

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Section of English



**The Role of Debate to Enhance EFL Learners' Speaking Skill:
A Case Study of Third Year Students at Mohamed Kheider
University of Biskra**

**Dissertation submitted to the Department of Foreign Languages as a partial
fulfillment of the requirements for the Degree of Master in Sciences of
Language**

SUBMITTED BY:

Rahma BAR

SUPERVISED BY:

Dr. Tayeb BOUHITEM

BOARD OF EXAMINERS

Dr. Nadia BETKA-REZIG (Chairwomen) (University of Biskra)

Dr. Tayeb BOUHITEM (Supervisor) (University of Biskra)

Mrs. Yasmina BENZIDA (Examiner) (University of Biskra)

Academic Year: 2018/2019

Declaration

I, Bar Rahma, do hereby declare that the work I presented in this dissertation is my own, and has not submitted before to any other institution or university.

This work was carried out and completed at Mohamed Kheider University of Biskra, Algeria.

Certified:

Miss: Bar Rahma

Master student, Section of English

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 dedicate this humble work to:

*My beloved **mother***

*My dear **father***

*To my **lovely sister** Chaima*

*My **brother** Salah*

*My wonderful **aunts**: Haizia, Houria, Fayrouz*

*To my dear **friends**: Rania, Habiba, Wafa, Wassila, Soria, Rokia*

*To all my **friends***

To everybody who helped me to achieve this work

Acknowledgments

Before all, my sincere praise is to **Allah** the Almighty for giving me strength and patience to accomplish this humble work.

I would like to express my modest thanks to my supervisor **Mr. BOUHITEM Tayeb** for his help and support.

A profound gratitude, thanks, and appreciation go to the members of the Board of Examiners. **Dr. BETKA-REZIG Nadia** and **Mrs. BENZIDA Yasmina**, who have accepted to evaluate my dissertation.

I would like to express my endless gratitude to **Dr. HOADJLI Ahmed Chaouki** for his guidance concerning research methodology.

I am extremely thankful to **Mr. MAHBOUB Oussama** high school teacher who provided me with his feedback; I would like to thank him for his cooperation.

Abstract

It is claimed that teachers of English language fail sometimes in creating a good learning environment in their classes. Perhaps, this is due to lack of effective teaching strategies. Our current study attempted to investigate the role of debate in enhancing EFL learners' speaking skill at the section of English in the University of Biskra. Therefore, our research aimed to highlight the importance of using debate as a teaching strategy among EFL learners. In this respect, we hypothesised that the use of debate in EFL classroom will help learners to develop their speaking ability. Methodologically, a qualitative research approach was adopted in this study. Likewise, our investigation is a case study as a research strategy. In relevance to this approach, one main data collection method was used in order to investigate learners and teachers' perceptions towards the use of debate. After the interpretation of the collected data, the results revealed that the use of debate can help EFL learners to improve their speaking skill. Thus, it can be concluded through the investigation that the obtained results confirmed our hypotheses.

Key Words: EFL learners, debate, speaking skill.

List of Abbreviations and Acronyms

EFL: English as Foreign Language

LMD: License, Master, Doctorate

Q: Question

RQ: Research Question

RH: Research Hypotheses

%: Percentage

Dr.: Doctor

&: and

S/he: She or he

P. : Page

List of Appendices

Appendix 1: Students' Questionnaire : Piloting Stage

Appendix 2: Students' Questionnaire

Appendix 3: Teachers' Questionnaire

List of Tables

Table2.1: Debate format and time limits.....	38
Table3.1: Students' gender.....	48
Table 3.2: Students' attitudes towards learning English language.....	49
Table 3.3: Students' evaluation of their English level	50
Table 3.4: Students' attitude toward English class.....	51
Table 3.5: Teachers' frequency of using debate	52
Table 3.6: Debate impact on students' speaking.....	53
Table 3.7: Students' preference of teachers employing debate	54
Table3.8: The impact of debate in creating good learning atmosphere.....	55
Table3.9: The importance of speaking in foreign language teaching.....	56
Table3.10: Students' speaking frequency.....	57
Table3.11: Difficulties for the lack of speaking.....	58
Table3.12: Teachers' classroom speaking activities.....	59
Table3.13: Students' opinions for developing their speaking proficiency.....	60
Table3.14: Difficulty of questions.....	61
Table3.15: The layout of the questionnaire.....	62
Table3.16: Clarity of questions.....	63
Table3.17: The repetition of the questions.....	64

Table3.18: Teachers' gender.....	65
Table3.19: Teachers' degree.....	66
Table3.20: Length of experience in teaching oral expression.....	67
Table3.21: Teachers' opinions about their students' participation during oral Sessions.....	68
Table3.22: Teachers' views of their speaking in the classroom.....	69
Table3.23: The difficulties that teachers encounter when teaching expression.....	70
Table3.24: The kind of activities used by teachers to motivate students to speaking.....	71
Table3.25: Teachers' opinions about using debate in the classroom.....	72
Table3.26: The frequency of using debate in the classroom.....	73
Table3.27: Teachers' opinion of the effectiveness of using debateto teach.....	74

List of Figures

Figure 3.1: Students' gender.....	47
Figure 3.2: Students' attitudes towards learning English language.....	47
Figure 3.3: Students' evaluation of their English language level.....	48
Figure 3.4: Students attitude toward English class.....	49
Figure 3.5: Teachers' frequency of using debate.....	50
Figure 3.6: Debate impact on students' participation.....	51
Figure3.7: Students' preference of teachers employing debate.....	51
Figure3.8: The impact of debate in creating good learning atmosphere.....	52
Figure 3.9: The importance of speaking in foreign language teaching.....	54
Figure 3.10: Students' speaking frequency.....	55
Figure 3.11: Difficulties for the lack of speaking.....	56
Figure 3.12: Teachers' classroom speaking activities.....	57
Figure 3.13: Students' opinions for developing their speaking proficiency.....	58
Figure 3.14: Difficulty of questions.....	59
Figure 3.15: The layout of the questionnaire.....	59
Figure 3.16: Clarity of questions.....	60
Figure 3.17: The repetition of the questions.....	61
Figure 3.18: Teachers' gender.....	62

Figure 3.19: Teachers' degree.....	63
Figure 3.20: Length of experience in teaching oral expression.....	64
Figure 3.21: Teachers' opinions about their students participation during oral sessions.....	65
Figure 3.22: Teachers' views of their students' speaking in the classroom.....	66
Figure 3.23: The difficulties that teachers encounter when teaching oral expression.....	67
Figure 3.24: The kind of activities used by teachers to motivate students to speak.....	68
Figure 3.25: Teachers' opinions about using debate activities.....	69
Figure 3.26: The frequency of using debate in the classroom.....	70
Figure 3.27: Teachers' opinion of the effectiveness of using debate to teach speaking.....	71

Contents

Declaration	II
Dedication	III
Acknowledgements.....	IV
Abstract.....	V
List of Abbreviations.....	VI
List of Appendices.....	VII
List of Tables.....	VIII
List of Figures.....	IX
Contents.....	X
1.General Introduction	1
2.Statement of the Problem	1
3. Research Questions.....	2
4. Research Hypotheses.....	2
5. Aims of the Study.....	2
6. Significance of the Study.....	3
7. Structure of the Dissertation.....	3
8. Research Methodology.....	3
9. Literature Review.....	4
10. Limitations of the Study.....	6

Chapter One: Speaking Skill

Introduction	7
1.1 Speaking Definitions	7
1.2 Types of Speaking	8
1.2.1 Imitative speaking.....	8
1.2.2 Intensive speaking.....	8
1.2.3 Responsive speaking.....	8
1.2.4 Interactive speaking.....	8
1.2.5 Extensive speaking.....	8
1.3 Speaking Functions.....	9
1.3.1 Talk as interaction.....	9
1.3.2 Talk as transaction.....	10
1.3.3 Talk as performance.....	11
1.4 Speaking Sub-skills.....	11
1.4.1 Fluency.....	11
1.4.2 Accuracy with words and pronunciation	12
1.4.3 Using functions.....	12
1.5.4 Appropriacy.....	12

1.4.5 Turn taking skills.....	13
1.4.6 Relevant length.....	13
1.4.7 Responding and imitating.....	13
1.4.8 Repair and repetition.....	14
1.4.9 Range of words and grammar.....	14
1.4.10 Discourse markers.....	15
1.5 Criteria for Speaking Tasks.....	15
1.5.1 Productivity.....	15
1.5.2 Purposefulness.....	15
1.5.3 Interactivity.....	15
1.5.4 Challenge.....	15
1.5.5 Safety	16
1.5.6 Authenticity.....	16
1.6 Classroom Speaking Activities.....	16
1.6.1 Information gap activities.....	16
1.6.2 Simulation.....	17
1.6.2 Survey.....	17
1.6.3 Role play.....	17
1.6.4 Story telling.....	18

1.6.5 Brainstorming	18
1.7 Difficulties that EFL learners encounter in speaking	19
1.7.1 Linguistics Factors	18
1.7.1.1 Lack of vocabulary	18
1.7.1.2 Grammar mistakes	19
1.7.1.3 Pronunciation mistakes	19
1.7.2 Psychological Factors	19
1.7.2.1 Shyness	20
1.7.2.2 Lack of confidence	20
1.7.2.3 Fear of making mistakes	20
1.7.2.4 Anxiety	21
1.7.2.5 Lack of motivation	21
1.7.2.6 Overcrowded classrooms	21
1.7.2.7 The use of mother tongue	22
1.8 The Role of the Teacher	22
1.8.1 Controller	22
1.8.2 Prompter	22
1.8.3 Participant	23
1.8.3 Resource	23
1.8.4 Tutor	23
Conclusion	24

CHAPTER TWO: IN-CLASS DEBATE

Introduction.....	25
2.1 Definition of debate.....	25
2.2 Debate Overview.....	26
2.3 Methods of Debate.....	26
2.3.1 The four corner debate.....	26
2.3.2 Role play debate.....	27
2.3.3 Fishbowl debate.....	27
2.3.4 Think- pair- share.....	27
2.3.5 Meeting house debate.....	28
2.3.6 Problem solving debate.....	28
2.4 Functions of Debate.....	28
2.4.1 Ice breaking.....	29
2.4.2 Listening.....	29
2.4.3 Speaking.....	29
2.4.4 Reading.....	30
2.4.5 Writing.....	30
2.5 Advantages of Debate.....	30
2.6 The Basics of Debating Ability.....	31

2.6.1 Style.....	32
2.6.2 Speed.....	32
2.6.3 Tone.....	32
2.6.4 Volume.....	32
2.6.5 Clarity.....	32
2.6.6 Use of notes and eye contact.....	33
2.6.7 Content.....	33
2.7 Debate Procedures.....	33
2.8 The Cast Involved in Debating.....	34
2.8.1 The debaters.....	34
2.8.2 Chairperson and timekeeper.....	34
2.8.3 Judge.....	34
2.8.4 Coach.....	34
2.8.5 The audience.....	35
2.8.6 Tabber.....	36
2.9 Formats of Debate.....	36
2.9.1 Simplified debate format.....	36
2.9.2 Methodology in practice.....	39
2.9.3 Assessing simplified debate.....	39
Conclusion.....	40

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction.....	41
3.1 Research Methodology: Theoretical Background.....	41
3.1.1 Research approach.....	41
3.1.2 Research strategy.....	42
3.1.3 Data collection methods.....	42
3.1.3.1 Questionnaire.....	42
3.2 Research Methodology: Procedures.....	43
3.2.1 Students' questionnaire.....	43
3.2.1.1 Rational and aim.....	43
3.2.1.2 Description of the questionnaire.....	43
3.2.1.3 Piloting and validation.....	44
3.2.2 Teachers' questionnaire.....	44
3.2.2.1 Rational and aim.....	44
3.2.2.2 Description of the questionnaire.....	45
3.2.2.3 Piloting of the teachers questionnaire.....	45
3.2.2.4 Data collection procedures for the questionnaire.....	45
3.3 Research Sampling Technique.....	46
3.3.1 Population and sample.....	46

3.4 Data Analysis Procedures.....	46
3.5 The results.....	46
3.5.1 Students' questionnaires.....	46
3.5.2 Teachers' questionnaire.....	61
3.6 Discussion and summary of the findings.....	72
Conclusion.....	73
General conclusion and recommendations.....	74

References

Appendices

الملخص

General Introduction

The mastery of speaking skill in English language is a priority for many foreign/second language learners though; oral skill is almost neglected in English Foreign Language courses. Fluency becomes the main goal that could be developed through the use of a number of tasks that require learners to attempt real communication despite limited proficiency in English language. Thus, learners would improve communication strategies and engage negotiation which is considered essential to the development of the oral skills. However, EFL learners encounter different difficulties that may affect their speaking ability such as the lack of motivation. So, engaging learners in classroom speaking activities is necessary because it gives learners opportunities to express themselves in a correct way. As a result, EFL teachers could be develop interesting technique in teaching speaking that encourage learners to communicate and interact in the classroom.

1. Statement of the Problem

The development of the speaking skill for EFL learners requires engagement and involvement due to various reasons. Thus, it is a fundamental element to engage learners to achieve an effective teaching speaking.

As a master student, we have observed that the majority of EFL learners encounter different difficulties that often hinder the learners to express themselves in oral communication which are linguistic and psychological problems.

In EFL classrooms it is observable that oral performance lacks accuracy and vocabulary. In this respect, the present study attempts the use of debate activities as a technique to enhance learners 'speaking ability.

2. Research Questions

This research seeks to answer the following research questions:

Q1: How can debate activities help EFL learners to develop their speaking fluency?

Q2: What is the impact of debate activities on learners' speaking skill?

3. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

H1: We hypothesis that debate activities can help learners to improve their speaking fluency.

H2: We do agree that the use of debate in EFL classroom will help learners to be more fluent speakers.

4. Aims of the Study

The general aim of our study is to contribute in the development of the speaking skill of EFL learners through using debate activities. Thus, it aims to describe the role of debate in improving learners' speaking performance, and engagement in the classroom.

In a specific aims, this study seeks to:

- 1.** Suggest new teaching strategy using debate activities;
- 2.** Enhance learners' speaking fluency; and
- 3.** Increase learners' participation in speaking activities.

5. Significance of the Study

This research study is meant to identify the importance of debate activities as a language tool. Debate can be used by FL teachers in order to enhance their learners' speaking skill. As well as, it tries to help learners to develop their involvement in the classroom. Moreover, debate activities are useful to overcome learner's difficulties which are affecting their speaking ability.

6. Structure of the Dissertation

This research study is divided into Three Main Chapters. The **First Chapter** is a theoretical overview of speaking including: Definitions, functions, and types of speaking. The chapter also presents criteria for speaking tasks and speaking sub-skills. Moreover, it raises the main difficulties that are affecting speaking ability; also it targets to describe some classroom speaking activities, and the role of the teacher.

While the **Second Chapter**, introduces the term debate, general overview, methods of debate, also its functions. The chapter also presents the main advantages of debate, the basics of debating ability, and cast involved in debating. Therefore, we shall discuss debate procedures, as well the debate formats.

Finally, **the Third Chapter** is a field work of the study. We will analyse and discuss the obtained data using questionnaires for students and teachers. It also presents the findings, and the discussion of the results. As a result, we will illustrate a general conclusion and some recommendations.

7. Research Methodology

We find it appropriate to choose the descriptive method in the present research study due to the nature of the topic. We will rely on one main data collection method: a questionnaire for EFL learners (Third Year LMD students at the Section of English in the University of Biskra) to survey their perceptions of using debate as a teaching strategy, and another questionnaire for teachers of oral expression to gather data about teachers' opinions towards debate technique and its role in developing EFL learners' speaking ability.

8. Literature Review

The speaking skill is a crucial skill for learning a foreign language, but it is not taken into consideration and was almost neglected. However, English language nowadays has become the main tool of communication around the world. Thus, more importance and attention should be given to oral communication in order to enhance learners' speaking skill fluency.

According to Bahria (2013), this study has explained to what extent does debate activities can improve learners' speaking skill. The researcher hypothesised that if teachers use debate activities, learners will be able to speak English fluently. Moreover, this work aimed to enhance learners' speaking English in the university level. The researcher adopted qualitative approach through using questionnaire for both teachers and students. The findings showed that debate activities can offer many opportunities for teachers and their students to develop their abilities and creativity.

Somgai (2015) investigated the implementation of debate technique to improve learners' speaking ability. The research question was to what extent does debate can

enhance learners' English speaking skill. He hypothesised that by adopting debate in teaching, learners will develop their speaking skill. Moreover, this study aimed to investigate the effectiveness of using debate technique in improving English speaking ability. Therefore, the researcher adopted a mixed approach both qualitative and quantitative. The findings stated that debate could help students to think critically and motivate them to improve their speaking performance.

Another study Hasanah (2012), she has proved that the implementation of debate activities can improve the learners' speaking skill. Also, the researcher question was how far the use of debate technique can develop the learners' speaking performance. She hypothesised that by using debate technique in teaching, learners will enhance their speaking ability. The main objective of this study was to describe the implementation of debate technique in speaking and measure the improvements of learners' speaking skill. Also, the researcher opted for classroom research. The results showed that debate is an effective strategy in improving learners' speaking skill competence.

As a conclusion, the use of debate activities is a fundamental technique to improve EFL learners' speaking fluency since written activities are no more reliable as an assessment tool. Therefore, through this study we seek to prove the credibility of using debate activities to enhance learners' speaking skill, and to show that the adopting of this technique by teachers of oral expression can be very interesting.

9. Limitations of the study

The current study has the following limitations:

1. This study is limited to 3 rd year students of English Department in Biskra University. So, the results cannot be generalized to other students' sample.
2. The study also limited to investigating only the speaking skill and cannot be generalize.
3. Another limitation of the study is lack of sources concerning the debate.

CHAPTER ONE: SPEAKING SKILL

Introduction

This chapter, first of all, presents the main definitions of speaking skill. We will demonstrate the types and functions of speaking, speaking subskills, and criteria for speaking tasks. Besides, this part discusses some classroom speaking activities, and the factors that are affecting EFL learners' speaking ability. Moreover, we bring to the forefront the teacher's main roles in the classroom.

1.1 Speaking: Definitions

Various definitions have been given by many researchers to the speaking skill. According to Oxford Dictionary of Current English (2009), speaking is the action of conveying information or express one's thought and feeling in spoken language"(p.352).Also Luoma (2004, p.1) argues that,"speaking in a foreign language is very difficult and competence in speaking takes along time to develop". She means that speaking is not an easy skill; it requires some practice and experience to be thoroughly developed. Chany(1998) adds that speaking "is the process of building and sharing meaning through the use of verbal and non- verbal symbols, in a variety of context" (as cited in Kayi p.13). It is also defined by Macky (1978) "as the most complex of linguistics skill, since it involves thinking of what is to be said while saying what has been taught" (as cited in Abid, 2017, p. 16).

In the light of these definitions, speaking is a complex process of exchanging thoughts and information and mastering it is strongly required.

1.2 Types of Speaking

Brown (2004) has stated five types of speaking according to speakers' intentions: imitative, intensive, responsive, interactive, and extensive (p. 141).

1.2.1 Imitative speaking

According to Brown (2004) imitative speaking refers to the one's ability to repeat words, phrases and sentences. It is a purely phonetic level of oral production. This kind of speaking is designed for classroom interaction between teachers and learners.

1.2.2 Intensive speaking

Brown (2004) argues that intensive speaking includes particular concern on grammatical or phonological aspects, which help learners to increase their performance. Examples of intensive assessment tasks include directed response tasks, reading aloud, and sentence or dialogue completion.

1.2.3 Responsive speaking

Brown (2004) claims that responsive assessment tasks include interaction and test comprehension, but at the limited level of short conversations, small talk and simple requests or comments. The stimulus is almost a spoken prompt in order to keep authenticity.

1.2.4 Interactive speaking

Brown (2004) views that interactive and responsive speaking are similar, both of them differ in terms of length and complexity of interaction. Interaction has two forms: transactional language (Its purpose is exchanging specific information), and interpersonal exchanges (Its purpose is maintaining social relationships).

1.2.5 Extensive speaking

This type is also called monologue. Extensive oral production tasks include speeches, story telling and presentation, in which it increases to exchange the interaction from listeners which is highly limited or excluded. Language style is more formal for extensive tasks, but we can omit certain informal monologues such as causally delivered speech.

1.3 Speaking: Functions

Numerous of researchers have attempted to classify the functions of speaking. According to Richards (2008, p.21-28) the functions of speaking are divided into three categories talk as interaction, talk as transaction, and talk as performance as bellow:

1.3.1 Talk as interaction

When people meet, they exchange greetings and engage in talking. This refers to conversation. The focus is more on the speakers and how they want to present themselves to each other than the message. Such exchanges may be causal or formal according to the circumstances and their nature.

- Example of talk as interaction: chatting to school friend over coffee (causal conversation that serves to mark on ongoing friendship).

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

- Has a primarily social function.
- Reflects role relationships.
- Reflects speakers' identity.
- May be formal or causal.

- Uses conversational conventions.
- Reflects degrees of politeness.
- Employs many generic words.
- Use conversational register.
- Is jointly constructed.

1.3.2 Talk as transaction

It refers to situations where the focus is on what is said or done. The message is the central focus and making oneself understood clearly, rather than the participants and their way of interaction. Burns(1998) distinguishes between two different types of talk as transaction.

- **Situations**

The focus is on delivering and receiving information where participants focus is on what is said (For example, asking someone for direction). No need to accuracy at this stage as long as information is communicated.

- **Transaction**

It focuses on obtaining goods or services, such as checking into a hotel or ordering a food in a restaurant.

- Example of talk as transaction: classroom group discussion and problem-solving activities.

The main features of talk as transaction include:

- It has a primarily information focus.
- The main focus is on the message, rather than the participants.

- Participants employ communication strategies to make themselves understood.
- There may be frequent questions, repetitions, and comprehension checks.
- There may be negotiation digression.
- Linguistic accuracy is not always important.

1.3.3 Talk as Performance

Richards (2008) points out that talk as performance refers to public talk that transmits information before an audience, such as classroom presentation, and speeches. Talk as performance often follows a recognisable format, and is closer to written language than conversation language.

- Example of talk as performance: giving class report about a school trip.

The main features of talk as performance are:

- A focus on both message and audience.
- Predictable organization and sequencing.
- Importance of both form and accuracy.
- Language is more like written language.
- Often monologic.

1.4 Speaking Sub-Skills

There are several sub-skills under the speaking skill that learners should take into consideration. If English Foreign Language learners master all of these subskills, they can achieve the main goal which is speaking English language effectively. Lackman (2010, p.3) explains the speaking skills and its application.

1.4.1 Fluency

Learners practise speaking with a logical flow without planning or rehearsing.

Application

Activities require learners to concentrate on meaning in communication without immediate concern for accuracy.

1.4.2 Accuracy with words and pronunciation

Learners practice using words, structures and pronunciation accurately.

Application

Learners need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common ways of working on accuracy.

1.4.3 Using functions

Learners use specific phrases for purposes such as giving advice, apologizing.

Application

Role play and simulations are effective strategies which stress that verbal communication is for a reason or function.

1.4.4 Appropriacy

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

Application

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

1.4.5 Turn- taking skills

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

Application

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

1.4.6 Relevant length

Learners practise speaking at a length suitable to a situation.

Application

Activities demonstrate that the purpose of speaking or the context decides the appropriate length of a turn.

1.4.7 Responding and initiating

Learners practise managing a conversation by making responses, asking for a response or introducing a new topic.

Application

Activities which get learners to practise managing a conversation in an appropriate way with specific words. Gestures and other paralinguistic tools are also used in conversation management.

1.4.8 Repair and repetition

Learners practise repeating or rephrasing parts of a conversation when they suspect that what was said was 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 listener. Learners can practise repairing when they suspect they have not been understood.

1.4.9 Range of words and grammar

Learners practise using particular grammar and vocabulary for speaking on a specific topic or for doing a specific task.

Application

Learners need to know a range of words and grammar and have the ability to choose the most appropriate words and structures for a specific activity.

1.4.10 Discourse markers

Learners practise using words which organise a talk such as firstly, secondly, on the other hand.

Application

When learners are required to take a particularly long turn, for instance a presentation, they use specific words to help the listener recognise how their talk has been organised.

1.5 Criteria for Speaking Tasks

Thornbury (2005, p.90-91) suggests some conditions that are needed in speaking activities to increase learners' chances in learning speaking are as following:

1.5.1 Productivity

Speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use. If learners can do an information gap activity by exchanging individual words, the task may hardly justify the time spent setting them up. This case is only possible if learners are speaking mainly in their mother tongue.

1.5.2 Purposefulness

Language productivity can be raised by making sure that a speaking activity has a clear outcome, especially which requires learners to work together to accomplish a common purpose. For instance, the aim of having to reach an agreed decision can motivate the participation of all learners. Requiring learners to report on their discussion to the class is an operative way of ensuring a great degree of commitment to the activity.

1.5.3 Interactivity

Activities should require learners to take into consideration the influence they are having on their audience. Even formal speaking tasks, such as presentation should be performed in situations where there is at least the possibility of interaction.

1.5.4 Challenge

The task should stretch the learners, so that they are forced to draw on their available communicative resources to achieve the outcomes. This will help them experience the sense of achievement; even degree of challenge is too high this can be counterproductive or reducing learners to speak in their mother tongue. The teacher needs to be sensitive to the degree of difficulty a task presents individual learners and to set the activity accordingly.

1.5.5 Safety

Thornbury (2005) views that while learners should be challenged; they also need to feel confident. That when meeting those challenges and attempting distinct language use. The classroom should provide the right qualification for experimentations, including a supportive classroom and non-judgmental behaviour to error on the part of the teacher.

1.5.6 Authenticity

According to Thornbury (2005), speaking tasks should have some relation to real life language use. If not, they are poor preparation for autonomy. Many classroom activities such as drills and language games can be justified on the grounds that they serve the needs of awareness. But, in order to become autonomous, learners will need to experience a quality of communication in the classroom that is the same as communication

outside the classroom. This means learners will need to perform in real operating conditions.

1.6 Classroom Speaking Activities

The teacher should carefully select classroom speaking activities that could help him/her to overcome the problems that EFL learners encounter in classroom.

1.6.1 Information gap activities

Kayi (2006) points out that in this activity, the learners are supposed to work in pairs. One learner will have the information that other partners do not have. The partners will share this information. This activity could serve many purposes, like solving a problem or collecting information. Also, every partner may play an important role because the task cannot be completed if the partners do not provide the information the others need. Information gap activities are effective because each learner has the opportunity to talk extensively in the target language.

1.6.2 Simulation

Harmer (2007) defines simulation as an activity that is seen to be similar to role play; but it is more elaborated. In simulation learners emulate a real life encounter, such as a business meeting, an interview or a conversation in a hotel as if they are doing so in the real world. They play the role of various characters, and express thoughts and feelings they do not necessarily share. Simulation can be used to encourage learners' oral fluency and allow them to be creative.

1.6.3 Survey

According to Thornbury(2005), surveys involve asking and answering questions in order to complete a questionnaire or survey based on a topic that the teacher has submitted or in the coursebook; for example, the learners may be asked to prove or disprove the claim. The idea from survey is that learners have to prepare in pairs or groups some questions; then, these learners will mill around, asking the question and noting the answers, before returning to their original groups to gather the findings. A spokesperson from each group reports the group's findings to the class. After that, the class could decide whether or on the claim is justified.

1.6.4 Role play

Ladousse (1987) claims that role play is one of the communicative techniques that can develop fluency, promote interaction in the classroom. When learners assume a role, they play a part either their own or somebody else in a specific situation. Play means that the role is taken on in a safe environment in which is innovated and playful. Role play is a simple technique to organise, highly flexible, and leaving more scope for the exercise of individual variations and imagination.

1.6.5 Story telling

According to Kayi (2006), learners can briefly tell a story they heard from somebody beforehand; or they may create their own stories. Story telling confirms creative thinking, and helps learners to express their ideas in the format of beginning, development and ending, including the characters and setting. Learners also can tell riddles or jokes. For example, at the very beginning of each class, the teacher may ask some learners to tell short riddles or jokes as an opening. Through story telling the teacher will address learners' speaking ability, he also gets the attention of the class.

1.7 Difficulties that EFL Learners Encounter in Speaking

In EFL classes, learners may face many factors in oral production. These can be divided into two types: linguistic and psychological factors.

1.7.1 Linguistic factors

According to Thornbury (2005), linguistic knowledge plays an important role in the speaking skill. If any characteristic of this knowledge is lacking, learners can face difficulties in their performance. These factors are lack of vocabulary, grammar mistakes, and pronunciation mistakes.

1.7.1.1 Lack of vocabulary

Learning vocabulary is an important part of learning a foreign language. Learners have to select an appropriate and adequate vocabulary in order to achieve a real communication. Thornbury (2005) thinks, "Spoken language also has a relatively high proportion of words and expressions that express the speaker's attitude to what is being said" (p. 22). Thus, lack of vocabulary is one of the main factors that hinder learners from expressing themselves and speaking in the classroom.

1.7.1.2 Grammar mistakes

Learning grammar is an essential aspect that helps students to gain confidence in their speaking ability. Davis and Pearse (2000) state that foreign language learners often prefer keeping silent rather than producing wrong grammatical structure in front of their teachers and classmates (as cited in Abibsi, 2017). Therefore, grammatical mistakes is one of the difficulties that affect learners' speaking performance.

1.7.1.3 Pronunciation mistakes

Speaking English language fluently means having a good pronunciation. Thus, EFL learners need to be aware of the rules of sounds, such as intonation and stress. According to Bada, Genc and Ozkan (2011), the importance of pronunciation in the speaking skill with taking into consideration limited time to understand recall words (as cited in Abibsi, 2017). Pronunciation is one of the barriers that lead to the difficulty of speaking during classroom activities.

1.7.2 Psychological factors

As Juhana (2012), there are some psychological factors that hinder learners from practising their speaking in English class. The main psychological factors that affect the learners' speaking skill include: shyness, lack of vocabulary, lack of confidence, fear of making mistakes, anxiety, and lack of motivation, overcrowded classroom.

1.7.2.1 Shyness

According to Gebhard (2000), shyness is an emotional thing that learners suffer from at some time when they are required to speak in English class. This shows that shyness could be a reason for many problems in learners learning activities in the classroom especially in the class of speaking. Moreover, paying attention on this factor is important in order to help learners do their best in their speaking performance in the classroom (as cited in Juhana, 2012).

1.7.2.2 Lack of confidence

In EFL classes, some learners prefer to keep their ideas, and opinions to themselves because they are not sure about their ability to engage in speaking activities. It is often understood that the learners' lack of confidence usually happens when learners realise that

their conversation partners have not understood them or when they do not understand other speakers. In such a situation, they would rather keep silent while others do talking showing that the learners have a lack of confidence to communicate (Jhuana, 2012).

1.7.2.3 Fear of making mistakes

Fear of making mistakes becomes one of the main psychological factors that is affecting learners 'speaking performance in English in the classroom. In this respect, Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. Therefore, it is influenced by the learners' fear of being laughed at by other classmates or being criticised by the teacher. As a result, learners stop participating in the speaking activity (as cited in Juhana,2012).

1.7.2.4 Anxiety

Anxiety is not a serious physical or mental illness, but can be extremely distressing or poor opinion of self. Anxiety often happens when learners believe that their classmates will think badly or judge them. According to Scoval (1978), anxiety in learning is emotional state of apprehension, a vague fear that is only indirectly associated with an object (as cited in Said, 2015, p.113). Learners cannot neglect the existence of being afraid and have a great tension when they think of foreign languages (Ortega, 2009), (as cited in Aryanti, 2012).

1.7.2.5 Lack of motivation

Some EFL learners lack the needed motivation to speak in English language. Actually, motivation is the fundamental strength which decides whether or not a learner starts in tasks, how much power s/he devotes to it, and how long s/he preserves (Littlewood, 1984). The developement of communicative skills can place if learners have

the motivation to express themselves and communicate with others around them (Littlewood, 1981), (as cited in Al-Hosni, 2014).

1.7.2.6 Overcrowded classrooms

Overcrowded classrooms often considered to be one of the major difficulties for both learners and teachers and for the learning process. The latter may affect two interrelated parts of teaching which are time and management. According to Martus (1999), overcrowded classrooms are made of large number of socially and economically diverse learners. The international development in the United States of America defines an overcrowded classroom as one with 40 or more learners. However, large classrooms often prohibit EFL learners from getting an equal chance of speaking during oral performance (as cited in Muthusamy, 2015).

1.7.2.7 The use of mother tongue

It is obvious that EFL learners depend on their mother tongue in classroom rather than the target language because of their shyness, lack of vocabulary, or being demotivated to communicate during speaking activities. According to Baker and Westrup (2003, p.13) , barriers to learning can occur if learners knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language. This shifting from the target language to the first language allows them to express their thoughts and communicate effectively (as cited in Saf, 2015).

1.8 The Role of the Teacher

According to Harmer (2007, p.108-110), the teacher has several roles in the classroom. S/he can be controller, prompter, participant, resource and tutor.

1.8.1 Controller

Harmer (2007) argues that when teachers act as controllers. They are in charge of the class and the activity. Controllers take the register, organise drills, tell learners things, and read aloud and in other different way exemplify the qualities of a teacher-fronted classroom. They view job as the transmission of knowledge from themselves to their learners. Sometimes acting as a controller makes sense. For instance, when giving explanations, organising questions, and lecturing. Moreover, in many educational contexts, it is the most common teacher, and teachers fail to go beyond it since controlling is the role are used to and are most comfortable with.

1.8.2 Prompter

In some classroom activities learners lose the thread of what is going on, or they are lose words. They may not be sure of how to proceed. In such situations, the teacher acts as a prompter who lets students work things out of themselves and prompt them forward in a discreet and supportive way. In this role, the teacher should encourage learners to take a part in all speaking activities.

1.8.3 Participant

Teachers are usually stand back during classroom speaking activities, let learners get on and intervene later to offer feedback. However, sometimes the teacher may join in an activity and act as a participant. This simply means that the teacher can live things up from the inside instead of always having to prompt. Also, the learners will enjoy having the teacher with them.

1.8.4 Resource

In some activities, such as presentation or group of writing, the learners need to see their teacher as resource. They may ask how to say or write something, or want information about where to look for something. The important job of the teacher as resource is to encourage learners to use resource material for themselves, and to be more independent in their learning. For instance, instead of answering each question about what a word means, we can guide students to a good dictionary.

1.8.5 Tutor

Harmer (2007) asserts that it is difficult for the teacher to be a tutor in a large group since it implies more intimate relationship. However, when learners are working in groups, the teacher can round the class, and offer guidance and care needs to be taken. It is important for the teacher to act as a tutor which gives learners a chance to feel supported and helped also, the classroom atmosphere is enhanced.

Conclusion

To sum up, we have attempted through this chapter to shed light on the speaking skill. Speaking is a productive skill which is very important to evaluate EFL learners' level. So, teachers have to follow certain strategies in teaching speaking for these learners. In the oral expression course, which is the best atmosphere for learners to enhance their speaking abilities, learners have to participate and communicate in order to achieve a high level in oral performance during classroom speaking activities. However, many EFL learners do not participate because of some difficulties we have discussed in this chapter, such as linguistic and psychological factors.

In the next chapter, we shall introduce an overview of debate technique. Our focus will be on the debating forms in the classroom.

CHAPTER TWO: DEBATE

Introduction

This chapter is devoted to analysing the main definitions of debate. We are going to demonstrate a general overview of debate, methods, and functions, also its main advantages. Moreover, we shall introduce the basics of debating ability, procedures, and the cast involved in debating. Furthermore, we will discuss debate formats.

2.1 Debate: Definitions

Debate is a fundamental technique in enhancing learners' speaking ability. According to Oxford American Word power Dictionary (1998), "Debate is a formal argument or discussion of a question at a public meeting or in Congress" (p.99). Also, Somgai and Janssem (2005, p.28) define debate as, "A speaking situation in which opposite points of view are presented and argued". Krieger (2005) states that "Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways" (p.1). Halverson (2005) says that debate pushes students to think about the multiple sides of a subject and it also pushes them to cooperate and to interact and not just with the details of a given topic, but also among them. Zare and Othman (2013) reveal that debate has the potential to develop speaking ability, since the activity requires more of speaking practices and verbal discussion among debaters.

To sum up, debate is the process of presenting ideas or opinions in which two opposing parties try to defend their arguments. It is a formal discussion, often with a moderator, an audience, and participants.

2.2 Debate: An overview

According to Zare and Othman (2013), the history of debate dates back to Protagoras who is known to be the father of debate for inquiring it in an educational environment over 2400 years ago in Athens, Greece. Debate was first combined in American higher education in the 19th through 20th centuries, but it lost its popularity as a teaching tool till 1980s. However, it became current again in the United States and has been practiced over the last three decades. It provides a good educational experience for learners in high schools and universities. The use of classroom debate has been expanded to students regardless of their academic level. Through debate, learners learn how to reason, to analyze, and to clarify ideas and present arguments.

2.3 Debate: Reviewing Main Methods

Debating in the classroom can take many forms. The following debate methods offer opportunities to increase learners understanding and involvement. Vargo (2012, p. 5-6) argues that there are five types of debate: four corner, role play, fishbowl, and think-pair share and meeting house.

2.3.1 The four corner debate

According to Vargo (2012), the four corner debate starts with a question or statement. The four corner of the classroom are labeled "strongly agree", "agree", "disagree" and "strongly disagree". After personal consideration, the learners move to the corner that represents their position on the issue. Then, the groups in each corner work together and come up with arguments for their position. After a specified time for group discussion, each group presents their strongest arguments to the other groups. This form of debate directly counters the argument of dualism, showing there are more than two-sides to an issue, and often variation of the sides.

2.3.2 Role-play debate

Learners act different characters in a situation. For example, in the issue of national health care, learners could be assigned to various roles, such as a doctor, patient, judge. Through the debate of the issue from various points of view, the learners can broaden their understanding.

2.3.3 Fishbowl debate

Vargo (2012) claims that fishbowl debate usually involves grouping chairs in a circle pattern, and can take various forms. Many chairs are put in the circle for teams representing the positions of the debate. Other chair can be added for representing the audience. An empty chair can be added permitting someone to ask or make an argument in order to enhance attention among the audience.

2. 3.4 Think- pair- share debate

Learners think and have notes about the issue, then pairs are formed to work together. Learners compare their notes and make lists to support both sides of the issue. Next, pair of two is joined to another pair. Finally, the new group presents their position and reasons to the class.

2.3.5 Meeting house debate

In a meeting house debate, each team makes an opening argument. The class is given the chance to ask each side, and the teacher acts as a moderator ensuring every side gets an equal amount of time to argue. In order to motivate more classroom participation, teacher could assign cards to every learner. After each question the questioner gives up one card, when a learner is out of, s/he cannot ask another question until all then learner run out of the cards.

2.3.6 Problem solving debate

Vargo (2012) states that problem solving debate usually involves eight learners and four learners are assigned to each team. One learner from each side presents their position. The next two pair learners 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 is a practice that requires language skills, as well as the skills of presentation and delivery. Debaters need updated information about new issue. While presenting arguments, debaters require standard delivery skills to convince the audience. Alsamari and Ahmed (2012, p. 148-149) claim that there are five functions as below.

2.4.1 Ice breaking

Debate is helpful to ice break in English Foreign Language classes, especially in the first classes where learners are anxious about using English language. Sometimes, teachers ask learners to come in front of the classroom and speak which increases learners' fear towards English language. But it will be more useful if teachers introduce simple topics to their learners and ask them to comment on those topics. The learners will be motivated to take part in discussion. So, learners will be encouraged to talk in English. Teachers' role should be encouraging, as well as motivating.

2.4.2 Listening

According to Alsamari and Ahmed (2012), learners can develop their listening skills through practising debate by using listening aids like radio, talk shows and PC. Learners will listen and watch at the same time to conversation, speech, talk shows, and news. Also,

teachers will give feedback on the discussion which should focus on sounds and pronunciation, accent, the use of words, technical words and jargon. In this case, teachers may use their notes on learners' difficulty in pronouncing specific sounds and words.

2.4.3 Speaking

In many EFL settings, learners are scared of speaking in English language due to their poor background knowledge and lack of practice. The use of debate in EFL classes will drive out learners fear about language. Therefore, regular practice of debate will enhance learners' fluency, pronunciation and vocabulary. Besides, they will be familiar with jargons and technical terms. Teachers will act as moderators and facilitate learners' learning through providing feedback on speeches with particular concentration on delivery of gesture, posture, stress, and intonation.

2.4.4 Reading

Debating requires knowledge of many interrelated disciplines and areas. It traces wide study of different social, economic, and political issues. Studies into these disciplines enrich learners' level of knowledge. Also, they improve their reading skills and vocabulary. If debate topics are announced earlier, learners can gather data and make discussion. Thus, they can develop their reading habits. Teachers also introduce learners to various sources of information such as magazines, books and websites. Through this practice, learners can prepare themselves for taking part in debating.

2.4.5 Writing

Alsamari and Ahmed (2012) state that through debating learners can enhance their writing skills too. While writing debate scripts, learners practise writing in a very organised way for writing they need to brainstorm on the topics. Thus, they will learn how to think about a topic in a systematic manner to link between points. Therefore, if learners get debate

topic earlier, they will learn the process of prioritising the points. Through this practice, the learners will learn writing argumentative paragraphs and essays. In this case, the learners will master limiting topics, writing topic sentences also making outlines

2.5 Advantages of Debate

As a communicative and interactive technique, debate can be integrated into the classroom context and enhance learners' speaking skill. Debate has many advantages which are:

1. Debate allows learners to share and cooperate with one other.
2. It educates the learners about responsibility, and encourages creativity.
3. Debate develops learners' communication and research skills.
4. Debate helps you learn to 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 (Somgai and Jansem, 2015, p. 28).
6. Barkley et al (2005) state that there are three benefits of debate:
 - Firstly, debate can improve learners' motivation to practice their spoken language.
 - Secondly, it can encourage learner's critical thinking and improve learners speaking ability in oral communication.
 - Thirdly, it grows learner's tolerance and recognition of their classmates' opinions (p. 29).
7. Debate reinforces all four language skills. Learners will become involved listeners and more effective speakers through their presentations, and they will develop strong reading, writing, and note taking skills during debate preparation.

8. Debate promotes collaboration and cooperation by having work in pairs or teams to share ideas.

9. Debate helps to develop learner's analytical skills in all areas of academic research.

10. Through debate learners discuss and organise their points of view of one side of an argument they are able to discover new information and put knowledge into action.

2.6 The Basics of Debating Ability

According to Kidd (2002), the basics of debating mainly are:

2.6.1 Style

Style is the most important base of debating to master. It is the way in which you communicate your arguments. Content and strategy are worth little unless you deliver your material in a confident, and persuasive way.

2.6.2 Speed

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

2.6.3 Tone

Listening to one tone for a whole presentation is tedious. Varying tone is what makes you seem interesting.

2.6.4 Volume

In (2002), Kidd views that speaking loudly is sometimes a necessity. However, it is not important to shout in every debate. There is no need to speak more loudly than the volume at which everybody can hear you because shouting does not win debates. Speaking too quietly is disastrous since no one will be able to hear you.

2.6.5 Clarity

Debate is the ability to concisely express complex issues. The main reason people begin to sound unclear is that they lose the stream of thoughts which is keeping them going. Also, it is important to keep it simple. While long words may make you sound smart, they may also make you incomprehensible.

2.6.6 Use of notes and eye contact

There is no point trying to talk without notes. They are fundamental but they must be brief and well arranged to be valid. Notes should never become curious and loss your contact with the audience, and they should ever be read from literatim. Most people sketch out the main headings of their speech, with brief notes under each.

When writing notes for reply during the debate. It is better to use a separate sheet of paper so you can write down the details of what the other speakers have said. Next transfer an outline onto the notes you will be using.

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

2.6.7 Content

Content is what you actually say in the debate. The arguments used to develop your own side's case and reply the opposite side. 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.

2.7 Debate Procedures

There are some procedures of debate according to Halverson (2005), in a speaking classroom debate can take the following steps:

- First learners must be aware of a debatable topic and of the variety of potential positions that can be taken on the topic.
- Learners should be given an opportunity to research the topic somehow and to make their own opinions on the issue.
- Next, pairs or small groups should be formed where like-minded learners can share their opinions and gain information from others. During this step learners should be motivated to think about the arguments that will come from the other side and how can respond to these arguments.
- After that, some form of debate must take place where the two sides share their opinions and present their arguments. It could take the form of a classical debate, with opening and closing arguments from both sides.
- Then, the instructor should follow-up with a summary of the opinions and views expressed by all sides and assessments of their strengths and weaknesses.
- In the final step, the learners and instructor should be allowed to express their opinions on which side made the case most convincingly. This step is essential which helps the learners understand that debate process. This can lead to real results and provide some sense of closure on the topic.

2.8 The Cast Involved in Debating

According to Sanchez (2014, p. 10-12), debating is a team sport, as it is the case in many sports. There are always learners involved at both front-end and back-end which are as the following:

2.8.1 The debaters

At the front end you have the debaters, also called speakers or players. Debaters have to prove their work in the three components of the decision making process which are style, content, and strategy. A debaters' performance often focuses on research, selecting materials, data, and preparing his/ her argumentation.

2.8.2 Chairperson and timekeeper

Each debate has a chairperson. S/he takes the role of a moderator, introducing the proceeding of the debate, the names of the teams, speakers, and judges. The information should be displayed on a blackboard. The information provides some assistance to both the audience and the judges about who is recently speaking and where we are in the debate.

While the timekeeper keeps the time, using a timing device (stopwatch, mobile-phone) and announces the debaters' times orally or writes on the classroom board.

2.8.3 The judge

The judge watches the debate and assesses to what extent the teams have performed their respective roles as either proposition or opposition in terms of style, content, and strategy. The judge fills in a mark sheet, is also encouraged to give both constructive and objective feedback to debaters.

2.8.4 The coach

The coach has a more distant view of case, making process and guiding the debaters towards what could be the best approach on the discussion matter. S/he assists the speakers in creating their case, arguments, reasoning and finding examples. He also helps in setting a schedule for preparation sessions, encouraging the debaters to prepare their speeches, and witnessing the debate.

2.8.5 The audience

It is good for the debaters, not only to speak to the judges and teammates, but to the audience, as well. The audience can be seated in front of the judges.

2.8.6 The tabber

Every competition has a person or small team in charge of entering and adding up the results written on the judge's mark sheets and publishing the team ranking in each round, as well as the speech ranking to decide the best tournament speaker.

2.9 Formats of Debate

According to Goodnight (1993), there are different formats of debate with specific procedures. The four main formats are as following:

- 1. Standard debate format:** It is used most often by beginner debaters.
- 2. The cross- examination format:** It is used in most tournaments at high school and college level.
- 3. The Linclon Dogulas format:** It is a popular format for debating value issues.
- 4. Simplified debate format:** It is used mostly with non- native speakers. (as cited in Ramadan,2015, p. 26).

In the current study, we will adopt for simplified debate format for two main reasons. First, it is a two person team. Second, using simple topics allows the learners to avoid the common challenges while trying to translate complex thoughts from their mother tongue to second language.

2.9.1 Simplified debate format

According to Lustigova (2011), a basic format for both simplified debate includes the following:

- Affirmative team speech.
- Opposing team speech.
- Affirmative team rebuttal.
- Negative team rebuttal.
- Questions/answers from teams, field questions from audience.
- Affirmative closing argument.
- Negative closing argument.
- Audience assesses argument persuasiveness.
- Teacher provides constructive feedback. (p.21).

According to Herig (2007), all debates have a format which the participants are expected to follow. This format usually prescribes how much time each side gets, what order the speech will be given in more details and what is expected to occur in each speech (p.7). The following table shows the debate format and time limits.

Affirmative Constructive	6 Minutes	In this prepared speech, the affirmative present their arguments in favor of the resolution. The speech should be pre-written.
Cross-Examination	3 Minutes	The 1 st Negative Speaker cross-examines the 1 st Affirmative Speaker.
Negative Constructive	6 Minutes	In this prepared speech, the negative presents their arguments in opposition to the resolution. The speech should be pre-written and is not expected to directly address.

Cross-Examination	3 Minutes	The 2 nd Affirmative Speaker cross-examines the 1 st Negative Speaker.
1 st Negative Rebuttal	5 Minutes	The purpose of this speech is for second Negative Speaker to refute the arguments presented in the affirmative constructive.
Cross-Examination	3 Minutes	The 1 st Affirmative Speaker cross-examines the 2 nd Negative Speaker.
Preparation Time	2 Minutes	
1 st Affirmative Rebuttal	7 Minutes	The second Affirmative Speaker should first refute the arguments presented in the negative constructive. Then, the speaker should answer the attacks made in the 1 st negative rebuttal.
Cross-Examination	3 Minutes	The 2 nd Negative Speaker cross-examines the 2 nd Affirmative Speaker.
Preparation Time	2 Minutes	
Affirmative Rebuttal	4 Minutes	The first Affirmative Speaker should divide this speech between the negative and affirmative cases. The debater must both rebuild the affirmative attacks on the negative constructive and rebuild his or her own case.
Preparation Time	2 Minutes	
Negative Summary	3 Minutes	The 2 nd Negative Speaker presents their closing argument. This speech should summarize the primary reasons for the judge to reject the resolution based on the arguments made and evidence present throughout the debate.

Preparation Time	2 Minutes	
Affirmative Summary	3 Minutes	The 2 nd Affirmative Speaker presents their closing argument. This speech should summarize the primary reasons for the judge to affirm the resolution based on the arguments made and evidence present throughout the debate.

Table 2.1: Debate format and time limits (Source:Hering, 2007)

2.9.2 Simplified methodology in practice

Lustigova (2011) argues that when teaching debate to intermediate and lower classes, it is best to start with the straightforward process of formulating and becoming aware of their own opinions while introducing a number of language structures, grammar issue and vocabulary.

Harmer (2007, p. 84) claims that "simplified debate concentrates the content of the EFL learner's speech, thus allowing the students to focus on improving their skills by using knowledge already grasped", and further explains that "skills integration is a major factor in a lesson planning". Lesson's preparations for the learners debate included:

- Topic definition ;
- Class warm-up discussion ;
- Pre-reading warm-up questions ;
- Reading short stories or texts from course textbooks on current topics or debatable issues ;
- Comprehension questions ;
- Reading, watching and listening to recorded debates or videos on a given topic ;
- Comprehension exercises ;
- Vocabulary review of useful debate phrases ;

- Discussion of where debate may be applicable to real-life situations. (p.22).

2.9.3 Assessing simplified debate

According to Lustigova (2011), when assessing simplified debate you need to follow certain steps as below:

- Concentration on the organization, use of arguments, and use of examples and facts.
- Provide feedback primarily from the language' use point of view.
- How language was used and why.
- Improved opinion-indication phrases.
- Increased diplomatic approaches and referencing of external opinions to support individual opinions.

Conclusion

To sum up, this chapter focused on debate activities as an essential technique in the development of speaking. The teacher can improve the learners' speaking ability through using debate because it offers an opportunity for teachers to motivate their learners to work in groups, to increase responsibility in the classroom, and engage learners in the course. Overall, the study of debate has demonstrated positive results in students learning and has shown an improvement in learners' preparation and engagement. The use of various types of debate could create a positive classroom environment and reach a high level in oral performance.

In the next chapter, we will be concerned with the field work and data analysis of the present research.

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction

In the previous two chapters, we have dealt with the literature related to the role of debate activities in enhancing learners' speaking skill. The third chapter presents the field work and the analysis of the collected data, and we are going to use questionnaire to check out the hypotheses under-investigation. Consequently, we use two main questionnaires one is administered to third year students of English department at the University of Biskra, and the other one is administered to the teachers of oral expression.

This chapter aims to obtain students' perceptions of debate activities, also teachers' opinions towards debate as a teaching strategy.

3.1 Research Methodology: Theoretical background

3.1.1 Research Approach

The research methodology underlying this study was selected because it serves our research nature. In general, research approach is the theoretical frame work that underlies a particular study. Research approaches can be divided into: a quantitative approach, a qualitative and mixed-method approach.

Consequently, since the main aim of the present study is to draw general description about the importance of debate in enhancing EFL students' speaking skill. The researcher intended to use the qualitative approach. The selected approach assumed to be appropriate to investigate the participants' perceptions towards using debate as teaching strategy in EFL classes.

3.1.2 Research Strategy

According to Dornyei (2007), there are eight strategies namely: case study, ethnographic, phenomenology, experiments, grounded theory, action research, mixed-method and longitudinal. Chelli (2017) explains that case study allows the researcher to explore a single phenomenon bounded by time and activity, and collects information through variety of data collection procedures over a sustained period of time.

3.1.3 Data Collection Methods

The selection of the appropriate data collection method depends up on the type of the research approach and strategy. The data collection methods allow the researcher to collect data from different sources by using various tools as questionnaire, observation and interview. In this present study, we are going to use a questionnaire to investigate the hypotheses. So, we use two main questionnaires, one is administered to third year students of English department at Biskra University, and the second is administered to the teachers of oral expression.

3.1.3.1 Questionnaire

A questionnaire is a very practical way of collecting useful data from a large number of individuals. According to Chelli (2017), a questionnaire is a set of questions which are used by the researcher in order to discover the respondents' attitudes, thoughts and beliefs. Mainly, questionnaires can include several types of questions, such as close-ended questions, open-ended questions, and also both of these. Therefore, questions are the most used tool in research because they are easy to be administered and interpreted by the researcher.

3.2 Research Methodology: Procedures

The research design of this study was organised into sections. Each section presents the aim, description and validation of each of the questionnaires.

3.2.1 Students Questionnaire

3.2.1.1 Rational and aim

This questionnaire aims to discover students' perceptions, experiences towards using debate in oral expression classes, as well as its impact on their speaking performance. It also intends to identify the main factors affecting speaking skill.

3.2.1.2 Description of the questionnaire

The questionnaire was submitted to a sample of third year LMD students. The students' questionnaire was divided into four sections: general information about students, students' perceptions of using debate in classroom, and students' speaking skill. The last section was an opinionnaire questions as a part of a piloting stage, where students are asked to give their opinions about the lay out and types of questions.

The students' questionnaire was divided into three sections: background information, students' perceptions of using debate in classroom, and students' speaking skill.

Section One: Background Information (from item 1 to item 4)

The first section is about general information of the respondents concerning gender, their level of English, and their views of learning English in terms of its difficulty, as well as attending English classes.

Section Two: Students' Perceptions of Using Debate in Classroom (from item 5 to item8)

In this section, the respondents were asked about the effect of debate on their involvement and performance.

Section Three: Students' Speaking Skill (from item 9 to item 13)

The last section is about students' speaking skill. In this section, students were asked about the importance of speaking. The main difficulties that encounter them during classroom speaking activities, as well as classroom activities that oral teachers apply.

Section Four: Students' Speaking Skill (from item 14 to item 17)

This section was devoted to students' opinions about the questionnaire. In this section, students were asked about the questions difficulty, the attractiveness of the questionnaire, ambiguity of questions and repeated questions.

3.2.1.3 Piloting and validation

Before the final administration, the student's questionnaire was submitted for five students from our sample of Third Year LMD students. The purpose of the piloting phase was to check out the comprehensibility and clarity of the questions. Therefore, the main goal of piloting stage is to validate the layout of the questionnaire in terms of attractiveness. From the pilot stage, we did not remark any comments to make changes in the lay out.

3.2.2 Teachers' Questionnaire

3.2.2.1 Rational and aim

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

3.2.2.2 Description of the teachers' questionnaire

The questionnaire was administered to five teachers of oral expression module at the department of English in the University of Biskra. The questionnaire was divided into two

main sections: teachers' background, and teachers' attitudes towards using debate in classroom.

Section One: Background Information (from item 1 to item 3)

The first section is about general information of the teachers concerning gender, the degree they achieved, as well as the length of experience in teaching oral expression.

Section Two: Teachers' Attitudes towards Using Debate (from item 4 to item 11)

In this section, teachers were asked about the main difficulties they encounter, and classroom speaking activities they use in teaching oral expression. As well as, their views of using debate as a teaching strategy to develop their students' speaking skill.

3.2.2.3 Piloting of teachers' questionnaire

Before the administration, the teachers' questionnaire was submitted to one teacher of oral expression module. Who is selected randomly at the English division Biskra University. answered all of the questions, and agreed that no necessary changes should be made.

3.2.2.4 Data collection procedures for the questionnaire

In the present stage, the students' final questionnaire was handed to 25 students of Third Year LMD in the session of didactic. There were no difficulties concerning the distribution of the questionnaire.

3.3 Research Sampling Technique

3.3.1 Population and Sample

The population of this study was estimated 100 of Third Year LMD students at the department of Foreign Languages Section of English in the University of Mohamed Kheider. From this population, we have randomly chosen 25 students for the questionnaire. It is

important to mention that the selection of the population was purposive. That is, we have chosen Third Year LMD students because they are more aware about debate and they have experienced it in oral classes.

3.4 Data Analysis Procedures

For the present study, we intended to use the descriptive method to analyse the data obtained from the two questionnaires because it helped us to describe what the data show.

3.5 The Results

3.5.1 Students' Questionnaire

Section One: Background Information

Q1. Specify your gender?

Table 3.1: Students' gender

Gender	Number	Percentage
Female	20	80%
Male	5	20%
Total	25	100%

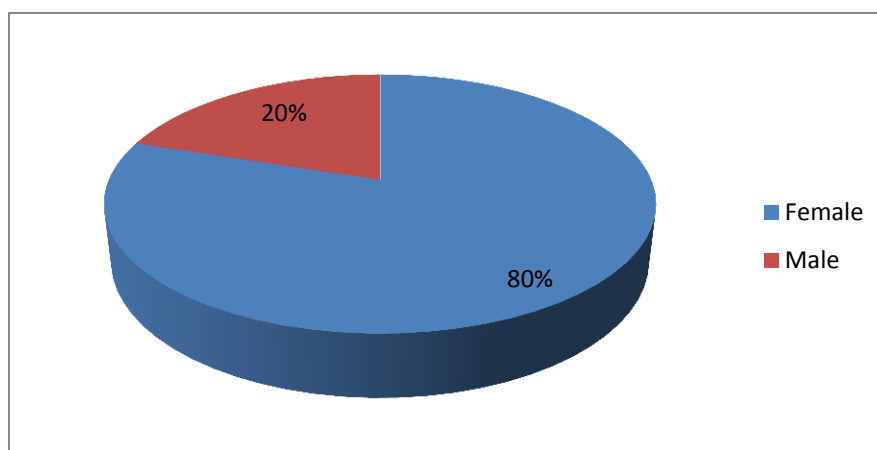


Figure 3.1 Students ' gender

From the table of results, it is clear that the most respondents in Third Year LMD are females. There are 20 = (80%) females whereas, only 5 = (20 %) males. We have found that females are more than males. The female students have tendency to study English more than males.

Q2. How do you find learning English?

Table 3.2. Students ‘attitudes towards learning English language.

Options	Verydifficult	Difficult	Veryeasy	Easy	Total
Number	0	7	3	17	25
Percentage	0%	28%	12%	60%	100%

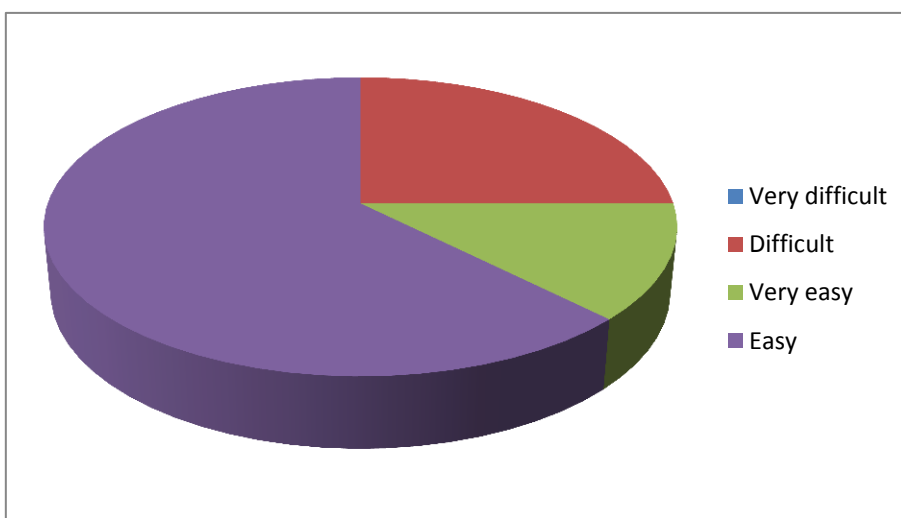


Figure 3.2: Students’ attitudes towards learning English

The table presents the students’ opinions about learning English language. 60% of our respondents find learning English easy. Whereas, 7 students (28%) find learning English difficult and just 3 students (12%) find learning English language very easy. According to the results most of the students find learning English easy. This shows that their levels in English language are good.

Q3. How do you evaluate your level in English?

Table 3.3: Students' evaluation of their English language level.

Options	Very good	Good	Average	Poor	Total
Number	2	12	11	0	25
Percentage	8%	48%	44%	0%	100%

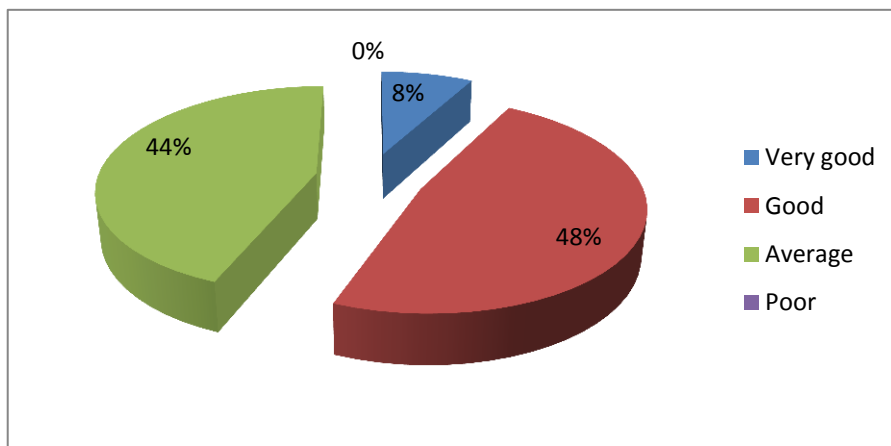


Figure 3.3: Students' evaluation of their English language level

In this question, students were asked to indicate their level in English. The table presents that the majority of our respondents 12 (48%) their level is good in English language, and just 2 (8%) have very good English level. Whereas, 11 students (44%) considered their level in English as average, while no one of them has a poor level. It is clear that most of the students consider their level between good and average.

Q4. Do you like to attend oral English class?

Table 3.4: Students' attitude towards English class.

Options	Number	Percentage
Yes	20	80%
No	5	20%
Total	25	100%

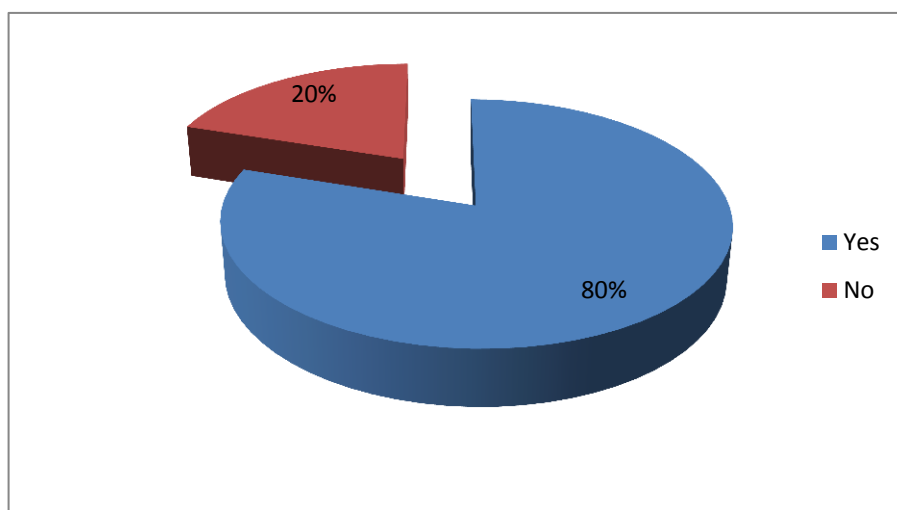


Figure 3.4: Students' attitude toward oral English class

From the table a considerable number of students 20 (80%) like to attend oral expression classes. Which means that they are motivated and interested to learn; while, 5 students (20%) do not like to attend oral expression course which means that they may find the course boring or they are demotivated to speak.

Section Two: Students' Perceptions towards Using Debate in Classroom

Q5. How often does your teacher use debate in the classroom?

Table 3.5: Teachers' frequency of using debate.

Options	Always	Sometimes	Rarely	Total
Number	7	15	3	25
Percentage	28%	60%	12%	100%

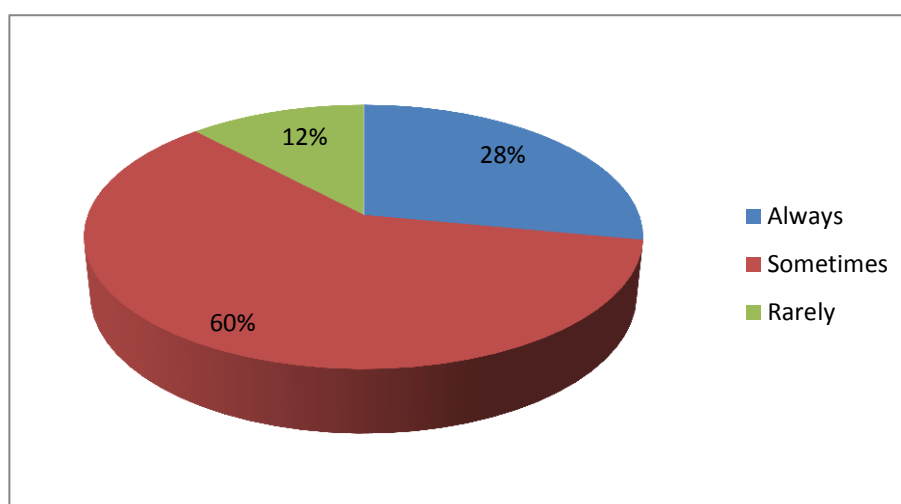


Figure 3.5: Teachers' frequency of using debate

From the table of results, the majority of the students 15 (60%) believed that their teachers employ debate sometimes. While, 7 (28%) of them respond that their teachers always use debate. Hence, only 3 students (12%) answered with rarely.

Q6. Does debate encourage you to participate more during classroom speaking activities?

Table 3.6: Debate impact on students' participation.

Responses	Number	Percentage
Yes	25	100%
No	0	0%
Total	25	100%

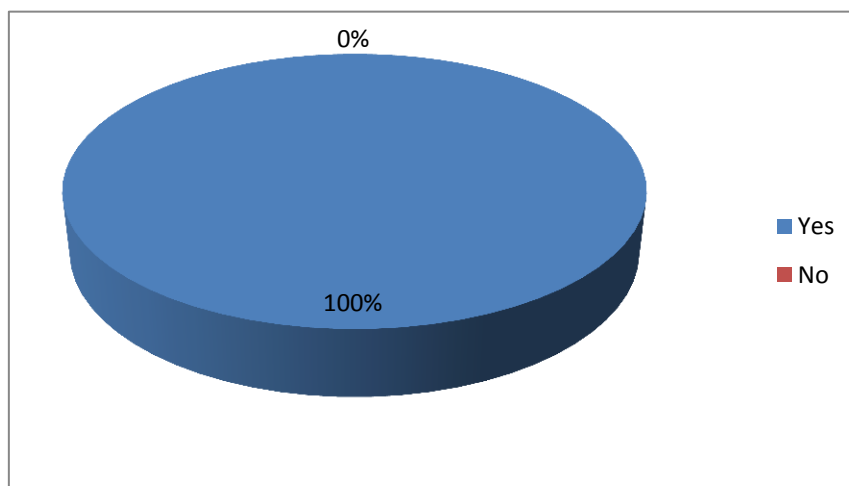


Figure 3.6 : Debate impact on students' participation

In this question, students were asked about the influence of debate on their participation. The table presents that all of the respondents 25 (100%) answered with yes. Which means that debate motivate them to participate more in oral performance.

Q7. Do you favour a teacher who uses debate activities during the lesson?

Table 3.7: Students' preference of teachers employing debate.

Responses	Number	Percentage
Yes	21	84%
No	4	16%
Total	25	100%

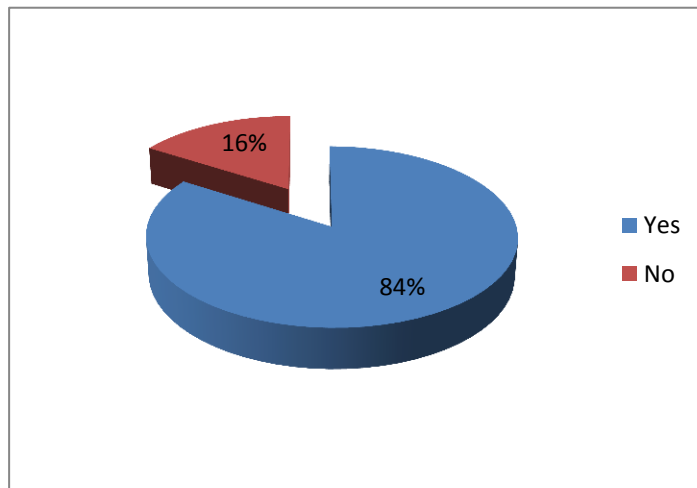


Figure 3.7: Students’ preference of teachers employing debate

This question considered students’ opinions of the use of debate during the course. The table shows that the majority of the students 21 (84%) prefer to have a teacher who uses debate in classroom. While, 4 students (16%) do not prefer a teacher who uses debate in classroom.

Q8. Do you think that the use of debate creates a good learning atmosphere?

Table 3.8: The impact of debate in creating a good learning atmosphere.

Responses	Number	Percentage
Yes	23	92%
No	2	8%
Total	25	100%

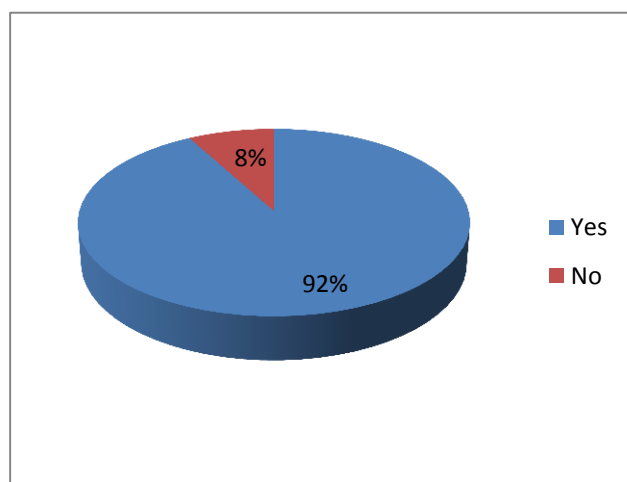


Figure 3.8: The impact of debate in creating a good learning atmosphere

This question sought to identify students' opinions concerning the use of debate in creating good learning environment. 23 students (92%) answered yes; whereas, just 2 students (16%) do not believe that the use of debate creates a good learning environment for them.

If yes, justify

The respondents explain their choice as it is in the following justifications:

- They believe that debate encourage them to speak and say their opinions.
- They think that debate makes a sense of competition between students.
- They see that it provides them with new information.
- They think that debate gives them freedom to speak and express their ideas without fear of making mistakes.

Section Three: Students' Speaking Skill

Q9.How important do you think the speaking in foreign language teaching?

Table 3.9: The importance of speaking in foreign language teaching.

Responses	Very important	Important	Slightly important	Not important	Total
Number	15	9	1	0	25
Percentage	60%	36%	4%	0%	100%

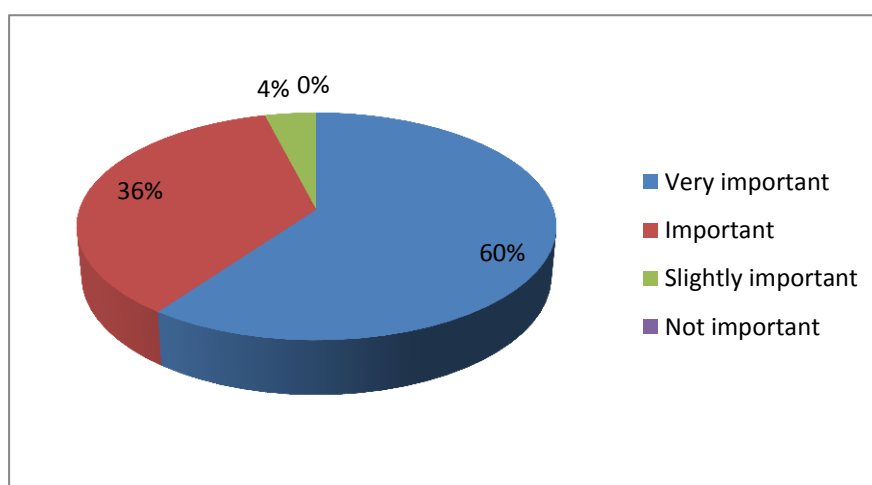


Figure 3.9: The importance of speaking skill

From the table of results, the majority of students 15 (60%) have evaluated the speaking skill as very important skill in foreign language teaching, whereas 9 students (36%) answered that the speaking skill is important for them. We found that just 1 student said that speaking is slightly important, and no one has said that speaking is not important. According to the results speaking is a very important skill in the teaching and learning process.

Q10. How often do you speak in oral sessions?

Table 3.10 : Students’ speaking frequency.

Options	Always	Sometimes	Rarely	Never	Total
Number	2	17	6	0	25
Percentage	8%	68%	28%	0%	100%

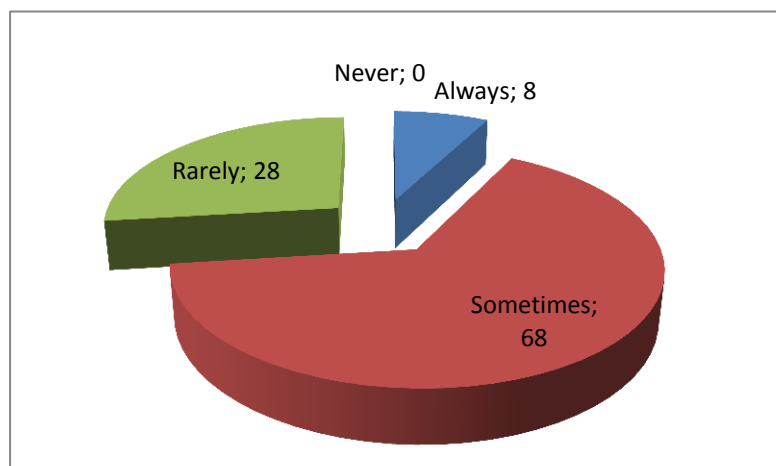


Figure 3.10: Students ‘speaking frequency

From the table of results, the majority of the students 17 (68%) asserted that they speak in oral sessions sometimes. While, 6 students respond with rarely, and only 2 students said that they always speak in oral classrooms.

Q11.What kind of difficulties those prevent you to speak in oral classroom activities

Table 3.11: Difficulties for the lack of speaking.

Options	Number	Percentage
Lack of vocabulary	7	28%
Lack of self-confidence	4	16%
Fear of making mistakes	8	32%
Anxiety	6	24%
Total	25	100%

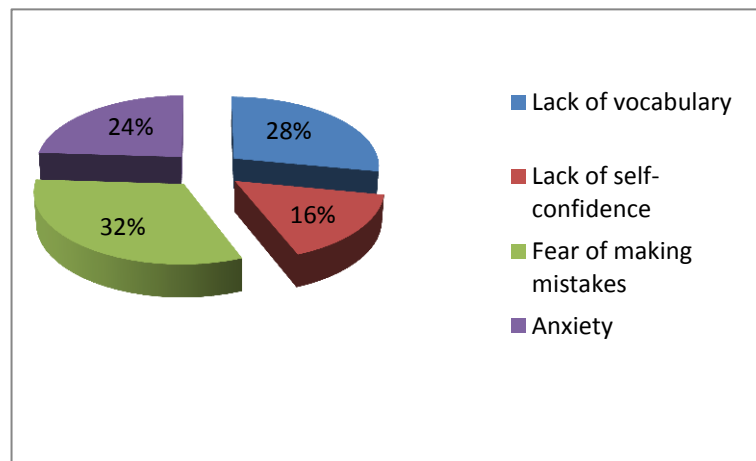


Figure 3.11: Difficulties for the lack of speaking

In this question, students were asked to indicate the difficulties that encounter them during oral performance. The table presents that the most common problem that students encounter in speaking is fear of making mistakes, which takes (32%). While 7 students claimed that they do not speak because of lack of vocabulary. We found that 6 students have a problem with the lack of self-confidence, whereas 4 students do not speak due to anxiety.

If there are other difficulties, please mention them

- Shyness, stammering, and fear of judgment by others.

Q12. What kind of classroom activities does your teacher apply?

Table 3.12: Teachers' classroom speaking activities.

Options	Number	Percentage
Varying speaking activities	11	44%
Opportunity to speak	14	56%
Total	25	100%

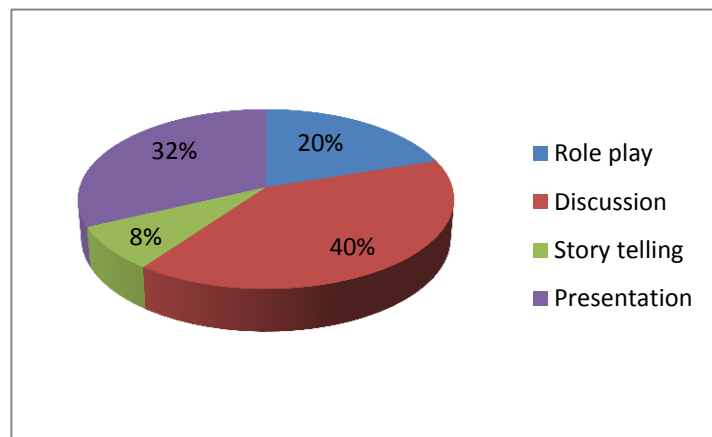


Figure 3.12: Teachers' classroom speaking activities

Referring back to the above rates, the students asserted that their teachers apply different classroom activities. We found that 10 students (40%) answered that their teachers employ discussion, while 8 students (32%) said that they employed presentation. 4 students have dealt with role play, whereas only 2 students argued that their teachers apply story telling with them.

Q13. In your opinion what could be done to develop students' speaking proficiency?

Table 3.13: Students' opinions for developing their speaking proficiency.

Options	Roleplay	Discussion	Story telling	Presentation	Total
Number	5	10	2	8	25
Percentage	20%	40%	8%	32%	100%

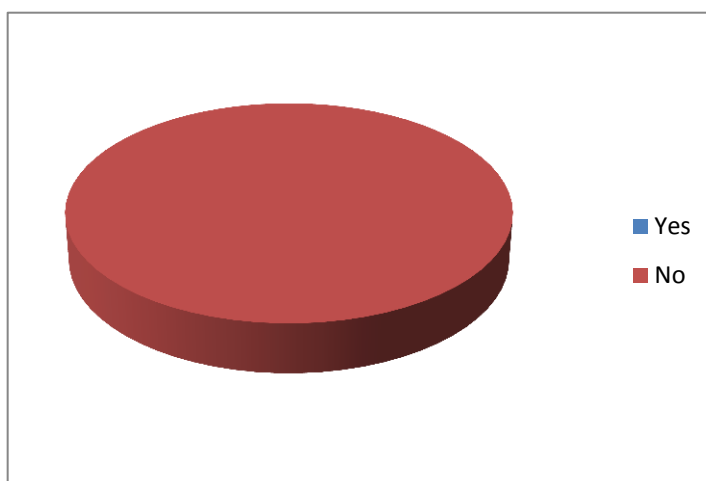


Figure 3.13: Students' opinions for developing their speaking proficiency

In this question, students were asked to give their opinions for developing their speaking proficiency. According to the results 14 students (56%) suggested that teachers should vary classroom speaking activities, whereas 11 students (44%) claimed that they need opportunity to express their ideas and speak.

Section Four: Opinionnaire

Q14. Do you think that the questions in this questionnaire are difficult to answer?

Table 3.14 : Difficulty of questions.

Choice	Number	Percentage
Yes	0	0%
No	5	100%
Total	5	100%

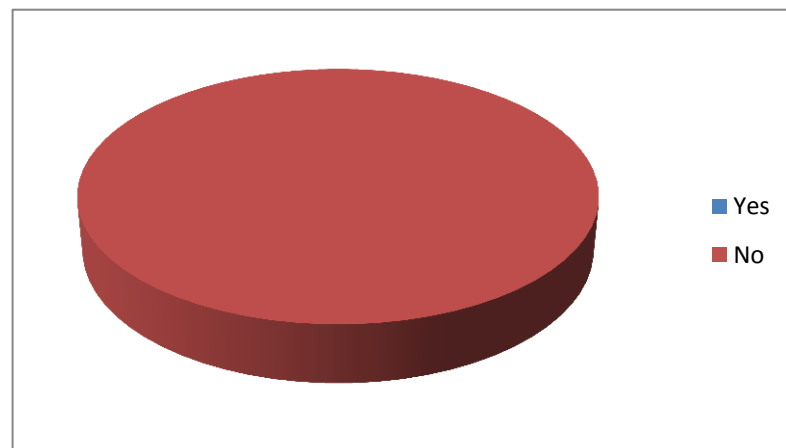


Figure 3.14: Difficulty of questions

Referring back to the results, all the students (100%) argued that the questions of the questionnaire were not difficult to answer.

Q15. Do you think that the layout of the questionnaire is attractive?

Table 3.15: The layout of the questionnaire

Choice	Number	Percentage
Yes	0	0%
No	5	100%
Total	5	100%

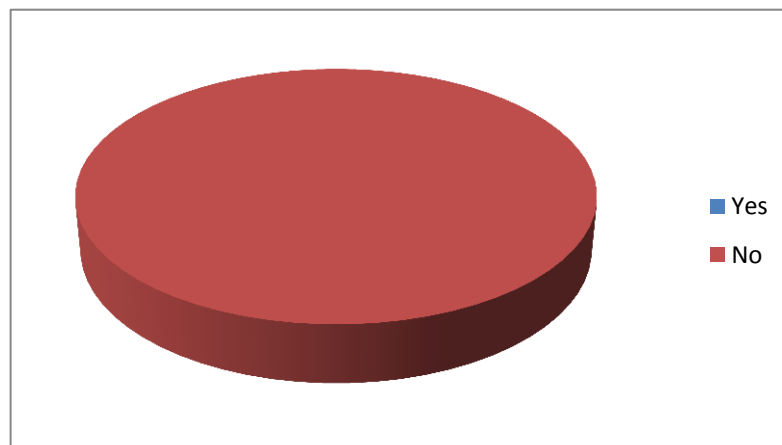


Figure 3.15: The layout of the questionnaire

Regarding this question, all the respondents respond that the layout of the questionnaire was attractive.

Q16. Are there any ambiguous questions?

Table 3.16: Clarity of questions.

Choice	Number	Percentage
Yes	0	0
No	5	100%
Total	5	100%

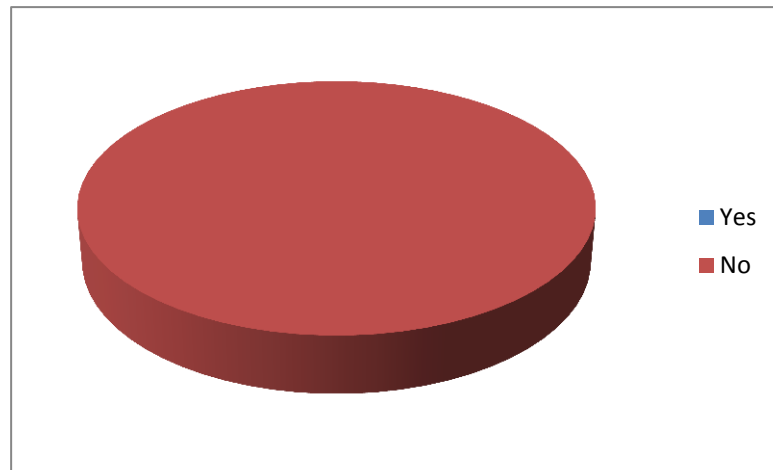


Figure 3.16: Clarity of questions

This question is designed to identify the clarity of the questions. The results showed that (100%) of the students argued that the questions of this questionnaire were very clear.

Q17. Are there any repeated questions?

Table 3.17: The repetition of the questions.

Choice	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

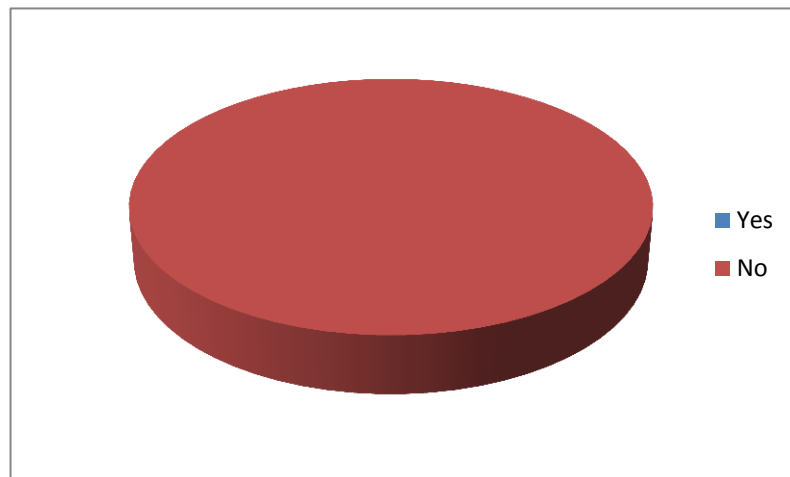


Figure 3.17: The repetition of the questions

This question sought to identify the repeated questions. 100% of the respondents claimed that there were no repeated questions.

3.5.2: Teachers' Questionnaire

Section One: Background Information

Q1. Would you specify your gender?

Table 3.18 : Teachers' gender.

Options	Number	Percentage
Male	1	20%
Female	4	80%
Total	5	100%

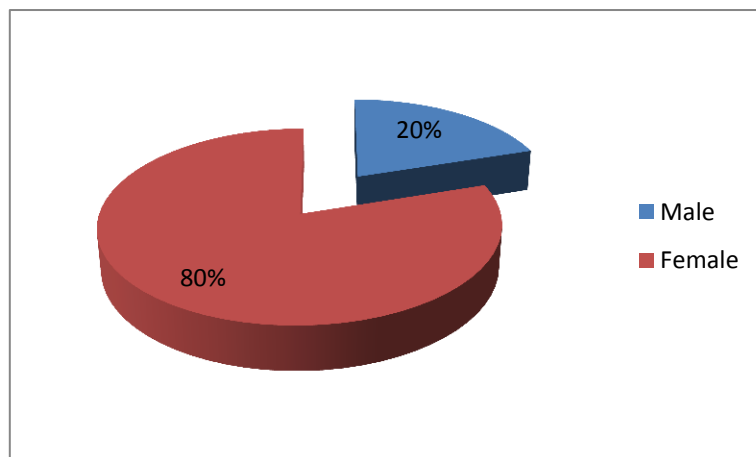


Figure 3.18 : Teachers' gender

From the table of results, the majority of the teachers (80%) are females and the minority (20%) is male. That means females are more interested in teaching oral expression module.

Q2. Would you specify the degree you have achieved.

Table 3.19: Teachers' degree.

Options	Number	Percentage
BA (license)	0	0%
MA(Magister/ master)	2	40%
Ph D (doctorate)	3	60%

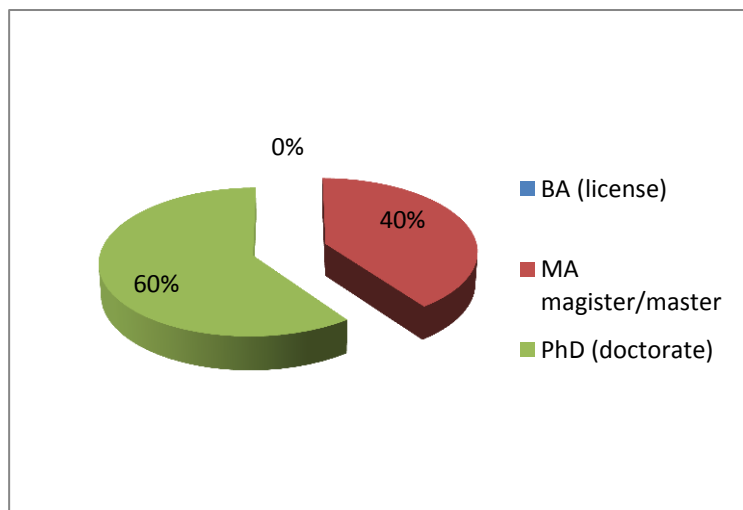


Figure 3.19: Teachers' degree

Referring back to the above table, the majority of the teachers (60%) have PhD (doctorate degree), while 40% of them have (Magister/ Master degree). That is to say that they are more qualified and able to teach oral expression successfully.

Q3. Length of experience in teaching oral expression.

Table 3.20: Length of experience in teaching oral expression.

Options	Number	Percentage
Lessthan five years	1	20%
More than five years	4	80%
Total	5	100%

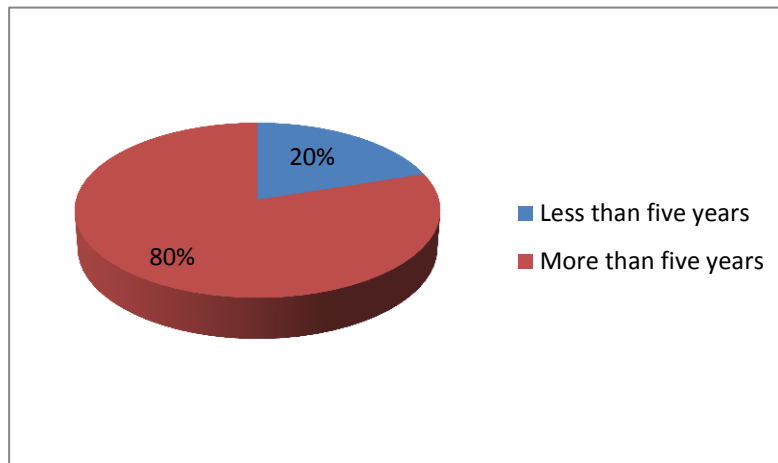


Figure 3.20: Teachers' experience in teaching oral

The table of results shows that the majority of the teachers (80%) said that they had been teaching oral expression module more than five years. While the minority (20%) which represents one teacher from the whole sample answered that he taught oral expression for one year. That means that teachers have a good experience in teaching oral module that allows them to deal with their students' difficulties.

Section Two: Teachers' Attitudes towards Using Debate

Q4. Do your students participate during oral expression sessions?

Table 3.21: Teachers' opinions about their students' participation during oral sessions

Options	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

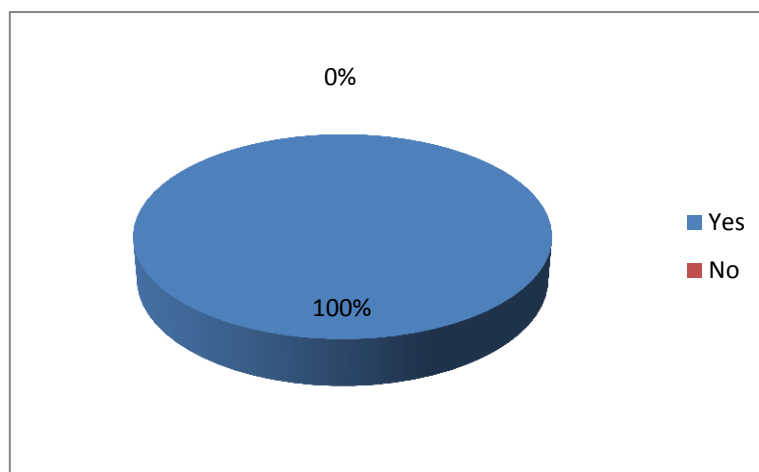


Figure 3.21: Teachers' opinions about their students' participation during oral sessions.

In this question, teachers were asked about their students' participation during oral sessions. The table of results shows that all the teachers (100%) argued that their students always participate during oral activities.

Q5. How often do your students speak in the classroom speaking activities?

Table 3.22: Teachers' views of their students speaking in the classroom.

Options	Always	Sometimes	Rarely	Never	Total
Number	4	1	0	0	5
Percentage	80%	20%	0%	0%	100%

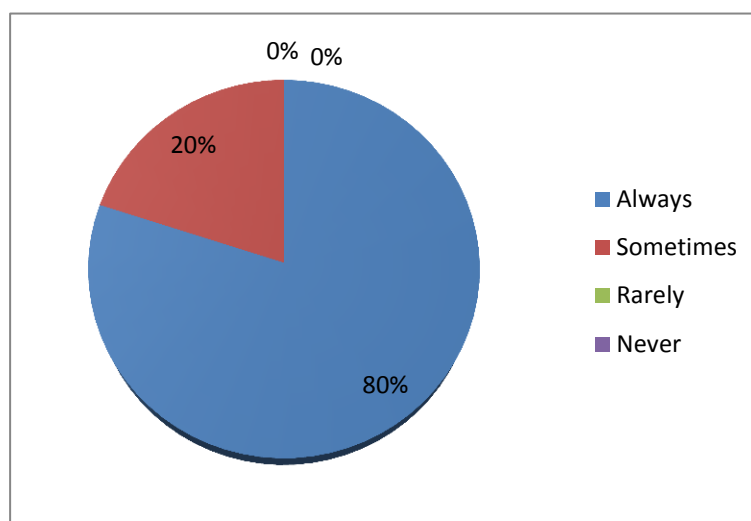


Figure 3.22: Teachers' views about their students' speaking classroom

The table of results indicates that most of the teachers (80%) answered that their students always speak in the classroom speaking activities. While, (20%) of them said that their students sometimes speak during classroom activities. This denotes that most of oral teachers use effective activities in order to encourage their students to speak.

Q6. What are the difficulties you encounter when teaching oral expression?

Table 3.23: The difficulties that teachers encounter when teaching oral expression.

- a. Lack of motivation
- b. Lack of vocabulary
- c. Lack of pronunciation
- d. Lack of participation

Options	Number	Percentage
a+b	3	60%
c+d	1	20%
a+d	1	20%
Total	5	100%

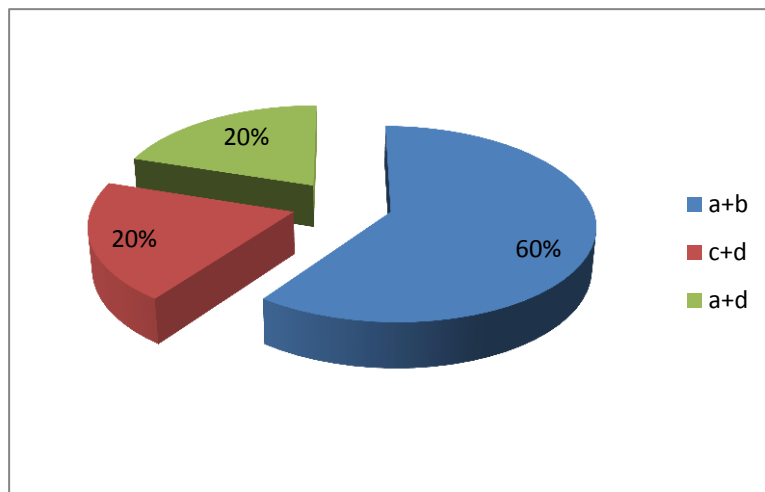


Figure 3.23: The difficulties that encounter teachers when teaching oral expression

This question sought to identify the main difficulties that teachers encounter when teaching oral expression. From the table of results, the majority of the teachers (60%) experienced the difficulty of lack of motivation and lack of vocabulary. While (20%) of them found a problem with lack of pronunciation and participation, also (20%) of teachers experienced a problem with lack of motivation and participation.

From the table of results, (20%) of teachers used all kind of activities to encourage their students to speak. Whereas, (40%) of them dealt with role play and discussion, another 40% of teachers used only discussion.

If you use other activities, please state them

- Oral presentations
- Debate activities
- Group works
- Quizzes and drills.

Q8. Do you teach using debate activities?

Table 3.25: The teachers' opinions about using debate activities.

Options	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

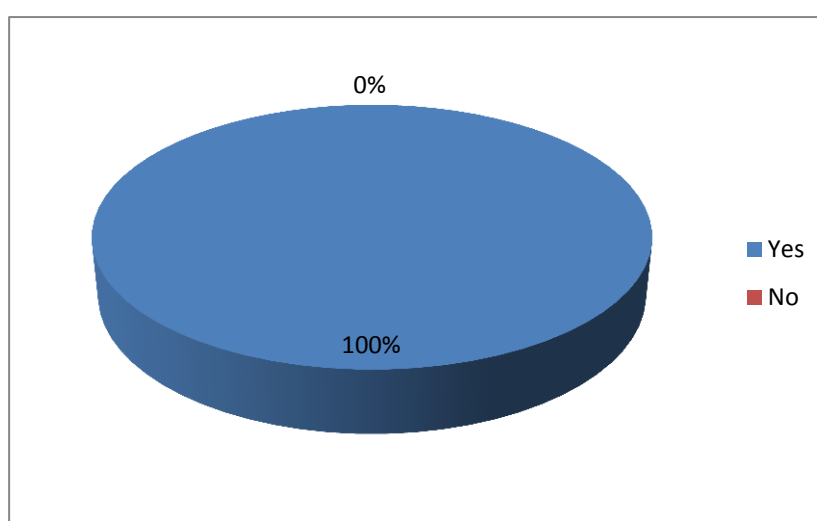


Figure 3.25: The teachers' opinions about using debate activities

In this question, teachers were asked about their opinions of using debate. From the table of results (100%) of the teachers used debate activities in teaching speaking. That means debate is an effective strategy to teach speaking.

Q9. How often do you use debate technique in the classroom?

Table 3.26: The frequency of using debate in the classroom.

Options	Frequently	Sometimes	Rarely	Total
Number	4	1	0	5
Percentage	80%	20%	0%	100%

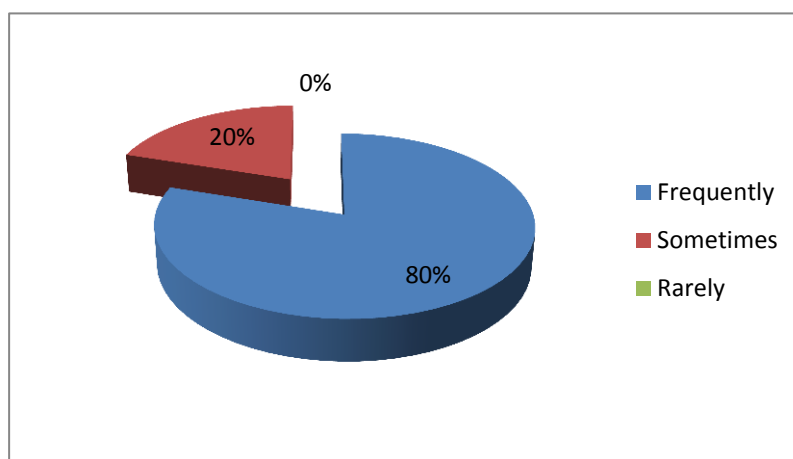


Figure 3.26: The frequency of using debate in the classroom

Referring back to the above table, the majority of the teachers (80%) used frequently debate in the classroom, while (20%) of them used sometimes.

Q10: Do you find that using debate is an effective tool for teaching speaking?

Table 3.27: The teachers' opinion of the effectiveness of using debate to teach speaking skill.

Options	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

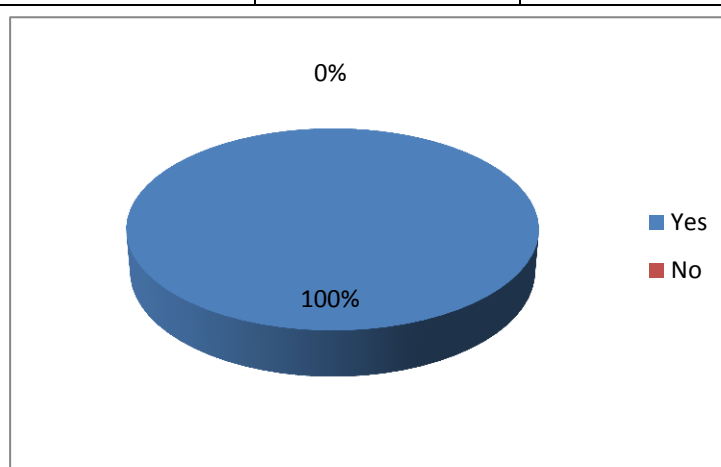


Figure 3.27: The teachers' opinion of the effectiveness of debate to teach speaking skill.

The table of results indicates that all of the teachers (100%) found that debate technique is an effective tool for teaching speaking. That is to say oral teachers think that debate is helpful for students to improve their speaking abilities.

Justify:

- It lessens stress and pressure, and allows students to feel confident in the exchange of ideas.
- The students show their capacities in groups.
- Students exchange information and opinions.
- It forces students to express their opinions and how to convince others.

Q11. As a teacher 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:

- Group discussion and visual activities.
- Varying activities.
- Using cooperative or group works.
- Using sense of humor, and motivating words.
- Give room for the students to speak freely and gain confidence in themselves.
- Individual presentation.

3.6 Discussion and Summary of the Findings

To review, the aim of the present study was to describe the role of debate as a teaching strategy to develop learners' speaking skill. Through this study we intended to support the adaptation of debate to enhance students' engagement in oral expression courses.

The findings that have been drawn from the analysis of the two questionnaires were positive. Students' questionnaire revealed that the majority of the students appreciated the use of debate by their oral expression' teachers, students said that they favor a teacher who uses debate during classroom speaking activities, which give them more self-confidence, and opportunity to exchange ideas and opinions between each other. Moreover, most of the students indicated that debate motivate them to speak more during oral performance.

Furthermore, teachers' questionnaire also revealed that using debate plays an important role to develop EFL students' speaking ability. Indeed, debate can be an effective tool to reduce students' difficulties, mainly lack of vocabulary and fear of making mistakes.

Most of the teachers appreciated the employment of debate as a teaching tool to improve their students speaking skill. Moreover, most of teachers argued that they frequently use debate in the classroom. All teachers believed that using debate is helpful for students to improve their speaking abilities, because the students show their capacities in groups, exchange ideas and opinions, and allows the students to feel more confident.

In summary, in class debate activities is an effective teaching tool in EFL classes since it can provide students with positive attitudes to facilitate learning. Also it can encourage shy students to express themselves easily.

Conclusion

The present chapter has discussed the field work of the current study. Initially, a theoretical background was provided in order to draw an overview about the methodology underlying the study which includes research approach, research strategy, data collection methods, and procedures. Basically, the data collected were analysed and discussed. Students and teachers' questionnaires data analysis were presented through tables, percentages, and figures. Therefore, we can conclude that this chapter reported valuable results that have made the picture more clearly on our research topic.

General Conclusion and Recommendations

Ultimately, this study was an attempt to prove that debate can help to develop learners speaking skill, especially in EFL classes. As it has been explained before, the use of debate is considered as a helpful tool for the sake of achieving a successful teaching-learning process. It is a technique for both students and teachers, in order to be engaged in certain topics, as well as to change some of their negative attitudes towards learning.

In order to achieve the aim of the study, we used a qualitative research approach. The obtained results from the students and teachers' questionnaire revealed that the employment of debate has remarkable effects on learners' speaking abilities. It enables them to express their opinions and thoughts.

Moreover, the present study aimed to identify the role and effectiveness of debate in enhancing learners speaking skill. Hence, this study carried out to confirm or reject the hypothesis stating that debate can help learners to improve their speaking abilities. Third year EFL learners were chosen to be the case study of our research work with five teachers of oral expression. The results that we obtained from the analysis of both questionnaires confirmed our hypothesis.

The main purpose of this study is to yield suggestions in order to enhance learners' speaking skill; some recommendations are suggested for teachers in order to apply debate in EFL classes:

- EFL teachers are invited to be aware of the importance of debate as a teaching strategy, so they can create a good learning atmosphere for their learners.
- Teachers should try to vary the debate activities which help to provide the learners to increase their speaking and listening abilities.

- Teachers should engage all members of the students in different speaking activities in order to reduce shyness and anxiety of the students.
- Teachers can select debated topics that include motivation and interest to their students.
- Teachers should use in class debate activities that include enthusiasm which make the students comfortable.

References

Alsamari, A & Ahmed, S. (2013). *Using Debate in EFL Classes*. English Language Teaching.6(1) Retrieved from <http://dx.doi.org/10.5539/elt.v6n1p147>.

Al Hosni, S. (2014). *Speaking difficulties encountered by young EFL learners*. International Journal in English Language and Literature. 2(6), 22-30.
Retrieved from [http:// www.arcjournals.org/](http://www.arcjournals.org/)

Aryanti, A. (2016). *Psychological factors affecting EFL students' speaking performance*. Asian TEFL.1(1).Retrieved from <http://dx.doi.org/10.21462/asianteftl.v1i1.14/>

Andi Baso, F. (2015). *The implementation of Debate Technique to Improve Students' Ability in Speaking*. English Education Department.5, 154-17

Abibsi, A. (2017). *The Impact of Language Anxiety on EFL Students' Speaking Skill*. Unpublished Master's thesis. University of Mohammed Kheider of Biskra.

Brown, D.H. (2004). *Language assessment: principles and classroom practice*. San Fransisco State University.Longman.

Bahria, H. (2014). *The Importance of Debate to Improve the Learners' Speaking Skill*

Unpublished Master thesis. University of Mohamed Kheider of Biskra, Biskra.

Chelli, S. (2017). *Lectures of Methodology for Master Two Students*. University of Biskra.

Hasanah, U. (2012). *The implementation of Debate Technique to Improve the Students'*

Speaking Skill. Unpublished Master's thesis. State Islamic Studies Institute of Salatiga.

Harmer, J. (2007). *The practice of English language teaching*. (4thed). Longman:

Pearson Education.

Halverson, A. (2005). Incorporating critical thinking skills development into ESL/EFL

Courses. The internet TESL journal. XI(3). Retrieved from <http://iteslj.org/>

Juhana. (2012). Psychological factors that hinder from speaking in English class. 3(12).

Retrieved from <http://www.iiste.org/>

Krieger, D. (2005). *Teaching debate to ESL: A six class unit*. The internet TESL Journal.

Vol. XI, 2. Retrieved from [http:// iteslj.org/](http://iteslj.org/)

Kidd, A. (2002). *The oxford union rough guide to debating*. The English Speaking Union.

Retrieved August 26, 2002 from the World Wide Web:

http://www.britishdebate.com/resources/hb_oxfordguide.htm

Lackman, K. (2010). *Teaching speaking subskills: Activities for improving speaking*.

Retrieved from

<http://www.kenlackman.com/files/speakingsubskillshandout13poland-2-pdf>

Louma, S. (2004). *Assessing speaking*. Cambridge: Cambridge University Press.

Ladousse, G.P. (1987). *Role play*. Oxford University Press.

Lustigova, L. (2011). *Speak your mind: Simplified debates as a learning tool at the*

university Level. Journal on Efficiency and responsibility in Education and Science.

Muthusamy, N. (2015). *Teachers experiences with overcrowded classroom in Mainstream*

School. Unpublished Masters' thesis. University of Kwazulu-Natal.

Richards, J.C. (2008). *Teaching listening and speaking from theory to practice*.
Cambridge: Cambridge University Press.

Ramadan S.S. (2015). *The effectiveness of Using Debates in Developing Speaking Skills
Among English Majors at the University of Palestine*. Unpublished Master's thesis.
University of Al- Azhar, Palestine.

Solcova, P. (2011). *Teaching Speaking Skills*. Unpublished Master's thesis. Masary
University.

Somjai, S & Jansem, A. (2015). *The use of debate technique to develop speaking ability*.
International Journal of Technical Research and Applications. Special issue 23, 27-31.
Retrieved from [http:// www.ijtra.com](http://www.ijtra.com).

Saidi, M. (2015). *The Impact of Students' Anxiety on Oral Performance*. Unpublished
Master's thesis: University of Biskra.

Sanchez, Ch. (2014). *A quick introduction to debating in schools: WSDC format and
club or Classroom implementation*.

Thornbury, S. (2005). *How to teach speaking*. Harlow, England: Longman

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.

Vargo, S. (2012). *Teaching by debate*. Center for Faculty Excellence, United States Military Academy.

Zare, P & Othman, M. (2013). *Classroom debate as a systematic teaching/ learning Approach*. World Applied Sciences Journal 28(11). Retrieved from DOI: 10.58/idosi.wasj.2013.28.11.1809.

4- Do you like to attend oral English class?

a) Yes b) No

Section Two: Students' Perceptions of Using Debate Classroom

5- How often does your teacher use debate in the classroom?

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

6- Does debate encourage you to participate more during classroom speaking activities?

a) Yes b) No

Justify ?.....
.....
.....

7- Do you favour a teacher who uses debate technique during the lesson?

a) Yes b) No

8- Do you think that the use of debate creates a good learning atmosphere?

a) Yes b) No

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

Section Three: Students' Speaking Skill

9- How important do you think the speaking skill in foreign language teaching?

- a) Very important b) Important
c) Slightly important d) Not important

10- How often do you speak in oral sessions?

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

11- What kind of difficulties that prevent you to speak in oral classroom activities?

- a) Lack of self-confidence
b) Fear of making mistakes
c) Lack of vocabulary
d) Anxiety

➤ If there are other difficulties, please mention them

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

12- What kind of classroom activities does your teacher apply?

- a) Role play b) Discussion
c) Story telling d) Presentation

13- In your opinion what could be done to develop students speaking proficiency?

.....
.....

Section Four: Opinionnaire

14- Do you think that the questions in this questionnaire are difficult to answer?

a) Yes b) No

➤ If yes, please mention what are these difficult questions

.....

.....

15- Do you think that the lay out of the questionnaire is attractive?

a) Yes b) No

16- Are there any ambiguous questions?

a) Yes b) No

➤ If yes, please what are they?

.....

.....

17- Are there any repeated questions?

a) Yes b) No

➤ If yes, please state them

.....

.....

Thank you for your

Section Two: Students' Perceptions of Using Debate in Classroom

5- How often does your teacher use debate in the classroom?

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

6- Does debate encourage you to participate more during classroom speaking activities?

- a) Yes b) No

Justify ?.....

.....

.....

7- Do you favour a teacher who uses debate activities during the lesson?

- a) Yes b) No

8- Do you think that the use of debate creates a good learning atmosphere?

- a) Yes b) No

Why ?.....

.....

.....

Section Three: Students' Speaking Skill

9-How important do you think the speaking skill in foreign language teaching?

- a) Very important b) Important
c) Slightly important d) Not important

10- How often do you speak in oral sessions?

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

11- What kind of difficulties those prevent you to speak in oral classroom activities?

- a) Lack of vocabulary
b) Lack of self-confidence
c) Fear of making mistakes
d) Anxiety

➤ If there are others, please mention them

.....
.....

12-What kind of classroom activities does your teacher apply?

- a) Role play b) Discussion
c) Story telling d) Presentation

13- In your opinion what could be done to develop students' speaking proficiency?

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

Thank you for your collaboration

Teachers' Questionnaire

Dear teachers,

The following questionnaire is a part of our research. It aims to show the role of debate activities in enhancing EFL learners' speaking skill. The main objective of this questionnaire is to find out teachers' opinions towards the use of debate as a teaching strategy. Read the following questions carefully and tick(√) the right answers. Thank you in advance for your collaboration.

Section One: Background Information

1- Gender:

a) Male

b) Female

2- Would you like to specify the degree you have achieved?

a) BA (license)

b) MA (magister / master)

c) PH (doctorate)

3- Length of experience in teaching oral expression.....year(s).

Section Two: Teachers' Attitudes towards Using Debate

4- Do your students participate during oral expression sessions?

a) Yes

b) No

5- How often do your students speak in the classroom speaking activities?

a) Always

b) Sometimes

c) Rarely

d) Never

6- What are the difficulties you encounter when teaching oral expression?

- a) Lack of motivation
- b) Lack of vocabulary
- c) Lack of pronunciation
- d) Lack of participation

If there are other difficulties, please mention them

.....

.....

7- 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

.....

.....

8- Do you teach speaking using debate activities?

- a) Yes
- b) No

9- If yes, how often do use debate technique in the classroom?

- a) Frequently
- b) Sometimes
- c) Rarely

10. Do you find that using debate is an effective tool for teaching speaking skill?

- a) Yes
- b) No

Please, justify your answer

.....

.....

.....

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

.....

.....

.....

.....

.....

Thank you for your collaboration

المخلص

إن الدراسة الحالية تهدف الى البحث في مدى فعالية إدراج المناظرة كوسيلة مبتكرة وذلك بهدف إثراء طاقة الكلام وتعزيز التفاعل لدى الطلبة. حيث أجريت هذه الدراسة على طلبة السنة الثالثة تخصص إنجليزية بجامعة محمد خيضر بسكرة . حيث تهدف الدراسة أساسا إلى إكتشاف كيفية تأثير المناظرة كإجراء تعليمي على تفاعل الطلبة, وبهدف إثبات فرضيتنا إعتدنا على وسيلة أساسية الا وهي الإستبيان. حيث وجه الإستبيان الأول إلى (25) طالب من السنة الثالثة تخصص إنجليزية بجامعة محمد خيضر بسكرة. أما الإستبيان الثاني وجه الى 5 أساتذة تعبير شفوي بجامعة محمد خيضر بسكرة. ثم عملية تحليل النتائج المحصل عليها من إستبيان الطلبة وكذلك الأساتذة. و في الأخير فإن النتائج المتحصل عليها أكدت لنا صحة الفرضية القائمة على دور المناظرة في إثراء طاقة الكلام لدى الطلبة. ودورها في رفع تفاعل الطلبة مع الأساتذة, و دورها الكبير في خلق جو تحفيزي.