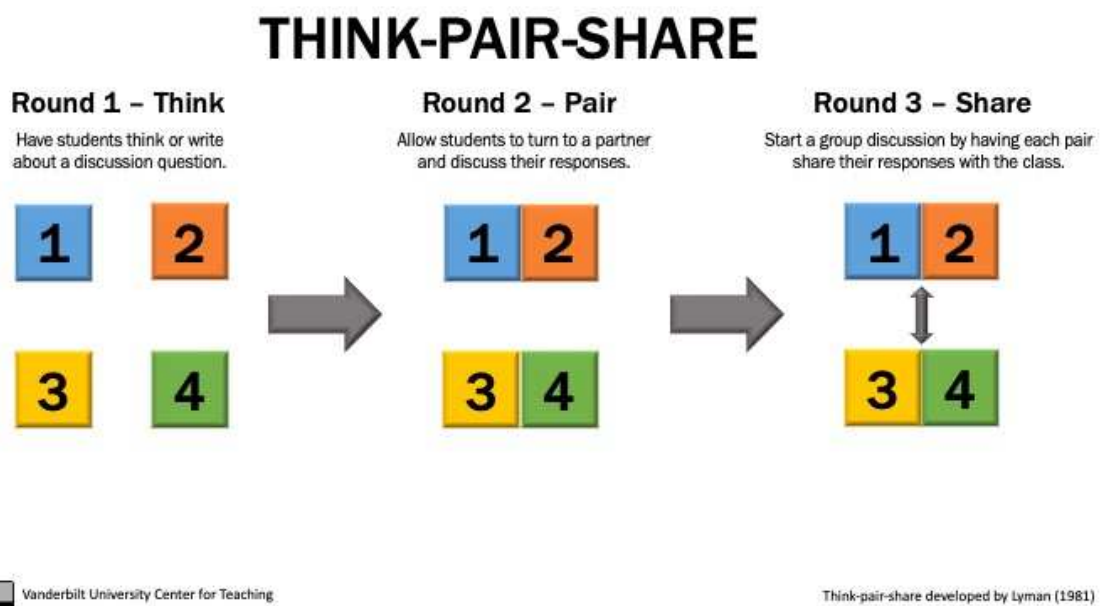
**Figure 2.3. Layout of Role Play Debate**

(retrieved from <http://blog.ampli.com/2014/03/>)

### **2.3.4. Think- Pair- Share Debate**

Vargo (2012) claimed that, in think- pair- share debate learners think and have notes about the issue; and then pairs work together, students compare their notes and make lists to support both sides of the issue. Next, pair of two is joined to another pair. At the end, the new group presents their opinion and reasons to the class.





**Figure 2.4. Layout of Think-Pair Share Debate**

Retrieved [02/08/2020] from [http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/.](http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/)

### 2.3.5. Lincoln Douglass Debate

In the Lincoln Douglass format of debate, only two students face each other just as Abraham Lincoln and Stephen Douglass did during the Illinois senate debate about slavery in 1858 ( Roy & Macchiette, 2005, p.264). In this type of debate, the debaters are controlled by time, and each team makes their opening argument, the opposing arguments to the other group, and concluding argument. This kind of debate can also be called “values debate” because it often emphasizes on logical, philosophical and ethical issues ( Kennedy, 2007).



Figure2.5: Lincoln Douglas Debate in the Classroom

( Retrieved from: [http:// www. wikihow.com/Debate](http://www.wikihow.com/Debate)).

### **2.3.6. Problem Solving Debate**

Vargo (2012) asserted that problem solving debate consists of eight learners, each four students assigned to a group. One learner from each team presents their position. The next two students take the position on why changes are not justified. The third set of students suggests a plan to carry out their position. The final two learners make a summary and provide a closing argument.

### **2.4. Debate Functions**

Debating in English language requires the four language skills, as well as the skill of presenting and delivering. While presenting an argument debaters need to restore information

about the new issues, debaters also must have standard delivery skills in order to convince the audience.

Alasmari and Ahmed (2012, p.148-194) claimed that there are five functions as bellow:

### **2.4.1. Ice Breaking**

Debate is very helpful to ice break in EFL classes; especially in the first lessons where students are anxious about using English. Sometimes, teachers ask students to come in the front of the classroom and speak in which students will grow hatered toward English. But if teachers ask them to comment on those topics while sitting in their seats, students will be encouraged to speak in English. So, teachers' role should be encouraging, as well as motivating.

### **2.4.2. Listening**

Alasmari and Ahmed (2012) claimed that, practicing debate by using listening aids such as radio, pc and talk show helps learners to develop their listening skills. Students will then listen as well as watch the conversation, speech, talk shows, and news. Teachers will also give feedback on the discussion which has to be focused on sounds, pronunciation, and accent, the use of words, technical words and jargon. In this case, teachers can use their notes on students' difficulty in pronouncing some sounds and words.

### **2.4.3. Speaking**

In many EFL setting, students are found scared of speaking in English because of their poor background knowledge and practice. The use of debate in EFL classes will reduce students' fear about English language. Therefore, regular practice of debate will ameliorate their fluency, pronunciation and vocabulary. Teachers' role is to facilitate students'

pronunciation, gesture, accent, stress, choice of words..etc. ( Alasmari & Ahmed, 2012, p.149).

#### **2.4.4. Reading**

Debating requires knowledge of many interrelated disciplines and areas which entails extensive study of current issues as well as social, economic and political theories and concepts. Studies into these disciplines enrich students' level of knowledge, enhance their reading habit and develop their vocabulary. If debate topics are announced earlier, students can collect information and discuss in groups, thus, in the pretext of preparing for debating, students develop habit ( Alasmari & Ahmed, 2012, p.149).

#### **2.4.5. Writing**

Alasmari and Ahmed (2012) stated that through the use of debate, students can improve their writing skill as well. Since writing debate scripts, learners practice writing in a very organized way, they need to brainstorm on the topic. Thus, they learn how to think about the topic and to link between points.

### **2.5. The effectiveness of classroom debate**

According to many studies, students learn through different ways, teachers then are supposed to introduce different strategies in order to meet students' needs. Classroom debate is considered as a systematic tool that helps learners to be active members, talk and participate in the classroom. Furthermore, it has many advantages such as:

1. Debate allows learners to share and cooperate with each other.
2. It educates the learners about responsibility, and encourages creativity.
3. Debate develops learners' communication and research skills.
4. Debates help learners discuss complicated topics calmly, concisely and competently.

5. People learn how to be open-minded to questions and issues. They are forced to consider the oppositions' view points and anticipate other's position ( Somjai and Jansem, 2015, p.28).

Synder (as cited in Brownson, 2013) claimed that through the use of debate students will achieve better results in their learning. Also: "students will learn better through the active analysis, discussion, and application of what they learn meaningfully instead of passively getting the information" (Bonwell & Eison, 1991, p.25). That is to say, learners have to be active members in the classroom, sharing their views with their classmates, and they should learn how to apply previous knowledge so that they will be good speakers. Sinder and Schnurer stated that "debate promotes engaging students actively within the lecture, letting them understand it by their own" (2002, p.33). Also, Berdline claimed that "students place a higher value of learning by participating than on learning by being lectured at and receiving information passively" (1987, p.8). Hence, classroom debate is one of teaching techniques that help students to be active, it encourages them to participate and share their opinions.

Classroom debates also promote the development of oral communication skills, which are the essence of success in any field (Combs & Bourne, 1994, p.67). Meaning that it is an instructional strategy that permits learners to talk and improve their speaking ability. Williams, M.C Gee, and Woth (2001) investigated 286 students' attitudes toward classroom debate at 70 different universities. These students opted for enhanced communication skills as the most prominent advantage of participating in debate (p.199-209).

Classroom debate is one of the most effective skills used in the teaching and learning of foreign languages, it develops learners' speaking skill, encourages them to speak and share their views toward different topics, as well as it develops other skills such as listening, critical thinking and communication skill, through the use of classroom debate students will learn how to defend their view and how to respect others' position.

## 2.6. Debate in EFL Classes

Language is used by human as a tool of expressing meaning and understanding each other. Since English is used by many people all over the world, speaking is considered as one of the most important skills in language learning besides writing, listening, and reading. One of the principle strategies in developing speaking skills in oral classes is debate which is a communicative and interactive technique that needs to be practiced in language classrooms. Debate can be used to enable students practice the language skill in real life context. Krieger (2005) stated that "the best way to learn languages is debate because it involves learners within different cognitive and linguistic processes. Moreover, debate makes students able to practice writing, listening and speaking, in addition to promoting argumentation" (p.25)

However many teachers undervalued it because they believe that involving students in debate can frighten the speaker to speak in the foreign language fluently and confidently. According to many studies that have been conducted to show the benefits of classroom debate, this technique is increasingly required in ESL classes. As stated by (P,Zare & O.Moomala 2013, p.151) "Classroom debate build up academic language skill, second language fluency and public speaking which assist ESL learners to be prepared for a successful academic study." Classroom debate does not develop speaking proficiency only but it also enables students to express themselves confidently and practicing the language spontaneously.

Many researchers demonstrated the advantages of using debate in EFL classes as follow:

- a- Debating in EFL setting open up opportunities for learners to use the language in a form of expressing their opinions with logic (Didar, 2016, pp 660-3)
- b- Learning how to be open-minded to questions and issues. (Goodnight, 1993)

- c- Debate helps to develop effective speaking skills, besides speaking in front of different audiences and judges debaters need to apply the best principles of public speaking to select, arrange, and present their materials. They can also become flexible and comfortable to speaking in public .(Ericson & Murphy, 1987 ; Goodnight, 1993 ;etal., 1993)
- d- Practising debate speaking regularly will enhance their fluency and improve their vocabulary, also it will enrich their spoken English and make them confident speakers. (Kennedy, 2007,pp 183-8)
- e- Debating can be used in EFL classes as a tool to make students practice language skill in real life situation.( Alasmari & Sayed, 2013,pp.146-152
- f- Debate develops students' pronunciation, fluency and enriches their vocabulary, as well as, helps them to familiarize jargon language and practical terminology of different fields (Alasmari & Ahmed, p.148)

Debate also helps students to develop their investigation skill and critical thinking, it makes them believe in themselves and their abilities and increase their tolerance and recognition of others' opinions and strengthens their desire to participate, explore, and create in classes.

## **2.7. The Process of Debate**

There are various procedures that debate can take. Worthen and Pack (1992) provided a general description to the process of debate, stating that it passes through the following steps:

First, a topic or an issue is selected to be debated by all groups; the teacher makes sure that the student understands the issue and any specialized vocabulary that goes with it, then students are required to divide themselves into two separate groups, affirmative and negative

side (p.6-7). Dorby (2007) claimed that debates differ from lectures and discussion in that there are pre-arranged definitive sides to the issue: "For affirmative" or "against/negative", the positive group will argue for the issue being presented then the negative team clashes with evidence in the opposition to the affirmative's analysis (pp.1-16).

Topics of debate are selected randomly by the teacher, he chooses a topic that can be understood by students, and he can make the topic less serious like; Barbi is a good role model for young girls. Or more serious like; is freedom of speech a necessity in a functional society?. Sillberman (1996) emphasizes that topics of debate are chosen randomly and they should be linked to the content of lesson and under the student ability (142). The topics of debate should make sure that participants have time beforehand to prepare for the arguments and to collect the needed data for the debate, not only that; they will also need additional instruction on the specific vocabulary that maybe involved. According to Vo and Morris (2006), debate involved the student's selection of a topic and making a research about them, then students state their viewpoint about the issue.

Teachers need to pre-select materials for debaters to use at the end of the debate, it is not obligatory to announce the winner. Yet, there should be a talk debate; in order to achieve understanding for both groups (pp.315-320). This process of debate is very important, it allows students to utilize the related vocabulary they learned from their reading, also by evaluating their debate; students can learn from each other about their own strengths and weaknesses.



## **2.8. The Basics of Debate Activity**

According to Kidd (2002) the basic of debating are:

### **2.8.1. Style**

One of the most important basics of debating is style; it is the manner in which you communicate your arguments. Content and strategy are worth little unless you deliver your material in a confident and persuasive way.

### **2.8.2. Speed**

It is necessary to talk at a pace which is fast enough to sound smart and let you say what you want, but slow enough to be easily understood.

### **2.8.3. Tone**

Listening to one tone for the entire presentation is boring, varying tone is what makes you sound interesting.

### **2.8.4. Volume**

Volume plays an important role in speaking English clearly and effectively communicating ideas. In (2002), Kidd views that speaking quiet loudly is sometimes a necessity; however, it is not necessary to shout through every debate regardless to context. There is absolutely no need to speak any more loudly than the volume at which everyone in the room can comfortably hear you because shouting does not win debates. Speaking too quietly is clearly catastrophic since no one will be able to hear your words.

### **2.8.5. Clarity**

The ability to briefly and clearly express complex issues is what debating is all about. The main reason people begin to sound foggy and unclear is usually because they lose the stream of thought which is keeping them going, it is important to keep it simple. While long words may make you sound clever, they may also make you incomprehensible.

### **2.8.6. The Use of Notes and Eye Contact**

Notes are important, but they must be concise and well organized to be successful. There is absolutely no point in trying to speak without notes, it should never become obtrusive and damage your contact with the audience nor should they ever be read from verbalism (literally).

Most people sketch out the main headings of their speech with brief notes under each. When writing notes for rebuttal during a debate, it is usually better to use a separate sheet of paper so you can take down details of what the other speakers have said and then transfer a rough outline onto the notes you will actually be using.

Eye contact with the audience is very important, but keeps shifting your gaze. No one likes to be stared at.

### **2.8.7. Content**

Content is what you actually say in debate. The arguments used to develop your own side's case and refute the opposite side's. The information on content is a general overview of what will be expected when you debate, the final logistics of how long you will be debating, how many learners will be in your group, and how the debate will extend.

## **Conclusion**

To sum up, this chapter focused on debate as a teaching/learning strategy, it is an essential technique that improves learners speaking ability as well as motivates them to talk and participate in the classroom, share their opinions, defend them and accept others' points of view. Over all, the use of different types of debate helps in enhancing learners' oral performance.

## **CHAPTER THREE: FIELD WORK AND DATA ANALYSIS**

### **Introduction**

This chapter constitutes the practical part of the research. It aims at exploring and investigating the teachers' and students' perceptions towards classroom debate and its role in enhancing speaking skill; it also discusses the sampling and data collection, the tools of the research, and the data analysis. This chapter provides both description and data analysis of the instrument to gather data; the questionnaire for both the learners and the teachers. The first part of this research is allocated for the analysis of students' questionnaire, while the second part is devoted to the analysis of teachers' questionnaire. After the two questionnaires were described and the population and sampling were presented, an analysis and a discussion followed, then a conclusion sums up the basic points of the practical study.

### **3.1. Methodological Design**

Based on the nature of this study, a descriptive research methodology is used to investigate the effectiveness of classroom debate on participants' speaking ability. Furthermore, this present work will collect quantitative data relating on the questionnaires in order to obtain valuable information.

#### **3.1.1. Research Tools: The Questionnaire**

The questionnaire is an effective research tool because it helps researchers gather factual, behavioral and attitudinal data. Talking about the effectiveness of the questionnaire Dornyei stated; " Because of the essence of scientific research is trying to find answer to questions in a systematic manner, it is no wonder that questions have become one of the most popular research instruments" ( 2010, p.1 ). According to O'Leary, the questionnaire is a tool

of data collection from a large number of individuals within a short period of time. It has many uses, most notably to discover what the masses are thinking (2014).

The questionnaire can include several types of questions such as close-ended questions, open-ended questions and also both of these in which multiple choices were suggested for the participants in order to tick the best answer (s).

### **3.1.2 Data Collection Methods**

The selection of the appropriate data collection method depends mainly on the research approach and strategy. The data collection methods permit the researcher to collect data from different sources by using various tools such as classroom observation, questionnaire and interview.

In the present study, a questionnaire was used to investigate whether classroom debates enhance the students' speaking skill. Hence, we have used two questionnaires, one is administered to second year students of English department at Mohammed Sedik Ben Yahia University, and the second is administered to the teachers of oral expression at the same university. In fact we were planning to use classroom observation as a basic tool of this research along with an interview with second year teachers of oral expression, unfortunately with the extraordinary worldwide outburst of corona virus we were able to work only using the questionnaire which we have done online.

## **3.2. Students' Questionnaire**

### **3.2.1. Sample Population**

In this research, The questionnaire was distributed to 60 participants out of 225 second year students of English at Mohamed Seddik Ben Yahia University. In fact, these participants were picked up randomly for the sake of making the data more valid, with no regard given to

their gender or social status. Even so, the selection of such sample is based on the consideration that second year LMD students already had an idea about oral expression in their first year and they are aware of the difficulties that hamper them to develop their speaking skill.

### **3.2.2. Description of the Questionnaire**

The students' questionnaire is divided into of 20 questions administered to second year LMD student at the University of Mohamed Seddik Ben Yehia –Jijel. The questions are divided into three sections; each focusing on a particular aspect; general information about students, students' perceptions of using debate in classroom, and students' speaking skill. It involves different types of questions closed and open ended questions, closed items require students to answer with yes / no or to tick up the right answers from a set of options and open-ended questions which require from them to give their personal opinions or background information.

#### **Section One: General Information**

This section is composed of one question in which students were asked whether it was their choice to study English or they were obliged to, and if it was their choice they were asked to say the reasons why.

#### **Section Two: Speaking Skill**

This section starts with the fifth question (Q5) where students were asked to pick the skill that they would like to master most: listening, reading, speaking, writing. In question (Q6) they were asked if mastering the speaking skill is very important, important, of little importance or not important at all. The next question (Q7) students were asked about their level in speaking skill if it is excellent, good, average, or poor. Then in question (Q8) students

were asked if they encounter difficulties when speaking, and if it is yes it is due to: The fear of making mistakes, the lack of vocabulary, the lack of practice or the lack of self confidence (Q9). In question (Q10) students were requested to tell if their teacher of oral expression gave them opportunities to express their ideas. In the last question (Q11) students were asked how often they speak English outside university: very often, often, sometimes, or rarely.

### **Section Three: Students' Attitudes towards the Use of Debate**

The first two questions in this section (Q 12, Q 13) students were asked if their teachers of oral expression use debate in classroom and how often. In question (Q14) they were asked to choose a definition of debate among these options: A formal discussion between students on a specific topic, a formal discussion between the teacher and student based on evidence, a form of dialogue that aims at finding answers and solutions or all of them. Question (Q15) is a 'yes' or 'no' question where students were asked to answer whether or not they engage in classroom debate and in the case their answer is 'no' they were asked to identify the reasons which beyond their answer (Q16). In question (Q17) they were asked about their level in debating if it is bad, average, good or very good, then in question (Q18) they were requested to tell if the use of in-class debate might help to enrich their : fluency, accuracy, vocabulary or all of them, if they have an additional answer a free space is available to tape it. The final question (Q19) students were asked if they think that debate should be used frequently in the classroom, if their answer is yes they were requested to justify their answer (Q20).

### **3.2.3. Analysis of the results**

#### **Section One : General Information**

**Q 1:** Studying English was your choice or obligatory?

A. Yes

B. No

If it was your choice give your reasons why?

**Table3. 1 : Students' Choice of Studying English**

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>A</b>	54	90%
<b>B</b>	6	10%
<b>Total</b>	60	100%

The question was whether studying English was the students' choice or obligatory, and if it is their choice what is the reason. The table above shows that 90% of the population said that studying English was their choice and not obligatory and the remaining 10% mention that their choice to study English was imposed because of many reasons, among which: their levels do not allow them to study English. Most of the respondents are motivated and interested in learning foreign languages and English in particular. According to them, learning a foreign language like English gives them the necessary skills and chance to succeed in their career; from here we assemble that studying English was not obligatory at all, but a choice consciously made for many reasons which can be resumed in the following :

- English language is an international language.
- Their love and passion for English.
- Professional purposes.

**Q02:** which skill would you like to master most?

- A. Listening
- B. speaking
- C. reading
- D. Writing

**Table 3.2 :The Most Desired Language Skill to be Mastered**

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
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<b>A</b>	15	25%
<b>B</b>	32	53.33%
<b>C</b>	5	8.33%
<b>D</b>	8	13.33%
<b>Total</b>	60	100%

This table investigates students' preference of the different skills that they better learn through, 53.33% of students like to master speaking skill, other 25% prefer listening skill, 13.33% of the participants prefer writing skill, and the remaining 8.33% of students want to master the skill of reading. We notice that the majority of students prefer to master the speaking skill because they believe that the more they communicate using that language the more they develop their knowing and understanding of the language, so that they work hard to enhance their speaking skills because they consider the development of the foreign language depends mainly on the speaking skill

**Q3 :** when learning the English language do you think mastering speaking is ?-

- A. very important
- B. important
- C. of little importance
- D. Not important at all

**Table 3.3:** *The Importance of the Speaking Skill*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>A</b>	54	90%
<b>B</b>	6	10%
<b>C</b>	0	0%
<b>D</b>	0	0%
<b>Total</b>	60	100%

According to the results 90% of learners said that mastering the speaking skill is very important, 10% of students suggested that it is important, 0% opts for the unimportance and of little importance of speaking skill, this means that mastering speaking is given an importance by most of the learners, they believe that they speak more than they write, if they master the speaking skill they can easily master all the other skills because speaking is the basis for mastering the target language.

**Q 4:** Do you think that your level in speaking is?

- A. excellent
- B. good
- C. average
- D. poor

**Table3. 4:** *Students' Perceptions about their Level*

Options	Participants	Percentage
<b>A</b>	4	6.66%
<b>B</b>	25	41.66%
<b>C</b>	30	50%
<b>D</b>	1	1.66%
<b>Total</b>	60	100%

The previous question aims at assessing learners' 'English level'. The table shows that the vast majority of students 50% have an average level in speaking, others 41.66% claimed that their level is good, 1.66% showed that they are excellent and only one student is poor at speaking. This indicates that most learners have an average level in English. Usually students consider their level in English according to how good or how bad they are able to understand and produce the language.

**Q5:** Do you encounter difficulties when speaking?

- A. Yes
- B. No

**Table 3.5** :*Students' Views about Difficulties While Speaking*

<b>Options</b>	<b>Participants</b>	<b>Percentage%</b>
<b>A</b>	45	75%
<b>B</b>	15	25%
<b>Total</b>	60	100%

The table reveals that the majority of students 75% claimed that they find difficulties in their speaking; however 25% reported that they do not find any difficulties. It can be deduced that students do really have problems when speaking which prevent them from improving their English

**Q06** : If yes it is due to :

-The fear of making mistakes (grammar / pronunciation).

-The lack of vocabulary.

-The lack of practice.

-The lack of self confidence.

**Table3. 6** : *Reasons why Speaking English is Difficult*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>A</b>	15	27.3%
<b>B</b>	12	21.8%
<b>C</b>	20	36.4%
<b>D</b>	8	14.5%
<b>Total</b>	55	100%

As it is shown in the table 55 participants answered this question, 27.3% of the participants claimed that they do not speak in the classroom because they are afraid of making

mistakes, whereas 21.8% of the students indicate that it is because they have deficient vocabulary, besides we have recorded 36.4% of the participants think that their weakness in speaking the foreign language because of the lack of practice and 14.5% have claimed that it is due to the lack of self confidence. All these reasons are contributing in the students' speaking difficulties.

**Q7 :** Does your teacher of oral expression give you opportunity to express your ideas ?

A. Yes                      B. No

**Table 3.7:** *Teachers' Frequency to Give Opportunity for Learners to Speak*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>A</b>	54	75%
<b>B</b>	6	10%
<b>Total</b>	60	100%

From the above results, we notice that great majority of students 75% claimed that they are given opportunity to express their ideas, whereas only 10% said they are not, we notice that most students claimed that their teacher of oral expression give them opportunities to speak in class; that means that the teacher has a good teaching method. He encouraged and support his students to enhance their abilities, and the remaining percentage said that they are not given opportunities to speak most of the time. Consequently, the teacher has a great role in facilitating or impeding the course because he has the entire responsibility for the teaching process.

**Q 8:** How often do you speak English outside the Class?

A. Very often

B. Often

C. Sometimes

D. Never

**Table 3.8** :*Frequency of Speaking English Outside the class*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>A</b>	11	18.33%
<b>B</b>	12	20%
<b>C</b>	34	56.66%
<b>D</b>	3	5%
<b>Total</b>	60	100%

The table implies that 56.66% of students 'sometimes' speak English outside the class, 18.33% said 'very often', those who said 'often' are 20% while only 5% of students stated that they 'never' speak English outside University. From this we can analyze that students are motivated to participate and speak English outside university, practicing English in free time outside university environment assists learners to enhance their skills because the more students practice the language, the more they enhance their language skills.

**Q 9** : Does your teacher of oral expression use debate in the classroom ?

A. Yes

B. No

**Table 3.9** :*Teachers' Use of Classroom Debate*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>A</b>	54	90%
<b>B</b>	6	10%
<b>Total</b>	60	100%

As the table demonstrates the overwhelming majority of students 90% who answered yes ensures the use of in-class debate by their teachers. While only 10% of the participants

answered no. This shows that most of oral expression teachers tend to use this strategy in their classes; this confirms the effectiveness of classroom debate as a teaching- learning strategy.

**Q10** : How often does your teacher use debate in class?

- A. Often
- B. Sometimes
- C. Rarely

**Table 3.10:** *Teachers' Frequency of Using Classroom Debate*

Options	Participants	Percentage
A	27	45%
B	25	41.66%
C	8	13.33%

The results obtained denote that 45% of students claimed that the teacher 'often' uses debate in classroom, 41.66% said that he 'sometimes' uses debate in class, while the remaining 13.33% claimed that the teacher rarely uses this strategy in class, this shows that most of the teachers tend to use this strategy, while sometimes it may not be possible to apply it with some types of lectures.

**Q 11** : How do you define debate ?

- A. A formal discussion between students on a specific topic.
- B. A form of discourse between the teacher and students based on evidence.
- C. A form of dialogue that aims at finding answers and solutions.
- D. All of them.

**Table 3.11** : *Students' Definition of Debate*

Options	Participants	Percentage
A	20	33.33%

<b>B</b>	9	15%
<b>C</b>	5	8.33%
<b>D</b>	26	43.33%
<b>Total</b>	60	100%

According to the results 33.33% of students identified classroom debate as a formal discussion between students on a specific topic, 15% define it as a form of discourse between teachers and students based on evidence, 33.33% of students recognize it as a formal dialogue that aims at finding answers and solutions, while almost the majority of students 43.33% defined classroom debate as all the above mentioned suggestions. These percentages indicate that the chosen sample is quite aware of the meaning of in-class debate therefore, they are able of conducting such debates successfully.

**Q12.Q13** : Do you engage in classroom debate ?

A.Yes

B.No

If no state why ?

**Table 3.12** : *Students' Engagement in Classroom Debate*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>A</b>	42	70%
<b>B</b>	18	30%
<b>Total</b>	60	100 %

Concerning students' engagement in classroom debate the majority of the sample 70% said yes they engage in classroom debate. However, only 30% of the sample said no they do not engage in classroom debate .The results indicate that most of the students claimed that they engage in classroom debate, this strategy helps them to develop their language skills.

in addition to allowing them to express their thoughts, as well as creating confidence since they will face both their classmates and the teacher, debate also meet their needs when the topic of debate is related to their points of interests other students depreciate classroom participation and do not give it high importance, though it is a significant aspect in language learning .According to the respondents' answers, they do not engage in classroom debate for many reasons as resumed in the followings :

-Fear of teachers' negative feedback

-shyness

-Difficulties in transfer from first language to second language

-Mispronunciation

-Students' gap in knowledge and having the adequate information that enables them to engage in such tasks.

- Lack of confidence

-Lack of interests in this kinds of activities

- Some students claimed that their arguments should be valid and the information they give to the audience should not be doubtful in order not to look weak in the eyes of the others.

-They are introvert students; they dislike engaging in-class discussions.

**Q 14:** How can you describe your level in debating?

A. Bad

B. Average

C. Good

D. Very good

**Table 3.13:** *Students' Level in Debating*



Options	Participants	Percentage
A	4	6.66%
B	30	50%
C	23	38.33%
D	3	5%
<b>Total</b>	<b>60</b>	<b>100%</b>

As displayed in table (15), the majority of the sample 50% described their level in debating as average, 38.33% described their level as good, also 5% of students perform in a very good way, while 6.66% reported that they perform badly. The results show that many students are not good debaters, they lack the needed strategies, and they face some problems that hinder them from being good debaters. So before deciding to involve such strategy in classroom, it is important to consider the students' personalities and abilities in order to achieve a successful debate.

**Q 15:** does the use of in-class debate help to enrich your?

A. Fluency

B. Accuracy

C. Vocabulary

D. All of them

**Table3.14 :** *The use of Debate in Classroom*

Options	Participants	Percentage
A	10	16.66%
B	6	10%
C	4	6.66%
D	40	66.66%
<b>Total</b>	<b>60</b>	<b>100%</b>

The results reveal that a large number of students are invited to say if the use of debate helps them to enrich their fluency, accuracy, vocabulary, or all of them. The results reveal that a large number of students 66.66% opted all of them, 16.66% opted fluency, 10% chose accuracy, while the remaining 6.66% chose vocabulary.

**Q 11. Q17 :** do you think such technique should be used frequently in class ?

A. Yes

B. No

If yes justify your answer

**Table 3.15 :** *Students' Perception of the Use of Debate in Class*

Options	Participants	Percentage
A	50	83.33%
B	10	16.66%
Total	60	100%

We asked this question mainly to see the participants' attitudes towards applying debate frequently in class 83.33% of students said yes it should be used, while only 16.66% said No it should not be used. This indicates that some students are not convinced yet by this strategy and prefer to learn through other strategies. For those 83.33% of participants who said that debate should be used frequently in class, their reasons are summarized in the following :

-It is important because it makes them confident speakers.

-Debate improves their fluency, accuracy, and vocabulary.

- They express their ideas, opinions and views freely.

-debate helps them to enhance their speaking skills and drive out fear and shyness about speaking English.

### **3.2.4. General Findings from Students' Questionnaire**

Based on the data gathered from the questionnaire that has been presented and analyzed in the previous section some facts were revealed concerning the students' perceptions towards implementing debate in-class to improve EFL students speaking skill. The first section of the students' questionnaire entitled as 'General information' demonstrated that the overwhelming majority of the students have chosen to study English by their own not obliged. This means that they were interested, motivated and passionate about learning EFL and chose to study it at university for future job requirements, they believe that English is an international language which means a language of opportunity.

The findings of 'speaking skill' section, most of the students claim that they like to master speaking skill for the purpose of a successful communication, they demonstrated the importance of speaking besides listening because if they want to speak correctly; they have to listen well. Students neglect the other skills because they do not have a large knowledge about its advantages in improving their speaking ability. We indicate that mastering speaking was given an importance by most of the learners. Therefore, their level in English was average, some of them are good in speaking English, and others find it difficult to speak. They asserted that they face some difficulties when speaking they seemed aware of the reasons behind their weakness in speaking English besides the lack of practice and insufficient vocabulary most of the difficulties were psychological; like fear of making mistakes and anxiety etc. Furthermore the majority of students claimed that they are given opportunities to speak in the classroom. The teacher gave them the chance to speak freely and express their ideas; sometimes they practice English outside university which means that they are motivated and interested about improving their speaking.

The findings of “classroom debate” section showed that oral expression teachers sometimes use debate in classroom and many students engage in classroom debate they give it a high importance while some students do not appreciate classroom participation where they stated that they rarely engage in it or from time to time. This has many reasons like fear of teachers’ negative feedback, lack of interests in this kinds of activities, shyness, mispronunciation...etc. Although many students have an average level in debating but not everyone is brave enough to participate in classroom debate, also the results revealed that students at this level are clearly aware of the meaning of debate and its importance in enhancing students’ speaking skills, because students show their capacities in groups, exchange ideas and opinions and feel more confident. An interesting finding was that the majority of students claimed that such technique should be used frequently in class, we asked this question to see the participants’ attitudes towards the use of debate. They had varied answers but many of them agreed that it helps students to improve their accuracy, vocabulary, and fluency, and the most important is that debate can be an effective tool to reduce students’ difficulties, mainly lack of vocabulary. In sum, based on the data collected from analyzing students’ questionnaire, it can be assumed that the majority of students confirm the assumption that the speaking skill can be enhanced through classroom debate.

### **3.3. Teachers’ Questionnaire**

#### **3.3.1. Sample Population**

In this research, the questionnaire targeted second year teachers of English at Mohamed Seddik Ben-Yahia University. The questionnaire was distributed to 6 participants. In fact, these teachers were picked up randomly for the sake of making the data more valid. Even so, the selection of such sample is based on the consideration that second year teachers

had already taught oral expression module, so they are aware of the difficulties that hamper their students in developing their speaking skill.

This questionnaire aims to discover teachers' opinions, experiences and attitudes towards using debate in oral expression classroom. In addition, its effect on their students' speaking ability.

### **3.3.2. Description of Teachers' Questionnaire**

The teachers' questionnaire aims at exploring teachers' views about the effectiveness of implying classroom debate to enhance speaking skill. It consists of 17 questions divided into three sections. The questions are of different types; yes/no questions, multiple choice questions and open-ended questions.

#### **Section one:** general information (from item1 to 4)

The first section is about general information, it seeks information about qualification ( Q1 ), and years of teaching experience at university ( Q2 ). Interestingly, (Q3) investigates the teachers' experience in teaching second year classes which are the sample of this study. Then, in question four (Q4) teachers were asked about the duration they spent in teaching oral expression module.

#### **Section two:** Classroom Debate (from item 5 to 10)

The first question in this section (Q5) requires teachers to select the classroom activities that students better respond to. Then they are asked how often their students participate in the classroom debate (Q6). Question seven (Q7) is a yes or no question that investigates whether teachers encourage their students to debate in the classroom or not. If they choose yes, they are requested to state their reasons to encourage their students to engage in debate. Accordingly, question eight (Q8) is another yes or no question that explores

whether teachers encounter a difficulty to involve their students in classroom debate or not. Question nine (Q9) investigates the teachers' views about the difficulties that their students come across when debating. The next question (Q10) is a yes/no question that asks teachers if they thought that classroom debate help their students to understand the lesson better. If they choose yes, they are required to justify.

### **Section Three: Speaking Skill and Classroom Debate (from item 11 to 17)**

The first question in this section ( Q11 ) is a yes or no question that asks teachers whether they consider the speaking skill as an important skill . Then, in question twelve (Q12) they are asked to provide a brief definition of it. The next question ( Q13 ) teachers were asked whether they can develop students' speaking skill regardless their level. Question fourteen ( Q14 ) teachers were asked about the activities they use in order to encourage students to speak. If they use other activities /they are asked to state them. Then in question fifteen (Q15) teachers are requested to state how often they rely on classroom debates to enhance their students speaking skill. The sixteen question ( Q16 ) requires teachers to show their extent of agreement or disagreement with the idea of developing students speaking skill. The last question ( Q17 ) teachers are requested to suggests some strategies that may enhance students speaking skill.

### **3.3.3. Analysis of Teachers' Questionnaire**

This part of the chapter includes a detailed analysis of the results gained from the teachers' questionnaire as the only gathering tool administered for this study.

#### **Section One: General Information**

**Q1-** What is your degree?

- a. B.A      b. Master / Magister      c. PHD

**Table 3.16 : Teacher's Degree**

<b>Options</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>A</b>	1	16.7%
<b>B</b>	4	66.7%
<b>C</b>	1	16.7%
<b>Total</b>	6	100%

In responses to the first question, the majority of participating teachers ( 66.7%) have magistere degree. And (16.7%) have a PHD degree, the other (16.7%) have an B.A degree. Based on their responses, it is demonstrated that they are qualified enough to provide reliable data to enrich the research with their knowledge and opinions.

**Q 2:** How long have you been teaching English?

**Table3.17 : Teachers' Experience in Teaching English**

<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>More than five years</b>	6	100%
<b>Less than five years</b>	0	0%
<b>Total</b>	6	100%

As it is demonstrated in the table above (19), all of the investigated teachers ( 100% ) Said that they have been teaching English for more than six years. This demonstrates that the chosen sample of teachers consists of well experienced instructors in the field. They have a good experience of more than six years through which they gained a wide view about the whole teaching - learning process.

**Q 3:** How many years have you been teaching second year classes

**Table 3.18 :** *Teachers' Experience in Teaching Second Year Classes*

<b>Options</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>Less than five years</b>	2	33.3%
<b>More than five years</b>	2	33.3%
<b>Never</b>	2	33.3%
<b>Total</b>	6	100%

As it is demonstrated in the table above (20), (33.3%) of the participating teachers had the chance to teach second year classes for less than five years, another (33.3%) of them stated that they thought second years classes for more than five years, while two teachers of the sample affirmed that they never had the chance to teach second year classes. The majority of the sample members had a short or no experience in teaching second year students. But, they still have a sufficient period in teaching English and oral expression to build an appropriate background about the students' level, the way they receive information in addition to the appropriate methods of improving the speaking skill.

**Q 4-** How long have you been teaching oral expression module?

**Table 3.19 :** *Teachers' Experience in Teaching Oral Expression*

<b>Options</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>More than five years</b>	3	50%
<b>Less than five years</b>	3	50%
<b>Total</b>	6	100%



The table of results shows that( 50% ) of the teachers said that they have been teaching oral expression module for more than five years, another( 50% ) of the participants answered that they taught oral expression for less than five years. This means that the teachers have a good experience to teach oral expression. They know all the techniques used to improve students' speaking skill.

### Section two: Classroom debates

**Q 5-** Which activities your students better respond to?

a- Class work

b- Oral presentation

c-Explanation

d- Students debate

e- Asking question

f- Other

**Table3. 20:** *Teachers' Views of The Most Used Activities*

Options	Number of Teachers	Percentage
<b>B+D</b>	4	66.7%
<b>A+C</b>	2	33.3%
<b>E+F</b>	0	0%
<b>Total</b>	6	100%

The highest percentage (66.6%) represents those teachers who stated that their students respond better to students' debate and oral presentation. Only (33.3%) of the participants have selected class work and explanation. None of the participants opted for asking question or other activities. Consequently, students respond well to classroom debates. This means that teachers were aware of the importance of classroom debates and understood that it is fundamental to improve learners' speaking ability.

**Q 6-** How often do your students participate in the classroom activities?

**Table 3.21:** *Teachers' View about Their Students Speaking in the Classroom*

<b>Options</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>Always</b>	3	50%
<b>Sometimes</b>	2	33.3%
<b>Rarely</b>	0	0%
<b>Never</b>	0	0%
<b>Often</b>	1	16.7%
<b>Total</b>	6	100%

The table of results indicates that most of the teachers (50%) stated that their students always speak in the classroom speaking activities. However, (33.3%) of them claimed that their students sometimes speak in the classroom speaking activities, (16.7%) of the participants answered that their students often speak during classroom activities. This indicates that most of oral expression teachers use effective activities to encourage their students to speak in the classroom.

**Q 7:** Do you encourage your students to debate in the classroom?

a- Yes

b- No

**Table 3.22:** *Teachers' Attitude of Encouraging Their Students to Debate in the Class*

<b>Options</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>A</b>	6	100%
<b>B</b>	0	0%
<b>Total</b>	6	100%

The results displayed in table (24) demonstrate that all the investigated teachers encourage their students to debate in the class. This finding indicates the effectiveness of this method to an extent that all teachers appreciate it in presenting their lessons and supports their students to participate and engage in debate. In this question, the teachers who opted for yes were requested to identify their aim behind encouraging their students to debate. Hence, through the analysis of next questions' results we can reveal the necessity to engage students to debate in the classroom.

If yes, you encourage them in order to:

- a- Develop their speaking skill
- b- Develop their communicative skill
- c- Develop their listening skill
- d- Other

**Table 3.23 :** *The Teachers' Aim Behind Encouraging Students to Debate*

<b>Options</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>B</b>	5	83.3%
<b>A</b>	1	16.7%
<b>C</b>	0	0%
<b>D</b>	0	0%
<b>Total</b>	6	100%

(83,3% ) of the participants encourage their students to develop their communicative skill, while( 16.7%) of them aimed at developing their students' speaking skill. None of the sample members encouraged the development of listening skill. The latest result shows that

classroom debates have a fundamental impact on the learners' speaking and communicative skills.

Justify:

- Because when they debate they talk a lot and the more they talk, they improve both their communicative skill and speaking skill.
- Participation in the classroom enhances the students' speaking ability because it helps them overcome fear and shyness. Once they get used on it, they will be able to sort out their hidden knowledge.
- Debate is an efficient teaching technique that permits students to develop different skills that relate to speaking (pronunciation, self confidence, risk taking...) and communication (sharing ideas, arguing, coherence and logical flow of idea).
- When learners interact they focus more on expressing themselves and making their speech comprehensible for others. They also learn to understand messages, speak in turn, become polite and appropriate, accept different opinions and become part of a social group.

**Q 8:** Do you find it difficult to involve your students in classroom debate?

a- Yes

b- No

**Table 3.24 :** *Difficulty of Involving Students in Classroom Debate*

<b>Options</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>A</b>	2	33.3%
<b>B</b>	4	66.7%
<b>Total</b>	6	100%

Many students do not like to interact in the classroom and engage in talks and debates. For that, we asked teachers if they find difficulty to involve their students in classroom debate. The majority of respondents (60%) reported that they do not have any difficulty, while 33.3% of them faced difficulty. May be, those teachers do not know how to draw students' attention to classroom debate or it can be explained by the students' introvert character where they do not like to speak in front of their classmate.

**Q 9:** Do your students show difficulties in debating because of:

- a- Difficulty with vocabulary
- b- Not motivated at all
- c- Shy
- d- Afraid

**Table 3.25:** *Difficulties Students Show when Debating*

<b>Options</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>A+C</b>	4	66.7%
<b>D</b>	2	33.3%
<b>B</b>	0	0%
<b>Total</b>	6	100%

In the table above the participants were requested to share their view about the main problems that inhibit students from engaging in classroom debates. The majority of teachers (66.7%) related it either to students' difficulty with vocabulary or shyness. While the minority (33.3 %) linked it to fear as the biggest obstacle of students. In this regard, the teachers had an important view concerning the problems that students face due to their experience in teaching different types of students.

**Q 10 :** Do you think that your students understand the lecture better when being involved in debate?

a- Yes

b- No

**Table 3.26 :** *Influence of Classroom Debate on Students Comprehension of the Lecture*

Options	Number of teachers	Percentage
A	5	83.3%
B	1	16.7%
<b>Total</b>	6	100%

According to table (28), the majority of the investigated teachers (83.3%) stated that their students understand the lecture better when being involved in debates. While one teacher of the sample opted for no. This shows the effectiveness of classroom debates in promoting the students' understanding of the lectures.

If yes, please justify

- Not necessarily
- Yes, of course
- Yes, because debate helps students in structuring their thoughts, exchanging ideas and developing critical thinking skills.
- Yes, they do. When they discuss the topic of the lecture they become involved in its details by asking questions about it and presenting their own take on it.
- Yes, because they work together, they share ideas.
- Yes of course, students should share their points of view and their ideas about the lecture.

### **Section Three: Speaking Skill and Classroom Debates**

**Q 11:** Do you consider speaking skill as an important skill?

a- Yes

b- No

**Table 3.27 :** *Teachers Attitude Toward the Importance of Speaking*

Options	Number of teachers	Percentage
<b>A</b>	6	100%
<b>B</b>	0	0%
<b>Total</b>	6	100%

From the table above, all of the investigated teachers reported that speaking skill has a great importance, whereas none of them showed the contrary. This means that the majority of teachers are aware of the importance of classroom debate and its positive effects on students speaking skill.

**Q 12:** Would you please provide a brief definition of it?

**Table 3.28:** *Teachers' Definitions of Speaking Skill*

Options	Number of teachers	Percentage
<b>Answered</b>	4	66.6%
<b>Not answered</b>	2	33.3%
<b>Total</b>	6	100%

In this question, teachers were asked to provide a brief definition of speaking. The majority of teachers (66.6%) have answered this question, while (33.3%) may felt that the question is unnecessary so they did not provide their own definition. However those who replied, their answers are quoted as follow:

- In the context of EFL, it is the ability of the learner to express his/ herself in the target language, demonstrating an adequate mastery of the language grammar, pronunciation and vocabulary.
- Speaking is among the four learning skills students are required to develop when learning a foreign language. It is bound to communication since it accounts for the transmission of clear, logical, and well organized ideas.
- The act of orally verbalizing language in order to communicate messages.
- Speaking is the ability to communicate fluently and accurately.

Based on the definitions provided by the teachers it is confirmed that teachers view speaking as a skill that requires learners to be aware of the grammatical structure of the target language, being able to express themselves without hesitation and delivering the message in a well, organized way. Hence, they are well knowledgeable about the speaking skill.

**Q 13:** At which level would you develop students' speaking skill?

**Table 3. 29 :** Teachers Attitudes' Toward Students Appropriate Level

a- Beginning level

b- Advanced level

<b>Options</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>A</b>	3	50%
<b>B</b>	3	50%
<b>Total</b>	6	100%

In response to question 13, (50 %) of teachers declared that they prefer to develop students' speaking skill at the beginning level. Another (50%) stated the opposite. May be they think that it is more appropriate to be developed at an advanced level where students can



understand things more easily and quickly. Remarkably, they were asked for a clarification to explain their views. Only four of them explain their view points in which their clarifications are quoted as follow

- They must first know the basic language grammar and acquire some vocabulary.
- Speaking skill is an indispensable skill in learning a foreign language.
- For students to be ready to take part in debates, they need first to go through learning about linguistic items such as vocabulary and grammar, listen to how to pronounce and speak to others before they become ready and confident to speak.
- Because speaking is the base of learning any new language.

**Q 14:** What kind of activities do you use to encourage your students to speak?

**Table 3.30 :** *Activities Used by Teachers to Encourage Students to Speak*

a- Role play

b- Story telling

c- Discussion

d- Information gap

Options	Number of teachers	Percentage
<b>A+C+D</b>	1	16.7%
<b>A+C</b>	3	50%
<b>C</b>	2	33.3%
<b>B</b>	0	0%
<b>Total</b>	6	100

From the table of results, (16.7%) of teachers used all kinds of activities except storytelling to encourage their students to speak. Whereas, (50%) of them dealt with role play and discussion, (33.3%) of teachers used only discussion. However, none of the investigated teachers used story telling.

If you use other activities please state them:

- Oral presentations
- Debate activities
- Conversations

**Q 15:** How often do you rely on classroom debates to enhance students' speaking skill?

**Table 3.31 :** *The Teachers' use of Classroom Debates to Enhance Speaking Skill*

Options	Number of teachers	Percentage
Always	4	66.7%
Usually	2	33.3%
Some times	0	0%
Never	0	0%
Rarely	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

Referring back to the table (33), the majority of teachers (66.7%) always depend on classroom debate to enhance speaking skill. While (33.3%) of them used it usually. This indicates that many teachers follow this method to develop students speaking skill. Even so, it cannot be forgotten that there are other ways beside classroom debate used for this purpose.

**Q 16 :** Do you agree that debate is an effective tool for teaching speaking skill?

- a- Strongly agree                      b- Agree
- c- Neutral                                  d- Disagree                      e- Strongly disagree

**Table 3.32 :** *Teachers' Opinion of the Effectiveness of Debate to Teach Speaking Skill*

Options	Number of teachers	Percentage
<b>A</b>	<b>4</b>	<b>66.7%</b>

<b>B</b>	2	33.3%
<b>C</b>	0	0%
<b>D</b>	0	0%
<b>E</b>	0	0%
<b>Total</b>	6	100%

The majority of the reporting teachers (66.7%) stated that they strongly agree with the effectiveness of classroom debates in enhancing speaking skill which can be seen in the results through the evaluation and the positive feedback given by the teachers. Also (33.3 %) of them agree the proposal idea. However, none of them showed a contrasting or neutral position .It can be deduced that debates do help teachers as a technique and students as a way of enhancing their communicative skills, it cannot be ignored.

**Q 17 :** As teachers of oral expression, would you suggest some strategies that may enhance your students' speaking skill?

As for the strategies that may enhance the students' speaking skill, the teachers suggest the following strategies:

- Imitating models and exploiting new items in one's speech.
- The need to practice a lot and get involved to real situation talks, also EFL learners need to be exposed to native speakers and teachers should focus on techniques such as debates, dialogues and avoid rehearsal.
- Using cooperative, or group work.
- Using role plays, dialogues, games.

### 3.3.4. General Findings from Teachers' Questionnaire

The first section in teachers' questionnaire "General information" revealed that the majority of investigated teachers have a magister degree, they have an extensive experience in

EFL teaching that overpass six years, beside adequate years in teaching second year classes and oral expression module. This demonstrates the suitability of choosing this sample which will provide credible, reliable data to be used in this research.

By analyzing the results of the second section "Classroom debates", it was shown that students respond better to classroom debate; however teachers make use of different activities. In addition, most of teachers encourage their students to debate in the classroom for many reasons where the majority focuses on developing the speaking and communicative skills. Moreover, most of the members of the sample agree that they do not find difficulties involving their students in classroom debate but some of them faced some difficulties that could be related to many aspects such as lack of vocabulary, shyness as well as fear of making mistakes. Hence, it marks a challenge for teachers to involve all students in classroom debate.

In section three "Speaking skill and Classroom Debate" all of the investigated teachers asserted that speaking is an important skill. They represented their awareness and understanding of this skill in the definitions they provided in response to Q 12. Moreover, they stated that they use classroom debate to motivate students to speak, and most of the reporting teachers shed light on its impact on students speaking skill, they stated that debate is an effective teaching technique that permits students to develop different skills that relate to speaking and communication, because when they debate they talk a lot and the more they talk, they improve both their communication and speaking skill. Therefore they all assumed that classroom debates are always an effective way to enhance students speaking skill.

### **3.4. Limitations of the Study**

In conducting this research different obstacles and limitations were encountered. The biggest problem that was faced is the abnormal worldwide outbreak of corona virus ( Covid

19) pandemic which has shown down the process of conducting any research. In this regard, most of the following listed limitations are due to this last mentioned obstacle:

- The need and necessity of working from home obliged us to minimize the research instruments to work only with the questionnaires instead of a classroom observation.
- The fact that the questionnaires were done and delivered online; consequently, this limited the number of participants in comparison to the whole population due to the truth that they do not have internet access or they have a poor internet connection so they were less motivated to response.
- The current study is also limited to second year students at the Department of English at Mohamed Seddik Ben Yahia University –Jijel- . So, the results cannot be generalized to other students' sample.
- The study is also limited to investigating only the speaking skill and cannot be generalized.
- Another limitation of the study is lack of sources concerning debate.

## **Conclusion**

In this chapter, we have dealt with the discussion of the findings provided by the data analysis in order to confirm our assumption, the collected data from the teachers' questionnaire and students' show that classroom debate is an effective method to improve the students' speaking skill, the analysis of both the instruments that is used in this research revealed that the classroom debate has a great impact on students' speaking skill. It promotes confidence and prepare students for real life communication.

## **General Conclusion and Recommendations**

This study is concerned with the importance of debate in improving EFL students' speaking skill. It was conducted at the Department of English, Mohammed Seddik Ben-Yehia University; it was an attempt to prove that debate can help to enhance learners' oral production. As it has been explained before, the use of debate is considered as a helpful tool for achieving a successful teaching- learning process. It is a technique for both teachers and students, in order to be engaged in certain topics, as well as activating the learning process and promoting oral communication.

The results revealed that the use of debate has remarkable effects on learners' speaking abilities; it develops learners' communication and allows them to share and cooperate with one another. However, second year students at department of English, Mohammed Seddik Ben Yahia University encounter many difficulties in speaking due to several factors, and they seemed aware of the reasons behind their weakness in speaking, besides psychological factors, the lack of vocabulary and practice, and the lack of communication activities that raise their confidence and motivate them to speak in oral class.

This research aimed to identify the role and effectiveness of debate in developing learners speaking skill. Yet, using debate and its strategies can help both teachers and learners. Hence, this study was carried out to confirm or reject the assumption stating that debate can help in improving learners speaking abilities. The result that we obtained from the analysis of both questionnaires strongly confirmed our assumption.

According to the results reviewed throughout this study, it was found that the speaking skill improvement can only be successfully reached if special circumstances and techniques and strategies are used by the teachers and learners. Some recommendation are suggested for both teachers and learners in order to apply debate in EFL classes.

### **Recommendations to Students**

- They should be more active in class.
- They should get rid of their shyness.
- Students need to practice speaking and expand their abilities in their daily activities with their friends to prepare themselves especially before joining the class.
- They should be more confident about their abilities.

### **Recommendations to Teachers**

- EFL teachers are invited to be aware of the importance of debate strategy, so they can create a supportive, friendly, and relaxed atmosphere for their learners
- Encouraging students to speak regularly in class to get rid of shyness and stimulate them to take risks.
- Give students the opportunity to choose the activities or subjects that interest them.



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## **APPENDICES**

**Appendix (A): Questionnaire for Students**

**Appendix (B): Questionnaire for Teachers**



**Appendix (A)**

**Questionnaire for Students**

Dear students

You are kindly requested to fill in this questionnaire that serves as a data gathering tool for a research work conducted at Department of letters and English at Mohamed Seddik ben Yahia University, it would be really appreciated if you devote some time to answer this questionnaire that deals with investigating second year EFL students' perceptions towards the impact of classroom debates in enhancing speaking skill. Your answers are important for the validity of this research.

Please tick (√) the appropriate box, or provide a full answer where it is necessary.

Thank you so much for your collaboration

**Section 1 : General information**

1-Studying English was your : a) choice

b) obligatory

If it was your choice, please give your reasons why ?.....

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

**Section 2 : Students' Speaking Skill**

2-Which skill would you like to master most?

STUDENTS' ATTITUDES TOWARD THE USE OF DEBATE TO ENHANCE SPEAKING

a) Listening

b) Speaking

c) Reading

d) Writing

3- When learning the English language do you think that mastering speaking skill is?

a) Very important

b) Important

c) Of little importance

d) Not important at all

4- Do you think that your level in speaking is?

a) Excellent

b) Good

c) Average

d) Poor

5- Do you encounter difficulties when speaking?

a) Yes

b) No

If yes it is due to:

a) The fear of making mistakes (grammar/ pronunciation)

b) The lack of vocabulary

STUDENTS' ATTITUDES TOWARD THE USE OF DEBATE TO ENHANCE SPEAKING

c) The lack of practice

d) The lack of self confidence

e) Others, mention please

6- Does your teacher of oral expression give you opportunity to express your ideas?

a) Yes  b) no

7- What kind of activities does your teacher of oral expression give you in class? (More than one answer is possible)

a) Presentations

b) Debates

c) Role plays

d) Others mention them

**Section 3: Students' Perceptions towards the use of Debate**

8- Does your teacher of oral expression use debate in classroom?

a) Yes  b) No

9- How often does your teacher use debate in class?

a) Often

b) Sometimes

c) Rarely

10- Do you think that you understand the lesson better when you debate?

a) Yes  b) No

STUDENTS' ATTITUDES TOWARD THE USE OF DEBATE TO ENHANCE SPEAKING

11- How do you define debate?

- a) A formal discussion between students on specific topic
- b) A form of discourse between the teacher and student based on evidence
- c) A form of dialogue that aims at finding answers and solutions
- d) All of them

12) Do you engage in classroom debate?

- a) Yes
- b) No

If No, state why?

13- How can you describe your level in debating?

- a) bad
- b) Average
- c) good
- d) Very good

14- The use of in-class debate might help to enrich your:

- a) Fluency
- b) Accuracy
- c) Vocabulary
- d) all of them
- e) Others (mention please).....

STUDENTS' ATTITUDES TOWARD THE USE OF DEBATE TO ENHANCE SPEAKING

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15- Do you think that such technique (debate) should be practiced?

a) Yes

b) No

If yes, justify your answer please

Thank you for your cooperation

## Appendix (B)

### Questionnaire for Teachers

Dear teachers,

This questionnaire serves as a data gathering tool for the research work conducted at the department of English at Mohamed Seddik Ben Yahia University. We would really appreciate if you devote some of your time to answer this questionnaire that deals with investigating your perception toward using classroom debates to enhance the speaking skill. Your collaboration is very important for the validity of this research. You are required to tick the appropriate box (es), or provide a full answer when necessary.

Thank you very much for your time and collaboration.

Boudjatat Bouchra.

Zaik Rania.

Department of English.

#### **Section one: General Information**

1- What is your degree?

a)B-A

b)Masters' / Magisters'

c)PHD

2- How long have you been teaching English?

..... years.

3- How many years have you been teaching second year classes?

.....years

STUDENTS' ATTITUDES TOWARD THE USE OF DEBATE TO ENHANCE SPEAKING

4- How long have you been teaching oral expression module?

.....  
.....

**Section Two: Classroom Debate**

5- Which activities your students better respond to?

- a- Class work
- b- Oral presentations
- c- Explanation
- d- Students' debate
- e- Asking questions
- f- Other activities  mention them please.....  
.....  
.....

6- How often do your students participate in the classroom activities?

- a- Always
- b- Sometimes
- c- Rarely
- d- Never

7- Do you encourage your students to debate in the classroom?

- a. Yes  No

If yes, you encourage them in order to

STUDENTS' ATTITUDES TOWARD THE USE OF DEBATE TO ENHANCE SPEAKING

( you can choose more than one)

a. Develop their speaking skill	
b. Develop their communicative skill	
c. Develop their listening skill	
d. Other, please specify	

b. Whatever your answer is , please justify.....

.....

.....

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.....

8- Do you find it difficult to involve your students in classroom debate?

a- yes  No

9- Your students show difficulties in debating because of:

a- Difficulties in vocabulary

b- Not motivated at all

c- Shy

d- Afraid

e- Others, mention please .....



STUDENTS' ATTITUDES TOWARD THE USE OF DEBATE TO ENHANCE SPEAKING

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.....

10- Do you think that your students understand the lecture better when being involved in a debate? If yes, justify please.....

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

**Section Three: Speaking Skill and Classroom Debate**

11- Do you consider the speaking skill as an important skill?

a- Yes

b- No

12- Would you please provide a brief definition of it?

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

13- At which level(s) would you develop students' speaking skill?

a- Beginning levels

b- Advanced levels

Why?.....  
.....

STUDENTS' ATTITUDES TOWARD THE USE OF DEBATE TO ENHANCE SPEAKING

.....  
.....

14-What kind of activities do you use to encourage your students to speak?

- a- Role play
- b- Story telling
- c- Discussion
- d- Information Gap

If you use other activities, please state them

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

15-How often do you rely on classroom debate to enhance students' speaking ability?

- a-Always
- b-Usually
- c-Sometimes
- d-Rarely
- e-Never

16-Do you agree that debate is an effective tool for teaching speaking skill?

- a-Strongly agree
- b-Agree
- C-Neuter
- d-Disagree
- e-Strongly disagree

17-As a teacher of oral expression, would you suggest some strategies that may enhance your students' speaking skill?

STUDENTS' ATITUDES TOWARD THE USE OF DEBATE TO ENHANCE SPEAKING

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Thank you for your collaboration

## Résumé

Cette recherche tente d'étudier les effets du débat en classe sur le développement des compétences orales des élèves EFL. Par conséquent, les enseignants doivent aider les élèves à améliorer leurs compétences orales et à choisir les stratégies et les outils appropriés pour atteindre cet objectif. De même, le débat en classe est l'une des techniques recommandées par de nombreux universitaires et éducateurs. Par conséquent, leur compétence orale serait améliorée. Cette recherche tend principalement à explorer les attitudes des enseignants et des élèves face à l'utilisation du débat en classe pour améliorer la parole. En outre, il s'agit principalement d'utiliser les débats dans les cours d'expression orale pour améliorer les compétences orales des apprenants. Pour enquêter sur cette question, deux questionnaires ont été administrés à 65 étudiants de deuxième année LMD et 06 professeurs d'expression orale à l'Université de Mohamed Seddik Ben Yahia -Jijel-, une méthode descriptive a été adoptée afin de recueillir des données. L'analyse a partiellement répondu aux questions de recherche et conduit à une acceptation relative de notre supposition. Il a été constaté que le débat en classe est une technique utile pour améliorer les compétences orales des étudiants. Sur la base de ce résultat, il est recommandé que le rôle des enseignants soit nécessaire dans ce cas.

## المخلص

إن الدراسة الحالية تهدف إلى البحث في مدى فعالية إدراج المناظرة كوسيلة مبتكرة وذلك بهدف إثراء طاقة الكلام وتعزيز التفاعل لدى الطلبة. ولهذا يتعين على الأساتذة مساعدة طلابهم على تعزيز طاقة الكلام لديهم واختيار الاستراتيجيات و الأدوات المناسبة لتحقيق هذا الهدف. في المقابل , تعد المناقشة في القسم أحد الأساليب الموصى بها من قبل العديد من الباحثين و العلماء التربويين لاستخدامها لهذا الغرض. و نتيجة لذلك يتم تعزيز طاقة الكلام لديهم. يميل هذا البحث بشكل أساسي إلى استكشاف مواقف كل من الأساتذة و الطلاب تجاه استخدام المناقشة في القسم لتعزيز طاقة الكلام, كذلك يسلط الضوء على أهمية إدراج المناقشة في حصص التعبير الشفوي و ذلك لتعزيز طاقة التفاعل على الطلبة. من أجل تحقيق فرضية البحث و تحقيق أهدافه تم إدارة استبيانين مختلفين وتوزيعهما على خمسة و ستون طالبا من طلاب السنة الثانية ليسانس تخصص لغة إنجليزية و ستة أساتذة مختصين في مادة التعبير الشفوي بجامعة محمد الصديق بن يحي جيجل. بعد تحليل نتائج كلا الاستبيانين تم تأكيد صحة الفرضية القائمة على دور المناظرة في إثراء طاقة الكلام لدى الطلبة. ودورها في رفع تفاعل الطلبة مع الأستاذ. على أساس هذه النتائج يوصى الأساتذة بوجوب رفع وعي الطلاب بأهمية مهارة التفاعل و مساعدتهم على تطوير هذه المهارة من خلال استخدام المناقشة في القسم.