



Mohamed Kheider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages

# MASTER THESIS

Letters and Foreign Languages  
English Language  
Sciences of the language

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**The ROLE OF DEBATE IN ENHANCE EFL  
LEARNERS'SPEAKING SKILL  
A Case Study of Third Year Students at  
Biskra University**

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**Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Sciences of  
Language**

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## **Declaration**

I, **Bensahla Nadjette**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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## **Dedication**

**In the name of ALLAH, the Most Gracious, the Most Merciful,**

**All praise is due to ALLAH alone, the Sustainer of all the**

## **World**

I would like to dedicate this humble work to:

My dear **father Makhlouf** for his great support and encouragement to believe in myself.

My beloved **mother Rahima Bouchelouche** for her sacrifices, caring and confidence in me.

To my lovely **sister Bouchra**

My dear **brother Idris Chams Eddine**

To **Brahim Douida** who helped me too much

To my dear friend **Yusra Belounar**

To everybody who helped me to achieve this work.

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## **Abstract**

The mastery of speaking skill in English language becomes an extremely influential and crucial skill for many people especially learners in English as a foreign language (EFL). However, it is one of the greatest fears for the majority of EFL learners. Hence, the aim of this study is to investigate the role of debate and its effects on students' performance. Therefore, the researcher hypothesized that debate activities can improve learners' speaking skill. A mixed method approach was adopted. Accordingly, two data collection tools were used; a questionnaire with (41) third-year EFL students and ten Oral Expression teachers were interviewed. The results of the study revealed that the psychological and the linguistic problems such as anxiety, shyness and the lack of vocabulary are considered as the essential obstacles that hinder students from speaking accurately and fluently. Furthermore, it revealed that both students and teachers agreed on the importance of the role of debate activities to enhance EFL learners' speaking skill. Thus, it can be concluded that the research hypothesis was confirmed and validated and finally some recommendations in terms of reinforcing the implementation of debate in order to improve EFL learners speaking skill were given.

**Key Terms: speaking skill, debate, EFL.**

## **List of Abbreviation and Acronyms**

**EFL:** English as Foreign Language

**LMD:** License, Master, Doctorate

**Q:** Question

**RQ:** Research Question

**RH:** Research Hypotheses

**Dr:** Doctor

**S/he:** she or he

**%:** Percentage

**&:** and

**P:** Page

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# CHAPTER ONE: SPEAKING SKILL

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المخلص

# **General Introduction**

## **1. Background of the study**

For many years, speaking has been regarded as a fundamental skill to be mastered because it is used to express person's ideas and to communicate with people in the world. Speaking is a speech production that becomes a part of our daily activities (Thornburry, 2005). The ability to speak serves students to be able to communicate their opinions, feelings, and expressions. The improvement of speaking skill should exist in language classrooms because this can truly enable students to communicate fluently. This speaking skill also plays an important role for EFL learners who use it for discussions and expressing themselves in the correct way.

EFL learners encounter different difficulties that may affect their speaking ability such as the lack of oral activities, teaching strategy and motivation. As a result, EFL teachers could develop an effective technique in oral expression session that can encourage learners to improve their speaking performance in the classroom such as debate. Debate is a process of presenting an idea or an opinion which two opposing parties try to defend their idea or opinion. Krieger (2007) stated that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.

Halvorsen (2005) declared that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. In other way, Maryadi in Khoironiyah (2011) stated that debate can motivate students' thinking, moreover if they must defend their stand or opinion which is contradiction to others opinion. Debating is a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition. Debates require students to engage in research, encourage the development of listening and oratory ability, create an environment where students must think critically, and provide a method

for teachers to assess the quality of learning of the students. Debates also provide an opportunity for peer involvement in evaluation. To conclude, debate is a competition of argument or ideas or opinion involving critical thinking process and speaking ability in which there are two opposing parties face to face and each other defend their ideas or opinion or argument by rational reason.

## **2. Statement of the Problem**

Improving the speaking skill for EFL learners requires many methods such as debate that will help learners to achieve an effective teaching for the speaking. The speaking skill is regarded as one of the most difficult aspects of language learning. In EFL classrooms; we observed that EFL learners faced difficulties to express themselves in oral communication; they are passive because they have psychological obstacles or they cannot find the suitable words and expressions which is a linguistic problem.

Many Third year LMD students at the section of English at Mohamed Kheider University face difficulties when it comes to speaking. This problem is related to the lack of discussion and debate during oral sessions. In this respect, the present study attempts the use of debate as a method to enhance learners' speaking ability.

## **3. Research Questions**

This research aims at answering the following research questions:

*Q1:* How can debate improve EFL learner's speaking skill?

## **4. Research Hypotheses**

The following Hypothesis has been derived from the research question:

**H1:** We hypothesize that debate improves learners' speaking skill.

## 5. Significance of the Study

This research attempts to investigate the role of debate to enhance EFL learners' speaking skill. This study will help EFL teachers to use debate as a strategy to improve student's abilities in speaking. Moreover, debate activities can facilitate the learner's difficulties which are faced in the classroom.

## 6. Operational Definitions of Terms

**Speaking:** is the action of expressing one's ideas and thoughts. It involves producing utterances and processing information. In other words, it is the exchange of ideas, or it is "taking thoughts and putting them into words and saying them, with much of this process being done unconsciously" (Safont, 2002, p. 51). In the current study, speaking refers to speaking in oral expression session of thirds year LMD at Biskra University.

**Debate methods:** are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand. In the current study, debate refers to the debate which takes place in oral expression session of thirds year LMD at Biskra University.

## 7. Review of the Related Literature

Several studies have been carried out in relation to the current study amongst them, Hasanah (2012) 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 hypothesized that by using debate technique in teaching, learners will develop their speaking ability. The main objective of this study is to show the implementation of debate technique in speaking and measure the improvements of learners' speaking skill. The results showed that debate is an effective technique in improving learners' speaking skill competence.

According to Bahria (2013), this study investigated the extent to which do debate activities improve learners speaking skill. The researcher hypothesized that if teachers use debate activities, learners will be able to speak English fluently. The researcher adopted quantitative approach through using questionnaires for both teachers and students at the university. 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 develop learners' speaking skill. The question was the extent to which can debate enhance learners' English speaking skill? He hypothesized that by adding debate in teaching strategies, 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 used a mixed method both qualitative and quantitative. The results revealed that debate could help students to improve their speaking performance.

Another study by Arung and Jumardin (2016) in which the researcher used the debate technique to improve students' speaking skill. The main objective of this study is to describe the implementation of debate technique in teaching speaking and to

identify how much students' speaking skill improves after being taught using debate technique. This study is classroom action research that was done in two cycles. The data collection was done using a test and observation. The data from the test and observation that had been taken from every cycle were analyzed quantitatively. The participants of this study were 29 students. The results of this study showed that using debate can improve students' speaking skill. Debate is an appropriate technique used to improve students' speaking skill.

according to Amiri et al (2017), this study aimed to describe the implementation of debate activities in teaching English to Malaysian secondary students which can enhance students' speaking skill. Moreover, through observing the students, researchers tried to identify the strategies used to compete in classroom debates and to describe the development of the participant's speaking skills through debates. The study found that debate activities had an impact on the participants through improving collaborative skills, raising awareness of speakers' roles and guiding participants via prepared texts. The results have also shown the improvement of the participant's speaking skill after five rounds of debate activities.

Tianame et al (2019) carried out a study to improve the quality of teaching and learning speaking by using debate technique at the tenth grade students of SMAN Modal Bangsa, Aceh. The academic year was 2017/2018. The participants of this research were 27 students. The researcher question was how debate technique can enhance the student's speaking skill. There were two types of data namely quantitative data and qualitative data. The results showed that the students responded positively to the use of debate technique in the process of teaching and learning speaking. The outcome of this research showed that using debate techniques improved

the teacher's performance in teaching speaking, and the students' involvement in learning speaking. It also improved the students' speaking skill.

## **8. Methodology**

This study adopts a mixed method approach. The main data collection tools will be a questionnaire which will be designed and administered to third year LMD students at the section of English at Mohamed khider University and an interview with teachers of oral expression to check their opinions about the role of debate in developing EFL learners' speaking ability.

## **9. Population and Sample**

The population of this study will comprise students and teachers of oral expression and randomly selected 41 students from Third year LMD and 10 teachers of oral expression that teach third year LMD or have experience in teaching oral expression at the university of Mohamed Khieder, Biskra. The reasoning for this choice is that they will graduate at the end of the year and still have problems in speaking.

## **10. Structure of the Dissertation**

This dissertation divided into three main chapters. The First Chapter is a theoretical overview of speaking including: Definitions, functions, types of speaking the role of the teacher, assessment of speaking, classroom speaking activities and the difficulties that EFL learners encounter in speaking. While the Second Chapter, introduces debate, the main methods, the types of debate, the basic debating skill, the forms and the cast involved in debating and the benefits of debating. Finally, the Third Chapter is a field work of the study. It also presents the findings results and general conclusion.

**Chapter One:**

**Speaking skill**

## **Introduction**

This Chapter, first of all, presents the main definitions of speaking skill. We will present the types and the functions of speaking, the role of the teacher and the criteria of speaking assessment. Also, this part introduces the factors that influence our impression of how someone can speak a language and the classroom speaking activities. Moreover, we will provide this chapter with the difficulties that faced EFL learners in speaking.

### **1. Definition of Speaking**

Speaking is producing sounds that exist at the meaning and be understood by other people. Luoma (2004) argued that “Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.”(p. 1). Thus, speaking is not an easy skill but a complex one. It needs efforts and practice of the target language as much as possible. Speaking is also considered as a process which is based on verbal and non verbal language.

Thornbury (2005) focuses on the non verbal language and states that “Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation” (p. 9). The concept of speaking is difficult to be defined, for that reason it was seen from different perspectives. Speaking is a verbal communication that is based on the meaning interpreted. According to Thornbury (2005) "speaking is considered as the productive and oral skill. Speaking is a cognitive skill, it is the idea that knowledge become increases automatically through successive practice" (p. 79).

Speaking can be defined as an interactive process of conveying meaning through producing meaningful utterances i.e. it consists of sending and receiving messages through

verbal and non verbal language. It can be concluded that the speaking skill is related to communication. Speaking is a skill to use a language appropriately to express someone's ideas, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

## **1.2 Types of Speaking**

Brown (2004) further stated that there are five types of speaking as in the following taxonomy:

### **1.2.1 Imitative**

At one end of a continuum of types of speaking, performance is the ability to simply parrot back a word or phrase or possibly a sentence while this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

### **1.2.2 Intensive.**

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

### **1.2.3 Responsive.**

Responsive includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

## **1.2.4 Interactive.**

The difference between responsive and interactive speaking is in the length and complexity of the interaction which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

### **1.2.4.1 Extensive (monologue)**

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

## **1.3 Functions of Speaking**

The mastery of speaking skills in English is a priority for many second and foreign language learners. According to Richards (2008,p.21-28) the functions of speaking are divided into three categories talk as interaction, talk as transaction, talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

### **1.3.1 Talk as interaction**

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

### **1.3.2 Talk as transaction**

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

### **1.3.3 Talk as performance**

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

## **1.4 The Role of the teacher**

### **1.4.1 The Controller**

The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed. the teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise, but, does this role really allow for enough student talk time? Is it really enjoyable for the learners? There is also a perception that this role could have a lack of variety in its activities.

### **1.4.2The Prompter**

The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when

necessary. When learners are literally ‘lost for words’, the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.

### **1.4.3 The Resource**

The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when it is absolutely necessary. As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn’t necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.

### **1.4.4 The Assessor**

The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction are organized and carried out. There are a variety of ways we can grade learners, the role of an assessor gives teachers an opportunity to correct learners. However, if it is not communicated with sensitivity and support it could prove counter-productive to a student’s self-esteem and confidence in learning the target language.

### **1.4.5 The Organizer**

Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up

activities. The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. The teacher also serves to open and neatly close activities and also give content feedback.

#### **1.4.6 The Participant**

This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it. Here the teacher can enliven a class; if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering.

#### **1.4.7 The Tutor**

The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks. This role can be a great way to pay individual attention to a student. It can also allow a teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.

### **1.5 Assessment of speaking**

The Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation (Luoma, 2004). Additionally, Nunan (1999) viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To

speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence. It demands the speakers to use the language appropriately to the context. This theory then developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary; depend on the types of speaking assessed. (Nunan, 1999).

### **1.5.1 Grammar**

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

### **1.5.2 Vocabulary**

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

### **1.5.3 Comprehension**

Understanding the context of the conversation and able to give appropriate response according to the question.

### **1.5.4 Fluency**

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

### **1.5.5 Pronunciation**

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

### **1.5.6 Task**

Task deals with finishing the command given during the speaking test. Like all test scores, speaking scores must be dependable, fair, and above all useful for the intended purposes (Luoma, 2004). To ensure speaking skill assessment is trustworthy, there are factors that influence our impression of how well someone can speak a language that what should come into consideration(Luoma,2004; Nunan,1999)

#### **1.5.6.1 Practicality**

The first principle of making language assessment is practicality. Before deciding a test, we need to analyze how practical the test is to be used considering the time constraint of running and interpreting the scoring of the test, budget limitation, and facilities.

#### **1.5.6.2 Validity**

Consistently accurate measurement must be provided to assign a valid test. It has to measure what should be measured by excluding all irrelevant variables to be tested. When speaking skill is tested, making essay is not a valid test as it fails to provide information of the test takers speech production. In result, it may not bring about the real test takers' ability. In accordance to types of speaking, test designer should decide what kind of speaking types would be tested as it will influence the design of assessment. Using interview test for imitative speaking may lead to invalidity of assessment.

### **1.5.6.3 Reliability**

The need of consistent scoring measurement is very important to make a test reliable. In addition, clear rubric and scoring criteria is also a must. Sometimes a reliable test may not be a valid test. However, a test designer should struggle to keep a reliable test as valid as possible.

As a need of reliable scoring system is unavoidable in speaking test, before conducting speaking test, test takers must prepare a standard scoring system. The items on it should represent all aspects of what are to be assessed from the students. The weight of the score must be printed clearly on the forms as well to make sure each student's ability is well presented. During the test, the standard scoring system will be used to record students' work. Without a good scoring system, it is hardly possible to have a reliable result of the test.

### **1.5.6.4 Authenticity**

It refers to a contextual language or language in use. Students are asked to represent something related to their values. In that case, the language produced is authentic. One goal of language testing is its backwash effect. It tells both teacher and learners of the effect of the learning and teaching (Hughes, 2003). As it is important, therefore, this issue should also be explored in designing a test.

## **1.6 Classroom Speaking Activities**

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts (Chaney, 1998)

### **1.6.1 Discussion**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class.

At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. The group members can be either assigned by the teacher or the students may determine it by themselves, groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

## **1.6.2 Role Play**

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

## **1.6.3 Simulation**

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

## **1.6.4 Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

### **1.6.5 Brainstorming**

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

### **1.6.6 Storytelling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

### **1.6.7 Interviews**

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

### **1.6.8 Story Completion**

This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

### **1.6.9 Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

### **1.6.10 Playing Cards**

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- Diamonds: Earning money
- Hearts: Love and relationships
- Spades: An unforgettable memory
- Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery?

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

### **1.6.11 Picture Narrating**

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

### **1.6.12 Picture Describing**

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

### **1.6.13 Find the Difference**

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

## **1.7 Difficulties that EFL Learners Encounter in Speaking**

### **1.7.1 Linguistic Problems**

Based on the linguistic's perspective, in linguistic problems there are three factors that contribute to students speaking problems, they are: grammar, vocabulary and pronunciation. The linguistic problems includes all of the difficulties found in the target language itself encountered by student who is studying the language. Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. According to Spolsky & Hult (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation which are poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation. Those problems are:

#### **1.7.1.1 Vocabulary**

Vocabulary is an individual word or a set of words which have specific meaning. vocabulary is the knowledge of meanings of words. The words come in at least two forms; oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence.

According to Khan in Dea Aris Fitriani (2005) the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. In addition, in the real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply. Students are clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

### **1.7.1.2 Grammar**

According to DeaAriesFitriani et al (2015) grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. Grammar become difficult to the learners who do not learn a structure on in a time.

### **1.7.1.3 Pronunciation**

According to Hinkel (2005: 491) a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself. English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native speaker.

## **1.7.2 Psychological problems**

There are some psychological problems that stops learners from practicing their speaking in English class and effect on the learner's speaking skill, those factors are lack of

confidence, shyness, anxiety, lack of motivation, fear of making mistakes and overcrowded classroom.

### **1.7.2.1 Lack of Confidence**

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.

In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

### **1.7.2.2 Shyness**

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000).

In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance

at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.(as cited in Al Nakhalah, 2016).

### **1.7.2.3 Anxiety**

Anxiety is not a physical or mental illness it is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language it can be distressing self. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

### **1.7.2.4 Lack of Motivation**

Some EFL learners lack the needed motivation to speak in English language. With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

#### **1.7.2.5 Mother-Tongue Use**

In cases where the majority if not all the students share the same mother tongue, they prefer to use it outside and even inside the classroom rather than the target language because of their shyness or being demotivated to communicate during speaking activities, also the learners can transfer their culture easily from their mother tongue to a foreign language.

#### **1.7.2.6 Fear of making mistakes**

Fear of making mistakes becomes one of the main psychological problems that faced learners. learners feel afraid of the idea of making mistakes because they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking .As a result, learners stop participating in the speaking activities (as cited in Juhana,2012).

#### **1.7.2.7 Overcrowded classrooms**

Overcrowded classrooms a huge problem for both teachers and learners also for the learning process. It can effect on time, management and the achievement of the lessons objectives. Overcrowdedare a 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 allow EFL learners getting an equal chance of speaking during oral presentations (as cited in Muthusamy,2015).

## **Conclusion**

To sum up, we have attempted through this Chapter to shed light on the speaking skill. Speaking is an important and difficult skill to be achieved. So, teachers are asked to follow certain strategies in teaching speaking for these learners in order to develop the abilities of the learners in speaking. In the oral expression session which is the best atmosphere for learners to enhance their speaking abilities, learners have to encourage herself to communicate and participate in purpose of achieve a high level in performance during speaking activities session. However, many EFL learners face difficulties when it comes to participation such as linguistic and psychological factors, we have discussed all of them in this Chapter.

# **Chapter Two**

## **Debate**

## **Introduction**

This Chapter, first of all, presents the main definitions of debate. We will demonstrate a general overview of debate, methods, and functions, also its main benefits. Moreover, we will introduce the basics of debating ability, procedures, and the cast involved in debating. Furthermore, we will discuss debate formats.

### **2.1 Definition of Debate**

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, Branham (2013) defines debate as "a struggle against received opinion, in which knowledge is not 'lazily inherited' from one's instructors or textbook, but earned by viewing the opinions so received as argumentation claims, to be tested against other possible opinions" (P. 20). To paraphrase, debate can be considered as the speaking situation in which opposite points of view are presented and argued.

Ellis and fedrizzi (2010) also state that "debate is defined as oral confrontation between two individuals, teams, or groups to argue reasons for and against a set position" (p. 4). Therefore, debate is the process of presenting a proposition, discussing, and presenting reasoned arguments for and against it. To summarize, debate is the process of two opposed parties offering ideas or view points and attempting to defend their positions. It's a structured discussion featuring a moderator, audience, and participants.

### **2.2 Methods of debate**

Debating in the classroom can take many forms. The following debate strategies offer a range of opportunities to increase learners understanding and involvement with the

course material. Five types of debate are: four-corner, role-play, fishbowl, think-pair-share, and meeting house (Vargo, 2012).

### **2.2.1 The four-corner Debate**

It starts with a question or statement such as: "The federal health care law is a constitutional exercise of the commerce clause." Students are then afforded time to personally consider the statement and their views based on the law. The four corners of the classroom are labeled —strongly agree, —agree, —disagree, and —strongly disagree. After personal consideration, the students move to the corner that most represents their position on the issue. The groups in each corner of the classroom then work together to come up with the best arguments for their position.

After a specified time for group discussion, each group presents their strongest arguments to the other groups. This can be made in presentation form or through a more directed debate where the professor or assigned students can moderate and direct time for each group to present and rebut. After the debate, students are permitted to switch sides if their personal views changed. This form of debate directly counters the argument of dualism, showing there are more than two-sides to an issue, and often, variations of the sides.

### **2.2.2 Role-play debates**

This type of debate helps to avoid dualistic debate models by assigning students to argue on behalf of different characters in a situation. For instance, in the issue of national health care, students could be assigned to various roles, such as a doctor, a patient, a wealthy person, a poor person, a lawyer, a judge, an insurance company, the president, and

so on. Through the debate of the issue from various point of view, the students can broaden their understanding of the issue and its complexity.

### **2.2.3 Fishbowl debates**

This type of debate can take several different forms, it involves grouping chairs in a circle pattern. Several chairs are then placed inside the circle for teams representing the different positions of the debate. Chairs can also be added for several students representing the audience. To bolster attention among those outside the fishbowl, an empty chair can be added, which is free game, allowing someone from the outside to enter the fishbowl to ask a question or make an argument.

### **2.2.4 Think-pair-share debates**

This type of debate requires students to think and make notes alone about the issue. After personal reflection is completed, pairs are formed. The pairs then work together, comparing their notes and creating lists to support both sides of the issue. Once complete, the pairs of two are combined with another pair. The newly formed groups of four discuss the issue, choose a position, and edit their list down to their best arguments. Finally, the groups of four present their position and reasons to the class.

### **2.2.5 Meeting-house debates and problem-solving debates**

There are variations of the Lincoln- Douglas debate model. In a meeting house debate, each team makes an opening argument. The class is then given the opportunity to question each side. The professor serves as a moderator, ensuring that each side gets an equal amount of time to argue. In order to encourage more class participation and limit certain students from dominating the questioning, the professor could assign cards to each student. After each question, the questioner gives up one card. Once a student is out of

cards, he or she cannot ask another question until all other students run out of cards. Alternatively, if three cards are assigned, a questioner that has two cards remaining may be limited from asking another question until everyone else in the class has only two cards.

## **2.3 Types of Debate**

Many different types of debates are used at the high school and collegiate level, as well as in the political arena. Every kind of debate has two sides, but there are two general types of debates: problem debates, which are centered on philosophical questions, such as whether something is right or wrong, and mechanism debates, which deal with practical problems, such as how something should be done (Treadwell,2018).

### **2.3.1 Team Policy Debate / National Debate Tournament**

Team policy debates feature two teams of two debaters each. The format consists of eight speeches, four constructive speeches and four rebuttals, and four periods of cross-examination. Emphasis is put on presenting large amounts of evidence as quickly and as coherently as possible. The National Debate Tournament (NDT) also features two teams of two debaters each with the same format of eight speeches as team policy debates. The primary difference between team policy debates and the National Debate Tournament is that the team policy debates are for younger debaters in the upper middle and high school grades, whereas NDT is used at the collegiate level.

### **2.3.2 Cross-Examination Debate Association**

Debates are a newer type of two-on-two collegiate debate. Unlike National debate tournament debates, CEDA debates have resolutions that are not related to policy. CEDA debates are intended to be based on values, but, like NDT, a lot of evidence can be presented.

### **2.3.3 Lincoln-Douglas Debate**

Lincoln-Douglas debates were inspired by the debates between Abraham Lincoln and Stephen A. Douglas during a senatorial race in the 1850s. They are one-on-one debates that focus on arguing for or against competing moral and ethical values. There traditionally has been a strong emphasis on speaking persuasively, logically and clearly in Lincoln-Douglas debates.

### **2.3.4 Spontaneous Argumentation**

Spontaneous argumentation, or SPAR, debates feature two debaters who draw a topic at random (traditionally out of a hat). The debaters then spend a few minutes preparing what they will say before engaging in a brief debate on the topic. It is often used in college and university classrooms and helps decrease speaker anxiety and build confidence. Because the debates do not require serious research, they focus more on presentation and style than on content.

### **2.3.5 Parliamentary Debate**

Similar to SPAR debate, parliamentary debates require no prior research. Resolutions are established only 10 minutes or so before a round of debate begins, so wit, logic and persuasiveness are strongly emphasized. These debates are referred to as "parliamentary" because of their resemblance to the debates that occur in British Parliament. There are two teams of two debaters in parliamentary debates, and a round consists of six speeches: four constructive speeches and two rebuttal speeches.

## **2.4 Benefits of Debate**

### **2.4.1 Future-proofing**

The World Economic Forum reports that adults will likely need the ten skills listed below to thrive in the workplace in 2025:

- Complex problem solving
- Critical thinking
- Creativity
- People management
- Coordinating with others
- Emotional intelligence
- Judgement and decision making
- Service orientation
- Negotiation
- Cognitive flexibility

Debating helps students develop these skills and be ready to tackle whatever challenges come their way.

### **2.4.2 Leadership Skills**

Debating provides the opportunity for students to develop important leadership skills such as public speaking, teamwork, communication and being able to argue a point of view in a positive, calm and logical manner. Debating helps students to consider different perspectives and ideas and teaches students how to stand up for something they believe in, how to have their voice heard and how to share their ideas with others.

### **2.4.3 Social Skills**

Debating is often referred to as a “team sport” because students work in teams. Usually when a debate is adjudicated, the team will receive a score as a whole rather than as individuals. As such, it’s important that team members learn to help and support each other to improve the performance of the team as a whole. Not only does debating teach teamwork and collaboration skills, but students also need to learn to negotiate with each other, discuss and resolve differences of opinion, make decisions as a team, solve problems, ensure that everyone’s ideas are heard, develop accountability as a team and learn to communicate well with others.

### **2.4.4 Thinking Skills**

At the heart of debating is a dedication to thinking logically and critically. Students need to question the information and sources they find, explore different aspects and perspectives of a topic and seek ways to argue a particular point of view. Students also need to look for logical fallacies and flaws in the arguments of others, to back up their opinions with evidence and to rebut opposing information. Debating also provides a surprising number of opportunities for students to think creatively too – in coming up with ideas relating to their topic, in making their presentations interesting and effective, in ways to be persuasive and more. Debating is a wonderful activity for developing strong minds!

### **2.4.5 Real-life Learning**

Debating programs offer students a way to have their ideas and voices heard in a whole new way. Students become deeply engaged when they are debating topics that are relevant to them, are topical in their communities or that may even lead to some kind of real change. Students can be involved in debating a local issue and then using their research to write letters to the editor of a newspaper or to local politicians. They could also debate decisions that affect them as students, class or school community members.

Debating topics that students care about often lead to students developing ideas about ways to improve a situation or make a difference. A debate in front of another class, parents or another school is a real experience that can be very exciting for students and it is great preparation for situations where they may have to speak in public about something.

#### **2.4.6 Integrated Learning**

As mentioned previously, debating can be integrated into a class program by choosing topics that relate to a current area of study or to the students' interests. This means that students are researching their debate topic for the purposes of a debate. Here are just a few of the skills involved in debating that cross a variety of subject areas include:

- Digital and manual research skills
- Learning to find evidence to support an argument or position
- Learning to distinguish credible sources of information
- Finding and interpreting data
- Reading and summarising information
- Creating summaries or dot points
- Considering different perspectives on a topic
- Using technology for research
- Structuring a talk or essay (how to write an introduction, conclusion, points, examples etc)
- Collaboration and teamwork skills
- Public speaking skills
- Developing confidence in working with others and communicating ideas
- Learning how to speak or write persuasively

## **2.4.7 Covering the Curriculum**

Debating covers many curriculum outcomes from the learning areas of English and Humanities & Social Sciences in particular. Debating topics can also be crafted to include outcomes from Mathematics, Science, The Arts, Physical & Health Education and Technologies.

## **2.4.8 NAPLAN and High School Preparation**

Debating can be an excellent way of helping students to prepare for the persuasive writing section of NAPLAN testing, as well as learning how to structure their thoughts and writing in other areas too. Students learn the skills of persuasive writing through an activity that is much more engaging, collaborative and hands-on. Many schools now are finding that introducing students to debating in Year 6 is also a great way to help students prepare for high school where they will encounter more tasks such as essay writing and independent research. A debate essentially has very similar components to an essay and many teachers are finding that students who have participated in debating programs in primary school have an advantage in tackling the academic work of high school.

## **2.5 Basic Debating Skills**

Inoun (1996) stated that the kind of the basic of debating ability, namely:

### **2.5.1 Style**

Style is the manner in which you communicate your arguments. This is the most basic part of debating to master. Content and strategy are worth little unless you deliver your material in a confident and persuasive way.

## **2.5.2 Speed**

Talk at a pace which is fast enough to sound intelligent and allow you time to say what you want, but slow enough to be easily understood.

## **2.5.3 Tone**

Varying tone is what makes you sound interesting. Listening to one tone for an entire presentation is boring.

## **2.5.4 Volume**

Speaking quite loudly is sometimes a necessity, but it is not necessary to shout through every debate regardless of context. Shouting does not win debates but speaking too quietly is disastrous

## **2.5.5 Clarity**

The ability to concisely and clearly express complex issues is what debating is all about. Short, clear sentences are better and are easier to understand anyway.

## **2.5.6 Fluency**

The key thing is to relax. Fluency comes more easily with practice and confidence, but is aided by keeping all notes that you use simple and clear.

## **2.5.7 Use of notes and eye contact**

Notes are essential, but they must be brief and well organized to be effective. There is absolutely no point in trying to speak without notes. Notes should never become obtrusive and damage your contact with the audience, nor should they ever be read from verbatim. Most people sketch out the main headings of their

speech, with brief notes under each. When writing notes for rebuttal during the debate, it is usually better to use a separate sheet of paper so you can take down the details of what the other speakers have said and then transfer a rough outline onto the notes you will actually be using. A clear structure (both in the speech and the notes) is a great asset.

### **2.5.8 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's. The information on content is a general overview of what will be expected when you debate.

## **2.6 The cast involved in debating**

Debating is a team sport, and as it is the case in many sports, there are always people involved both the front-end and back-end which are as the following:

### **2.6.1 The debaters**

At the front end you have the debaters, also called speakers or players. It is pretty obvious what their task is. A debater has to prove their worth in the categories of style, content and strategy, which are the three components of the decision-making process. A debater's performance will depend on research, selecting material and data, adding structure to the speech, preparing his or her line of argumentation and generally showing public speaking skills in front of an audience.

### **2.6.2 Chairperson and timekeeper**

Every debate has a chairperson. He or she takes the role of a moderator, introducing the proceedings of the debate, the names of the teams, speakers, judges and, if present, the timekeeper. The info should be displayed on a blackboard, flipchart or even

laptop/projector, if available. The info provides some assistance to both the audience and the judges about who's currently speaking and where we are in the debate. If the event lacks personnel, chairpersons can be timekeepers at the same time. At some tournaments, team members not speaking the round can take over these roles as well. The timekeeper, well, keeps the time, using a timing device (stopwatch, mobile phone...) and either announces the debaters' speaking times orally and/or writes them on the classroom blackboard or any other surface that can be used as a display. Most importantly, however, the timekeeper gives audio signals to announce certain crucial time limits in a debate.

### **2.6.3 The judges**

There are a minimum of three, and always an uneven number of impartial judges or adjudicators in the room. They watch the debate and have to assess to what extent the teams have performed their respective roles as either proposition or opposition in terms of style, content and strategy, whether the timing was alright and whether enough Points of Information have been exchanged. Judges fill in a mark sheet, come to an individual decision, leave the mark sheet in the room and meet the other judges outside the debate room. There they exchange and discuss their decisions, based on which observations they have made. The Chief Adjudicator or chair announces the result of the debate. It can be either a unanimous (3-0) or a split decision (2-1).

The judge not voting in favor of the winning team is called the dissenting judge. If the Chief Adjudicator is the dissenting judge, he can choose to delegate the adjudication speech to one of the other two. In opposition to other styles, like British Parliamentary, the judges decide co-operatively on who to give the debate to. Judges are also strongly encouraged to give feedback to the debaters after the debate and to explain to them why the decision went to either of the two teams from their points of view. Giving judges' feedback

is the core educational element of debating. If debaters cannot profit from the input on what they can do better in the future, they can't improve and may become wary of debating. This should be avoided at all costs. Feedback should be constructive, objective and not meant to make debaters feel bad about them.

#### **2.6.4 The coach**

The coach assists the speakers in creating their case, arguments, reasoning and finding examples. The coach has a more distant view of the case-making process and, as such, is guiding the debaters towards what could be the best approach on the discussion matter. Coaches are predominantly there to set a schedule for preparation sessions, to motivate the debaters to prepare their speeches and also to witness the debate and tutor them afterwards. Whereas the debaters also receive feedback from the judges, the coach is a lot closer to the development of the case and in combination with the judges' feedback can explain better why things have either worked out or why they haven't, and which improvements can be made in future debates in consequence. The coach also has responsibilities as a custodian at tournaments, especially with minors involved. Depending on experience, coaches are mostly asked to judge as well.

#### **2.6.5 The audience**

It's always nicer for the debaters not only to speak to the judges and team mates, but to an audience as well. If there is debating going on in your school, you might want to advertise it on a wider scale to encourage outside visitors to attend the debates. The audience can be seated in front of the judges. This is a great chance to draw the school community together! Debates can be watched by the debaters' teachers, school and parents' representatives, local politicians, financial sponsors, family and friends. The motions can be publicly announced on posters, the school's webpage and maybe even in the local

newspapers in order to draw attention to the event. Debating events are usually free of charge, but that's at everyone's own discretion.

### **2.6.6 The tabber**

Every tournament has a person or small team in charge of entering and adding up the results written on the judges' mark sheets and publishing the team ranking, ideally in between each round, as well as the speaker ranking to determine the best tournament speaker, a practice known as tabbing. The associated tab room is off-limits to debaters and coaches.

## **2.7 Formats of Debate**

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

**2.7.1 Standard debate format:** It is used most often by beginner debaters.

**2.7.2 The cross- examination format:** It is used in most tournaments at high school and college level.

**2.7.3 The Lincoln Douglas format:** It is a popular format for debating value issues.

**2.7.4 Simplified debate format:** It is used mostly with non- native speakers. (as cited in Ramadan, 2015, p. 26).

### **2.7.2.1 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).

### **2.7.3 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).

#### **2.7.4 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 summarize, this chapter focused on debating activities as an important approach for improving speaking skills. Teachers can improve their students' speaking abilities by employing debate since it allows them to drive their students to work in groups, to increase responsibility in the classroom, and engage learners in the course. Overall, the study of

debate has shown favorable results in student learning, as well as an improvement in learners' readiness and involvement. Using various types of discussion to establish a positive classroom environment and achieve a high level of oral performance is a good idea.

**Chapter Three:**  
**Analysis and Discussion of**  
**the Results**

## **Introduction**

The current chapter is devoted to the field work of this research. It provides a detailed analysis of the gathered data; following this, an overall discussion of the obtained findings in order to examine the research hypothesis which states that the use of debate activities in the classroom help EFL learners develop their speaking skill.

## **Research design and methodology**

### **Data collection tools**

For the purpose of achieving a valuable data, I used two data collection tool. More precisely I distributed a questionnaire to third-year EFL students and an interview with EFL teachers who teach or have experienced teaching oral expression module.

### **Population and sample**

The population of this study will comprise students and teachers of oral expression and randomly selected 41 students from the whole of Third year LMD(276) and ten teachers of oral expression three of them teach third year LMD and the others have experience in teaching oral expression at the university of Mohamed Khieder, Biskra.

### **Validity of Instruments**

After finishing the questionnaire and the interview, the researcher sends it to the supervisor. She give her feedback and suggested to choose one or two teachers in order to give his/her remarks and feedback. It was emailed as a word document to one teacher, after the validation of the teacher the researcher distributed his tools to teachers and students.

### **3.1 Students' Questionnaire**

#### **3.1.2 Administration and Aim of the Students' Questionnaire**

The questionnaire was prepared and then distributed online to EFL students of third-year at Biskra University. It is worthy to mention that these students were selected randomly. Precisely, only (41) students answered the questionnaire. This questionnaire is intended to reveal the problems which third-year students encounter in speaking skill, especially when it comes to perform in front of their teachers and classmates. It also aims to know whether they are aware of the importance of using debate as strategy to develop their speaking abilities.

#### **3.3 Description of the Students' Questionnaire**

The present questionnaire consists of (24) questions and most of them are followed by sub-questions. This questionnaire is a semi-structured questionnaire because it is composed of different types of questions. Precisely, it includes closed questions (yes/no), multiple choice questions, or ticking up the most appropriate response from a set of options. Besides, it includes the following up questions which can give the chance to gain many clear and insightful answers. The following up questions are either open ended in which students are asked to justify their choices or to specify other answers in addition to the listed ones; however, some of the following up questions are multiple choice questions.

The students' questionnaire is divided into four sections; each one of them is devoted to a particular aspect related to the research. Section one contains three items and it targets students' gender, the choice of learning English, the purpose of learning English language. Section two is composed of five items and it is designed to identify the importance of speaking skill among third-year EFL students. Section three contains six

items and most of its questions deal mainly with students' perceptions and attitudes towards oral expression and their benefits. The last section includes students' attitudes towards the use of debate.

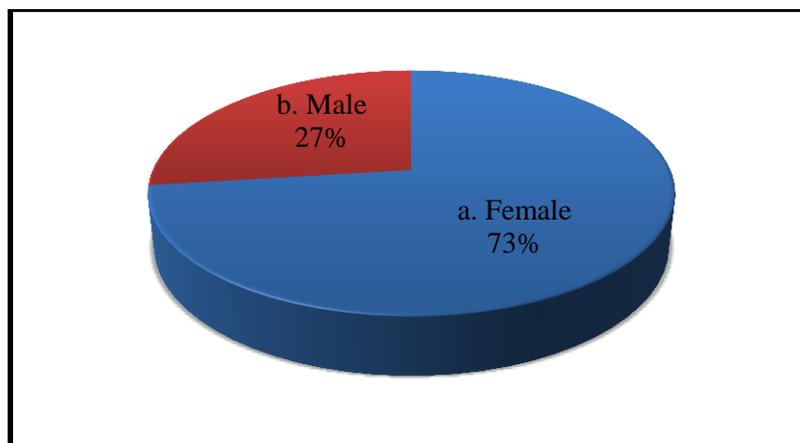
## Analysis of the Students' Questionnaire

### Section One: Personnel Information

**Item 1.** Would you specify your gender, please?

| Gender       | Respondents | Percentage  |
|--------------|-------------|-------------|
| a. Female    | 30          | 73%         |
| b. Male      | 11          | 27%         |
| <b>Total</b> | <b>41</b>   | <b>100%</b> |

**Table 3.1: Students' Gender**



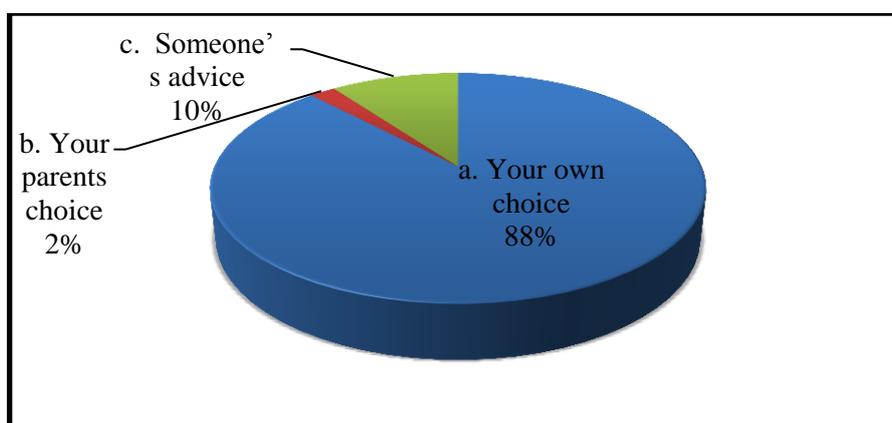
**Figure 3.1: Students' Gender**

This question aims at revealing students' gender. As illustrated in the figure above, (41) students contributed in this questionnaire. However, it is shown that female students dominated the sample under investigation since they present the higher estimated percentage which is (73%), unlike male students who present only (27%) of the sample. This reveals that girls are more interested in developing language speaking skill compared to boys.

**Item 2.** The choice of learning English was:

| Option                  | Respondents | Percentage |
|-------------------------|-------------|------------|
| a. Your own choice      | 36          | 88%        |
| b. Your parents' choice | 1           | 2%         |
| c. Someone's advice     | 4           | 10%        |
| <b>Total</b>            | 41          | 100%       |

**Table 3.2: Students' Choice of Learning English**



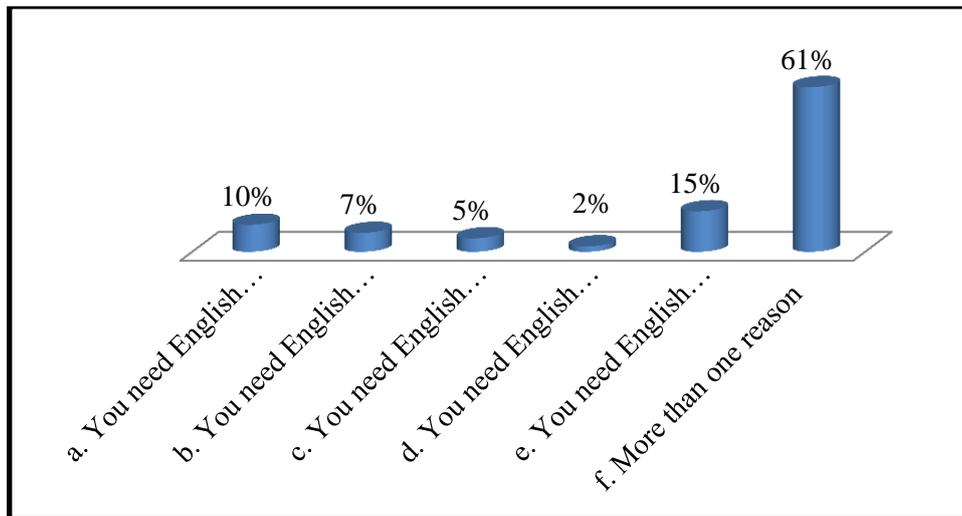
**Figure 3.2: Students' Choice of Learning English**

This figure reveals that only 2% of respondents choosing to learn English language is her/his parents' choice whereas the majority of them (10%) said that it's someone's advice and most of them (88%) affirmed that it's her/his own choice which means that most of the learners are interested in learning English language.

**Item 3.** What are your reasons behind learning English at university rather than other languages? (You may choose more than one answer).

| Option  | Respondents | Percentage |
|---|-------------|------------|
| a. You need English for communication.                          | 4           | 10%        |
| b. You need English for future job requirements.                | 3           | 7%         |
| c. You need English for presenting international communication. | 2           | 5%         |
| d. You need English for travelling purposes.                    | 1           | 2%         |
| e. You need English because it becomes a universal language.    | 6           | 15%        |
| f. More than one reason   | 25          | 61%        |
| <b>Total</b>  | 41          | 100%       |

**Table 3.3: Reasons behind Students' Choice of Learning English**



**Figure 3.3: Reasons behind Students' Choice of Learning English**

The displayed results in the table above identify the major reasons behind students' choice of learning English. As it is shown, more than the half of respondents (61%) choose more than one reason while (15%) limited their choice to they need English because it becomes a universal language.

In addition, a percentage of (10%) refers to those who selected the reason that they need English for communication. Besides (7%) of the respondents need English for future job requirements. However, (5%) of the sample present the respondents who opted the need of English to the purposes of presenting international communication.

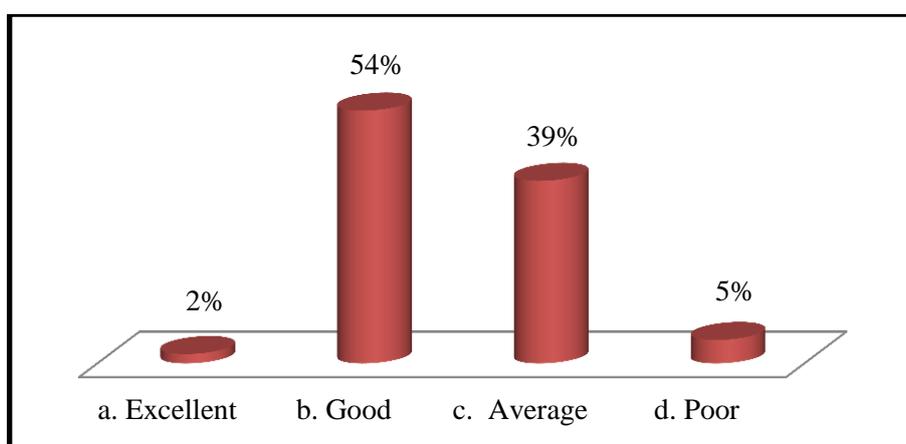
Moreover, traveling purposes is given the lowest importance because it is selected by only one respondent (2%) of the sample. In addition, one of the respondents added that s/he considered it as a means of cultivating new language and that will give him/her the opportunity to immigrate into America. Consequently, learning English language is beneficial for students from different sides because it serves various purposes related to their life at the University, as well as, their daily life.

## Section Two: The Speaking Skill

**Item 4.** How do you evaluate your speaking proficiency?

| Option       | Respondents | Percentage  |
|--------------|-------------|-------------|
| a. Excellent | 1           | 2%          |
| b. Good      | 22          | 54%         |
| c. Average   | 16          | 39%         |
| d. Poor      | 2           | 5%          |
| <b>Total</b> | <b>41</b>   | <b>100%</b> |

**Table 3.4:** Students' Self-evaluation of their Speaking Proficiency



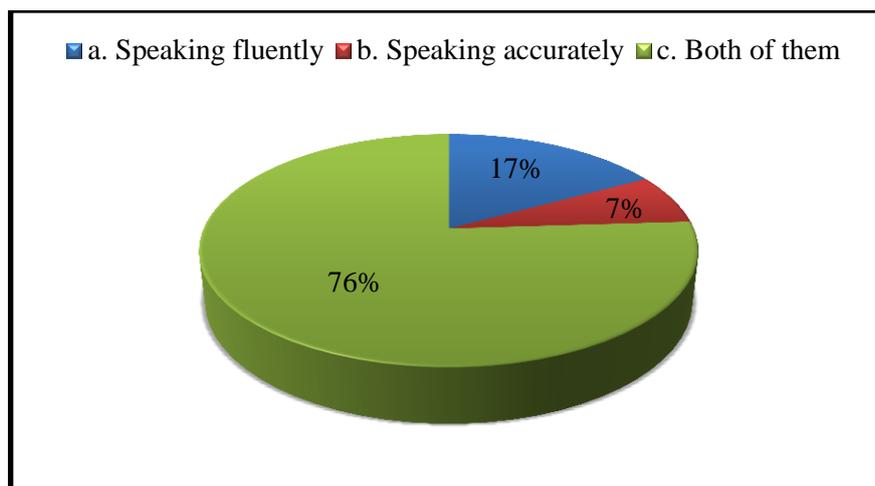
**Figure 3.4:** Students' Self-evaluation of their Speaking Proficiency

In this question, students were asked to indicate their level in speaking Proficiency. The table shows that the majority of the respondents' (54%) level is good in speaking, and (39%) of them considered their level as average whereas (5%) say that they have poor level in speaking and the rest two respondents their level is excellent in speaking. It is clear that most of the students consider their level between good and average.

**Item 5.** In your opinion, mastering the speaking skills means:

| Option                 | Respondents | Percentage  |
|------------------------|-------------|-------------|
| a. Speaking fluently   | 7           | 17%         |
| b. Speaking accurately | 3           | 7%          |
| c. Both of them        | 31          | 76%         |
| <b>Total</b>           | <b>41</b>   | <b>100%</b> |

**Table 3.5:** Students' Opinions about the Meaning of Mastering a Language



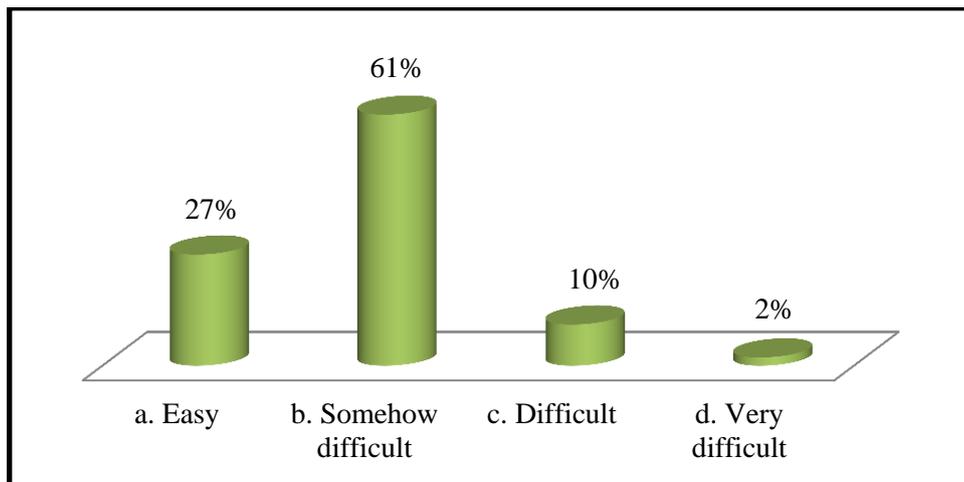
**Figure 3.5: Students' Opinions about the Meaning of Mastering a Language**

This question intends to reveal students' opinions about the meaning of mastering a language either fluency or accuracy, or both. It is noticed that the majority of respondents with highest percentage (76%) answered that they should master both speaking with fluency and with accuracy because they are crucial components in speaking skill and important to reach Proficiency. Besides, mastering speaking should be accurately and fluently to be as a native speakers whereas (17%) of the respondents said that they need to speak with fluency because they think when they master language they will learn easily. This means they avoid the factors which can effect on students(psychological problems). (7%) of respondents opted for the choice of speaking accurately because speaking accurately is more important to master English language; they think when s/he speaks with accurate grammatical rules, this will lead them to speak fluently. Therefore, most of respondents are aware of the significance both fluency and accuracy in mastering the speaking skill.

**Item 6.** How do you find speaking in English?

| Option               | Respondents | Percentage  |
|----------------------|-------------|-------------|
| a. Easy              | 11          | 27%         |
| b. Somehow difficult | 25          | 61%         |
| c. Difficult         | 4           | 10%         |
| d. Very difficult    | 1           | 2%          |
| <b>Total</b>         | <b>41</b>   | <b>100%</b> |

**Table 3.6: Students' Opinions about Speaking in English**



**Figure 3.6: Students' Opinions about Speaking in English**

The present question seeks to view students' opinions about speaking in English. It is clear that more than the half of respondents (61%) regard speaking English somehow difficult, yet (27%) said that English is easy to speak whereas, only four students (10%) answered with difficult, besides one of them answered with very difficult. From these results, the researcher can say that the level of the students is good

In this item, all the respondents were asked to justify their answers and this provided several and valuable justifications. To begin with, those who said that is easy to speak English noted that it does not need an effort or intelligence; as well as, it is not complicated. Other respondents justified their choice saying that speaking English is an easy task compared to other languages. One of the respondents claimed that learners who

speaking English have a background about the language. Another student noted that they are exposed to English almost everywhere which helps them improve their speaking

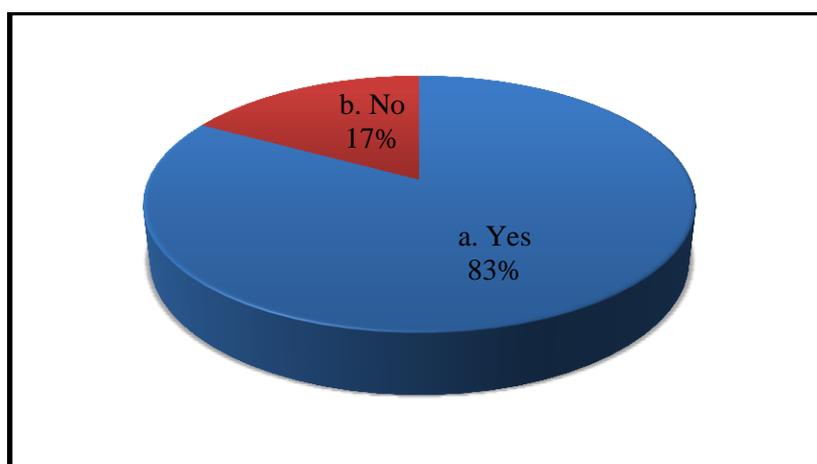
On the other hand, 25 of the respondents claimed that speaking English is somehow difficult because they faced a psychological and linguistic problems such as fear of making mistakes, anxiety, shyness, vocabulary, lack of background, mother tongue' influence, misplacement of words and fears of a public communication.

However, the respondents who said that speaking English is difficult, few of them answered that sometimes they suffer from the lack of grammatical knowledge or the lack of vocabulary. In addition, one student asserted that speaking English is very difficult because it is a native language.

**Item 7.** Do you find any difficulties when speaking?

| Option       | Respondents | Percentage  |
|--------------|-------------|-------------|
| a. Yes       | 34          | 83%         |
| b. No        | 7           | 17%         |
| <b>Total</b> | <b>41</b>   | <b>100%</b> |

**Table 3.7:**The Existence of Students' Difficulties When Speaking English



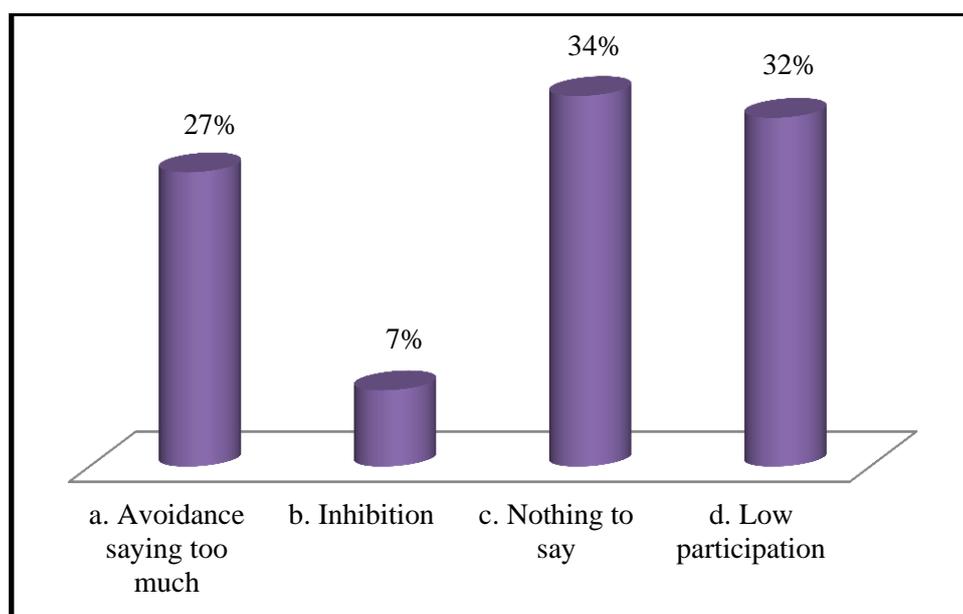
**Figure 3.7:** The Existence of Students' Difficulties When Speaking English

This question is for the sake to know if there are difficulties when students who speak English. Based on the table and the figure above, (83%) of respondents said yes they faced difficulties but the rest of respondents (17%) answered with no which means that they didn't find difficulties in speaking in English. As a result the most of the students faced difficulties when it comes to speak English .

**If yes, what kind of difficulties?**

| Option                       | Respondents | Percentage  |
|------------------------------|-------------|-------------|
| a. Avoidance saying too much | 11          | 27%         |
| b. Inhibition                | 3           | 7%          |
| c. Nothing to say            | 14          | 34%         |
| d. Low participation         | 13          | 32%         |
| <b>Total</b>                 | <b>41</b>   | <b>100%</b> |

**Table 3.7.1: Kinds of Students' Difficulties When Speaking English**



**Figure 3.7.1: Kinds of Students' Difficulties When Speaking English**

According to figure 3.17, the respondents who answered with yes they faced difficulties they asked to choose the kind of difficulties they encounter. (34%) of them selected nothing to say whereas (32%) said that cause is related to low participation. Others (27%) chose the avoidance of saying too much and the rest (7%) selected

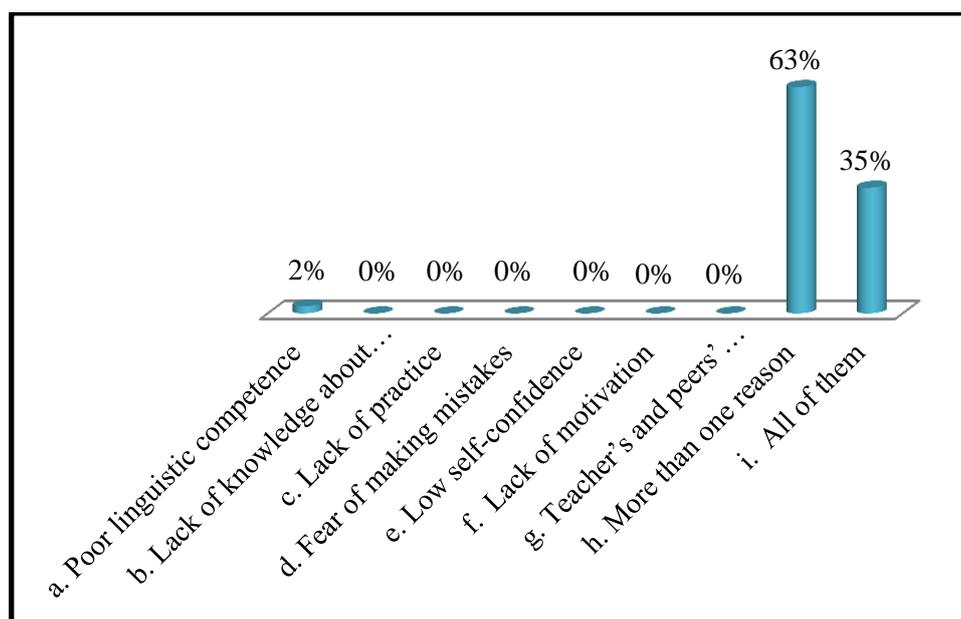
inhibition. This is related to the lack of motivation, the variety of the activities, lack of vocabulary and stress.

**Item 8.** According to you, what are the reasons behind students' speaking difficulties?

(You may choose more than one reason).

| Option                                    | Respondents | Percentage  |
|---|-------------|-------------|
| a. Poor linguistic competence             | 1           | 2%          |
| b. Lack of knowledge about the topic      | 0           | 0%          |
| c. Lack of practice                       | 0           | 0%          |
| d. Fear of making mistakes                | 0           | 0%          |
| e. Low self-confidence                    | 0           | 0%          |
| f. Lack of motivation                     | 0           | 0%          |
| g. Teacher's and peers' negative feedback | 0           | 0%          |
| h. More than one reason                   | 26          | 63%         |
| i. All of them                            | 14          | 35%         |
| <b>Total</b>                              | <b>41</b>   | <b>100%</b> |

**Table 3.8: Reasons behind Students' Speaking Difficulties**



**Figure 3.8: Reasons behind Students' Speaking Difficulties**

The above item is meant to discover the reasons that faced the students in speaking. According to displayed results, (63%) of respondents chose more than one reason of difficulties that they faced in speaking. Then, the choice all of them with percentage of

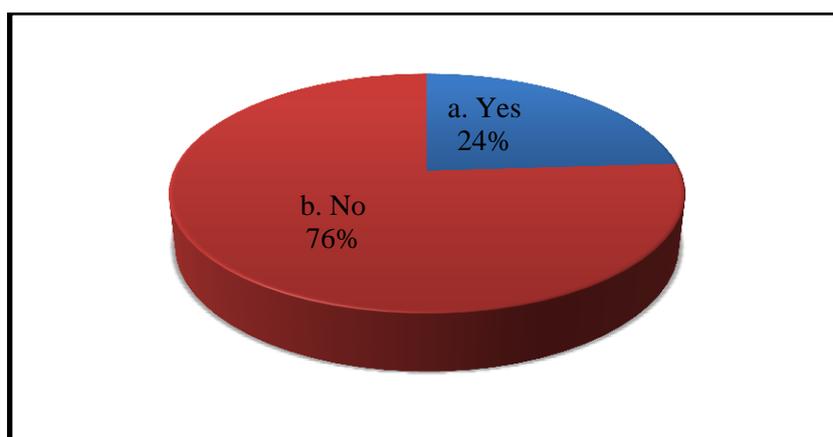
(35%). On the other hand, poor linguistic competence with percentage of (2%). This means that the students faced different difficulties in speaking.

### Section Three: Students' Attitudes towards Oral Expression Course

**Item 9.** Are you satisfied with the way the oral expression course is being taught?

| Option       | Respondents | Percentage  |
|--------------|-------------|-------------|
| a. Yes       | 10          | 24%         |
| b. No        | 31          | 76%         |
| <b>Total</b> | <b>41</b>   | <b>100%</b> |

**Table 3.9: Students' Satisfaction with how the Oral Expression Course has Been Taught**



**Figure 3.9: Students' Satisfaction with how the Oral Expression Course has Been Taught**

From the table above, a considerable number of students (76%) are not satisfied with how the oral expression course has been taught which means that they are not motivated and interested in the oral expression course while, (24%) of them are satisfied. These results revealed that they find the course boring or have problems with.

The respondents asked to justify their answers, for those who answered with yes they are satisfied with how the oral expression course has been taught they confirmed that they

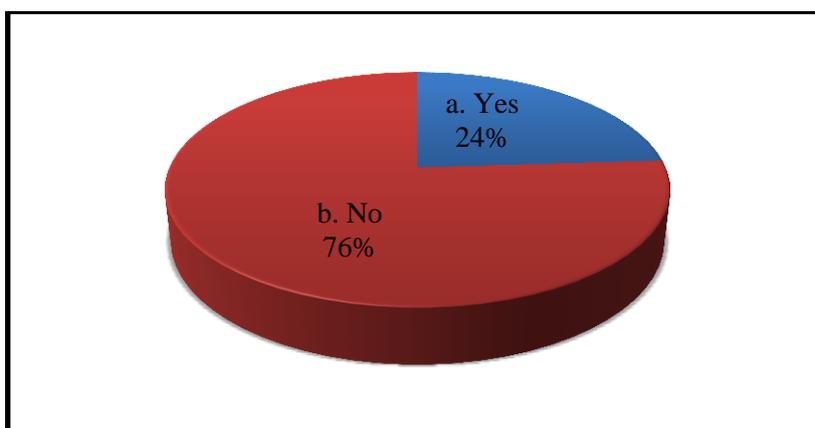
learned a lot in the oral sessions because they discuss different subjects which helped them avoid speaking complexities and feel free in speaking. They do different activities such as discussion, role play and presentations and this can help students develop their abilities.

Others who answered with No, they are not satisfied with how the oral expression course has been taught because they see that the oral sessions are the same limited in presenting topics chosen by teachers, the teachers talk (70%) more than the students which can make them have problems when it comes to speaking. Moreover, there is no creativity in the way of teaching oral expression; they only stick on the traditional activities and the students have the right to speak only if there is evaluation.

**Item10.** Do you think that the time devoted to teaching speaking is enough for developing students' oral proficiency?

| Option       | Respondents | Percentage |
|--------------|-------------|------------|
| a. Yes       | 10          | 24%        |
| b. No        | 31          | 76%        |
| <b>Total</b> | 41          | 100%       |

**Table 3.10: Students Opinions about the Time Devoted to Teaching Speaking for Developing Students' Oral Proficiency**



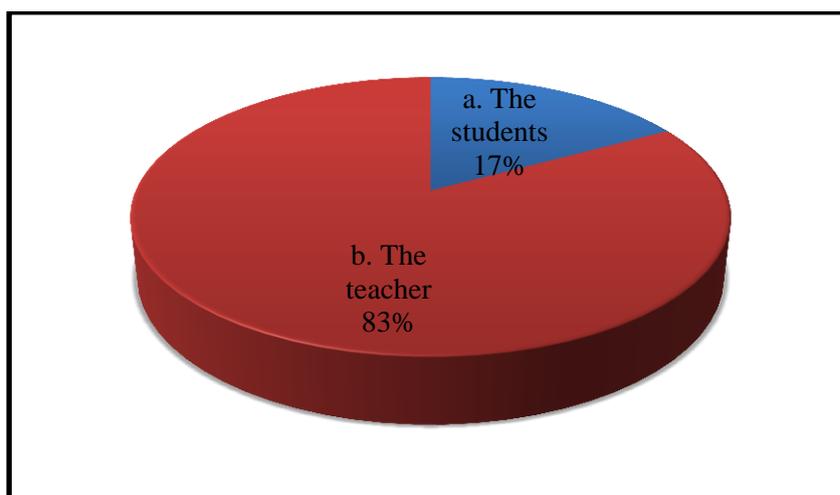
**Figure 3.10: Students Opinions about the Time Devoted to Teaching Speaking for Developing Students' Oral Proficiency**

This question is for the sake to know about the students' opinions if the time devoted to teaching speaking for developing students' oral Proficiency. Based on the results above, (76%) of respondents indicated that the time is not enough in order to develop students' speaking Skill but the rest of respondents (24%) confirmed that the time is enough to develop students' speaking skill. As a result, the time devoted to teaching speaking for developing students' oral proficiency is not enough.

**Item 11.** Who talks (s) most in the classroom?

| Option          | Respondents | Percentage |
|-----------------|-------------|------------|
| a. The students | 7           | 17%        |
| b. The teacher  | 34          | 83%        |
| <b>Total</b>    | 41          | 100%       |

**Table 3.11: The Most Talkative Person in the Classroom**



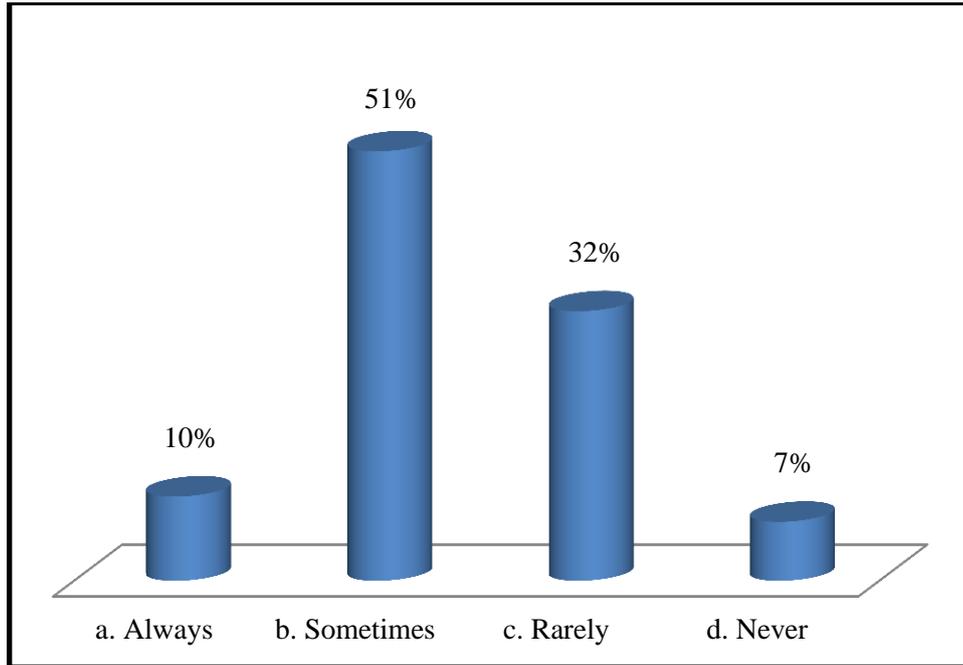
**Figure 3.11: The Most Talkative in the Classroom**

This question is for the sake to know who speaks more in the oral expression. Based on the figure above, (83%) of respondents indicated that the teacher talk is dominates in the classroom. But the rest of respondents (17%) confirmed that the students themselves who take most of talk in the classroom. As a result, the teacher does not give his students a chance to interact in the classroom.

**Item 12.** How often do you speak in oral expression sessions?

| Option       | Respondents | Percentage  |
|--------------|-------------|-------------|
| a. Always    | 4           | 10%         |
| b. Sometimes | 21          | 51%         |
| c. Rarely    | 13          | 32%         |
| d. Never     | 3           | 7%          |
| <b>Total</b> | <b>41</b>   | <b>100%</b> |

**Table3.12:** Frequency of Students' Speaking in Oral Expression Sessions



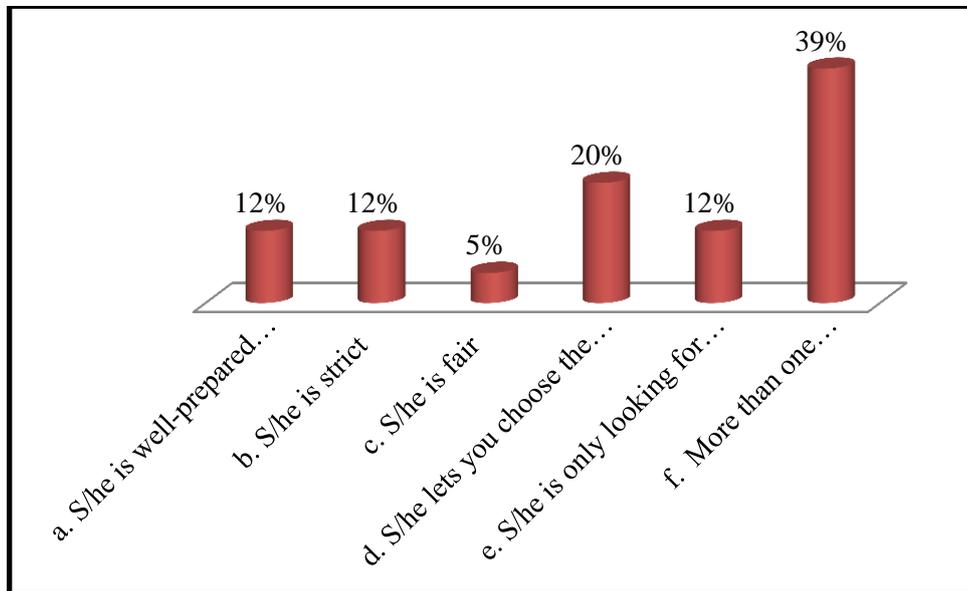
**Figure 3.12:** Frequency of Students' Speaking in Oral Expression Sessions

From the table of results, the most of the respondents (51%) speak Sometimes in oral expression session, and the majority of them (32%) respond that they speak rarely. While (10%) of the respondents said that they speak always and the rest (7%) confirmed that they never speak in oral expression sessions. This result is not beneficial for the students speaking development.

**Item 13.** How would you describe your teacher of Oral Expression? (You may choose more than one answer).

| Option   | Respondents | Percentage  |
|--|-------------|-------------|
| a. S/he is well-prepared and enthusiastic                  | 5           | 12%         |
| b. S/he is strict  | 5           | 12%         |
| c. S/he is fair  | 2           | 5%          |
| d. S/he lets you choose the topics that fit your interests | 8           | 20%         |
| e. S/he is only looking for mistakes                       | 5           | 12%         |
| f. More than one characteristic                            | 16          | 39%         |
| <b>Total</b>   | <b>41</b>   | <b>100%</b> |

**Table 3.13: Students' Description of their Teacher of Oral Expression**



**Figure 3.14: Students' Description of their Teacher of Oral Expression**

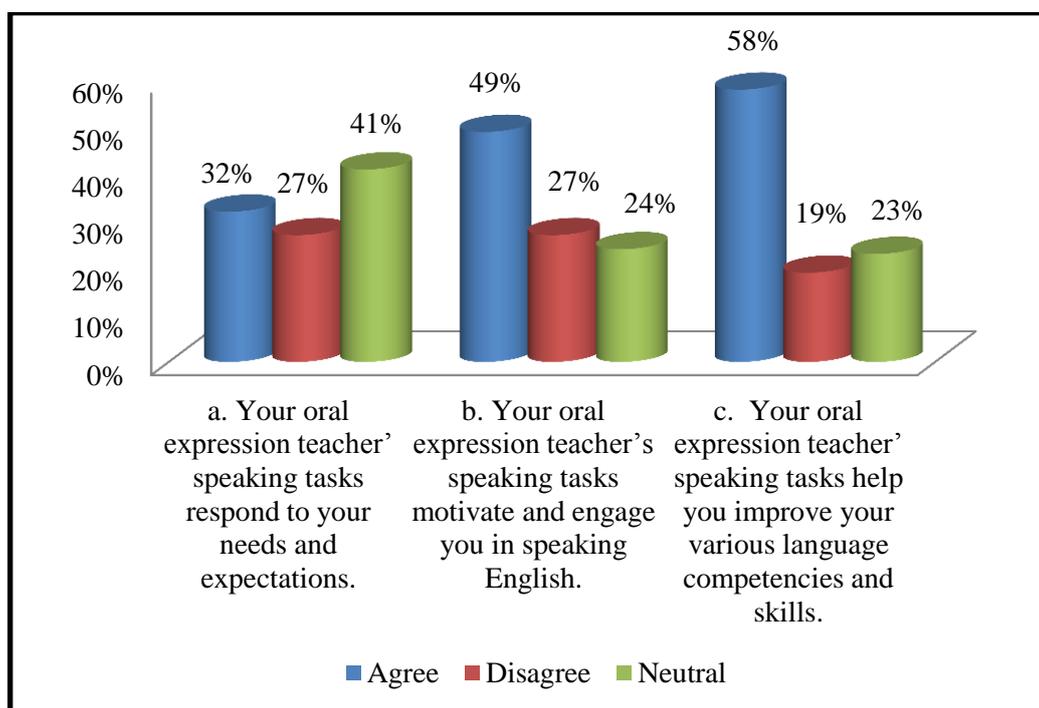
This question is designed to know the students' description of their teacher of oral expression. As it appears, the highest percentage (39%) was given to the respondents who selected the choice of more than one characteristic and (20%) answered by s/he lets them choose the topics that fit their interests. While the percentages of (12%) go to three choices the teacher is only looking for mistakes, the teacher is strict and the teacher is well prepared and enthusiastic. The rest of the respondents (5%) said that the teacher is fair. As

a result the teachers have more than one characteristic which is helpful and beneficial to the students.

**Item 15.** Would you specify to what extent you agree or disagree with the following statements:

| Option  | Agree     | Disagree  | Neutral   |
|---|-----------|-----------|-----------|
| a. Your oral expression teacher' speaking tasks respond to your needs and expectations.                         | 13<br>32% | 11<br>27% | 17<br>41% |
| b. Your oral expression teacher's speaking tasks motivate and engage you in speaking English.                   | 20<br>49% | 11<br>27% | 10<br>24% |
| c. Your oral expression teacher' speaking tasks help you improve your various language competencies and skills. | 24<br>58% | 8<br>19%  | 9<br>23%  |

**Table 3.14: Students' Agreement/Disagreement towards Oral Expression Teachers' Speaking Tasks**



**Figure 3.15: Students' Agreement/Disagreement towards Oral Expression Teachers' Speaking Tasks**

First, statement (a) hypothesized that oral expression teacher’s speaking tasks respond to the students’ needs and expectations the rates show that more than (40%) of the respondents were neutral about the statement while (32%) selected agree. Besides (27%) answered with disagree. As a result, a significant number of respondents consider the teachers tasks respond to their needs and expectation.

Second, statement (b) claimed that the oral expression teacher’s speaking tasks motivate and engage the students in speaking English. The rates display that the majority of respondents (49%) agreed with the statement, and (27%) disagreed. Besides, 10 respondents (24%) were neutral. Consequently, the majority of respondents are motivated and engaged in speaking English by the oral expression teacher’s speaking tasks.

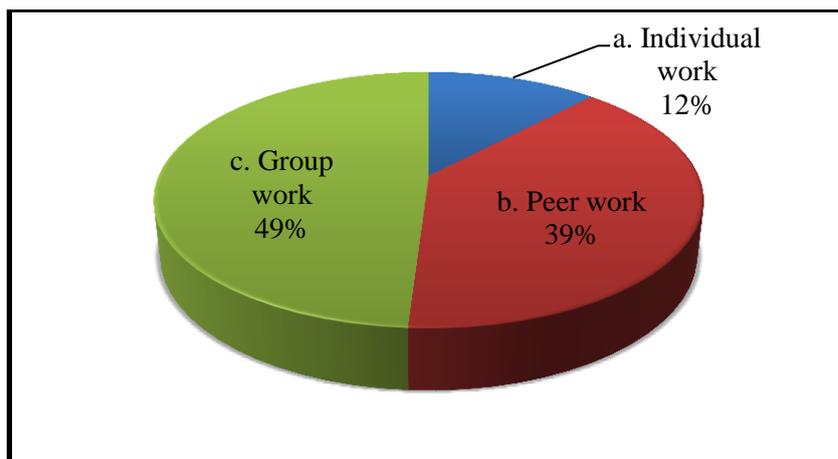
Third, statement (c) reported that the oral expression teacher’s speaking tasks help the students to improve their various language competence and skills. It is shown in the results that a considerable rate (58%) agreed with the statement, 19% to disagree and (23%) to neutral. To conclude, the majority of respondents confirmed that the oral expression teacher’s speaking tasks help them to improve their various language competencies and skills.

#### **Section Four: Students’ Attitudes towards the Use of Debate**

**Item 16.** Which of the following teaching strategies do you prefer most?

| <b>Option</b>            | <b>Respondents</b> | <b>Percentage</b> |
|--------------------------|--------------------|-------------------|
| <b>a.</b> Individualwork | 5                  | 12%               |
| <b>b.</b> Peer work      | 16                 | 39%               |
| <b>c.</b> Group work     | 20                 | 49%               |
| <b>Total</b>             | 41                 | 100%              |

**Table3.15: Students’ PreferableTeachingStrategy**



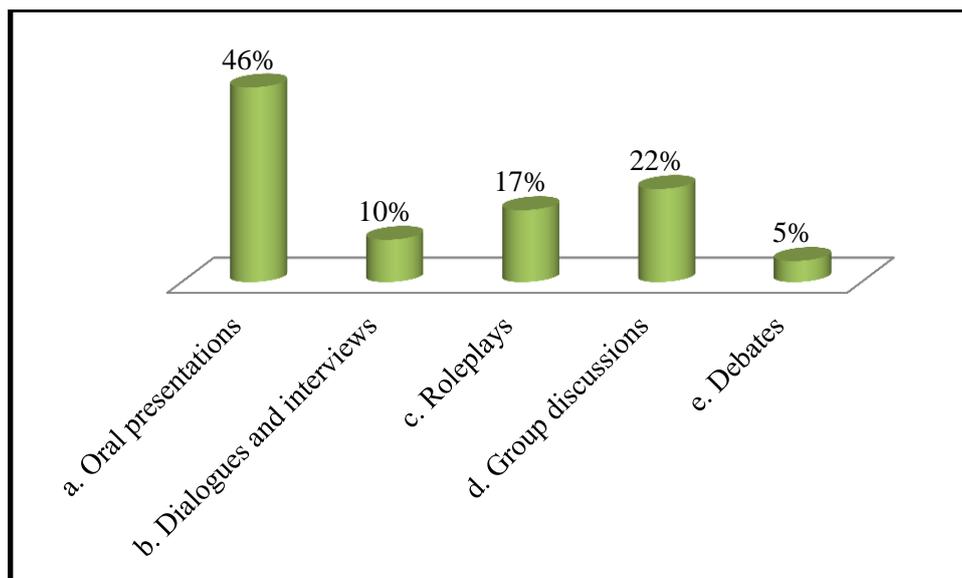
**Figure 3.16: Students' Preferable Teaching Strategy**

This question seeks to discover what the teaching strategy that the students prefer is. As the results show, (49%) of the respondents prefer group work and (39%) prefer a peer work while (12%) prefer individual work. This means that they feel better when they practice together.

**Item 17.** Which of the following speaking tasks does your teacher use the most?

| Option                      | Respondents | Percentage |
|-----------------------------|-------------|------------|
| a. Oral presentations       | 19          | 46%        |
| b. Dialogues and interviews | 4           | 10%        |
| c. Roleplays                | 7           | 17%        |
| d. Group discussions        | 9           | 22%        |
| e. Debates                  | 2           | 5%         |
| <b>Total</b>                | 41          | 100%       |

**Table 3.16: Teachers' Most Used Speaking Task**



**Figure 3.17: Teachers' Most Used Speaking Task**

As far as this question is concerned, speaking tasks that does the teachers use the most in oral expression session. According to the current data, the majority of respondents (46%) selected oral presentations. While (22%) of respondents chose group discussions, besides (17%) selected role-play and (10%)of them chose dialogue and Interviews. In addition to these percentages, debate was given (5%). The conclusion that can be drawn here is that teachers vary in the use of teaching strategy; however, oral presentations are more used compared with the other mentioned strategies.

**Item 18.** Which of the speaking tasks mentioned above do you feel more comfortable in?

And why?

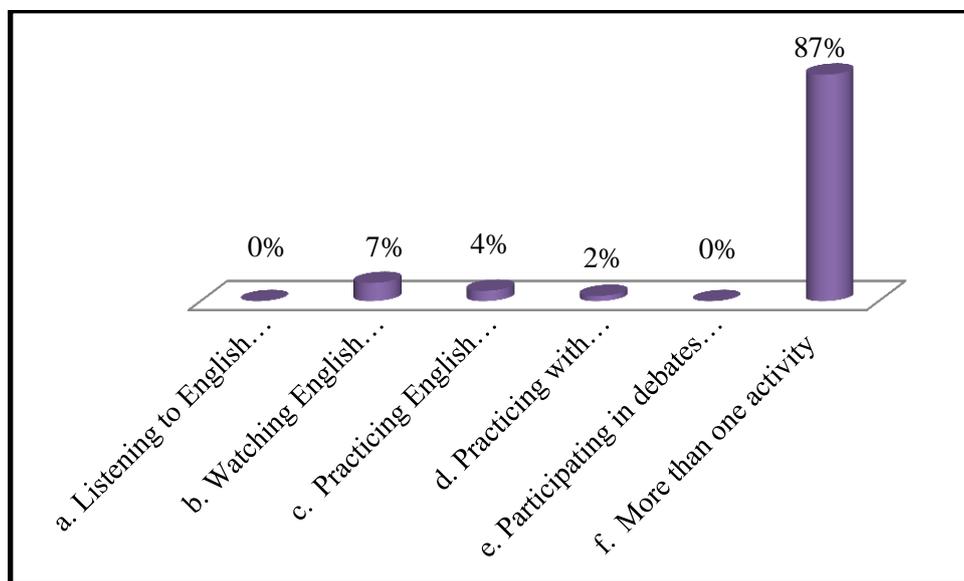
In this item the respondents asked to justify their answers as mentioned in the task above. The respondents who selected discussion, they think it gives them more chance to speak, exchange ideas, thoughts and knowledge, while those who selected roleplay they justify their answers by it is funny, enjoyable and prepared well also they can learn from it. Whereas those who selected debate justify their answers by in debating they can produce a diversity of the way they think from one person to another.

**Item 19.** Which of the following activities do you do to improve your speaking skills?

(You may choose more than one answer).

| Option   | Respondents | Percentage |
|--|-------------|------------|
| a. Listening to English songs, speeches, etc                     | 0           | 0%         |
| b. Watching English movies, TV shows and documentaries           | 3           | 7%         |
| c. Practicing English with your mates                            | 2           | 4%         |
| d. Practicing with foreigners using English through social media | 1           | 2%         |
| e. Participating in debates or speech events                     | 0           | 0%         |
| f. More than one activity  | 35          | 87%        |
| <b>Total</b>   | 41          | 100%       |

**Table 3.17: Activities that Improve Students’ Speaking Skills**



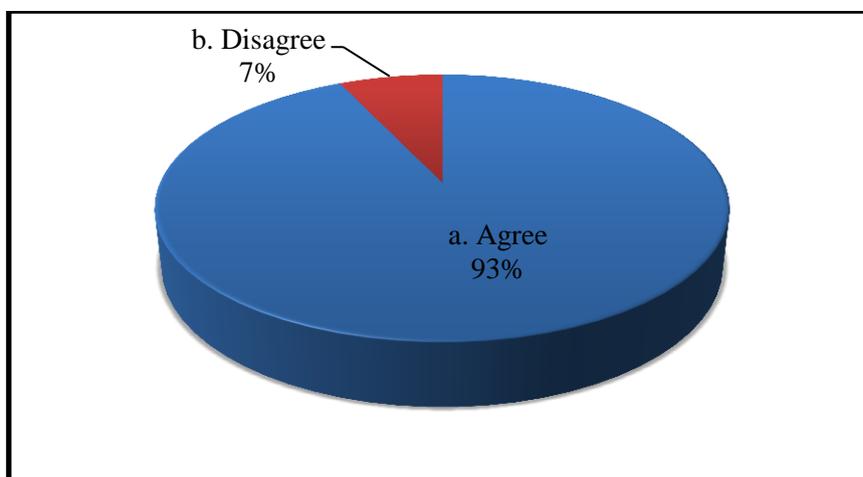
**Figure 3.19: Activities that Improve Students’ Speaking Skills**

The objective of this question is to discover the activities that improve students' speaking skill. The results reveal that (87%) of respondents said that they do more than one activity. While (7%) say that they watch English movies. (4%) of respondents answered that they practice English with their classmates. Only (2%) of respondents claimed that they with foreigners using English through social media. while no one participate in debating or speech events. As a result there is a variety in the activities that the students use to improve their speaking skill.

**Item 20.** Teachers should create a context where students can develop their social as well as communicative skills.

| Option       | Respondents | Percentage |
|--------------|-------------|------------|
| a. Agree     | 38          | 93%        |
| b. Disagree  | 3           | 7%         |
| <b>Total</b> | 41          | 100%       |

**Table 3.18: Students' Agreement upon the Idea of Creating a Context Where They Can Develop Their Social and Communicative Skills**



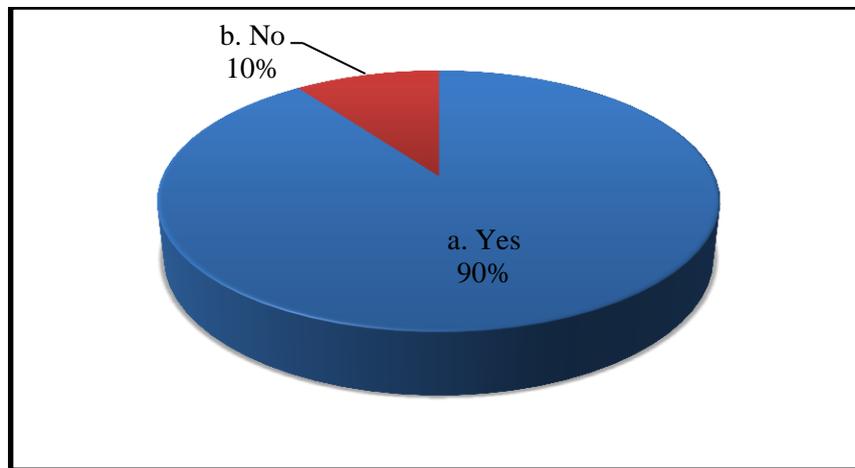
**Figure 3.20: Students' Agreement upon the Idea of Creating a Context Where They Can Develop Their Social and Communicative Skills**

The objective of this question is to know the students' agreement upon the idea of creating a context where they can develop their social and communicative skills. The results reveal that (93%) of respondents agreed with creating a context because they want to develop their communicative skills and become more opened to the various contexts, while (7%) of the respondents disagree with the creating because they think that it need much of time. As a result the students need a new context in order to develop their social and communicative skills.

**Item 21.** Do you think that using debate as a communicative task is beneficial for developing EFL students' performance?

| Option       | Respondents | Percentage  |
|--------------|-------------|-------------|
| a. Yes       | 37          | 90%         |
| b. No        | 4           | 10%         |
| <b>Total</b> | <b>41</b>   | <b>100%</b> |

**Table 3.19: Students' attitudes towards the use of Debate as a Communicative Task for Developing EFL Students' Performance**



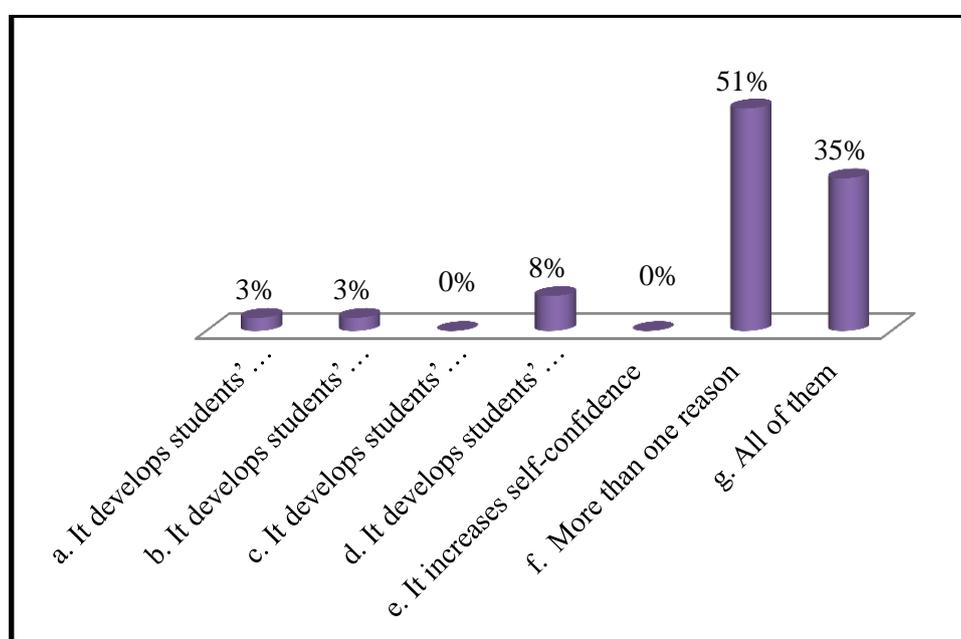
**Figure 3.21: Students' attitudes towards the use of Debate as a Communicative Task for Developing EFL Students' Performance**

This question is asked to check students' attitudes towards the use of debate as communicative task for developing EFL students' performance. The most of the respondents with percentage (90%) opted for yes. While, (10%) of respondents asserted that using debate as a communicative task is not beneficial for developing EFL students' performance. Therefore, most of respondents agreed that debate is beneficial for developing students' performance.

If yes, is that because: (You may choose more than one answer)

| Option   | Respondents | Percentage |
|--|-------------|------------|
| a. It develops students' conversational skills | 1           | 3%         |
| b. It develops students' critical thinking     | 1           | 3%         |
| c. It develops students' leadership skills     | 0           | 0%         |
| d. It develops students' social skills         | 3           | 8%         |
| e. It increases self-confidence                | 0           | 0%         |
| f. More than one reason                        | 19          | 51%        |
| g. All of them                                 | 13          | 35%        |
| <b>Total</b>                                   | <b>37</b>   | <b>100</b> |

**Table 3.20.1: Students' Suggested Benefits of Debate as a Communicative Task for Developing their Performance**



**Figure 3.21.1: Students' Suggested Benefits of Debate as a Communicative Task for Developing their Performance**

This question is asked to the respondents who answered with yes for the previous question. They asked to select the benefits of debate as a communicative task for developing their performance, (51%) of them selected that there is more than one reason, and (35) selected the choice of all of them While (8%) answered by it can develops

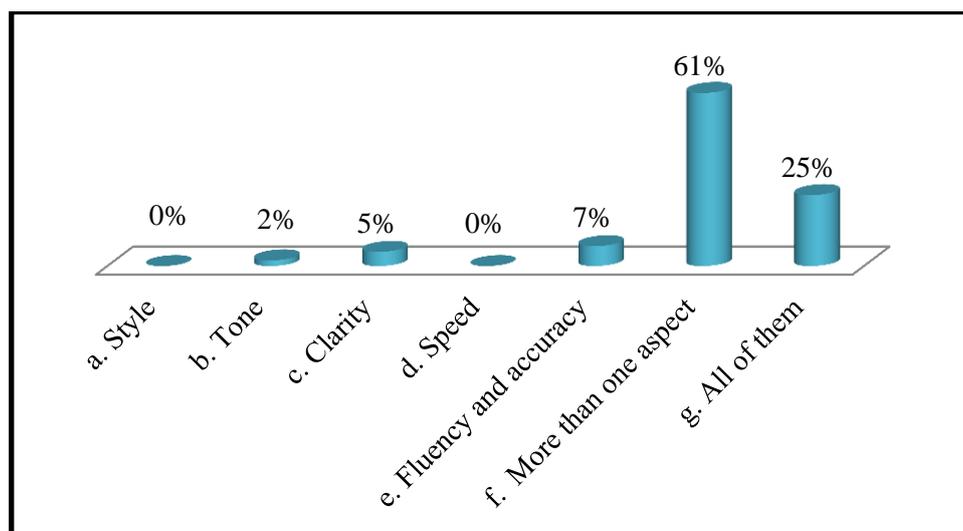
students social skill, also (3%) answered by it can develop students conversational skill, other (3%) selected that it can develops students critical thinking.

**Item 22.** Among the following aspects, which one(s) characterizes (s) good debaters?

(You may choose more than one answer)

| Option                  | Respondents | Percentage  |
|-------------------------|-------------|-------------|
| a. Style                | 0           | 0%          |
| b. Tone                 | 1           | 2%          |
| c. Clarity              | 2           | 5%          |
| d. Speed                | 0           | 0%          |
| e. Fluency and accuracy | 3           | 7%          |
| f. More than one aspect | 25          | 61%         |
| g. All of them          | 10          | 25%         |
| <b>Total</b>            | <b>41</b>   | <b>100%</b> |

**Table 3.21: Characteristics of Good Debaters**



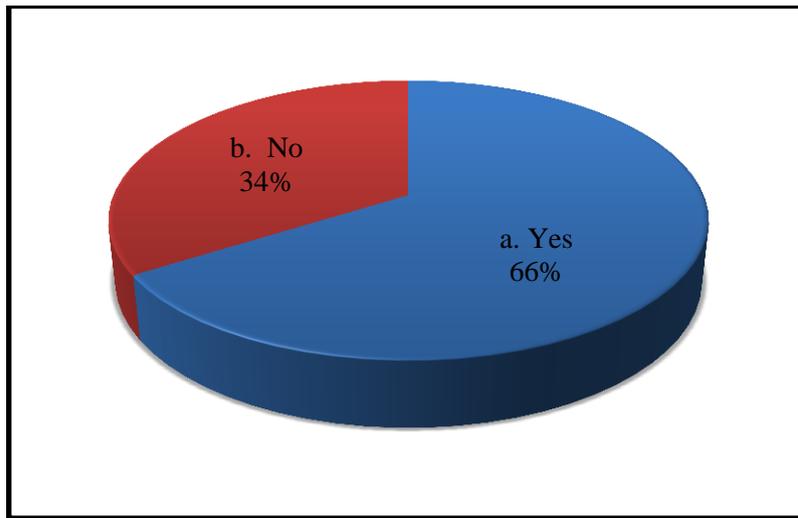
**Figure3.22: Characteristics of Good Debaters**

The objective of this question is to discover the characteristics of good debaters. The results reveal that (61%) of respondents chose more than one aspect besides (25%) of them selected all the characteristics. Whereas, (7%) of respondents chose the character of fluency and accuracy also (5%) selected the clarity. The rest (2%) chose Tone character. As a result all the characteristics are good debaters.

**Item 23.** Does your teacher implement debates inside the classroom?

| Option       | Respondents | Percentage |
|--------------|-------------|------------|
| a. Yes       | 27          | 66%        |
| b. No        | 14          | 34%        |
| <b>Total</b> | 41          | 100%       |

**Table 3.22:** Teachers’ Implementation of Debates inside the Classroom



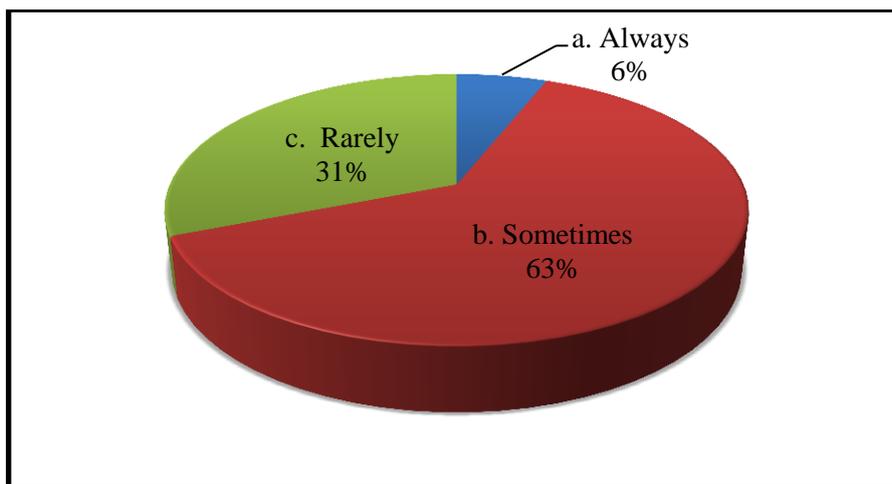
**Figure 3.23:** Teachers’ Implementation of Debates inside the Classroom

As far as this question is concerned, it is asked to identify students’ responses about the teachers’ implementation of debate inside the classroom. The majority of them (66%) said yes. Whereas, (34%) of them said that their teachers didn’t use debate inside the classroom.

**If yes, how often do you take a step and dig in?**

| Option       | Respondents | Percentage |
|--------------|-------------|------------|
| a. Always    | 2           | 6%         |
| b. Sometimes | 20          | 63%        |
| c. Rarely    | 10          | 31%        |
| <b>Total</b> | 32          | 100%       |

**Table 3.23.1:** Frequency of Students’ Participation



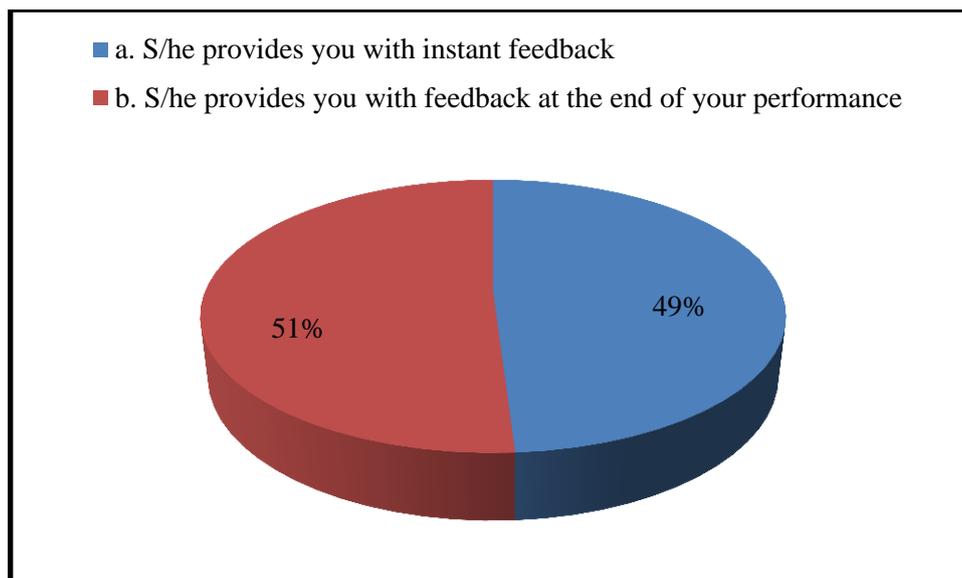
**Figure 3.23.1: Frequency of Students' Participation**

The results presented in the above figure are about the frequency of students' participation. (63%) of the respondents participated Sometimes, while (31%) participate rarely. Whereas, (6%) reported that they participate always. This results are related to the problems that we mentioned in the previous question.

**Item 24.** How does your teacher react to your speaking errors/mistakes?

| Option  | Respondents | Percentage |
|---|-------------|------------|
| a. S/he provides you with instant feedback                        | 20          | 49%        |
| b. S/he provides you with feedback at the end of your performance | 21          | 51%        |
| <b>Total</b>  | 41          | 100%       |

**Table 3.24: Teachers' Reactions to Students' Errors/ Mistakes**



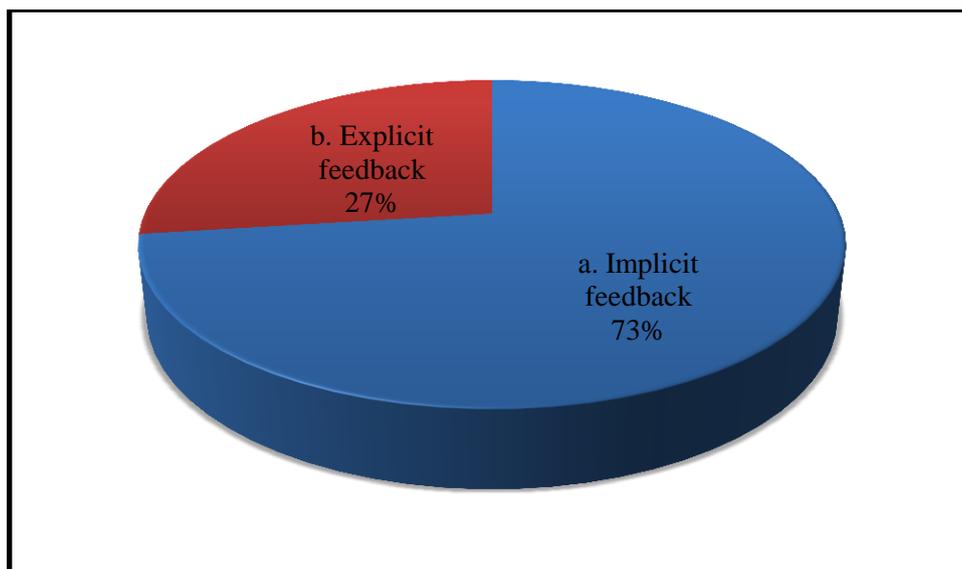
**Figure 3.24: Teachers' Reactions to Students' Errors/ Mistakes**

This question is about teachers' reactions to students' errors/ mistakes. (51%) of the respondents said that the teachers provides them with instant feedback. While, (49%) of them said that they provides them with feedback at the end of their performance. As a result the two reactions are beneficial to the students.

**Item 25.** What type of feedback does your teacher use most?

| Option   | Respondents | Percentage |
|--|-------------|------------|
| a. Implicit feedback (S/he reformulates what you say correctly)                  | 30          | 73%        |
| b. Explicit feedback (S/he tells you the correct form of your mistakes directly) | 11          | 27%        |
| <b>Total</b>   | 41          | 100%       |

**Table 3.25: The Most Used Type of Teachers' Feedback**



**Figure 3.25: The Most Used Type of Teachers' Feedback**

This question is about the most type that the teachers used in the feedback. From the table of results, it is clear that the majority of respondents said that their teachers used implicit feedback. While the rest (27%) answered by their teachers used explicit feedback. As a result the two types are important and helpful to develop the level of the students.

## **3.2 Teachers' Interview**

### **3.2.1 Administration and Aim of the Teachers' Interview**

The Interview was prepared and distributed to EFL teachers who teach or have experience in teaching oral expression module to third year students, (10) teachers answered the Interview. This Interview intended to ask about the main difficulties they encounter, and the 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.

### 3.3 Description of the Teachers' Interview

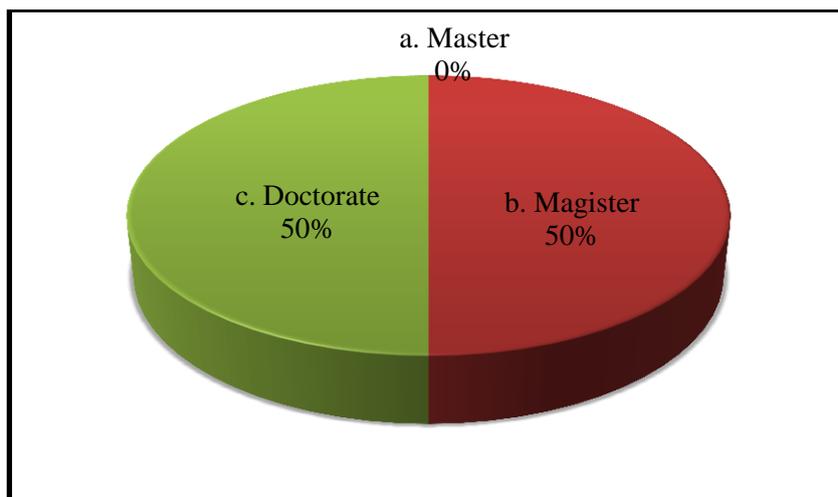
The Interview consists (14) questions most of them are followed by sub-questions. This interview is a semi-structured interview because it is composed of different types of questions; it includes a multiple choice of questions. Also, it contains questions which can give the chance to gain many clear and workable answers. The following up questions are either open ended in which teachers are asked to justify their choices or to specify other answers in addition to the listed ones; however, some of the following up questions are multiple choice questions. Each question is related to answer a particular aspect in this research. This Interview aims to identify teachers' educational degree, their experience concerning teaching English and speaking skill at Biskra University along with the main activities they use to teach this skill. It also highlights the importance of using debate as a strategy to develop the students' speaking ability .

### 3.4 Analysis of the Teachers' Interview

**Item 3.26** Would you specify your educational degree, please?

| Option       | Respondents | Percentage |
|--------------|-------------|------------|
| a. Master    | 0           | 0%         |
| b. Magister  | 5           | 50%        |
| c. Doctorate | 5           | 50%        |
| <b>Total</b> | 10          | 100%       |

**Table 3.26: Teachers' EducationalDegree**



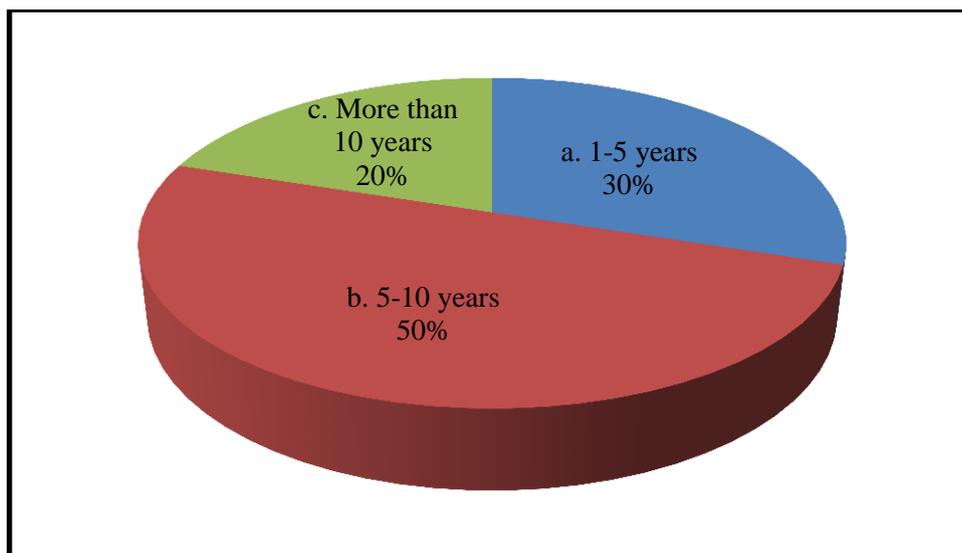
**Figure 3.26: Teachers' Educational Degree**

The results in the above figure show that teaching oral expression at university level is restricted only to two degrees (Doctorate or Magister). The results also indicate that half of oral expression teachers which represents two teachers have a Magister degree while the other half of teachers (n=5) have a Doctorate degree.

**Item 3.27** How long have you been teaching the Reading module?

| Option                | Respondents | Percentage |
|-----------------------|-------------|------------|
| a. 1-5 years          | 3           | 30%        |
| b. 5-10 years         | 5           | 50%        |
| c. More than 10 years | 2           | 20%        |
| <b>Total</b>          | 10          | 100%       |

**Table 3.27: Teachers' Experience in Teaching English at University**



**Figure 3.27: Teachers' Experience in Teaching English at University**

Through this item, the researcher seeks information about teachers' years of experience. As it appears in the above figure, (50%) of teachers have a teaching experience of five to ten years. Three remaining teachers (30%) taught EFL from one to five years while the last two teachers taught EFL from more than ten years. As a result, it can be concluded that the majority of teachers have some experience in teaching EFL which is adequate to give the researcher valuable data.

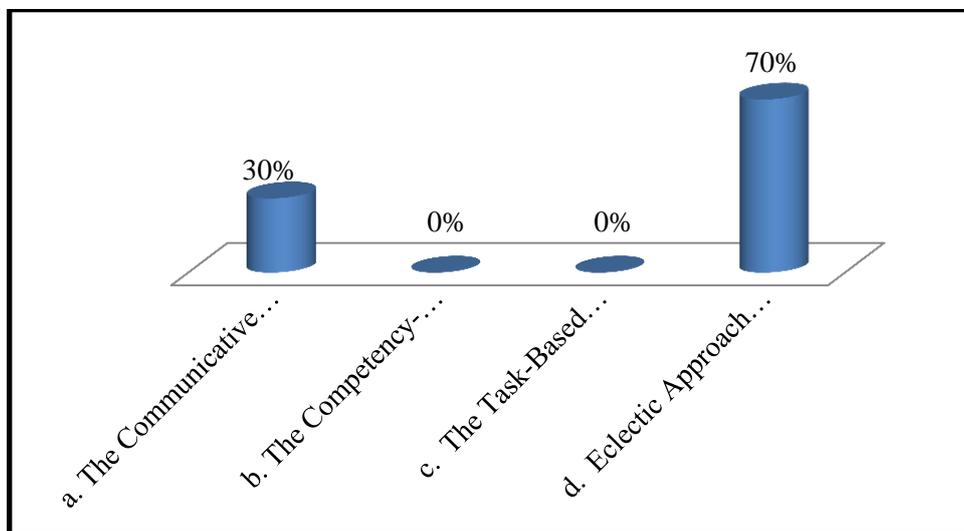
**Item 3.28** How long have you been teaching Oral Expression?

This question intends to enquire about how long they have been teaching oral expression. The ten teachers' responses were as follows: The first teacher taught oral expression for more than 10 years, second two teachers for seven years, third teacher for six years, fourth teacher for five years, fifth teacher for three years, sixth teacher for two years and the last two teachers for one year. Thus, teachers' experience of teaching speaking is varied. This benefits the researcher because it ensures that the coming answers will be obtained from teachers with different experiences in teaching speaking.

**Item3.29** Which language teaching approach do you adopt to teach speaking?

| Option                                 | Respondents | Percentage |
|--|-------------|------------|
| a. The Communicative Approach (CA)     | 3           | 30%        |
| b. The Competency-Based Approach (CBA) | 0           | 0%         |
| c. The Task-Based Approach (TBA)       | 0           | 0%         |
| d. Eclectic Approach (Eclecticism)     | 7           | 70%        |
| <b>Total</b>                           | 10          | 100%       |

**Table 3.29: Teachers' Adopted Language Teaching Approach to Teach Speaking**



**Figure 3.29: Teachers' Adopted Language Teaching Approach to Teach Speaking**

The results shown above indicate that the majority of the teachers (70%) adopted eclectic approached (eclecticism) to teach speaking while (30%) of them adopted the communicative approach. Consequently, the eclectic and the communicative teaching approach are important to teach language and help students develop their abilities.

Respondents' justification of their answers

Most of respondents who reported that teachers' adopted eclectic approach in teaching language to speak said that it is easy and practical, and because the communicative approach is based on the idea that learning language successfully comes

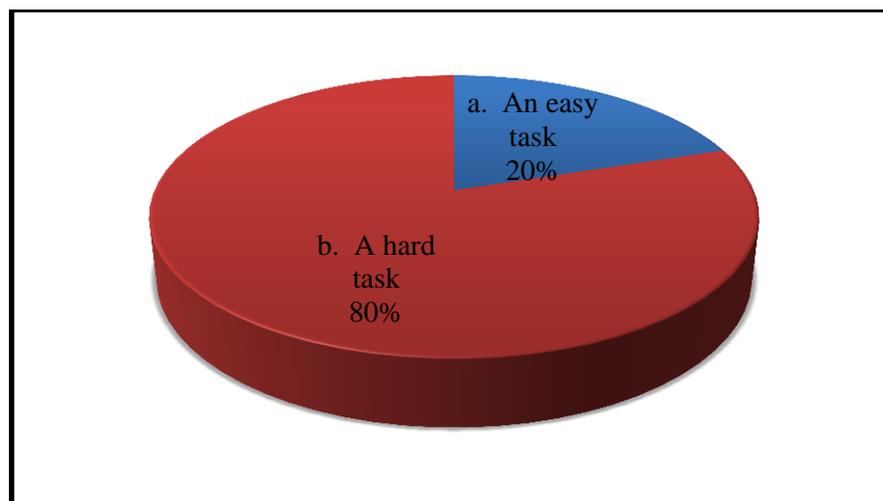
through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them learn to use the language, other teacher said that s/he like to open discussion and create debate.

However, the majority of those who their choice was they adopt the communicative approach to teach language said that they need to vary their teaching approaches to get the best out of their students. Other respondents says that the course at University differ in their objectives; therefore, teachers have to adapt more than one teaching approach to meet the various requirements of learners. The third respondent said that Eclecticism is flexible s/he can use any approach depending on the nature of the lesson and its objectives, other teacher say that s/he use Both Communicative and task based approaches are important in teaching oral expression and launching a debatable discussion.

**Item 3.30** How do you find teaching the speaking skill?

| Option         | Respondents | Percentage |
|----------------|-------------|------------|
| a. An easytask | 2           | 20%        |
| b. A hard task | 8           | 80%        |
| <b>Total</b>   | 10          | 100%       |

**Table 3.30: Teachers' Opinion toward Teaching the Speaking Skill**



**Figure 3.30: Teachers' Opinion toward Teaching the Speaking Skill**

The table presents the teachers' opinions towards teaching the speaking skill. (80%) of our respondents find teaching speaking a hard task this related to they think that teaching the speaking skill is a hard task because they faced problems due to the multilevel classes also they find it challenging because a lot of things should be considered like pronunciations, accuracy, fluency, and functionality of discourse. Besides, they think teaching the speaking skill requires a lot work Terms of preparing the adequate activities that stimulate learners' abilities and potentials and this requires careful planning and execution of activities to handle the variations. Whereas, two teachers (20%) find teaching speaking an easy task this due to the level they are teaching also it is easy because they act as guide and the students practice by themselves. According to the results most of the teachers find teaching speaking difficult. This shows that they faced problems when they were teaching speaking skill.

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

**a) For ‘An easytask’**

- It can be both an easy and hard task according to the level you are teaching. For example it is somehow hard with first year students to communicate and things get better with advanced levels.
- I act as a guide and let them practice by themselves.

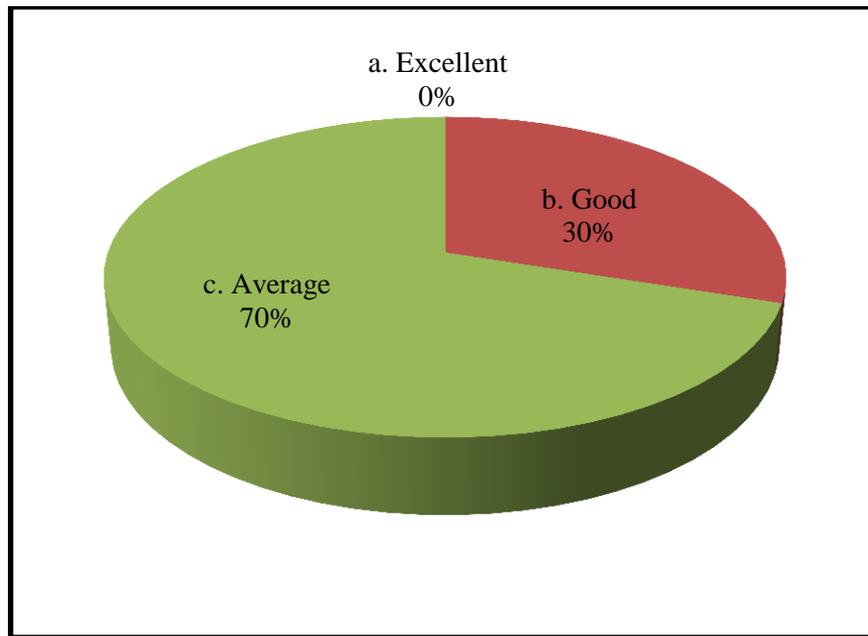
**b) For ‘A hard task’**

- The main problem in teaching oral expression is multilevel classes.
- I find it challenging because a lot of things should be considered like pronunciation, accuracy, fluency and functionality of discourse.
- Most students can't express themselves in classrooms so it is hard to conduct an oral expression course and achieve the aims.
- It requires a lot of work in terms of preparing the adequate activities that stimulates learners' attention and production. Speaking classes also vary in terms of learners' abilities and potentials. So, this requires careful planning and execution of activities to handle these variations.
- It's hard because may factors interfere in the teaching and Training learners to speak.
- It encompasses other sub-skills that the teacher needs to pay attention to.
- Some of the students, especially L1 learners lack the self-esteem to speak their thoughts or express their opinions in front of their peers fearing bullying. Besides, the lack of the exact vocabulary hinders learners from unfolding their thoughts.
- It is very hard. Speaking is a complex skill to be developed in students. it requires patience, hard work, commitment, and lot of practice.

**Item3.31:** How can you evaluate your students' speaking skills?

| Option       | Respondents | Percentage  |
|--------------|-------------|-------------|
| a. Excellent | 0           | 0%          |
| b. Good      | 3           | 30%         |
| c. Average   | 7           | 70%         |
| <b>Total</b> | <b>10</b>   | <b>100%</b> |

**Table 3.31 Teachers' Evaluation of Their Students' Speaking Skill**



**Figure 3.31: Teachers' Evaluation of Their Students' Speaking Skill**

In this question, teachers were asked to indicate their students' level in speaking. The table presents that the most of our respondents 7 (70%) said that the level of their students is average in speaking. Whereas 3 teachers (30%) considered their students' level in speaking as good. While no of the students has an excellent level. This results is important and acceptable.

**Item 32.** What kind of speaking difficulties do your students face?

In this item the teachers asked to respond about the speaking difficulties that their students were facing. The teachers confirmed that there are psychological and linguistic factors such as lack of vocabulary, anxiety, mother tongue, generating ideas, thinking in native language, lack of motivation, linguistic competence and shyness.

According to the respondents the kind of speaking difficulties that the students faced are as following:

- The main problem in teaching oral expression is multilevel classes
- Finding vocabulary, generating ideas, thinking in native language, in addition to some inner problems such as language anxiety and lack of motivation.
- Anxiety, lack of vocabulary, mother tongue interference, ....etc
- The problems that most students faced in speaking are 'having a lack of vocabulary', 'not being confident to speak', 'not being used to talking in class', and 'difficulty expressing words or sentences. '
- They have the ideas but they lack the exact words
- Anxiety and lack of linguistic competence
- Many difficulties such pronunciation and vocabulary. Expressing oneself is the most difficult task.
- Lack of language mastery in general
- Fear of mistakes, shyness, lack of practice
- Shyness, lack of fluency, fear, anxiety, demotivation, hesitation...etc.

**Item3.33** According to you, what are the main causes of students' speaking difficulties?

In this item the teachers asked to about the main causes of students' speaking difficulties. They confirmed that the causes is due to the lack of practice, language interference, being afraid of making errors also they read less and didn't work on their listening skill. The majority of them state the psychological and linguistic problems which are stated in the question above (item7).

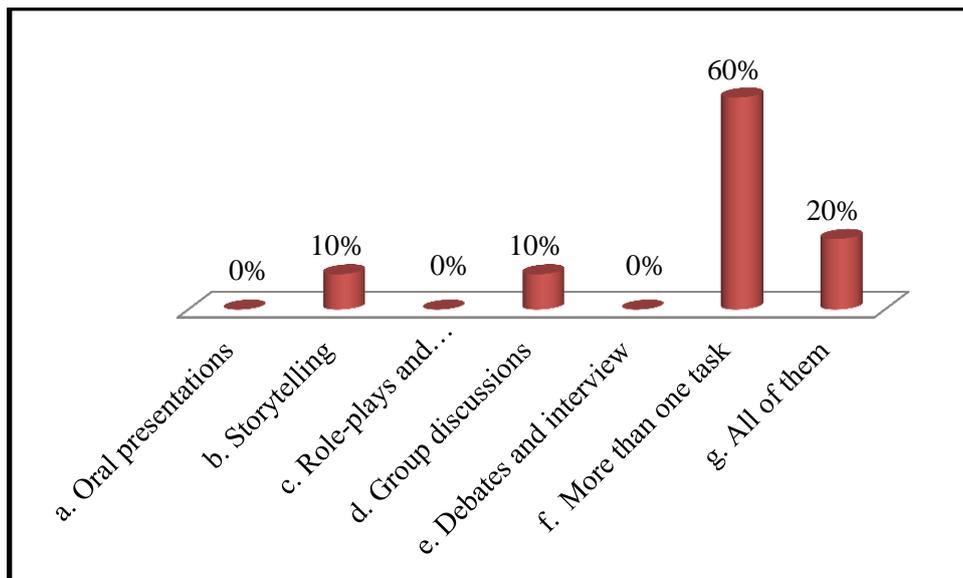
The respondents state the main causes of students' speaking difficulties which are as following:

- Lack of practice and interference of the mother tongue
- The cause of problems most students faced is 'being afraid of making errors'.
- Lack of exposure to sufficient authentic input, lack of practice, language interference, and some personal reasons related to self-esteem, self-confidence and self-efficacy.
- They read less and they don't work on their listening skill
- Lack of motivation and lack of practice. Unfamiliarity with certain tasks and topics besides lack of exposure to authentic oral language
- It is the same as the above question. But, I will add lack of exposure to the target language.
- Lack of exposure to and use of the target language outside the classroom
- Lack of practice and reading and listening
- Psychological factors like shyness, lack of mastery of the language, lack of practice, lack of interest

**Item3.34** Which of the following speaking tasks do you implement most? (You may choose more than one answer).

| Option                        | Respondents | Percentage  |
|-------------------------------|-------------|-------------|
| a. Oral presentations         | 0           | 0%          |
| b. Storytelling               | 1           | 10%         |
| c. Role-plays and simulations | 0           | 0%          |
| d. Group discussions          | 1           | 10%         |
| e. Debates and interview      | 0           | 0%          |
| f. More than one task         | 6           | 60%         |
| g. All of them                | 2           | 20%         |
| <b>Total</b>                  | <b>10</b>   | <b>100%</b> |

**Table 3.34: Teachers' Most Implemented Speaking Tasks**



**Figure 3.34: Teachers' Most Implemented Speaking Tasks**

This question is asked to determine the main activity that teachers use to teach speaking. According to the gathered data, 60% of the teachers confirmed that all they implement more than one task in teaching speaking. In addition, one of the teachers (10%) implement storytelling and the other teacher added group discussion. Each of the left two teachers chooses to practice all of the tasks. Therefore, the ten teachers vary in the use of

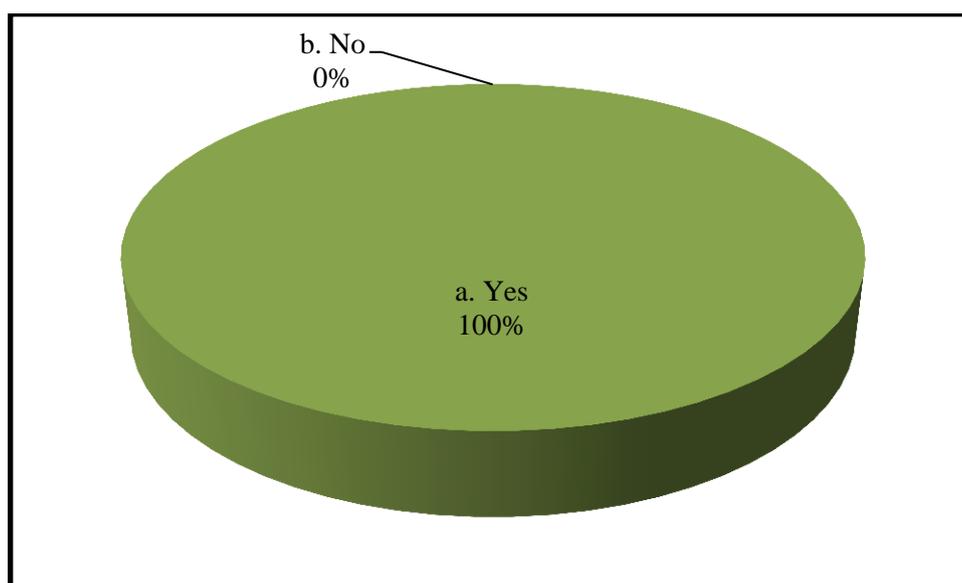
speaking activities. This reflects their consideration to their students' individual differences in terms of their preferences and needs and learning styles in order to satisfy them and raise their motivation inside the classroom.

**Item3.35** Do you think that teachers should create a context where students can develop their social as well as communicative skills?

| Option       | Respondents | Percentage |
|--------------|-------------|------------|
| a. Yes       | 10          | 100%       |
| b. No        | 0           | 0%         |
| <b>Total</b> | 10          | 100%       |

**Table 3.35: Teachers' opinions about Creating Contexts That Help Students**

**Develop Their Social and Communicative Skills**



**Figure 3.35: Teachers' opinions about Creating Contexts That Help Students**

**Develop Their Social and Communicative Skills**

In this question, teachers were asked about their opinions about creating contexts that can help students develop their social and communicative skills. The table presents that all of the respondents 10(100%) answered with yes. Which means that they agreed to create new contexts in order to develop learners' skills. According to the teachers this

agreement related to it may put the students in different situations which can help assimilate real life situations also it will allow them gain confidence and competence, otherwise a positive learning context can help and motivate learners to improve communicative and social skills.

Teachers' justifications of their answers:

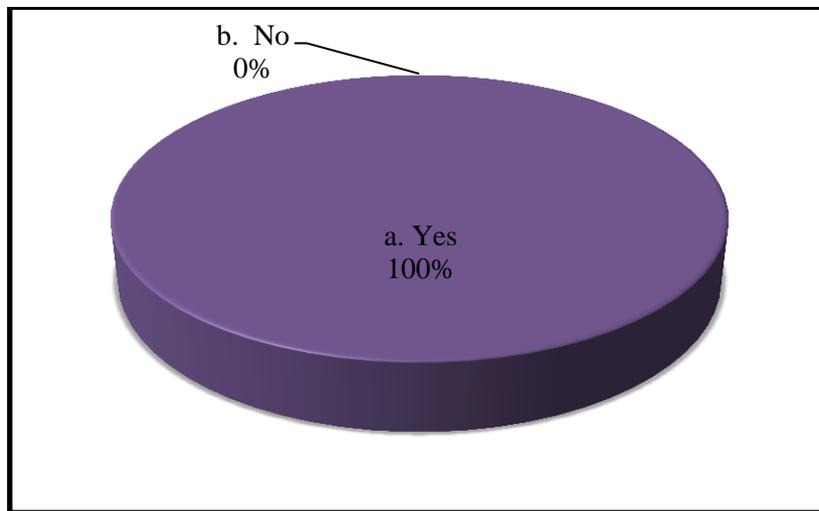
- Put students in different situations helps assimilating real life situations
- That's very important because it allows them to gain confidence and competence through more engagement, self-regulation and social participation.
- It helps in inspiring learners and provide them with ideas
- Effective learning must take place in a meaningful context in which learners find a reason and a result of their education.
- Communication is essential in any social situation.
- Because the ultimate goal of education is to produce active citizens and not only learners
- They should let them express themselves and their reality freely
- A positive learning context is helpful for improving learners' communicative. The chosen topic plays a role in motivating or demotivating learners to talk.
- It is very important to get our students engaged and interested. This will also promote learners' motivation.

**Item 3.36** Do you think debating in English may improve students' learning outcomes?

How? Could you comment on that?

| Option       | Respondents | Percentage |
|--------------|-------------|------------|
| a. Yes       | 10          | 100%       |
| b. No        | 0           | 0%         |
| <b>Total</b> | 10          | 100%       |

**Table3.36: Teachers' Opinions about Whether Debating in English May Improve Students' Learning Outcomes or not**



**Figure3.36: Teachers' Opinions about Whether Debating in English May Improve Students' Learning Outcomes or not**

In this question, teachers were asked about if debating in English may improve students' learning outcomes. The table presents that all of the respondents 10 (100%) answered with yes. Which means that debate may improve students' learning outcomes? The teachers justify their agreement with debating in English can push students practicing negotiation, presenting arguments, practicing language and sharing experiences also they added debate can obliged the learners to make more efforts to speak and communicate and help them develop their fluency and overcome their psychological problems.

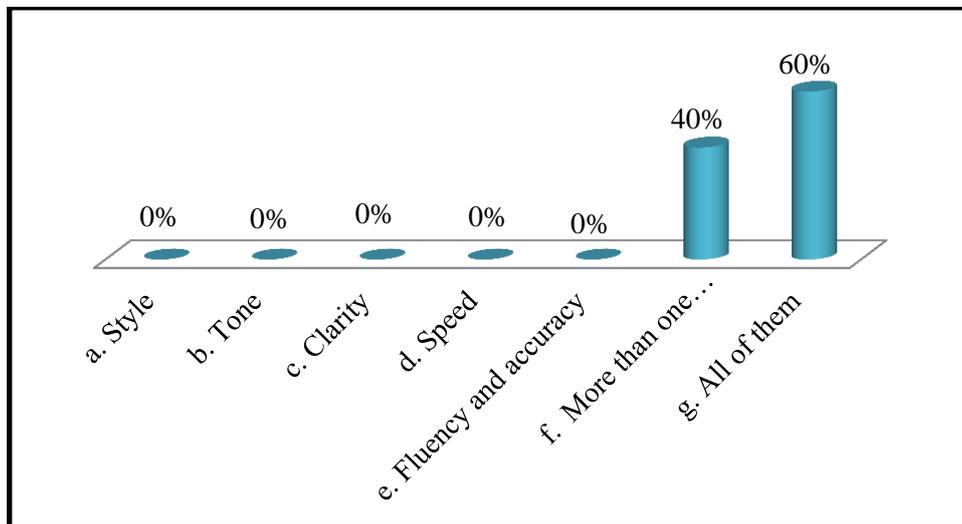
## Teachers' justifications of their answers

- Push students forward toward engaging in debates using English comfortably.
- To create successful students.
- Yes, sure. Practicing negotiation, presenting arguments and defending them in front of others are necessary social and communicative skills to be developed in the class for more active learning and proactive learners.
- Most importantly it will make them overcome their problem of the difficulty of speaking in front of others.
- Debates help learners practice their language and share their experiences with peers and teachers. This interactive context builds confidence and consolidates relationships in class.
- This obliged the learners to make more efforts to speak and communicate.
- Exchanging ideas with their peers would improve their thinking and thus their learning outcomes.
- It is interactive, enjoyable and it elicits learners' skills and critical thinking and sharpens their soft skills.
- of course, 99/100 of learning language based on speaking. speaking allow learners to write, read, analyses and criticize.
- It will increase their social skills and get them involved, help develop their fluency and overcome their psychological problems like anxiety or shyness.

**Item 3.37** According to you, what characterize(s) good debaters? (You may choose more than one answer).

| Option                          | Respondents | Percentage  |
|---------------------------------|-------------|-------------|
| a. Style                        | 0           | 0%          |
| b. Tone                         | 0           | 0%          |
| c. Clarity                      | 0           | 0%          |
| d. Speed                        | 0           | 0%          |
| e. Fluency and accuracy         | 0           | 0%          |
| f. More than one characteristic | 4           | 40%         |
| g. All of them                  | 6           | 60%         |
| <b>Total</b>                    | <b>10</b>   | <b>100%</b> |

**Table3.37:Characteristics of Good Debaters**



**Figure 3.37: Characteristics of Good Debaters**

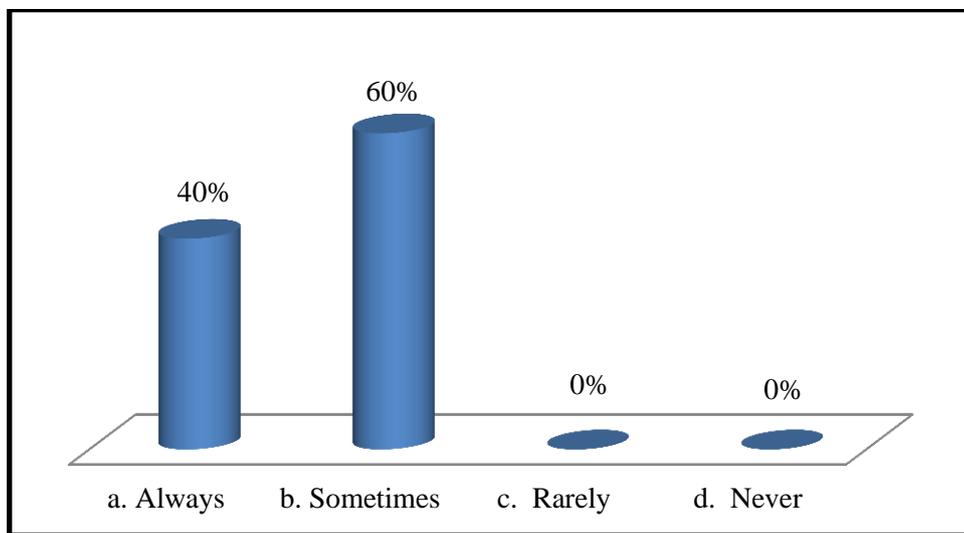
In this question, teachers were asked to select the characteristics of good debaters. The table presents that the most of them (60%) selected all the options which are style, tone, clarity, speed, fluency and accuracy. While, (40%) selected more than one characteristic that's mean all of them were important

I asked them if there is others to specify and one of them answer by good arguments others said that they are complementary and the last want to add attitude.

**Item 38.**How often do you use debate as a teaching technique?

| Option       | Respondents | Percentage  |
|--------------|-------------|-------------|
| a. Always    | 4           | 40%         |
| b. Sometimes | 6           | 60%         |
| c. Rarely    | 0           | 0%          |
| d. Never     | 0           | 0%          |
| <b>Total</b> | <b>10</b>   | <b>100%</b> |

**Table 3.38: Frequency of Teachers' Use of Debate as a Teaching Technique**



**Figure 3.38: Frequency of Teachers' Use of Debate as a Teaching Technique**

From the table of results, the majority of the students 6 (60%) asserted that they use debate as a teaching technique sometimes While, 4 (40%)teachers respond with Always.

Item3.39 According to you, what are the main benefits of using debates in oral classes?

In this item the teachers asked to state the main benefits of using debate in oral classes. The response of the teachers is as follows they think that debate can enhance students' Self-confidence, improve critical thinking skills and increasing motivation. The use of debate as a teaching technique can help the students to acquire the language; also debate activity may improve listening note-taking skills as the teachers' state.

According to the respondents the main benefits of using debates in oral classes are as following:

1. Enhance student's self confidence
  2. Improve critical thinking skills.
  3. Students acquire better poise, speech delivery, and public speaking skills.
  4. Increase student retention of information learned.
  5. Improve listening note-taking skills and increased self-confidence.
  6. Enhance teamwork skills and collaboration
- Developing confidence and giving opportunities for students to practice their language with others.
  - Debates if properly conducted may urge learners to speak by motivating them
  - to improve the learners' thinking and communicative skills
  - it is interactive, enjoyable and it elicits learners' skills and critical thinking and sharpens their soft skills
  - Increasing motivation, interest, fluency, arguing skills, accuracy.

### **3.4 Discussion of the Findings**

The analysis of students' questionnaire provided us with different and precious responses that answered some of the research questions. To start, the most of third year EFL students of Biskra University confirmed that the English language was their choice and no one obliged them to study it because it was their purpose to learn it. Moreover, they assumed the speaking skill is the most important skill that they need to improve, mainly inside the classroom.

In addition, the majority of students find the act of speaking somehow difficult; they also affirmed that they encounter many obstacles such as stress, low self-confidence, lack of practice and lack of information, shyness and fear. This means that the most of the students' speaking constraints are linguistic and psychological factors.

Besides, the majority of the students reported that mastering speaking is reflected in both accuracy and frequency, which means to master how to speak, the students should be accurate and fluent when they speak English language.

Another interesting information that can be drawn from their responses is that (87%) of them have been doing activities to improve their speaking skill through different ways such as watching films videos, listening to English music or speeches, talking with foreigners through social media and oral presentations. This means that speaking is important to EFL learners at Biskra University.

Another main point, most of the students agreed that the teacher is the most talkative in the classroom more than the students; that maybe related to the teachers' inability to manage time properly.

Along with the majority of the students affirmed that the teacher correct their spoken mistakes. They added that the teachers' feedback of their mistakes can be instantly or after their answers. The correction of mistakes makes learning process more effective and formative in enhancing the students speaking performance.

Students have a good attitude towards the use of debate to enhance their speaking skill. To a considerable degree, they prefer a group work. Moreover, the majority of students confirmed that their teachers oral presentations while the use of debate were given to inadequate percentage, this results is related to the management of time and the lack of variety of teaching technique.

Also the responses of the students confirmed the effectiveness of debate in making students developing their performance, social skill, conversational skill and critical thinking. Responses also showed the characteristics of good debaters which are style, tone, clarity, speed, fluency and accuracy. Therefore, these results affirmed that debate can be a highly beneficial strategy that can solve students' speaking difficulties.

As a result, this questionnaire was a useful tool of collecting significant data from third-year EFL students. It gave the researcher a chance to find crucial responses to the research questions. Moreover, this questionnaire gave us an opportunity to affirm the role of debate activities to enhance EFL learners speaking skill. In addition, the results of this questionnaire confirmed that debate activities considered as an effective strategy in improving learners' speaking skill; this supports the research hypothesis.

The analysis of the data gained from the teachers' interview yielded answers to some of the essential research questions. First of all, all the teachers who participated in this Interview asserted that they use different activities in teaching the speaking task such as role plays, oral presentations, storytelling and debates. This means that teachers use a variety of strategies and techniques of teaching speaking, learners will be active in these activities and practice speaking skills inside and outside the classroom.

In addition, a teacher unsurprisingly stated that s/he use group discussions, and another one said that s/he use storytelling, their use of this tasks ensures that they consider it as one of the highly beneficial tasks in improving their students' speaking skill in English language. These tasks are fruitful way to motivate the presenting students to practice valuable oral English.

Moreover, the findings showed that there is a total agreement between seven teachers (70%) on the idea of the language teaching approach they adopt to teach speaking.

They assumed that they adopt the eclectic approach because they need to vary their teaching approaches to get the best out of their students. Other wise, 30% of the teachers say that they adopt the communicative approach because it is easy and practical also because the communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning.

Furthermore, the most of the teachers (80%) regarded teaching the speaking skill as a hard task due to the multilevel classes and learners abilities. The other (20%) teachers find it an easy task because they act as guide and let the learners practice by themselves.

More importantly, all teachers reported that their students encounter difficulties in speaking. To name a few, finding vocabulary, generating ideas, thinking in native language, language mastery. In the same line of thought, all teachers mentioned diverse reasons, which lead to the existence of the difficulties that affect EFL students', speaking.

Besides, the majority of the teachers state the psychological factors like lack of self-confidence, anxiety, mother tongue, shyness and hesitation are the common reasons. Also States the main causes of students' speaking difficulties such as the lack of practice, reading, and writing.

Furthermore, this study shows a total agreement between teachers on creating contexts that help students develop their social and communicative skills. All of them agree because it will allow them gain confidence and competence through more engagement, self-regulation and social participation.

Interestingly, all of the teachers (100%) confirmed that debating in English may improve students' learning; most teachers assumed that debating in English will make them overcome their problems of the difficulties of speaking in front of others.

Besides, the teachers state the characteristics of good debaters most of them (60%) choose all of the opinions (style, Tone, clarity, speed, fluency and accuracy, the (40%) left said that they have more than one characteristic, also they add attitude and good arguments, which can help the learners to develop their abilities.

More importantly, the most of the teachers (60%) says that they use debate as a teaching technique Sometimes, and the (40%) left they use debate always, and this is so important in developing learner's speaking skill. The teachers mentioned the main benefits of using debate in oral classes such as improving critical thinking skills, developing confidence and giving opportunities for students to practice their language with others, enhancing teamwork skills and collaboration.

All in all, teachers' Interview shows that students face a plethora of challenges, which hinder them when they try to speak publically. In the same time, it confirms that using debate plays an important role to develop EFL students' speaking ability, and it can be an effective tool to reduce students' difficulties. This proves the current study hypothesis.

My study is similar to

Hasanah(2012)

Bahria(2013)

Arung and Jumardin (2016)

Amiri (2017)

Tianame 2019)

## **Conclusion**

Through this Chapter, the information gathered were analyzed and discussed. We have used two data gathering tools, ultimately, students' questionnaire and teachers' Interview in order to highlight the main challenges. The data collected from the former are introduced in form of Tables and graphs; in addition, all questions are analyzed and at the end a discussion of findings is provided.

The Analysis of the questionnaire and Interview results revealed some important findings which confirmed the research hypothesis, which highlighted that the use of debate activities in the classroom may help EFL learners enhancing their speaking skill.

# **General Conclusion**

## General Conclusion

To conclude, this research is an attempt to highlight the role of debate to enhance EFL learner's speaking skill. Accordingly, the main aim of the present study is to attempt to investigate third year EFL students' awareness about the importance of using debate for the improvement of the students' speaking skill and to what extent can debate help students overcome their speaking difficulties.

This research consists of three Chapters, the first two chapters are divided to the theoretical background of this research, while the last chapter represents the field work. Through the first Chapter, we tried to shed light on the most important elements related to the speaking skill. Initially, we provided general overview about speaking skill. Moreover, we shed light on its importance, elements, functions, characteristics, difficulties; as well as, assessing speaking. In second chapter, we dealt with debate as a teaching strategy including the definition of debate and its importance. Then, we displayed the criteria of effective debate and its types; also we shed light to its benefits. The third chapter of this research is devoted to the field work which represents the practical part of our research in which we attempted to analyze and interpret and discuss the data collected through the used data collection tools.

In order to check the validity of our research hypothesis and to attain our aims, we conducted a qualitative method approach for which two data collection tools were chosen; students' questionnaire and teachers' interview. The former was administered to (41) third year students EFL at Biskra University, who represent the sample of this research. This sample was randomly selected out of 276 students who composed the whole population. Besides, interview with ten (10) EFL teachers who teach or have experienced teaching oral expression. Students' questionnaire and teachers' interview are designed to capture the

difficulties of the students and teachers in speaking skill and whether debate activities is important to enhance their students' speaking skill.

Accordingly, the findings from both questionnaire and interview proved that speaking skill is not easy for most of EFL students due to the various difficulties that make them unable to perform effectively. However, both teachers and students asserted that the linguistic and the psychological factors are the main reasons that lead to the existence of these difficulties. Besides, the obtained results showed that both teachers and students are aware of the requirements of teaching speaking skill. Also, they are well-accustomed with the use of debate activities and their importance in EFL learners speaking skill.

To Sum up, through the analysis, interpretation and discussion of the data gathered, the findings answered the research questions and proved the research hypothesis. This hypothesis highlighted that the use of debate as a strategy in the classroom may enhance EFL learners develop their speaking skill.

## **Pedagogical Implications and Recommendations**

In the light of the analysis and discussion of the current research findings which confirmed that students' speaking skill can be improved through the implementation of debate in the classroom, a number of recommendations can be set:

### **For teachers**

- Oral expression teachers are highly recommended to provide their students with maximum opportunities in the classroom to speak the foreign language and they should reduce their time and increase students' speakingtime.

- Teachers are highly recommended to give the opportunity to all their students to participate and interact in the classroom.
- Teachers are highly recommended to concentrate more on how to deal with students' speaking difficulties mainly their psychological and linguistical problems.
- Teachers are highly recommended to create a supportive environment in the classroom in order to help students overcome their speaking anxiety.
- Teachers are highly recommended to reinforce the use of debate in the classroom specially oral expression session as a strategy of teaching speaking skill.
- Teachers are highly recommended to search deeply about how to implement debate activities and the different obstacles they may encounter and the solutions to overcome them.
- Teachers are highly recommended to make debate activities and verify students' engagements and understanding of their content.

### **For students**

- Students should be aware of the importance of speaking skill in their educational career.
- Students should be consciously aware of the benefits of using debate as a strategy to improve their speaking skill.
- Students should focus on how they can debate inside the classroom, the language they use, the arguments, and the information.

### **For syllabus designers**

- The syllabus designers should give more importance to the oral expression activities .

## **Recommendations**

### **For future researchers**

- The current research findings proved that the use of debate activities can be effective in improving EFL students speaking skill. Thus, future researchers can be inspired to conduct research on how to use effectively debate activities in the classroom.

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# Appendices

## **Appendix 01**

### **A Questionnaire for Third-Year EFL Students at Biskra University**

Dear students,

I would be so grateful if you could answer this questionnaire which is an attempt to collect data for the accomplishment of a master dissertation. It is about "The Role of Debate to Enhance EFL learners' Speaking skill" therefore, you are kindly requested to answer the following questions. Please tick (✓) the appropriate box(es) or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you for your time, effort and collaboration**

**Prepared by:**

Nadjette BENSAPHLA

**Supervised by:**

Dr. Meriem ZEGHDOUD

**2021-2022**

## Section One: Personnel Information

Q1. Would you specify your gender please?

- Female
- Male

Q2. The choice of learning English was:

- Your own choice
- Your Parents' choice
- Someone's advice

**Others**

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Q3. What are your reasons behind learning English at university rather than other languages?

- You need English for communication.
- You need English for future job requirements.
- You need English for presenting international communication.
- You need English for traveling purposes.
- You need English because it becomes universal language.

**Others**

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## Section Two: The Speaking Skill

Q4. How do you evaluate your speaking proficiency?

- Excellent
- Good
- Average
- Weak

Q5. In your opinion, mastering the speaking skill means:

- Speaking fluently

- Speaking accurately
- Both of them

**Justify your answer, please**

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**Q6. How do you find speaking in English?**

- Easy
- Somehow difficult
- Difficult
- Very difficult

**Justify your answer, please**

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**Q7. Do you find any difficulties when speaking?**

- Yes
- No

If yes, what kind of difficulties?

- Avoidance of saying too much
- Inhibition
- Nothing to say
- Low participation

**Others, please specify**

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**Q8. According to you, what are the reasons behind students' speaking difficulties?**

- Poor linguistic competence

- Lack of knowledge about the topic
- Lack of practice
- Fear of making mistakes
- Low self-confidence
- Lack of motivation
- Teacher's and peers' negative
- All of them

### **Section Three: Students' Attitudes towards Oral Expression Course**

**Q9.** Are you satisfied with the way oral expression course is being taught?

- Yes
- No

**Justify your answer, please**

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**Q10.** Do you think that time devoted to teaching speaking is enough for developing students' oral proficiency?

- Yes
- No

**Q11.** Who talk(s) most in the classroom?

- The students
- The teacher

**Q12.** How often do you speak in oral expression sessions?

- Always
- Sometimes
- Rarely
- Never

**Q13.** How would you describe your teacher of Oral Expression?

- S/he is well-prepared and enthusiastic
- S/he is strict
- S/he is fair
- S/he let you choose the topics that fit your interests
- S/he is only looking for mistakes

**Q14.** Would you specify to what extent you agree or disagree with the following statements:

**A: Agree      D: Disagree      N: Neutral**

| <b>Statement</b>   | <b>A</b> | <b>D</b> | <b>N</b> |
|--|----------|----------|----------|
| Your oral expression teacher' speaking tasks respond to your needs and expectations.                         |          |          |          |
| Your oral expression teacher' speaking tasks motivate and engage you to speak English.                       |          |          |          |
| Your oral expression teacher' speaking tasks help you improve your various language competencies and skills. |          |          |          |

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

**Q15.** Which of the following teaching strategies do you prefer most?

- Individual work
- Peer work
- Group work

**Q16.** Which of the following speaking tasks does your teacher use the most?

- Oral presentations
- Dialogues and interviews
- Roleplays
- Group discussions
- Debates

**Others, please specify**

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**Q17.** Which of the speaking tasks mentioned above do you feel more comfortable in? And why?

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**Q18.** Which of the following activities do you do to improve your speaking skills?

- Listening to English songs, speeches, etc
- Watching English movies, TV shows and documentaries
- Practicing English with your mates
- Interacting with foreigners using English through social media
- Participating in debates or speech events

**If others, please specify**

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**Q19.** Teachers should create a context where students can develop their social as well as communicative skills.

- Agree
- Disagree

**Justify your answer, please**

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**Q20.** Do you think that using debate as a communicative task is beneficial for developing EFL students' performance?

- Yes
- No

**If yes, is that because:**

- It develops students' conversational skills
- It develops students' critical thinking
- It develops students' leadership skills
- It develops students' social skills
- It increases self-confidence

- All of them

**If others, please specify**

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**Q21.** Among the following aspects, which one(s) characterise(s) good debaters?

- Style
- Tone
- Clarity
- Speed
- Fluency and accuracy
- All of them

**If others, please specify**

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**Q22.** Do your teacher implement debates inside the classroom?

- Yes
- No

If yes, how often do you take a step and dig in?

- Always
- Sometimes
- Rarely

**Q23.** How does your teacher react to your speaking errors/mistakes?

- S/he provides you with instant feedback
- S/he provides you with feedback at the end of your performance

**Q24.** What type of feedback does your teacher use most?

- Implicit feedback (S/he reformulates what you say correctly)
- Explicit feedback (S/he tells you the correct form of your mistakes directly)

## **Appendix 2**

### **Interview with EFL Teachers of Oral Expression Course**

Dear teachers,

This interview is an attempt to collect data for the accomplishment of my master dissertation. It is about exploring 'The Role of Debate to Enhance EFL Learners' Speaking Skill'. Therefore, you are kindly requested to answer the following questions. Please tick the appropriate box(es), or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you for your time, effort and collaboration**

**Prepared by:**

Nadjette BENSANLA

**Supervised by:**

Dr. Meriem ZEGHDOUD

## Questions

Q1. Would you specify your educational degree please?

- Master
- Magister
- Doctorate

Q2. How long have you been teaching at university?

- 1-5 years
- 5-10 years
- More than 10 years

Q3. How long have you been teaching Oral expression?

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Q4. Which language teaching approach you adopt to teach speaking? And why?

- The Communicative Approach (CA)
- The Competency-Based Approach (CBA)
- The Task-Based Approach (TBA)
- Eclectic Approach (Eclecticism)

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Q5. How do you find teaching the speaking skill?

- An easy task
- A hard task

Justify your answer, please

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Q6. How can you evaluate your students' speaking skill?

- Excellent
- Good
- Average

Q7. What kind of speaking difficulties do your students face?

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Q8. What are the main causes of students' speaking difficulties?

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Q9. Which of the following speaking tasks do you implement most?

- Oral presentations
- Storytelling
- Roleplays and simulations
- Group discussions
- Debates and interview

Q10. Do you think that teachers should create a context where students can develop their social as well as communicative skills?

- Yes
- No

Justify your answer, please

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Q11. Do you think debating in English may improve students' learning outcomes? How? Could you comment on that?

- Yes
- No

Justify your answer, please

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Q12. According to you, what characterise(s) good debaters?

- Style
- Tone
- Clarity
- Speed
- Fluency and accuracy
- All of them

If others, please specify

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Q13. How often do you use debate as a teaching technique?

- Always
- Sometimes
- Rarely
- Never

Q14. According to you, what are the main benefits of using debates in oral classes?

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**Your collaboration is highly appreciated.**

## المخلص

يصبح إتقان مهارة التحدث في اللغة الإنجليزية مهارة مؤثرة للغاية ومطلوبة لكثير من الناس وخاصة المتعلمين في اللغة الإنجليزية كلغة أجنبية (EFL). ومع ذلك ، فهي واحدة من أكبر المخاوف بالنسبة لغالبية الطلاب الجامعيين وخريجي قسم متعلمي اللغة الإنجليزية كلغة أجنبية. ومن ثم ، فإن الهدف من هذه الدراسة هو شرح دور النقاش وتأثيراته على أداء الطلاب في أهداف محددة. تسعى هذه الدراسة إلى تحسين مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية ، وإضافة النقاش كاستراتيجية تعليمية لتطوير الاتصال. لذلك ، افترض الباحث أن أنشطة المناظرة يمكن أن تحسن مهارة التحدث لدى المتعلمين. أجرت دراسة نوعية باستخدام نهج مختلط. وبناءً على ذلك ، استخدمت أداتين لجمع البيانات للتحقق من صحة فرضية البحث ، وبشكل أكثر تحديداً ، استبيان لـ (41) طالباً في السنة الثالثة و (10) معلمي اللغة الإنجليزية كلغة أجنبية الذين يقومون بالتدريس أو الذين خاضوا تجربة تدريس وحدة التعبير الشفهي في جامعة بسكرة. ونتيجة لذلك ، أظهر تفسير البيانات التي تم جمعها أن المشكلات النفسية واللغوية مثل القلق والخجل وقلة المفردات تعتبر العقبة الأساسية التي تواجه الطلاب في إجراء محادثة شفوية ناجحة. علاوة على ذلك ، كشفت أن كلاً من الطلاب والمعلمين اتفقوا على أهمية دور أنشطة المناقشة لتعزيز مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. وبالتالي ، يمكن استنتاج أن فرضية البحث قد تم تأكيدها والتحقق من صحتها. أخيراً ، في نهاية هذا الجزء من العمل ، تم اقتراح بعض التوصيات بناءً على نتائج الدراسة وأهمها تعزيز تنفيذ النقاش في التعبير الشفهي من أجل تحسين مهارة تحدث متعلمي اللغة الإنجليزية كلغة أجنبية.

أهم المصطلحات: مهارة اللغة، النقاش (المناقشة)