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Submitted and Defended by:
Deroues Yassmine

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**EFL Students' Attitudes towards the Effectiveness of the Debate
Technique in Enhancing Students' Speaking Skill The Case of Third
Year LMD Students of English at Mohammed Kheider University of
Biskra**

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Board of Examiners :

Mr.	Chenini Abdelhak	MAA	Examiner	Biskra University
Dr.	Laala Youcef	MAA	Supervisor	Biskra University
Dr.	Saihi Hanane	MCA	President	Biskra University

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Dedication

I would like to dedicate this modest work to:

The soul of my father; I wish you are here sharing me this moment, may ALLAH grant you
paradise

To my lovely mother thank you for your, support, patient, and endless love

To my friends: Ayoup, Asma, Hanane, Kinza, Asma, Amina. Thank you for your advice and
encouragement

To everyone who gave me any kind of support

To the reader of this work

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To all the extended Family and Friends

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Abstract

The present dissertation, aims at investigating “EFL Students’ Attitudes towards the Effectiveness of the Debate Technique in Enhancing Students’ Speaking Skill” to third-year LMD students of English at Biskra University. The purpose of this study is to show the importance of using debate technique which helps students to enhance their speaking. Our present study is divided into two main parts a Theoretical part that includes two chapters in which we made a general overview about debates and some important elements that include it. We also discussed the various aspects of the speaking ability and provided a detailed description of the challenges that EFL learners face during their oral production. To confirm our hypothesis we relied on the descriptive method in order to find the relationship between the dependent and independent variables which are mentioned above. The questionnaire is the data gathering tool of this research. Moreover the analysis of the questionnaire and the obtained results are found to be highly significant since the results of the analysis of the students’ questionnaire have asserted that there is a serious gap on third-year students of English with the speaking. Also teachers of oral expression have claimed that their learners have a difficulty in the speaking. As a result of this, debate technique in the foreign language seems as an important element for third year LMD students to follow for the aim to improve oral performance. This leads us to confirm that if teachers are aware of the advantages of the debate technique as stated in the hypothesis, students may have positive attitude towards speaking skill.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

LMD: License Master Doctorate

M, K, U: Mohammed Kheider University

TPS: Think Pair Share

CLT: Communicative Language Teaching

FL: Foreign Language

L1: First Language

L2: Second Language

Q: Question

HP: Hypothesis

%: Percentage

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ملخص العربية

***General
Introduction***

General Introduction

English has recently emerged to be a dominant language all over the world. It has been categorized as a “Lingua Franca”, and a common foreign language used to communicate with people who do not speak the same first language. The growing importance of English in all aspects of human life necessitates the study of this popular language and the ability to manage it appropriately in everyday communication. Learning the English language requires mastering the four language skills of reading, listening, writing, and speaking. Speaking, on the other hand, is regarded as the most crucial and difficult skill for students to master. The classroom is the sole location where students can express themselves and converse in the target languages. It is, in fact, vital for teachers to assist their students in improving their levels of oral output by employing effective strategies and activities such as debates, which encourage students to properly and successfully practice the language.

Debate technique in the classroom allows students to work in a collaborative and cooperative environment. Students can learn new material and apply their knowledge by discussing and organizing their points of view on one side of an argument. Classroom debates assist students in learning through competitions, examining various issues, and strengthening skills in the areas of leadership and management. The goal of this study is to find out what EFL students think about the function of the debates’ technique and how it is important in improving their speaking skill inside classroom.

2. Statement of the Problem

One of the major difficulties for EFL students is their lack of oral communication either with their teachers or their classmates. This low performance in oral expression may be due to the lack of classroom opportunities to practice the language. Students' speaking problems can be handled by providing many opportunities for them to practice English both in and out of the classroom. Practicing English in the classroom should be interested with an appropriate strategy to improve students' speaking skills. Debate is presented as a valuable learning technique and an effective pedagogical activity for improving communicative skills. Thus, this study focuses on the importance of the debate technique in improving students' speaking skill.

3. Research Questions

The central focus of this study is how student view using the debate technique as a teaching activity that could improve their oral skill. Hence, our research addresses the following main question:

Q1.What is EFL students' opinions towards the effectiveness of using the debate technique in enhancing their speaking skill?

Q2.What are teachers' perspectives on the effectiveness of using the debate technique to improve EFL student' speaking skills?

Q3. To what extent does debate technique help EFL students' to develop their speaking skills?

4. Research hypotheses

As a first attempt to answer the research question it is hypothesized that:

HP1.EFL students have positive attitudes towards the effectiveness of using the debate technique in enhancing their speaking skill.

HP2. EFL teachers have positive views about using debate as a teaching technique

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in order to improve EFL students' speaking skills.

HP3. If teachers use debates as a teaching method in the classroom, student's speaking skills will be improved.

5. Research Aims

This study is meant to contribute to the improvement of learners' poor productions in English through debate technique in the EFL classroom. Thus, our main aim is to contribute to our understanding of how and to what extent is debate technique in the classroom could help the third year LMD students at Mohamed Kheider University – Biskra to activate their speaking skill, in addition, presenting new strategies and methods which would be useful for English teachers and productive for students. Also, we identified which strategies are the most effective in the English class and can be applied by English teacher in Algerian classrooms. Generally, this research is attempt to study EFL students' attitudes and teachers' perspectives about the effectiveness of using debate technique in improving student's speaking skill inside and outside classrooms.

6. Research Methodology

In fact, the type of the research methodology that we use in this study is descriptive, which is the appropriate way of investigating EFL students' attitudes towards the use of debate technique. This study will take the form of quantitative data gathering tool, two questionnaires will be given to students and teachers. These questionnaires aim to investigate students' opinions and teachers' perspectives towards the effectiveness of the debate technique in improving students' speaking skills.

7. Population and Sampling

The target population in this study is third year EFL Students at Mohammed Kheider University of Biskra since they are more experienced with oral expression sessions. Questionnaires will be given to forty (N=40) students randomly from the whole population as a sample. Also, the research will involved eight (N=8) oral expression teachers from English division of the same university to gather their overviews about using debate technique.

8. Structure of the Dissertation

The present dissertation consists of three main chapters. The first two chapters constitute the literature review and the full explanation. Chapter one represents a review of debate technique. The main focus of this chapter is on its definition, main types, and benefits. Chapter two is devoted to the skill of speaking, its definition, and importance, aspects of speakers' performance, difficulties and speaking activities to be practiced in the classroom. The last chapter concerns the analysis of the collected data by means of both the teachers and the students' questionnaires that contains their opinions.

Chapter one

**General Overview on Debate
Technique**

Introduction

We do believe that debate technique is a very significant element to be implemented in learning process; it opens the door of getting knowledge and enriches students' mind with a wide range of information and vocabulary. Generally, people learn to gain information that serves their need. Academically, debate takes an essential part of learning English as a foreign language; it enables students to improve their language proficiency in general and their speaking skill in particular. We start this chapter by demonstrating definitions of debate technique. We are going to demonstrate an overview of debate, types, also its main advantages. Moreover, we shall introduce the basics of debating ability, skills, and the main Functions of the debate technique.

1.1. History of Debate

The focus of the debate shifts back to Greek philosophy. The ancient Greeks were fascinated by all sorts of argument. Freely and Steinberg (2005) argue that "The ancient Greeks were among the first to realize the relevance of conversation for both the individuals and communities," (p. 6). In the same context, Plato and Protagoras of Abdera were among the first to advocate for dialogue on all levels.

Similarly, Erduran, et al, (2006) claim that "Over 2,000 years ago, the Ancient Greeks employed debating methods as teaching tools, and rhetoric and debate were seen as essential components of classical education". From the three points of view above its clear that, it is worthy to consider that the debates can be a good step in learners' beliefs and attitudes towards themselves and their capacities.

According to, Protagoras of Abdera is known as the "Father of Debate" since he introduced debate as a teaching approach in Athens. He was also the first to advocate for and implement this method in his classroom. . Academic debate and discussion were also popular

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among the ancient Greeks. Freely and Steinberg (2005) argued that, “Aristotle, Protagoras, and the intellectuals who followed them through the ages determined the essential essence of educational discourse in ancient times”.

Debate was first incorporation in American higher education in the 19th and 20th centuries, although it was not institutionalized until the previous three decades. It was particularly beneficial to students in high school and university (Williams et al., 2001).

1.2. Definitions of Debate

All in all, debate is an effective strategy to improve a students' ability to communicate. According to freely and Steinberg (2005, p, 66) claim that the word debate refers to the dialogical and collaborative act of employing logical reasoning to analyze different views and reach a decision. Where its usage is employed by a person to make a choice and made up his /her mind or by an individual or group to persuade others to agree with them or influence others' ideas, values, beliefs, and attitudes on a certain issue. In the same context , Krieger (2005) states that “Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic methods” (p.1). Also, Somgai and Jansem (2015, p.28) define debate as” A speaking setting in which opposing viewpoints are represented and argued”. Debate technique is defined by Bambang (2006) as “an activity used to get a better grasp of the subject; It is carried out by two groups. Each group is made up of three or five pupils. It is divided into two groups: "pro" and "contra.” (p. 125).

Moreover; Debate is a tried-and-true method for getting students to engage with their readings more intentionally. It not only allows students to see numerous viewpoints on an issue, but it also allows them to hear those opinions as embodied by their peers, encouraging them to listen to each other more closely before replying.

According to Jagger (2013) states “a commonly used teaching method to promote student engagement is the classroom debate” (p. 1). In addition , Halverson (2005) states that

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debate forces students to consider several perspectives on a subject, as well as to collaborate and engage not just with the specifics of a particular issue, but also among them. In similar, Zare and Othman (2013) reveal that debate has the potential to increase speaking skills since the activity needs extensive performance and verbal discourse among debaters. Krieger, (2005, p.1) identifies debate as "a significant activity for language learning since it engages students in a range of learning and linguistic forms."

To sum up, the debate technique is the process of presenting ideas or opinions in which two opposing sides try to defend their arguments or attack a proposition. It is a formal conversation that frequently includes a moderator, an audience, and participants.

1.3. Types of Debate

Debate is an essential factor in learning foreign language. Thus, EFL teachers use debate technique in order to facilitate learning the target language, for that debate technique is divided in five useful types mentioned by Vargo (2012) such as , four corner, role play, think-pair share, fish bowl, problem solving debate and meeting house debate.

1.3.1. The Four-Corner Debate

It is an activity that needs the participation of all students; each student takes a stand on a distinct statement. They offer their views in a debatable topic provided by the teacher. Following that, they move and end at a specified corner of the room based on their position: strongly agree, agree, disagree, and strongly disagree to the proposition (Bennett, 2019). It is regarded as a kinesthetic method because it engages students in the action and encourages them to debate their various perspectives, locations where it improves their involvement. Bennett (2019) proposes many processes for formation. The four-corner argument is as follows: choose an opinion statement, prepare the space, read the statement, and Give time, go to your corner, meet with groups, take notes, and communicate your findings.

1.3.2. Role play Debate

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It is an activity that should be planned before being presented in the classroom. It entails assigning each participant a unique role in the play. This later will include a discussion. As a result, anytime the students act, they will dispute and justify their position (Vargo, 2012, p. 5). In this type of debate, students argue multiple points of view on a specific topic chosen by the teacher. According to Hopkins (2003), “students have to randomly select an index card, and then they have come together with peers holding the same stakeholder cards.” These small groups of students are in charge of putting themselves in the shoes of their assigned stakeholder and drafting arguments to present in a classroom debate on the issue (p, 4).

1.3.3. Think-pair share

Think-pair-share (TPS) is an approach to a collaborative learning. Students work together in groups to solve a problem or answer a question concerning an assigned reading. It allows students to work in groups toward a common objective, improving their individual and the others’ understanding in a safe setting where they may make errors (Johnson & Johnson, 1999). This technique asks students to think about a topic or answer a question on their own, then share their views with their classmate. Its role is to engage students in comprehending their studies and helps them to think individually on a specific topic (“Reading Rockets”, n. d). Talking with a partner promotes involvement, concentration, and engagement in understanding the reading content.

1.3.4. Fish Bowl

According to Vargo (2012), this type of discussion usually requires gathering seats in a circle form and can take numerous shapes. Teacher here divide the classroom into two groups. Many seats are placed in a circle for teams representing the perspectives of a debate. Another chair might be placed to represent the audience. An empty chair can be provided to enable someone to address a question or make an argument in order to increase the attention of the audience. Following that, students in each circle switch roles; for that, they are all involved in

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the debate and it does not take a long time to execute.

1.3.5. Problem Solving Debate

A problem-solving debate typically comprises eight students, with four students assigned to each team. Each side has one learner give their point of view. The following two pairs of students argue why adjustments are not justifiable. The third group of students proposes a strategy for carrying out their stance. The final two students present a summary and a concluding argument.

1.3.6. Meeting House Debate

Each group offers an opening argument in this style of discussion. The course is given the chance to inquire each part, and the instructor's role is a moderator guaranteeing each side gets an equal sum of time to contend. To motivate the learners, teachers can create cards to each learner, after every question the examiner gives up one card, when a learner is out of; he cannot ask another until all learners finish their entire cards.

1.4. Advantages of Debate Technique

In the human endeavours, teaching and learning are the most important and complex process. Thus, researchers support using new strategies that may facilitate these two processes, debate technique becomes a crucial element that was widely used by the teachers to facilitate learning English as a foreign language. In addition, using it in education has many advantages that suit the needs and abilities, also encourage learners to work.

According to Davis, Wade, Roland, and Zorwick claim that "EFL teachers use debate techniques play a virtual role in the both in the EFL classroom settings and in the achievement of higher education," (2016, p.4). The learning process will be more successful if classroom discussion is used as a teaching activity. In the same path, Davis et al. (2016, p.6) propose numerous advantages of applying classroom debate. The first advantage is that teachers will establish an acceptable, relevant, and fascinating environment in the classroom through

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classroom debate. The second advantage is that teachers will establish an acceptable, dynamic, and exciting atmosphere in the classroom through the debate technique. Students will enjoy studying, feel secure speaking in public, and be able to easily defend their points of view.

According to Davis et al (2016) affirm that, “debate brings learning to life for learners” (p. 6). It means that the learning process will be more engaging and enjoyable. The second advantage is that students will have more opportunity to hear their classmates’ perspectives and share their own views. So, students will learn more practically than intellectually. Also they (2016) claim that “students learn how to express their opinions clearly and successfully through the choices they make in the discussion” (p. 6).

The third advantage is that learners will be more active rather than passive, in that they will first listen, think, evaluate, and argue rather than just listening and getting information. Davis et al. (2016 p., 6) also emphasize that conversations fosters a variety of talents, from reading to critical thinking then to communication skills.

The fourth reason is that learners will be encouraged to generate language as much as possible because they will feel obliged to defend their views. As a result, they will talk confidently and achieve their goal of self-satisfaction. According to Maryadi (2008),” Debate may help students to think, especially if they have to argue their opinions or a point of view that opposes their personal ideas.”(p. 16).” Debate is a great exercise for language acquisition because it involves pupils in a number of cognitive and linguistic ways” writes Kriger (2005). (p. 1).

1.5. Basics of Debating Ability

Most EFL teachers make extensive use of debate technique. Furthermore, they may encounter several difficulties in conducting a successful argument. These difficulties may be the result of a lack of necessary skills for becoming a great debater. To be a skilled debater, participants must possess a range of abilities.

1.5.1. Speed

The rhythm of speech should be fast enough to appear intelligent while still allowing the speaker time to communicate what he wants. Moreover, the speech should be comprehended, and attention should be paid to the reactions of the audience.

1.5.2. Tone

The tone of voice adds interest to the discourse; a quiet argument appears more interesting, but an angry dispute is more difficult for listeners to understand.

1.5.3. Style

The most crucial aspect of debate to achieve is style. It is the manner in which you present your points. Content and strategy are meaningless until you present your message confidently and persuasively.

1.5.4. Use of Notes and Eye Contact

It is a significant aspect that should be well-organized and concise. It is not a good idea to discuss without taking notes and organizing your thoughts. Also, when taking notes, the debater should be mindful about maintaining eye contact with the audience, since this may endanger their relationship.

1.5.5. Volume

Speaking loudly is sometimes necessary. However, it is not necessary to yell in every discussion. It is not necessary to talk louder than the volume at which everyone can hear you since demonstration does not win disputes. Speaking quietly is dangerous because no one would be able to hear you. (Kidd, 2002)

1.6. Skills of Debate Technique

Many instructors engage debate technique as a teaching and learning approach; however, they might confront various problems in producing a successful debate. These issues may be created by a deficiency of students with the required abilities to be effective debaters able to win a competitive debate.

Academically, Speaking; during discussions, it is necessary to be an effective speaker and communicator. An effective presentation enhances one's reputation and assists the audience in remembering what you said. Particular communication skills, such as speaking clearly using plain exact and straight forward phrases, using a heard voice, frequently extremely loud to bring emphasis on some topics, utilizing good word pronunciation, and being at ease without expressing anxiousness, should be taught for this. Research; among the most important things to do before engaging in a debate is to conduct extensive research on the issue. Since students are not professionals, they should seek proof to support their claims and convince their competitors. This is also a good idea to support own claims with professional advice. A variety of sources, including the internet, databases, and library books, can be used to get information. But, before placing trust in these data, it is vital to evaluate their accuracy and usefulness (Hanes, 2012).

Arguing; According to Hanes (2012), the goal of utilizing argumentation in classroom discussions is not necessarily to encourage people to take action on the issue. Rather, it is meant to address issues in a logical and evidence-based manner. Branham (1991) state that debate is "the processes by which views are offered, endorsed, challenged, and defended" (p. 1). All forms of arguments are divided into three parts: "claim," "warrant," and "data." The first symbolizes the viewpoint that will be argued for, the second is explanation for adopting this side, and the third one is the evidence that will be used to back up the claim.

Flowing; Flow sheets, sometimes known as flowing, is a debate phrase that describes

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the process of paying careful attention and taking notes during an argument. The annotations provide the other side's points to help you remember them. As a result, the focus of the speech will be on reacting to and disputing the reported argument (NAUDL, 2007, p.7). Because individuals speak quicker than they write, employing symbols and abbreviations can help to simplify the process of creating a streamlined and cohesive collection of thoughts. Furthermore, Hanes (2012) provides a strong flow to assist in easily and openly countering the competitors. Furthermore, it is a significant step beyond coherent communication skill.

1.7. Functions of Debate Technique

Debating in English language is a practice that necessitates language skills as well as presentation abilities. Debaters require up-to-date information on a new issue. Debaters must use basic planning and carrying skills while presenting arguments in order to persuade the audience. According to Alsamari and Ahmed (2012, p. 148-149), there are five functions; speaking, writing, reading, ice breaking and listening as following:

1.7.1. Speaking

The use of debate technique in enhancing speaking skill can also be helpful for learning, improving, practicing and assessing speaking skill. Debating is an excellent way to improve students' English speaking skills. Practices can be structured in a variety of ways. When students apply to universities in many EFL contexts, they are afraid of communicating in English. Most of the time, their lack of foundation knowledge and experience in English is to blame. The use of debate, speech, and discussion in EFL classrooms will, first and foremost, alleviate students' phobia of the English language. Furthermore, regular debate, speech, and conversation practice will improve their fluency, pronunciation, and vocabulary. They will also get acquainted with jargons and a technical phrase, as arguing covers a wide range of topics and concerns.

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Furthermore, Teachers serves as moderators, facilitating students' learning. They will offer comments on speeches with an emphasis on delivery, including gesture, posture, pronunciation, accent, intonation, stress, vocabulary, and word choice; data and information; relevance of the content; and logic building. Learners in many EFL contexts are afraid of communicating in English because of a lack of previous information and experience. The use of debate in EFL lessons will alleviate students' apprehension about language. As a result, consistent debate practice will improve learners' proficiency, pronunciation, and vocabulary. Furthermore, students will be acquainted with jargons and technical words. Teachers will serve as moderators and facilitators of learners' learning by offering comments on speeches with a focus on delivery of gesture, posture, emphasis, and intonation.

1.7.2. Writing

The use of debates for gaining vocabulary and pronunciation abilities as well is an essential step. Therefore, Writing is an important means of communication that is probably the most needed skill in academic research. In addition, a great deal of the work carried out in the academic world is done through the medium of writing. The diversity of the writing acts that people may be engaged in during their learning process , The use of debates to develop writing skill help the learners to concentrate on specific aspects of their writing, like grammar, spelling , vocabulary and the organization or structure of their written text.

To support this point of view; Alsamari and Ahmed (2012) state that, debate is a helpful technique used by the teachers in high education in order to improve their writing production thus debates can be a facilitating factor which guide the learners to write a well organized and coherent piece of writing or composition within script debates, this latter provide them with significant different topics and thoughts. Therefore, students can train about thinking in methodical way, how link ideas, order points and gather knowledge via debates techniques.

Argumentative essays are similar to debate scripts. Thus they learn how to write

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persuasive paragraphs and essays. In addition, students practice restricting themes and making them contentious enough to elicit arguments and counter-arguments. When students complete the final exam, they keep just the essential themes, not the minutiae. In a debate script; they learn how to restrict ideas, write topic sentences, and create outlines in this manner. To summarize, debate encourages students to develop compositions in English.

1.7.3. Reading

Debating necessitates knowledge of several connected topics and domains. It traces a broad examination of various social, economic, and political topics. Studies in these subjects broaden learners' understanding. They also increase their reading abilities and vocabulary. If debate themes are provided ahead of time, students can collect data and hold discussions. As a result, individuals can cultivate their reading habits. Teachers also introduce students to a variety of knowledge sources, such as publications, books, and websites. Learners can prepare for debate by engaging in this exercise.

1.7.4. Ice breaking

Debate technique is useful for breaking the ice in English Foreign Language lessons, especially in the first classes where students are nervous about using English. Teachers may require students to stand in front of the class and speak, which enhances students' dread of the English language. However, it will be more beneficial if professors offer easy themes to their students and ask them to remark on them. As a result, students will be encouraged to converse in English. Teachers' roles should be both supportive and motivating.

1.7.5. Listening

Listening is being receptive to what our conversation partner is saying. Consider this; you cannot dispute an argument in a discussion if you do not comprehend it. You will lose the debate if you do not listen closely and answer to the version with which you are accustomed rather than what is actually being stated.

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According to Alsamari and Ahmed (2012) states that learners may improve their listening abilities by practicing discussion utilizing listening aids such as radio, talk programs, and computers. Students will listen to and watch dialogues, speeches, discussion programs, and news at the same time. Teachers will also provide input on the conversation, which should focus on sounds and pronunciation, accent, word usage, technical terms, and jargon. Teachers may utilize their notes on students' difficulties pronouncing certain sounds and words in this context. Debaters learn to listen and converse constructively with individuals with whom they disagree.

Conclusion

Debate technique can be considered as an essential interactive activity that promotes in the enhancement of EFL students' speaking ability. Implementing classroom discussions increases EFL students' engagement and motivation to execute the target language. Moreover, debate technique helps students to improve all four skills, not just speaking. Thus, when practicing debate, speech, and conversation in class, students will practice various skills, acquire many new vocabularies, and get knowledge from a variety of sources, all of which will improve their spoken English and ultimately make them competent speakers. The importance of the teachers' role during classroom debate cannot be overstated. The teacher can improve the students' speaking ability through using debate technique because it offers an opportunity for teachers to motivate their learners to work in groups, to increase responsibility in the classroom, and engage learners in the course. All of the above-mentioned elements are important in learning the target language, particularly speaking skills.

Chapter two

Speaking Skill in EFL Classroom

Introduction

Speaking appears to be the most significant of the remaining foreign language abilities (listening, reading, and writing). Because the process of acquiring and applying spoken English abilities is so closely connected, the classroom should be an area where spoken language is carefully encouraged. The fundamental and ultimate objective of acquiring such language skills is to achieve a high degree of growth in the capacities of receiving and generating the second language either verbally or in writing, which entails establishing good mastery in both productive and receptive skills. Because it is the most significant talent to improve, speaking is regarded as the most vital skill to master. Therefore, language proficiency is necessary for demonstration because EFL students will be put in situations where English communication is necessary, and the emphasis will be mostly on speaking. This chapter will give insight on the speaking skill with more details, including the main definitions, types, elements, functions and the importance of speaking skill, with focusing on speaking difficulties in learning a foreign language and finally define the characteristics of effective speaking activities.

2.1. Definition of Speaking

Because oral communication is required everywhere, one of the most important abilities to master is the speaking skill. Luoma (2004 ,p.1) argues that “ in foreign language classroom speaking skill is very difficult to be learn it , in addition competence in speaking takes long period to be enhanced” As a result, speaking is a sophisticated talent rather than a simple one. It necessitates as much effort and practice of the target language as feasible. Speaking is sometimes regarded as a process based on both verbal and nonverbal communications.

In the same path , Thornbury (2005) claim that “Speaking is also a multi-sensory activity since it contains paralinguistic components such as eye contact, facial reactions, body language, speed, breaks, sound quality changes, and pitch modulation” (p. 9). Since the idea of speaking is difficult to define, it has been viewed from several angles.

According to Brown (2000, p.13), speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. In the whole, speaking is to express, every day, occurrence for most of us, and it’s usually requires little thoughts, efforts or preparation. That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities.

In the same path, Burns & Joyce (1997) cited in Luoma (2004, p. 2) claims that speaking as an interactive process of constructing meaning that involves producing, receiving and processing information, its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking.As a result, speaking is a form of verbal communication that is founded on the meaning that is understood. Speaking can be described as a process of interaction

and expressing meaning by making meaningful utterances, in other words delivering and receiving messages via verbal and nonverbal language. Speaking is defined by Hedge (2000) as “a skill through which they are appraised when initial impressions are established” (p. 216). As a result, when individuals communicate, they not only generate words but also exchange information, emotions, interests, ideas, and differing points of view.

2.2. Types of Speaking

Most second language learners’ speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Therefore, according to Brown (2004), there are five styles of speaking based on the speakers’ intentions: intensive, extensive, imitative, interactive and responsive speaking. (p. 141)

2.2.1. Intensive Speaking

According to Brown (2004), intense speaking involves focusing on grammatical and phonological factors that assist students to improve their oral performance. Directed response activities, reading aloud, and phrase or dialogue completion are examples of formal evaluation activities.

2.2.2. Imitative Speaking

Brown (2004) defines imitative speaking as the ability to repeat words, phrases, and sentences. Oral production at this stage is entirely phonetic. This style of speech is intended for interaction between teachers and students in the classroom.

2.2.3. Responsive Speaking

According to Brown (2004), responsive assessment activities contain interaction and

test understanding, but only at the level of brief dialogues, small chat, and basic requests or remarks. To maintain realism, the stimulus is practically a verbal instruction.

2.2.4. Interactive Speaking

According to Brown (2004), interactive and responsive speeches are equal, but they differ in terms of time and complexity of engagement. Interaction may be classified into two types: transactional language (which is used to exchange particular information) and interpersonal exchanges (Its purpose is maintaining social relationships).

2.2.5. Extensive Speaking (Monologue)

This is also known as a monologue. Speeches, tale telling, and presentations are examples of extensive oral production activities in which the engagement from listeners is greatly constrained or excluded. For lengthy work, language style is more professional, but we may ignore certain casual monologues, such as spontaneously delivered speech.

2.3. Elements of Speaking

Some second language components must be considered by students in order to be able to speak successfully. Harmer (2001, p.269-271) discusses and describes some of the aspects represented by language features and processes of language and information.

2.3.1 Language Features:

The most important elements of speaking are: connected speech, expressive devices, Lexis and grammar, and negotiation language.

2.3.1.1 Connected Speech:

Speech is formed of a succession of sounds that are joined together to form speech. It is when EFL students can use and develop connected speech that can be changed (assimilation), eliminated (elision), added (linking), or decreased (through connection and

stress patterning). For all of this, the instructor should assign assignments to the students to assist them in developing their connected speech so that they can speak effectively. (Harmer, 2001, p. 269)

2.3.1.2 Expressive Devices:

English native speakers employ a variety of tactics and aspects to communicate meaning, including extraneous display of emotion, loudness, pace, bodily, and nonverbal (paralinguistic) ways. Students should be familiar with these aspects and devices in order to use them successfully during their speaking performance.

2.3.1.3 Lexis and Grammar:

Harmer (2001) argues. "Lexis is equally as important as grammar, Showing how words mix and act semantically and grammatically is a crucial aspect of any language-learning program" (p. 79). In other words, humans do not merely use language for communication, but also for other objectives such as meeting certain needs, i.e. there is always meaning behind using language. As a result, pupils should be able to utilize lexical phrases for various tasks such as agreeing and apologizing.

2.3.1.4 Negotiation Language:

The students are from the negotiating language. According to Harmer (2001, p.269), " effective speaking benefits from negotiating language, which we employ to request clarification and indicate the structure of what we are saying." Learners in EFL lessons should comprehend how to organize and arrange their utterances, since if their speaking is effectively constructed, the audience will understand their discourse. Furthermore, second language learners should arrange their words to be clearer, especially if they believe the audience did not comprehend them (Harmer, 2001, p.269-270).

2.3.2 Mental / Social Processing

According to Harmer (2001, p. 269), mental processing and social factors include language processing, interacting with others, and information processing.

2.3.2.1 Language Processing:

It refers to the capacity to organize language in one's own thoughts by arranging it in a coherent sequence so that learners avoid ambiguity and interlocutors grasp the intended messages.

2.3.2.2 Interacting with Others:

Interaction is always present in speaking contexts, it can be done with one or more participants, so, it is necessitates strong listening skills, comprehension, and mastery of certain language elements such as turn taking.

2.3.2.3 Information Processing:

Effective communicators are those who respond promptly in a communication scenario. They are the people that digest information quickly in their minds.

2.4. Functions of Speaking

Many second and foreign language students prioritize mastery of English speaking abilities. Several linguists have sought to classify the purposes of speech in human interaction. There have been several attempts to categorize the purposes of speech in human contact. Brown and Yule (1983) distinguished between the interactional purposes of speaking (which assist to develop and maintain social relationships) and the transactional functions of speaking (which focus on the exchange of information). In workshops with teachers and in designing own materials they use an expanded three part version of Brown and Yule's framework: talk as interaction, talk as transaction, and talk as performance. Each of these speech tasks is diverse

in terms of form and purpose, necessitating a distinctive approach to teaching and learning.

2.4.1 Talk as Interaction: When individuals meet, they exchange pleasantries and engage in conversation. This is a reference to a dialogue. The emphasis is on the speakers and how they wish to exhibit themselves to one another rather than on the content. Depending on the circumstances and nature of the transaction, it might be causal or formal. Brown and Yule (1983, p33)

2. Talk as Transaction: In a conversation, the emphasis is on the message that is communicated and on having the other person comprehend what we want to say by speaking clearly and precisely. In this style of spoken language, students and teachers frequently concentrate on meaning or talking about how they comprehend. (Jones, 1996, p.14)

3. Talk as Performance: Speaking activities in this situation are more focused on monologue rather than conversation. Speaking function as performance occurred during speeches, public discussions, public announcements, retell narrative, telling story, and so on. Talk as performance refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Spoken texts of this kind according to Jones, often have identifiable generic structures and the language used is more predictable because of less contextual support, the speaker must include all necessary information in the text. (Jones, 1996, p.14)

2.5. The Importance of Speaking

The purpose of learning a second language is to be able to communicate in it. The Speaking is regarded as the most crucial and necessary ability. It is viewed as a channel for transmitting thoughts and attitudes since learners are obliged to communicate orally with others. People commonly mistake speaking a language with knowing it. Moreover, Speaking is a

challenging skill to teach. EFL Learners should be able to utilize language in a variety of contexts and circumstances, as well as communicate their thoughts, views, feelings, emotions, and needs clearly and fluently.

According to Nunan (1991) claimed “To most people, mastering the skill of speaking is the single most significant component of learning a second or foreign language, and success is a measure item of the capacity to carry out a conversation in the language,” (p. 39). In this regard, Hedge (2000, p. 261) asserts, “Learning to Speak Competently in English is a Priority for Many Students.” They may require this talent for a variety of reasons, such as maintaining a rapport in relationships, influencing individuals, and winning or losing negotiations. As a result, speaking is a talent that cannot be overlooked since it reveals how effectively a speaker knows the target language. Furthermore, EFL learners require this competence in order to engage in real-world communication settings in which they may successfully communicate and convey their views.

2.6. The Speaking Difficulties in Foreign Language Learning

In learning any language, students need to develop specific skills to enhance their learning, however the EFL students face many difficulties within the classroom during their learning process among them, those difficulties summarized into two problems linguistic and psychological factors as following

2.6.1. Linguistic Factors

This element contains that EFL learners face many linguistic difficulties when they are speaking. According to Thornburg (2005, p.11) suggests that being skillful assumes having some kind of knowledge base Knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent

of language (extra linguistic knowledge)

Learners can develop their speaking skills, among facing different linguistic difficulties as following:

1. Grammar Mistake: Grammar is an important component that helps learners builds confidence in their speaking abilities. According to Davis and Pearse (2000), EFL students frequently prefer to remain silent rather than produce incorrect grammatical structure in front of their professors and peers. As a result, grammar errors are one of the issues that impair students' speaking performance.

2. Pronunciation Mistakes: Speaking English effectively entails having good pronunciation. As a result, EFL students must be aware of sound laws like as intonation and emphasis. According to Bada, Genc, and Ozkan (2011), the importance of pronunciation in the speaking skill when considering limited time to grasp remember words (as stated in Abibsi, 2017). One of the hurdles that contribute to the difficulty of speaking during classroom activities is pronunciation.

3. Lack of Vocabulary: Vocabulary development is a crucial aspect of learning a second language. Learners must choose an acceptable and suitable vocabulary in order to communicate effectively. According to Thornbury (2005), "spoken language also features a reasonably high share of phrases and expressions that convey the speakers' attitude to what is being said" (p .22) Thus, one of the primary reasons impeding students' ability to express themselves and communicate in the classroom is a lack of vocabulary.

4. Nothing to Say: When students are required to offer their ideas and discuss about a certain issue, the majority choose to remain silent, while some may respond, "I have no information" or "No comment."These sentences are the outcome of a lack of enthusiasm to

express oneself on the topic at hand." The instructor may ask his students to discuss an unfavorable or unknown topic, leaving them with nothing to say in either their native or foreign language (Rivers, 1968).

5. Low or Uneven Participation: Participation play a major role in students speaking performance, thus, with low participation corresponding to the amount of time each student spends talking. Some of them tend to be dominating and take the place of others who prefer to remain silent or are unsure if what they will say is proper or not, and the situation deteriorates. As a result, a handful of chatty people dominate classroom debate, and contributions are not evenly distributed. This might be because of the diverse ability groupings. (Redmond and Vrchota, 2007, p.104)

6. The Use of Mother Tongue: When the majority of students speak the same mother tongue, they prefer to use it inside of the classroom since it helps them feel more at ease. According to Baker and Westrup (2003, p.12) remark "Obstacles can emerge when students intentionally or unintentionally transfer cultural rules from their home tongue to a foreign language," As a result, EFL students will be unable to generate the target language fluently and properly if they depend on their native language, such as borrowing words or relying on translation when speaking. Teachers are also another factor that contributes to the usage of mother tongues. Students will feel more at ease using their native language if teachers use it regularly in the classroom. "As a result, teachers must be cognizant of the sort of example they are setting." (Harmer, 2001, p. 131)

2.6.2. Psychological Factors

The main objective of teaching EFL oral skill is to enhance communicative efficiency but students may have difficulties that may hinder them to learn effectively in the classroom. One of these difficulties is students' psychological problems which have a wide influence on learning process. In this psychological side learners may feel board during oral presentation, so it influences their emotions, these difficulties as following:

1. Inhibition: When students wish to engage in class, many of them are inhibited due to a variety of concerns such as shyness and fear of making errors. According to Ur (2000, p. 111), learners are sometimes apprehensive about trying to communicate things in a foreign language in the classroom. Concur with this viewpoint and suggest that when a teacher deals with speaking, he may require his students to express themselves in front of their classmates, which might result in stressful and worrisome situations while conducting oral tasks.

2. Anxiety: In EFL classes, anxiety is very famous and familiar as Brown (2001,p.51) suggests that there are: "trait anxiety" which is permanent feeling; so students always feel anxious about anything in life and "state anxiety" that is not temporary according to such situation and circumstances. We can say that anxiety is when the students are not satisfied about her/ his self or her/his work. Nascente (2001) claims that anxiety is considered as a blocking element which decrease and prevent learners abilities in language learning. In the same way, MarcIntyre and Gardner (1994), state that EFL students who suffer from anxiety problem did not perform better.

4. Lack of Self Confidence and Fear of Making Mistakes: Another psychological problem that has a great impact on the learners is lack of self confidence, this latter will make student prefer to keep their thoughts and ideas to themselves, so students hesitate to participate in the discussion because they are not sure about their capacities to show their abilities in the classroom. According to Brown (2000, p.145) "It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity". So teachers should be aware of their students when they manage classrooms by encourage them during oral presentation and Self-confidence, it is important for successful learning. In addition students sometimes suffer from fear of making, for that student they cannot show their ideas or participate during the session due to this psychological factor. According to Aftat (2008), fear of making mistakes is a psychological problem which impact EFL learning oral performance, they cannot express or share their ideas because of the fear that he/ she will be judged by the teachers or their classmates especially in group discussion (Juhana, 2012).

5. Shyness: Many students have the ability to show their capacities and make effective efforts during the oral tasks, but they could not participate or express themselves because of shyness. Baldwin (2011) reported that speaking in front of people is as a kind of phobias, that student's shyness makes their minds go blank ignoring their thoughts and ideas or they will forget what they will say. In this case Shyness is related to feelings or emotions of fear of falling in mistakes and to be evaluated by others, in other words it is a feeling that can hinder learners to participate, talk, enjoy tasks, and even interact with others in the classroom. In the same context, Gebhard (2000) stated that shyness is an emotional condition that students experience when they are expected to speak in English class. This illustrates that shyness may be a source

of numerous problems in learners' classroom learning activities, notably in the class of speaking. Furthermore, paying attention to this issue is critical in order to aid students in giving their best oral presentations in classroom speaking engagements.

2.7. Characteristics of Effective Speaking Activities

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001, p.157) mention that “fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”, and this is an obvious point since the emphasis of CLT is on the communicative process between learners or teachers-learners, rather than mastery of the language forms.

Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000, p. 61) makes the important point that “The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary.” Learners then should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

1. Fluency: The primary goal of EFL teachers in teaching speaking is to acquire oral communication skills. The latter is regarded as a criterion for measuring speaking skill. Fluency, according to Hedge (2000, p. 54), is the capacity to know how to successfully put words, phrases, and thoughts together in a suitable way, as he stated: "The word fluency pertains

to the production and it is typically reserved for speech.” It is the capacity to connect units of speech with ease and without strain, unnecessary showiness, or undue hesitancy.”

Similarly, Hughes (2002), fluency is achieved when students are able to express themselves in a clear and reasonable manner in language that can be understood without doubt; otherwise, audiences will find it difficult to concentrate. The majority of EFL students believe that being proficient in communicating entails speaking rapidly and without pauses. Thornburg (2005), on the other hand, did not dismiss the premise that speed is an essential aspect in fluency, but he also did not dismiss pauses since speakers need to take breaths. Pauses are also necessary for native speakers to allow listeners to grasp the concept.

2. Accuracy: Learners put a lot of emphasis on fluency while ignoring correctness; therefore teachers place a higher value on accuracy in their instruction. Without precision, the speaker will make inaccurate utterances when speaking and will be misunderstood by the audience, causing the latter to lose interest. Skehan (1996, cited in Ellis and Barkhuizen 2005, p139) defines accuracy as “how well the target language is created in reference to the target languages’ rule system”. As a result, in order to conduct an accurate and comprehensive language, students must pay attention to grammar rules, vocabulary, and pronunciation. First, the grammar of spoken language differs from that of the written language.

In the same context, Thornbury (2005, p. 220) proposes the following characteristics of spoken grammar: A clause is the main unit of construction; clauses are generally added (coordinate), head and body and tail construction is preferred, direct speech is preferred, a lot of ellipsis, a lot of question tags, and performance effects are used (hesitation, repeats, false starts, incompleteness, syntactic blends). Second, being correct is linked to vocabulary. He/she may acquire vocabulary correctness and convey his/her argument clearly by selecting the essential

and relevant terms during speaking. Students frequently encounter difficulties when attempting to convey a message and misusing words, such as synonyms, which do not have the same meaning in all contexts. According to Harmer (2001), knowing the word classes also permits speakers to conduct well-formed utterances; therefore pupils should be able to utilize words and phrases correctly. The third aspect is pronunciation. In being able to pronounce words correctly, students need be aware of distinct sounds and their characteristics, as well as word stress and intonations (falling / rising ones), which will aid them in strengthening their speaking skills.

According to Redmond and Vrchota (2007, p.104) pronunciation is described as “saying words in broadly acceptable or recognized ways”. For instance, if the pronunciation is incorrect, the speakers will not be understood, and the information will not be transferred correctly, resulting in inaccuracy. So, students who wish to enhance their speaking skills should practice pronouncing words as often as they can. They should be aware of different sounds, word stress, and the position of intonation. Hence, students will not achieve accuracy if the previously described criteria are not present.

2.8. The contribution of Debate technique in Speaking Skill Achievement

Generally, the classroom is the experimental lab when the EFL learners introduce their abilities and show their thoughts among their classmates. Therefore, the EFL learner spend a major part of time and formative years at schools and universities working in debate technique in order to achieve their communication between each other.

In the traditional approaches of language learning and teaching, the speaking skill was primary focus of the classrooms where the emphasis was mainly on how we can improve it. The importance of speaking is more revealed with the integration of the other language skills.

For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. For that debates as a technique can help the learner to achieve all these aims that speaking skill give.

In the same context , Baker and Westrup (2003, p. 05) support that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion”. Speaking is very important outside the classroom as well many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies.

Moreover, using debate is important for student to built experience and success in learning, thus teachers should focus more on preparing activities and tasks in speaking skill which support the use of debates , and create a positive climate in the classroom that help the students to perform and enhance their oral production. Debates are essential and effective step for learning, especially for pupil to decrease the major problem of speaking during the lecture.

In fact, debates have a virtual role in the extension of the learning process in general and for speaking skill in particular, because the learners need to share their ideas and thoughts for better communication among students. “Debates are strategy which widely supported by EFL teachers and learners in order to enhance learning skills and it is useful for the students to follow the program and practice activities through discussion” (Doyle, 1986, p. 396). Through this the student can take well the input, so they will be able to communicate fluently.

To conclude, teachers must prepare, plan, reflect, and apply effective debates strategies, just as their students need, because debate creating a better place for learning the foreign

language naturally.

Conclusion

As a productive skill, Speaking is a necessary stage that aids in determining a learner's competency in the target language which is very important to evaluate the level of EFL students. As a result, teachers must employ certain tactics while teaching speaking to these students. Learners must engage and interact in order to obtain a high level of oral skills during classroom communicative tasks in the oral expression course, which is the perfect situation for learners to improve their speaking skills. As a result, developing oral skills necessitates students actively using a language that is accurate in grammar and pronunciation. That is to say, fluency and accuracy are two important elements to cultivate in student participation. Many EFL students, though, do not engage due to the problems highlighted in this chapter, such as linguistic and psychological factors.

Chapter Three

Field work and data analysis

Introduction

This chapter is designed to analyze the results obtained through EFL Students' Attitudes towards the Effectiveness of the Debate Technique in Enhancing Students' Speaking Skill. Our aim from conducting this study is to test the validity of our hypothesis. Since the teachers and the learners are the main variables of this study. Their views and opinions are very significant to test the stated hypothesis and the most appropriate and useful tool to investigate that is through addressing a questionnaire to both learners and teachers to know their attitude toward using debate technique. For that, we have opted to work on third year LMD students of the English division at Biskra University.

3.1. Review of Research Methodology

3.1.1. Research Methodology

The methodology that we use in the present research is the descriptive method, because it is more appropriate and serves our study. To support this point, Selinger and Shohamy (1989, p. 157, as cited in Khaldoun, 2008, p. 85) affirmed that, "Research design is based on understanding the steps within the interactive framework of the research, without isolating variables" In addition, Research design is an important component of the dissertation to answer the research questions. Then; the research design is the overall strategy for conducting research which defines a concise and reasonable plan to solve existing research problems by collecting, interpreting, analysing and discussing data. As we mentioned before, the main purpose of the research study is to create reliable and useful knowledge based on logical arguments and evidences, and a strategy is a plan of action designed to achieve a specific goal. Furthermore, we choose descriptive method because it serves our main aims which are to describe the obtained results about EFL students' attitudes towards the effectiveness of the debate technique

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in enhancing students' speaking skill in addition knowing the most difficulties the EFL learner face in speaking the foreign language.

3.1.2. Research Approach

Creswell (2009) asserted the importance of illustrating the research approaches as an effective procedures and strategies to increase the validity of academic research. He defined research approaches as they are “plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation” (Creswell, 2009, p. 3). According to him there are three research approaches which are quantitative approach, qualitative approach, and mixed method approach. In addition to that, Fred and Perry (2005) claimed that quantitative and qualitative approaches represent different ends on a continuum. Therefore, the quantitative approach is used in this research in order to analyse the data collected for that, Creswell (2009, 172) defines quantitative research as “a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.” In other words the quantitative approach is useful technique for generalizing results from wide population selected for the topic. In addition it also used to answer some specific questions like who , what , because is deals with numerical analysis of the sample selected to explain the main variables issues by analysing the collected data in form of numerical and mathematical procedures . We have chosen this method to understand the problem which is the debate technique on speaking skill at the same time we target to discover the benefits of using debates in EFL classes.

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3.1.3. Sample and Population of the Study

From a population of 360 students, a sample of forty (40) of third Year English students at the department of English at Biskra University for the academic year 2021-2022 is randomly selected in order to conduct our research, in addition a sample of eight (8) teachers of oral expression module have been chosen to provide us with information concerning how this module is taught and their attitude toward debate technique to enhance Algerian students' speaking skill.

3.1.4. Data Gathering Tools

It is necessary to select an effective method and tools in order to present our study investigation, which includes information about the descriptive of the subjects involved in the study. It will also include information about the instruments used to collect data. There will be a discussion of the data collection that we choose to collect the data analysis procedures will be given (questionnaire) data collection.

In order to obtain the required data of our research, we choose the description method because it is the suitable way that could enhance the validity of the relationship between debate technique and speaking skill. A questionnaire was devoted to oral expression teachers and third year students in the division of Biskra University to provide us with information concerning our research. Due to that, the data gathering tools was gathered by using two data collection tools. These two tools will be described and analyzed in details in this chapter.

3.2.2. Students' Questionnaires

3.2.1. Aims of the Questionnaire

The students' questionnaire is mainly designed to find out whether the debate technique inside EFL classrooms is important and help them to develop their speaking skill or not, and to

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know students' attitude toward this. Second, it also attempts to investigate the actual state of learning in term of using debates in learning process and to obtain different views that students have concerning in our topic.

3.2.2. Description of the questionnaire

This questionnaire is addressed to third Year English students at the department of English at Biskra University for the academic year 2021-2022, the participants of this questionnaire are forty (40) students from different groups. Thus, they are chosen randomly to explore the efficiency of the debate method in developing their speaking skill. It also consists of 14 of questions which are arranged in a logical way .They involve two types of questions "Closed questions" and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and open questions demand the students to give their personal opinions about the subject or to explain their choices . The questionnaire is divided into two sections:

Section One: Background Information

This section is about student background information. It contains two (02) items, the students' aims about why they choose to study English, in addition, students' consideration of their level in English.

Section Two: students' speaking skills

This section consists six (06) items which seeks information about student's attitude toward the speaking skill as an important factor in this research, ending with closed questions which aims to highlight which technique helps you in improving your oral performance.

Section Three: Students' attitudes toward using the debate technique

This section consists six (06) items which seeks information about student's attitude

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toward using debate technique inside the EFL classroom, ending with opened questions which focus in if you have any other additions about using debate technique please write them down.

3.2.3. Administration of the Questionnaire

All this questionnaire (40) was posted online in third year group where we receive a good amount of interaction , eventually we have received (40) questionnaire from third Year English students at the department of English at Biskra University for the academic year 2021-2022.

3.2.4. Analysis of the Questionnaire

The procedure of analyzing data from the questionnaire is as follows:

- ✓ Statement of the questionnaires as they appear.
- ✓ The results of the questions are presented in the form of tables.

Section One: Background information

Item 01: You choose to study English for:

Options	Number	Percentage
Communication	35	87%
For future job	5	13%
Living abroad	0	0%
Other	0	0%
Total	50	100%

Table 01: Students purpose of choosing English

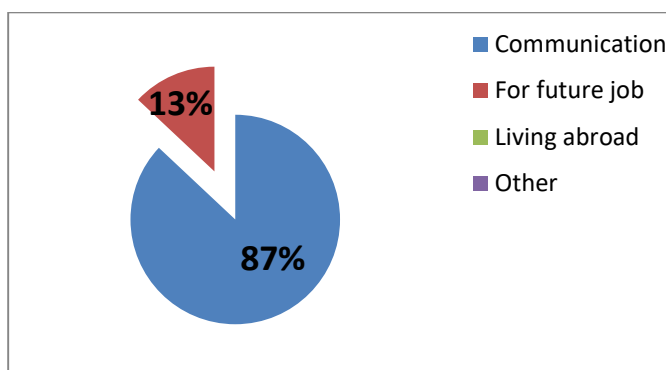


Figure 01: Students purpose of choosing English

The results displayed in the table above show that the majority of students (87%) choose to study English for the purpose that it help them to communicate effectively with others who do not have the same mother tongue, and only (13%) that represent students who claim that, they choose English for future job, because English is nowadays a language of the world.

Item 02: Your level in English is

Option	Number	Percentage
Poor	0	0%
Average	7	16%
Good	16	40%
Very good	12	30%
Excellent	05	14%
Total	40	100%

Table 02: The Students' consideration of their level in English

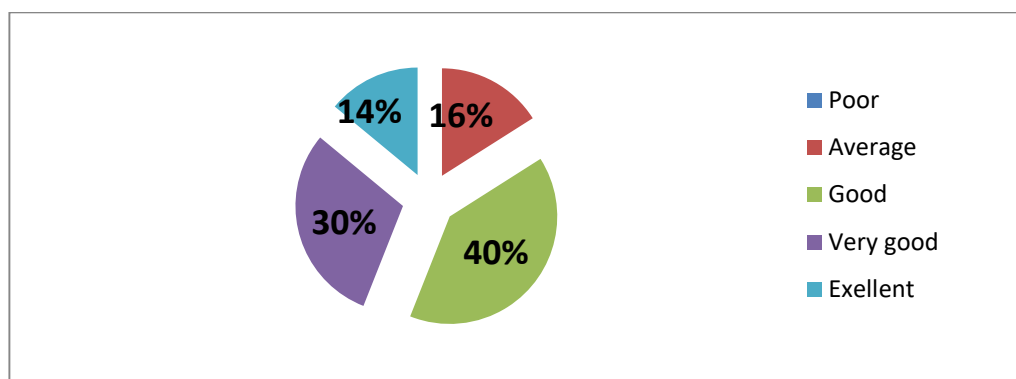


Figure 02: The Students' consideration of their level in English

We can notice from the table above that the highest percentage of students (40%) claim that their level in English is good. Others (16%) show that they are average in English. Some of them (30%) say that they are very good in English. The least percentage (14%) of students shows that their level is excellent.

Section Two: students' speaking skills

Item 03: The importance of speaking for you

Option	Number	Percentage
a. Very important	30	75%
b. Some how Important	10	25%
c. Not important	0	0%
Total	40	100%

Table 03: The Students' attitude towards speaking

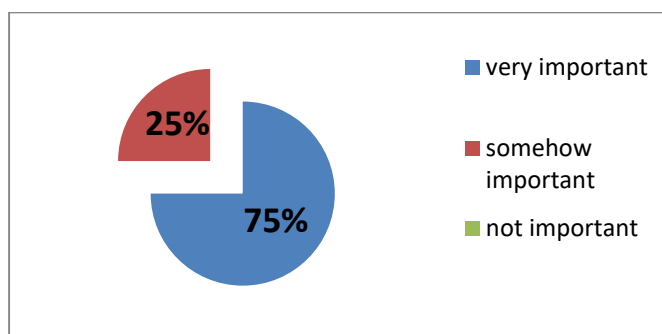


Figure 03: students' attitude towards speaking

From the table above the majority of the questioned students (75%) saying that speaking skill is very important in language learning, and (25%) of them say that it is somehow important but no one claims that it is not important.

Item 04: You find speaking in English:

Options	Number	Percentage
Easy	8	20%
Very easy	4	10%
Difficult	20	50%
Very difficult	8	20%
Total	40	100%

Table 04: The students' attitude about how they found speaking in English

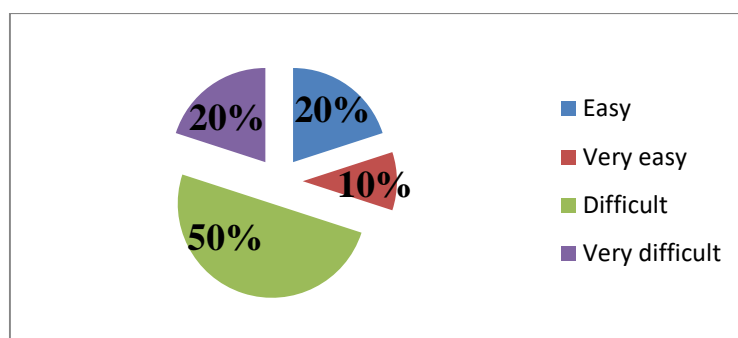


Figure 04: The students 'attitude about how they found speaking in English

These results represent how students found speaking in English. Half of students (50%) found speaking in English is difficult .The second part(20%) they found that it is easy to speak , but others (20%) they found it very difficult .The last part(10%) few students speak in English correctly because they found it very easy .

Item 05: You prefer to be in a classroom where:

Option	Number	Percentage
The teacher does most of the talk	23	58%
Students do most of the talk	17	42%
Total	40	100%

Table05: The students' enjoyment of techniques they prefer to enhance speaking

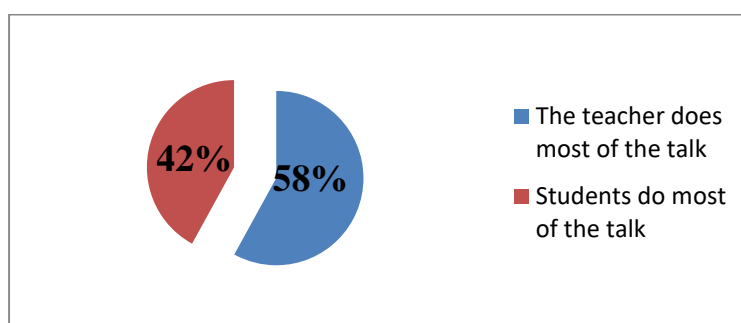


Figure 05: The students' enjoyment of techniques they prefer to enhance speaking

It can be seen from the table above that (58%) of students argue that they prefer their teachers' to talk the most , because , they can know more how they pronounce and hear more the language to achieve their learning process, but the rest (42%) opted for students who prefer the students to talk more in the classroom because they can learn how they express their ideas and speak the language fluently , in addition they can achieve better in communication which decrease a lot of psychological problems .

Item 06: Your opinion about teachers' motivation

Option	Number	Percentage
Yes	40	100%
No	0	25%
Total	40	100%

Table 06: The students ‘opinion about teachers motivation

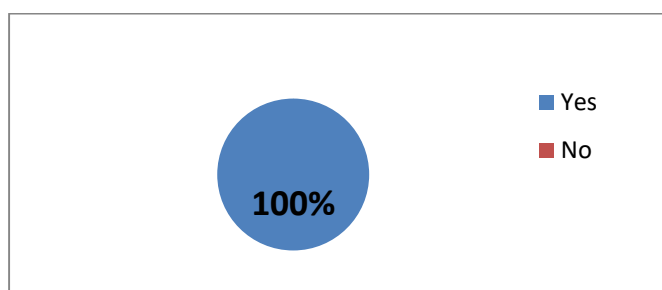


Figure 06: The students ‘opinion about teachers’ motivation

According to this table we can say that all the EFL students (100%) say that their teacher motivate them , to practice , learn , express themselves , participate , , interact , engage with activities and speak the English language fluently through designing and effective activities .

The way of motivation

Option	Number	Percentage
By creating an interesting atmosphere to speak	30	75%
By providing different opportunities to speak	2	5%
By creating a kind of challenge between students	8	20%
Total	40	100%

Table 07: The students’ opinion about the teachers’ technique of motivation

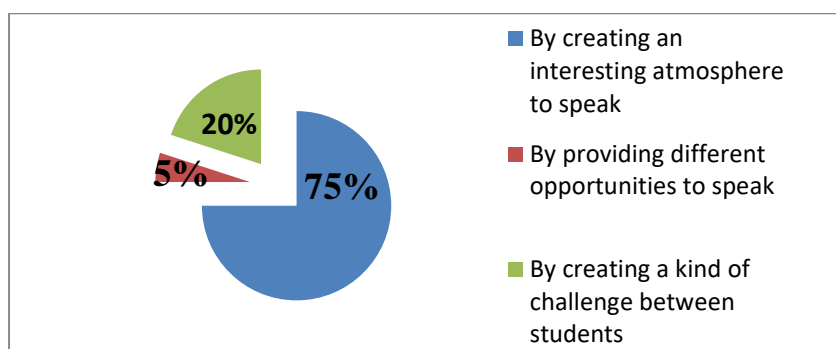


Figure 07: The students’ opinion about the teachers’ technique of motivation

We can notice that the highest percentage of students (75%) claim that the teachers motivate them by creating an interesting atmosphere to speak , while others (5%) said that they motivate them by providing different opportunities to speak . In addition (20%) they answer that EFL teachers motivate them by creating a kind of challenge between students which strongly push them to speak.

Item 07: Your participation in oral tasks

Options	Number	Percentage
Yes	29	73%
No	11	27%
Total	40	100%

Table 08: The students' participation in oral tasks

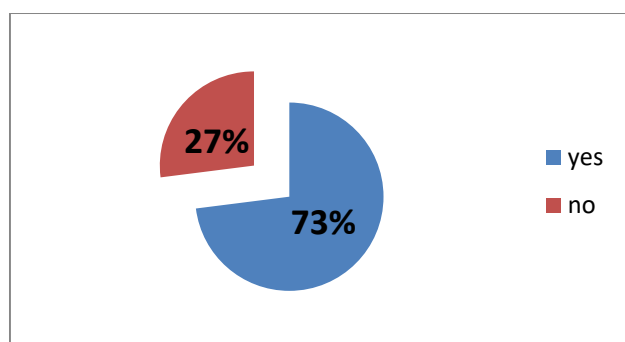


Figure 08: The students' participation in oral tasks

From the above table, we can see clearly that the vast majority of students (29) making up (73%) say that they like participate in oral tasks, because they prefer to share their ideas with others and practicing the speaking skill. This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (11) students- making up (27%)-opted for 'no' , they confirm that they suffer from many psychological problem such as inhabitation , shyness , lack of self confidence , fear of making mistakes.

Item 08: Technique that helps you in improving your oral performance

Option	Number	Percentage
Debate	30	75%
Group work	7	18%
Role play	1	2%
Gamification		5%
Total	40	100%

Table 09: Techniques of improving oral performance

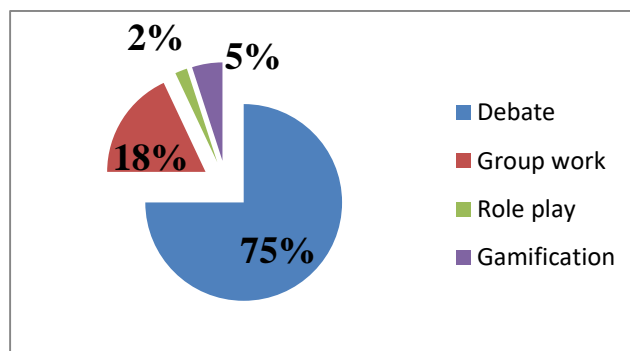


Figure 09: Techniques of improving oral performance

The table above indicates that (30) respondents (75%) debates as an important techniques in improving speaking skill, other (7) respondents (18%) state that the group work technique is useful for speaking; while some others (2) respondents (5%) wish to use role play as an essential technique. The remaining (1) respondents (2%) like Gamification.

Section Three: Students' attitudes toward using the debate technique

Item9: Using the debate technique by your teacher in the classroom

Option	Number	Percentage
Always	11	27%
Often	12	30%
Sometimes	9	23%
Rarely	8	20%
Total	40	100%

Table10: The Students amount of teachers' use of debates

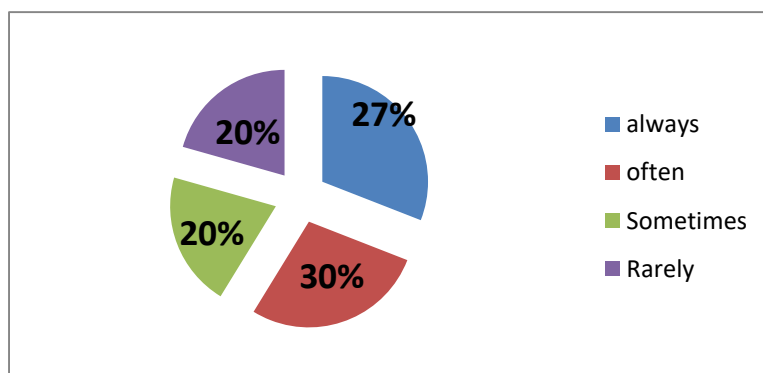


Figure10: The Students amount of teachers' use of debates

The results as shown in the table above reveal that (30%) of the respondents claim that their teachers often use debates techniques. (27%) opted for 'always'; (20%) is the percentage

Chapter Three: Field work and data analysis

obtained by the participants who opted for ‘sometimes’ their teachers use debate , and (20%) for ‘rarely’.

Item10: Your enjoyment when studying by using debate inside classroom

Option	Number	Percentage
Yes	38	95%
No	2	5%
Total	40	100%

Table 11: The students’ view about studying by using debate

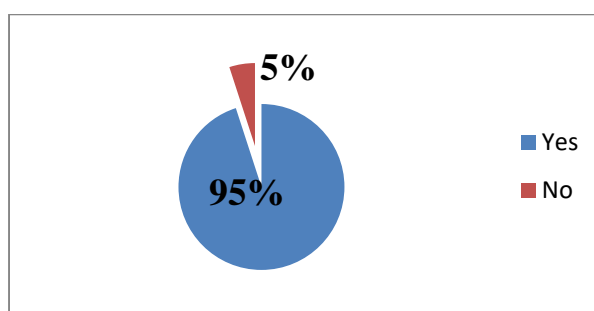


Figure 11: The students’ view about studying by using debate

We can notice that the highest percentage of students (95%) claim that they enjoy learning by using debates in learning because it is effective and they can learn better and achieve their speaking skill, while others (5%) said no, because they look at their failure due to another factors. In addition the answer to that correlation revealed that many EFL learners do not emphasize that debates is a way for achieving their speaking skill, in this case he/ she cannot progress their speaking skill, so they look for another ways to achieve their speaking skill.

Item 11: Difficulties that you face while talking in a classroom debate

Option	Number	Percentage
Yes	31	78%
No	9	22%
Total	40	100%

Table12: Students' difficulties when talk during debates

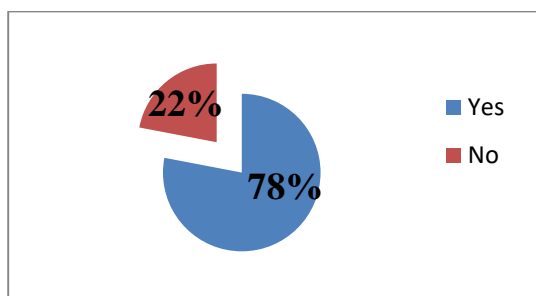


Figure12: The students' difficulties when talk during debates

The results as shown in the table above reveal that (78%) of the respondents claim that they face many difficulties while engaging in debates. However, (22%) opted for students, who claim that they do not face any difficulties may those students are experienced and have high level in English.

Mention those difficulties if your answer is Yes

Shyness, Lack of motivation, Lack of self confidence, Anxiety problem, Mother tongue interference, Poor grammar, Pronunciation mistakes, Lack of vocabulary, and inhabitation.

Item 12: Your benefits from classroom debate technique

Option	Number	Percentage
Pronunciation	20	50%
Critical thinking	0	0%
Fluency in speaking skill	9	22%
Oral performance in general	11	28%
Total	40	100%

Table 13: The benefits of classroom debates

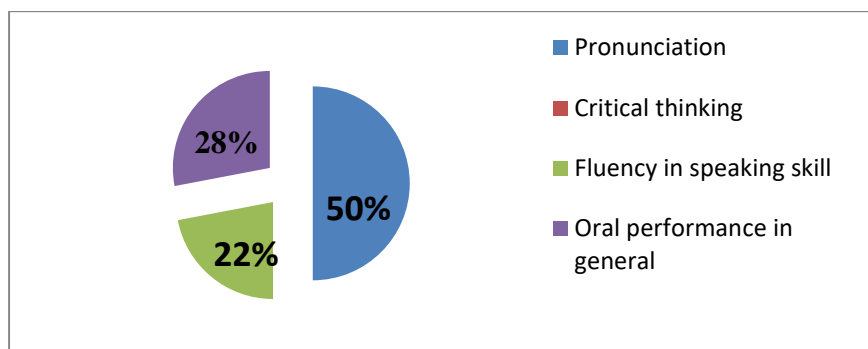


Figure 13: The benefits of classroom debates

Half of the questioned students (50%) said that classroom debates give them the opportunity to learn pronunciation. (28%) of the students, see that the classroom debates are beneficial for oral performance in general. And the least part (22%) they see that classroom debates help them to be fluency in speaking skill.

Item 13: Your opinion on the effectiveness of debate technique in your speaking skill

Option	Number	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

Table14: The students' opinion about the effects of debates on the speaking skill

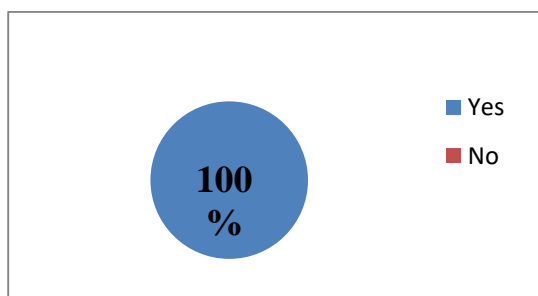


Figure14: The students' opinion about the effects of debates on speaking skill

The results as shown in the table above reveal that all (100%) the respondents claim that the debates techniques help them to improve speaking in many ways such as:

- Knowing the pronunciation of words.
- Give the students a chance to share their thoughts and emotions.
- The learner becomes familiar with many vocabularies, learning new words.
- Through debates learners can discuss different topics, talk, and communicate effectively.
- Reduce many psychological and linguistic problems.

Item 14: Your preference for being taught through classroom debate technique in order to improve your public speaking skills

Option	Number	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

Table 15: The students learning through debates to improve public speaking skill

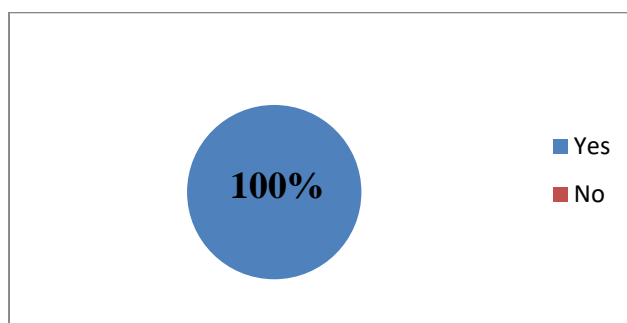


Figure 15: The students learning through debates to improve public speaking skill

It can be seen from the table above that all (100%) the students argue that they prefer to be taught through classroom debate technique in order to improve their public speaking skills and help them to achieve their learning process.

Any other additions about using debate technique

-Different answers derive from this question we conclude them:

1. Debates are certainly an effective component in FL mastery.
2. Give more time and space in TEFL (Teaching English as a Foreign Language) programs especially in oral expression module through using debate technique.
3. Students should be aware about their speaking difficulties which give them a good opportunity to correct and avoid fail through debates during oral expression course.
4. debates is significance for the EFL learners to have a wide range of vocabulary and become familiar with a variety of speaking strategies in different context and this help them to practice and speak the language.

3.3. Teachers' Questionnaires

3.3.1. Aims of the questionnaire

The teachers' questionnaire is intended to investigate the teachers' opinions about debate technique as an important factor to improve the learners' speaking production. It also aims at investigating the teachers' thought of how language is being taught and the problems being encountered with teachers in their teaching oral expression module.

3.3.2. Description of the Questionnaire

The teacher's questionnaire consists of teachers of English in the department of English at the University of Biskra. The questionnaire was distributed to eight (08) teachers. The questions were divided into two types either closed questions, requiring teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, and open questions where teachers are requested to give explanation to their answers. The teachers questionnaire consists of (10) questions which were divided into three main sections.

Section One: Background Information

The first section aims at collecting items of information on the sample. The first question (item01) seeks information about the teachers in terms of degrees in order to see if the high degrees are needed or it is sufficient in writing or with a first degree (i.e. a license) to teach English, without any consideration to the high degrees. In (item 02), teachers are asked to give the numbers of years they have been teaching English at the university, because we need to know whether those teachers have already experienced in teaching English or not.

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Section Two: Teachers' Perspectives toward Students' Speaking Skills

The second section consists of four (04) questions; seek information about the teachers' attitudes and opinions about the speaking skill and its relationship with students' achievement in English performance.

Section Three: Teachers' Perspectives toward using the Debate Technique

The third section consists of four (04) questions seek information about debate technique and how is taught and the strategies used to achieve students speaking skill , in addition the main difficulties that may hinder students progress in learning during oral performance.

3.3.3 Administration the questionnaire

The questionnaire was administrated to eight (08) teachers who teach English, they were in different places such as teachers room, EFL classrooms, in the faculty and others we send them the questionnaires in their G-mail, all the teachers were very cooperative in that some of them handed back the answered copies in three days and others they full the questionnaire directly.

3.3.4. Piloting of the Questionnaire

It should be noted that the questionnaire was piloted before to its administration with three teachers, all the teachers did not do any modifications; they answered the questionnaire without any ambiguities or misunderstanding.

1.2.5. Analysis of the Questionnaire:

Section one: Background Information

Item 01: Specify the degree you have achieved

Option	Number	Percentage
Licence	0	0 %
Magister	5	63%
Doctorate	3	37%
Total	8	100%

Table 16: Teachers' Academic degree

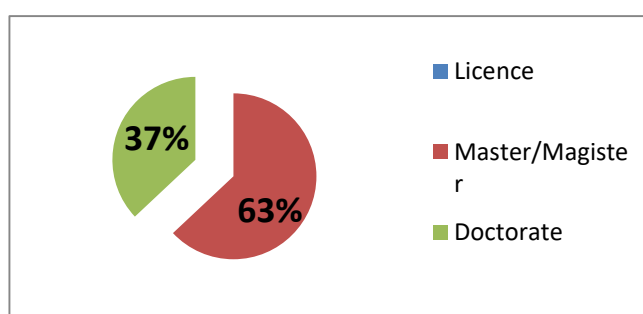


Figure 16: Teachers' academic degree

From what the table indicates, we found that among the eight teachers five of them have their Magister degree and three of them have their doctorate, but no one have the License degree.

Item 02: Your period of teaching English at Biskra University

Option	Number	Percentage
1-3	0	0%
3-5	0	0%
5-7	2	25%
More than 7	6	75%
Total	8	100%

Table 17: The teaching experience of teaching English

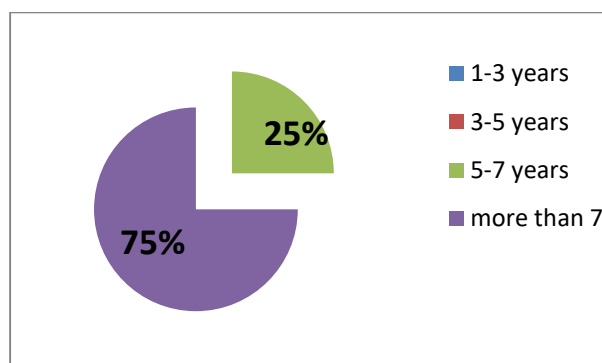


Figure 17: The teaching experience of teaching English

Most of the teachers (75%), affirm that they teach ‘English’ ‘more than 7 years, while the rest of the teachers (25%) claim that they teach English from 5-7years.

Section Two: Teachers’ perspectives toward students’ speaking skills

Item 03: Your students’ level in speaking

Option	Number	Percentage
Good	4	50%
Very good	0	0%
Average	4	50%
Poor	0	0%
Total	8	100%

Table 18: Teachers consideration of the level in speaking

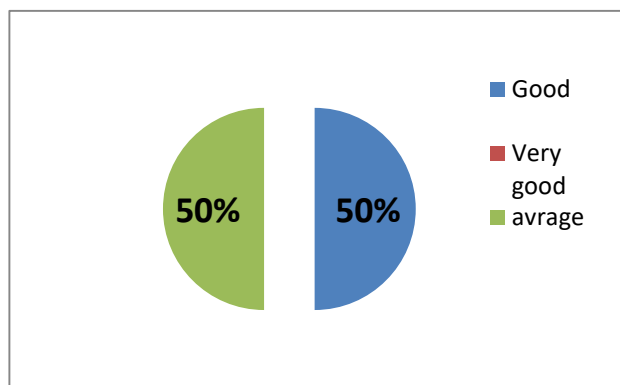


Figure 18: Teachers consideration of the level in speaking

We can notice from the table above that the half of teachers (50%) claim that their students' level in speaking English is good. Also half of others (50%) show that they are very average in speaking skill. but no teacher said poor or very good.

Item 04: Your students' participation in the oral expression sessions

Option	Number	Percentage
Yes	6	75%
No	2	25%
Total	8	100%

Table 19: Teachers' knowledge about students interesting inside the oral expression

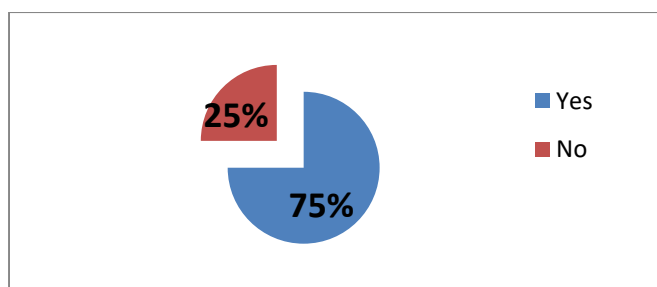


Figure19: Teachers’ knowledge about students interesting inside the oral expression

According to this table we can say that the majority of EFL teachers (75%) say that their students show interest and take part when they are speaking in oral expression session, however, only (25%) for teachers who claim that their students did not take any part in oral expression skill during the course or in any activity I gave to them, may be because of many difficulties they face.

Item 05: Your students’ interaction in the classroom speaking activities

Option	Number	Percentage
Always	3	38%
Rarely	2	24%
Sometimes	3	38%
Never	0	0%
Total	8	100%

Table 20: The teachers’ frequency of the students’ oral performance

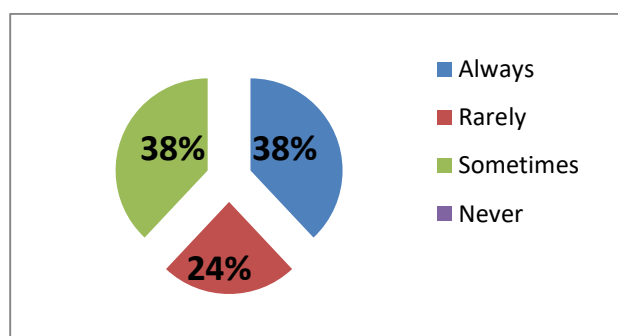


Figure 20: The teachers’ frequency of the students’ oral performance

From the table above the majority of the questioned teachers (76%) justify their answers

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by saying that they (sometimes) students speak in the classroom , or in speaking activities others said (always) their learners show willingness to speak inside the classroom (38% for each one), and (24%) opted for ‘rarely’ , but no one said never .

Item 06: The difficulties that you face when teaching oral expression?

Option	Number	Percentage
Lack of vocabulary	1	12%
Lack of motivation	0	0%
Lack of participation	4	50%
Lack of pronunciation	3	38%
Total	8	100%

Table 21: Teachers challenges in teaching oral expression

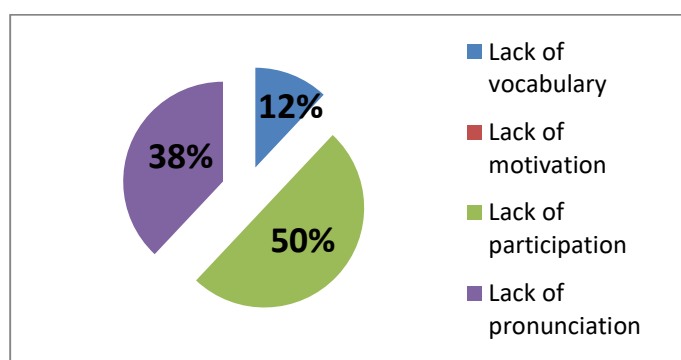


Figure 21: Teachers challenges in teaching oral expression

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As results shows in the table there are different difficulties that the EFL teach face in teaching oral expression module. The majority (50%) of the teachers said that they suffer from the lack of participation because they are not confident. On the Other hand (38%) of teachers said that lack of pronunciation is the most difficult .And the least one (12%) of teachers claim that lack of vocabulary stock, most students they are not enrich in vocabulary, they face difficult to express or share their ideas and thoughts inside that classroom, but no teacher take the option of lack of motivation.

Please mention any other difficulties

Poor grammar , lack of self confidence , lack of self esteem , fear of making mistakes , poor in the cultural aspects of English language , poor materials provided by the administration , poor organization of the classroom , effect of their first language (Arabic), Lack of technique that applied in the classroom, and shyness.

Section Three: teachers' perspectives toward using the debate technique

Item 07: The techniques you use to encourage your students to speak in the classroom

Option	Number	Percentage
Role-play	1	12%
Story telling	0	0%
Debates activities	4	50%
Using Games	3	38%
Total	8	100%

Table 22: Teachers' strategy to encourage students to speak

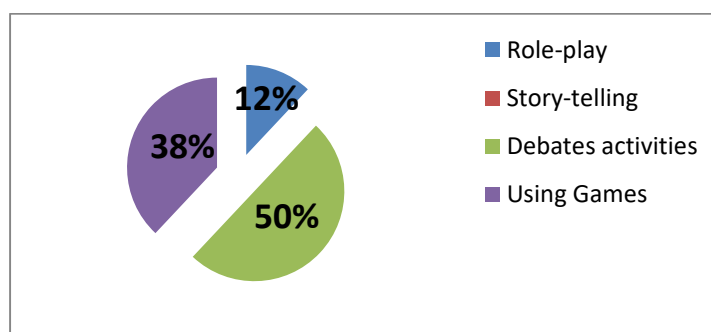


Figure 22: Teachers' strategy to encourage students to speak

As results shows in the table, the majority (50%) of the teachers prefer using debates activities in order to train their learners to practice the language and to build their confidence. On the Other hand (38%) of teachers prefer using games activity that will solve the learners speaking difficulties and reduce students shyness .and the least one (12%) of teachers focus on role- plays. Finally no one opted for story-telling.

The other techniques you use

-Simulation, Dialogues, Interview, Presentation, Classroom discussion, Information gap activities, Problem solving activities, and Drama activity.

Item08: Your using of the debate technique in teaching the speaking skill

Option	Number	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

Table23: Teachers' teaching speaking through debates

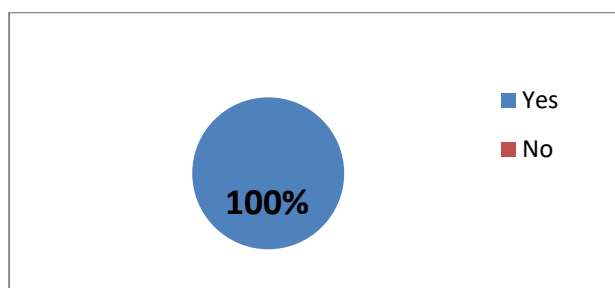


Figure23: Teachers' teaching speaking through debates

According to this table we can say that all the EFL teachers (100%) say that they use debates in teaching speaking.

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

Option	Number	Percentage
Sometimes	4	50%
Frequency	3	38%
Rarely	1	12%
Total	8	100%

Table 24: The teachers' frequency of using debates

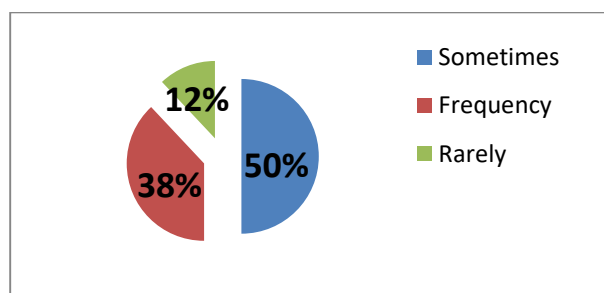


Figure 24: The teachers’ frequency of using debates

Half (50%) of the questioned teachers have the same opinion that they sometimes use debates in their teaching process; However, (38%) of teacher claims that they use debates frequency. But only a few number of teachers transfer to (12%) they claim that rarely use debars in oral expression module.

Item 09: The debate technique effect in motivating your students to speak

Option	Number	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

Table25: Teachers’ knowledge about debates effects on students speaking

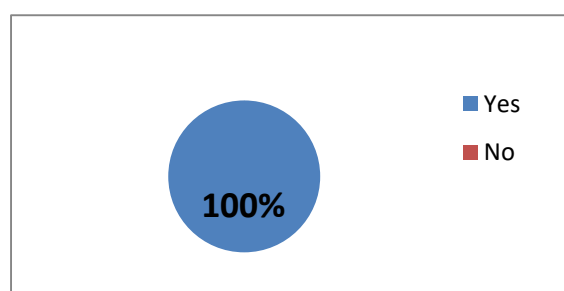


Figure 25: Teachers’ knowledge about debates effects on students speaking

According to this table we can say that the all the EFL teachers (100%) say that debates in motivate their students to speak and show interest in speaking in the classroom.

Debate technique motivates them by

All the EFL teachers said that debate technique is very significant element to be in learning process; it opens the door of being motivated to get knowledge and enriches mind with a wide range of information through the interaction among students to discuss, share and judge your ideas and thoughts. Generally, debate serves many need of the students to participate and learn the pronunciation of some words, in addition gained knowledge and vocabulary which enable students to improve their oral proficiency that is a basic principle that learning provides, and learning process propose many criteria to enhance speaking one of these criteria is debate technique.

Item 10: your opinion towards using the debate technique in classroom as an effective tool for improving your students' speaking skills

Option	Number	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

Table26: Teachers' opinion concerning debates as an effective tool for speaking

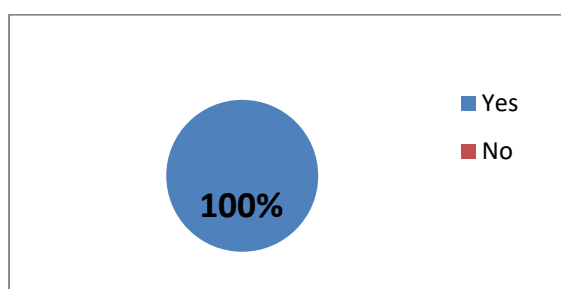


Figure 26: Teachers' opinion concerning debates as an effective tool for speaking

According to this table we can say that all the questioned teachers (100%) say that using the debate technique in classroom is an effective tool for improving students' speaking skills.

Justification

The teachers claim that debate technique is important for student to built experience and success in learning, thus it create a positive climate in the classroom that help the students to perform and enhance their oral production. Debates are essential and effective step for learning, especially for pupil to decrease the major problem of speaking during the lecture.

Item 11: Students' benefits from debate activities inside classroom

Different answers derived from this question we summarize them in the following notes:

- Debates increase the learners' motivation in order to speak English
- The learners can increase their abilities in learning.
- Learners can learn new concepts, being innovative, and efficiency.
- Learner can enhance communication with teachers and other students.
- The students can interact with each other more (inside the classroom)
- Learners will have more opportunities for developing critical thinking skills and show a significant improvement in those thinking skills
- Debates enable the learners to be experienced in learning for more engagement and relevant
- Debates require more challenges in various topics in learning for the students to achieve

Discussion and Finding

The results obtained from teachers' and students' questionnaire are important to reach the aims and the objective of this study. After analyzing both teachers and students answers, we find that results:

- Debates according to the teachers' experiences are educating technique to learn the FL.
- Using debates activities is effective tool that helps learners to know new words.
- Most of students prefer their teachers to use debates because can help them to speak effectively the FL.
- The appropriate method that facilitates learning new language is debates methods.
- Debates reduce many difficulties students may face during the learning English and misunderstanding.
- Some learners think that debates are beneficial in much improvement in the classroom.
- Debates activities and techniques may improve the teacher and students relationship.
- All students affirm that debates influence strongly EFL learners speaking skill.
- Teachers are aware about the usefulness of debates technique, thus, they use it in teaching oral expression module according to the learners' level.

Conclusion

From the analysis of the students' and teachers' questionnaire, all in all, students and teachers show a high awareness about the value of using debate technique that leads them to practice the language. Thus, through the questionnaire and the interpretation of the result, we conclude that the teacher's debate activities help students to interact with the new language positively and they pay more attention to the lesson, students also tried to solve most activities

Chapter Three: Field work and data analysis

and find solutions, however; most of time the teacher use different debate activities in different classes designed according to the learners level and need. The teacher implement of debates strategies helps students to be engaged, participate and speak fluently. Therefore, using debate technique seems as a motivational tool for both teachers and learners, we conclude that debates develop students language acquisition, it makes them motivated and active to speak at the same time and the results affirms that.

***General Conclusion
And
Recommandations***

General Conclusion

Enhancing the foreign language is a difficult task in teaching and learning process .It requires directing the teachers' attention to the significant affective factor namely, 'debate technique and the role it plays in boosting students to practice the speaking skill. The present study has dealt with the strong relationship that exists between debate technique and students 'speaking skill proficiency. The main concern in our research was investigating whether the debates helps students to achieve their speaking production or not. The present study is composed of three chapters, the first one is an over view of debate technique and its main characteristics that built a good basic in learning a foreign language , and its vital role in the learning process in general and for developing speaking skill in particular. Then, the second chapter investigates the learners' speaking skill, its main role and objectives in teaching a foreign language; moreover, it highlights some speaking difficulties and methods then it focus on the difficulties of teaching speaking skill. Finally, the third chapter is devoted for the analysis of the data obtained from the teachers and students questionnaires, as a matter of fact; debate technique is a crucial element that helps learners to come over the difficulties they face in speaking during the course. As a result, they develop their abilities in speaking proficiency. This is confirmed after the analysis of the questionnaire we use. Debates gets learners engaged in the various opportunities and taking pleasure in doing so ,because they will know more about their mistakes and pronunciation of words from each other while speaking with each other in debates . This provides them with a chance to practice the language and use it. The results obtained from the analysis of the results show also that teachers are aware of using debate technique in fighting student's reluctance to speak in the foreign language by providing them with opportunities to speak effectively.

Recommendations

In our present study, we suggest that in order to develop students' speaking skill , it is quite important to focus on giving them the right debate techniques or activities for learning better the language , well prepared lessons and activities. In addition to that we have to provide the learners with , grammar rules , punctuation , interaction which helps them to perform better in speaking tasks , teachers also from time to time should encourage them to speak in Oral Expression module in order to achieve their weakness in speaking .

1. Recommendations for EFL Teachers at MKU of Biskra

- Teachers should focus more on implementing debates that reduce many difficulties which could hinder their progression in speaking skill.
- They should play the role of guider and controller who encourage them to take part in their lectures.
- Teachers have to encourage students to speak in English in order to contribute in their learning success.
- Teachers have to prepare debate activities that will motivate students to speak.
- Teachers must give the chance to their students to know their weakness in speaking.

2. Recommendations for EFL Students at MKU of Biskra

- Students should practice more speaking skill in oral expression course so this will help them to increase their ability and enhance learning a foreign language.
- students should understand the important of debates that will help them to reduce their difficulties and practice more the language.
- The students' role is to focus more on teachers' instruction and take it as a facilitating step to achieve their speaking proficiency.

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Appendices

Appendix I: Students' Questionnaire

**Appendix II: Teachers'
Questionnaire**

PEOPLES DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMMED KHEIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH DIVISION



Students' Questionnaire

This questionnaire is designed to investigate EFL students' attitudes towards the effectiveness of the debate technique in enhancing students' speaking skill, the case of third year LMD students of English at Mohammed Kheider university of Biskra. I would be so thankful if you could answer the questionnaire clearly and honestly by ticking (√) in the right boxes or providing full and complete answers. Be sure that the information will be used only for research purposes.

Thank you for your collaboration

Section one: Background Information

Q1. You choose to study English for:

- a. Communication
- b. For future job
- c. Living abroad
- d. Other

Q2. What is your level in English?

a. Poor

b. Average

c. Good

d. Very good

e. Excellent

Section Two: students' speaking skills

Q3. How much important is speaking for you?

a. Very important

b. Somewhat Important

c. Not important at all

Q4. How do you find speaking in English?

a. Easy

b. Very easy

c. Difficult

d. Very difficult

Q5. Do you prefer to be in a classroom where:

a. The teacher does most of the talk

b. Students do most of the talk

Why...

Q6. Does your teacher motivate you to speak?

a. Yes

b. No

If yes, she/ he motivates you

a. By creating an interesting atmosphere to speak

b. By providing different opportunities to speak

c. By creating a kind of challenge between students

Q7. Do you like participating in oral tasks?

a. Yes

b. No

Why?

Q8. Which technique helps you in improving your oral performance?

a. Debate

b. Group work

c. Role play

d. Gamification

Section Three: Students' attitudes toward using the debate technique

Q9. How often your teachers use the debate technique in the classroom?

a. Always

b. Sometimes

c. Rarely

Q10. Do you enjoy studying by using debate inside classroom?

a. Yes

b. No

Justify.....

Q11. Do you face any kind of difficulties to talk during classroom debate?

a. No

b. Yes

If yes, what are those difficulties?

.....

Q12. In what ways does classroom debate technique benefit you the most?

a. Pronunciation

b. Critical thinking

c. Fluency in speaking skill

d. Oral performance in general

Q13. Do you think that debate technique improves your speaking skills?

a. Yes

b. No

If yes, in what way?

Q14. Do you prefer to be taught through classroom debate technique in order to improve your public speaking skills?

a. Yes

b. No

If not, why?

If you have any other additions about using debate technique please write them down

.....

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FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH DIVISION



TEACHERS' QUESTIONNAIRE

Dear teachers,

This questionnaire is designed to investigate teachers' perspectives towards the effectiveness of the debate technique in enhancing students' speaking skills, the case of third year LMD students of English at Mohammed Kheider university of Biskra. I would be so thankful if you could answer this questionnaire by ticking (✓) in the right box or providing complete answers. Be sure that the information will be used only for research purposes.

Thank you in advance for your collaboration.

Section One: Background Information

Q1. Would you like to specify the degree you have achieved?

a. License

b. Master

c. Magister

d. Doctorate

Q2. How long have you been teaching English at Biskra University?

.....

Section Two: Teachers' perspectives toward students' speaking skills

Q3. How do you consider your students' level in speaking?

- a. Good
- b. Very good
- c. Average
- d. Poor

Q4. Do your students take part in the oral expression sessions?

- a. Yes
- b. No

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

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

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

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

Please mention any other difficulties

.....

.....

Section Three: teachers' perspectives toward using the debate technique

Q7. What kind of techniques do you use to encourage your students to speak in the

classroom?

- a. Role play
- b. Story telling
- c. Debate activities
- d. Using Games

If you use other techniques, please mention them.

.....

Q8. Do you teach speaking through using debate technique?

- a. Yes
- b. No

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

- a. Sometimes
- b. Frequently
- c. Rarely

Q9. Do you think that the debate technique motivates your students to speak?

- a. Yes
- b. No

If yes, how can debate technique motivate them?

.....

Q10. Do you find that using the debate technique in classroom is an effective tool for improving students' speaking skills?

- a. Yes
- b. No

Please, justify your answer

.....

Q11. What can students benefit from debate activities inside classroom?

ملخص العربية

في مجال تعلم اللغة وتدريسها، تعد المناظرات أحد أهم العناصر التي تساعد متعلمي اللغة الإنجليزية كلغة أجنبية على اكتساب المعرفة في جميع المجالات، ولا ينبغي إهمال أهميتها في تحسين معرفة المفردات في الفصل. علاوة على ذلك، يشير افتقار الطلاب إلى مهارة التحدث في الغالب إلى عدم استخدام المناقشات في وحدة التعبير الشفهي. تهدف الأطروحة الحالية إلى التحقيق في "مواقف طلاب اللغة الإنجليزية كلغة أجنبية تجاه فعالية تقنية المناظرة في تعزيز مهارة التحدث لدى الطلاب" لطلاب السنة الثالثة لمدفي اللغة الإنجليزية في جامعة بسكرة. الغرض من هذه الدراسة هو إظهار أهمية استخدام تقنيات المناظرات التي تساعد الطلاب على تحسين حديثهم. تنقسم دراستنا الحالية إلى جزأين رئيسيين، الجزء النظري الذي يتضمن فصلين قدمنا فيهما نظرة عامة حول المناقشات وبعض العناصر المهمة التي تتضمنها. ناقشنا أيضًا الجوانب المختلفة لمهارة التحدث، وقدمنا وصفًا تفصيليًا لل صعوبات التي يواجهها متعلمي اللغة الإنجليزية كلغة أجنبية أثناء إنتاجهم الشفهي. لتأكيد فرضيتنا اعتمدنا على الطريقة الوصفية من أجل إيجاد العلاقة بين المتغيرات التابعة والمستقلة المذكورة أعلاه. الاستبيان هو أداة جمع البيانات لهذا البحث. علاوة على ذلك، لقد وجدنا أن تحليل الاستبيان والنتائج التي تم الحصول عليها ذات أهمية كبيرة لأن نتائج تحليل استبيان الطلاب قد أكدت أن هناك فجوة كبيرة في طلاب السنة الثالثة من اللغة الإنجليزية مع الكفاءة في التحدث. كما ادعى معلمو التعبير الشفهي أن المتعلمين لديهم صعوبة في التحدث. نتيجة لذلك، تبدو تقنيات المناقشات في اللغة الأجنبية كعنصر مهم لطلاب السنة بهدف تحسين الأداء الشفوي. يقودنا هذا إلى تأكيد أنه إذا كان المعلمون على دراية بمزايا تقنيات المناظرات كما هو مذكور في الفرضية، فقد يكون لدى الطلاب موقف إيجابي تجاهها. وفقًا لذلك، يلعب أسلوب المناقشة دورًا مهمًا في تحسين مستوى التحدث لدى الطلاب.