



Mohamed Kheider University of Biskra  
Faculty of Letters and Languages  
Department of English and Literature

# MASTER THESIS

Letters and Foreign Languages  
English Language  
Sciences of the language

---

**Submitted and Defended by:**

Nesrine FENOUEH

**Title**

**Investigating the Effects of Debate and Peer Assessment  
in Improving EFL Learners' Speaking Skill**

**The Case of**

**First Year LMD Students of English at Biskra University**

---

A Dissertation Submitted to the Department of English and Literature of Mohamed Kheider Biskra in Partial Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

**Board of Examiners:**

Dr. Assassi Tarek	Chairperson	(University of Biskra)
Mrs. Aichaoui Thaldja	Supervisor	(University of Biskra)
Mrs. Hebirat Sara	Examiner	(University of Biskra)

**Academic Year: 2022-2023**

## **DEDICATION**

In the name of Allah, Most Gracious, Most Merciful

All the Praise is due to Allah alone, the Sustainer of all the Worlds

I dedicate this work to:

My parents for their love, encouragement, endless sacrifices, and making me a special person.

My sisters Fairouz , Fahima and brothers Sofiane, Azzedine and Mohammed Islam for their  
steadfast love.

My kind friends with whom I shared nice times: Wahiba, Ayat.

All the teachers who have contributed to my learning career.

## **Acknowledgments**

Above all, I would like to thank Allah, the Almighty, for providing me with the patience and will to study, reach Master degree, and finish my dissertation. All great praise to Allah.

This dissertation could not have been completed without the help of my supervisor, Mrs. Aichoui Thaldja, to whom I would like to express my sincere thanks. I am grateful for her encouragement and insightful advice throughout the completion of this work.

My gratitude is also extended to the honorable members of the jury, Dr. Assassi Tarek, Mrs. Hebirat Sara for devoting time and patience to read and examine this humble research work.

I would also like to thank all the teachers and students of First year at University of Mohamed Kheider Biskra involved in this study for their contributions.

I owe my loving thanks to my parents for their love and support throughout my life.

At last, I offer my regards and blessings to all of those who supported me in any respect during the completion of this work.

## **Abstract**

The present study aims to investigate the effect of peer assessment and debate in improving EFL learners speaking skill in the Department of English, university of Biskra. Students of English as a foreign language are facing a variety of problems that make their speaking not proficient. Thus, a descriptive method has been conducted, in which two questionnaires were administered. The first one has been provided to a sample group (40) of first year LMD students who were assigned randomly; whereas, the other questionnaire was addressed to (08) English teachers of the English Department at Biskra University. The main aim of these questionnaires was to gather significant information about the effectiveness of peer assessment and debate in improving speaking proficiency in EFL classrooms. The gathered data have shown that peer assessment and debate are two effective techniques which develops students' speaking proficiency. Consequently, the results of the questionnaires have confirmed the research objectives. In the light of the results, teachers need to recognize the significant role played by peer assessment and debate in developing the speaking skill.

**Key words:** EFL, speaking skill, peer assessment, debate

## **List of Abbreviations and Acronyms**

**AMEP:** Adult Migrant English Program

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**Etc:** Et cetera

**FL:** Foreign Language

**H:** Hypothesis

**i.e.:** This means

**L1:** First Language

**L2:** Second Language

**LMD:** License, Master, Doctorate

**OE:** Oral Expression

**PA:** Peer Assessment

**Q:** Question

**SL:** Second Language

**TH:** This House

**THBT:** This House Believes That

## List of Tables

Table 1: Elements of Speaking.....	10
Table 3: The use of Peer Assessment.....	32
Table 4: Students' Gender.....	49
Table 5: Students' Age.....	50
Table 6: Students' Choice of Studying English.....	50
Table 7: Student's preferred skill to be good English speaker.....	51
Table 8: Student's level in speaking.....	52
Table 9: Students' Practice of English in class.....	53
Table 10: Speaking a Language Means Practice it.....	54
Table 11: Participants' previous experience with assessment.....	55
Table 12: Participants' preferred type of assessments.....	55
Table 13: Frequency about the usefulness of peer assessment to students.....	56
Table 14: Peers assessment frequency in EFL classrooms.....	57
Table 15: Peers Assessment Effectiveness.....	58
Table 16: Student's Perception about the Contribution of peer's assessment in speaking skill.....	58
Table 17: Teachers' Gender.....	62
Table 18: Teachers' Degree.....	63
Table 19: Teachers' Experience in Teaching English at University.....	64
Table 20: Teachers' Perception of Teaching Speaking.....	64
Table 21: The most reliable Skill for teachers.....	65

Table 22: Teachers attitudes towards speaking skill .....	66
Table 23: Teachers' Use of Speaking Activities .....	67
Table 24: Teachers' use in assessing students speaking performance .....	69
Table 25: Teachers' purpose of assessing the speaking skill .....	69
Table 26: Teachers' Opinion about Peer Assessment .....	70

## List of Figures

<b>Figure 1:</b> The Importance of Speaking Skills .....	12
<b>Figure 2:</b> The Four Speaking Skills .....	14
<b>Figure 3:</b> Students' Gender .....	49
<b>Figure 4:</b> Students' Age .....	50
<b>Figure 5:</b> Students' Choice of Studying English .....	51
<b>Figure 6:</b> Student's preferred skill to be good English speaker .....	52
<b>Figure 7:</b> Students' Practice of English in class .....	53
<b>Figure 8:</b> Speaking a Language Means Practice it .....	54
<b>Figure 9:</b> Participants' previous experience with assessment .....	55
<b>Figure 10:</b> Participants' preferred type of assessments .....	55
<b>Figure 11:</b> Frequency about the usefulness of peer assessment to students .....	56
<b>Figure 12:</b> Peers assessment frequency in EFL classrooms .....	57
<b>Figure 13:</b> Peers Assessment Effectiveness .....	58
<b>Figure 14:</b> Student's Perception about the Contribution of peer's assessment in speaking skill .....	59
<b>Figure 15:</b> Teachers' Gender .....	62
<b>Figure 16:</b> Teachers' Degree .....	63
<b>Figure 17:</b> Teachers' Experience in Teaching English at University .....	64
<b>Figure 18:</b> Teachers' Perception of Teaching Speaking .....	65
<b>Figure 19:</b> The most reliable Skill for teachers .....	65
<b>Figure 20:</b> Teachers attitudes towards speaking skill .....	67



<b>Figure 21:</b> Teachers' Use of Speaking Activities .....	68
<b>Figure 22:</b> Teachers' use in assessing students speaking performance .....	69
<b>Figure 23:</b> Teachers' purpose of assessing the speaking skill .....	70
<b>Figure 24:</b> Teachers' Opinion about Peer Assessment .....	70

## **List of Appendices**

**Appendix 1** : Students' Questionnaire

**Appendix 2** : Teachers' Questionnaire

## Table of contents

<b>DEDICATION</b> .....	<b>I</b>
<b>Acknowledgments</b> .....	<b>II</b>
<b>Abstract</b> .....	<b>III</b>
<b>List of Abbreviations and Acronyms</b> .....	<b>IV</b>
<b>List of Tables</b> .....	<b>V</b>
<b>List of Figures</b> .....	<b>VII</b>
<b>List of Appendices</b> .....	<b>IX</b>
<b>Table of contents</b> .....	<b>X</b>
<b>General Introduction</b> .....	<b>I</b>
Background of the Study .....	1
1. Statement of the problem .....	2
2. Research Aim .....	2
3. Research question.....	2
4. Significance of the study .....	3
5. Research methodology .....	3
5.1 Research approach.....	3
5.2 Population and sampling .....	3
5.3 Data gathering tools .....	3
6. Structure of the Dissertation.....	4
<b>Chapter One:Speaking Skill in the EFL classroom</b> .....	<b>6</b>

1.1	The Skill of Speaking .....	7
1.2	Definition of speaking .....	8
1.3	Elements of speaking.....	8
1.4	Types of speaking skill .....	10
1.4.1	Imitative Speaking.....	10
1.4.2	Intensive Speaking .....	11
1.4.3	Responsive Speaking.....	11
1.4.4	Transactional speaking (dialogue).....	11
1.4.5	Interpersonal (dialogue) .....	11
1.4.6	Extensive (monologue).....	11
1.5	The Importance of the Speaking Skill .....	12
1.6	Characteristics of Speaking Performance.....	13
1.6.1	Fluency .....	14
1.6.2	Accuracy.....	15
1.6.3	Grammar .....	16
1.6.4	Vocabulary .....	17
1.6.5	Pronunciation.....	17
1.7	Speaking Difficulties in Foreign Language Learning .....	18
1.7.1	Low Self-Confidence .....	18
1.7.2	Inhibition .....	19
1.7.3	Mother Tongue Use .....	19
1.7.4	Low or uneven participation.....	20

1.7.5	Absence of motivation.....	20
1.8	Classroom Speaking Activities.....	21
1.8.1	Discussion activities .....	21
1.8.2	Information gap activities .....	22
1.8.3	Communication Games .....	23
1.8.4	Simulations and Role-plays.....	23
	Conclusion.....	24
	<b>Chapter Two:Peer assessment and debate in the EFL classroom .....</b>	<b>26</b>
	Introduction .....	27
2.1	Definition of Peer Assessment .....	27
2.2	Types of Peer Assessment .....	29
2.2.1	Direct assessment of performance .....	29
2.2.2	Indirect assessment of (general) component .....	29
2.2.3	Metacognitive assessment .....	29
2.2.4	Assessment of socioaffective factors .....	30
2.2.5	Student self – generated test.....	30
2.3	The Characteristics of Peers Assessment .....	30
2.5	The challenges faced by teachers in teaching peers assessment .....	32
2.5.1	Setup and monitoring time .....	32
2.5.2	Student’s acceptance .....	33
2.5.3	Student inexperience .....	33
2.5.4	Moving beyond surface level engagement .....	33

2.6	The Procedure of Teaching through Peer Assessment Technique .....	33
2.7	The Implementation of Peer-Assessment .....	34
2.8	The advantages and Disadvantages of Peer assessment .....	35
2.9	Definition of Debate .....	36
3.	The Parts of Debate .....	37
3.1	Motion .....	37
3.2	Definition Debaters.....	38
3.3	Introduction to the subject .....	38
3.4	Argument .....	38
3.5	Rebuttal.....	38
3.6	Sum-up/closing.....	39
4.	The Basic of Debating Ability .....	39
4.1	Style .....	39
4.2	Speed .....	39
4.3	Tone .....	39
4.4	Volume.....	39
4.5	Clarify.....	40
4.6	Use of notes and eye contact .....	40
5.	The Procedure of Debate.....	40
6.	Debate to improve speaking skill .....	42
7.	Teaching Speaking Through Debate .....	42
8.	Strengths and Weaknesses of Debate in Speaking Classroom.....	43

Conclusion .....	44
<b>Chapter Three:Field Work and Data Analysis.....</b>	<b>46</b>
Introduction .....	47
9. The Students' Questionnaire .....	47
9.1 The Sample .....	47
9.2 Description of the Questionnaire .....	48
9.3 Analysis of Students' Questionnaire .....	49
9.4 Interpretation of Students' Questionnaire.....	59
10. Teachers' Questionnaire .....	61
10.1 The Sample.....	61
10.2 Description of the Questionnaire.....	61
10.3 Analysis of Teachers' Questionnaire .....	62
10.4 Interpretation of the Results .....	71
Conclusion.....	73
General conclusion .....	75
Recommendations of the study .....	76
References .....	77
Appendices .....	84
المخلص.....	91
Le Résumé .....	92

# **General Introduction**



## **Background of the Study**

For the time being, people all over the world use English as their first language of communication. English has become the dominant language in numerous fields, such as education, tourism, business, transportation, and medicine, which makes English a necessity as an international language. For those of us studying English as a foreign language, mastering this subject is essential for interacting with people worldwide. In learning English, students need to master four skills: listening, speaking, reading, and writing. Those skills are very important because each skill is related to another skill. However, speaking seems to be the most important skill to master since it is a productive skill and an output of learning languages.

For English learners, mastering speaking is challenging since it requires a huge and powerful effort. Speaking happens in real time, but in fact, the student's ability to speak English is low. It is caused by several factors such as vocabulary, pronunciation, grammar, and fluency that must be mastered by students in order to be good English speakers. It is necessary to find out how to solve the problems faced by speakers when learning English. Students not only learn about speaking theoretically, but they also have to practice it more often. This condition makes the students actively practice speaking English to improve their understanding and, in the end, their quality of speaking.

The teacher to improve speaking skills can use many techniques. One of the techniques is peer assessment. It is a kind of learning that provides feedback to other students in relation to the quality of their work. The other technique is debate, which is a formal discussion between people in which they express different opinions about something. Therefore, this study will investigate the effectiveness of peer assessment and debate as a way to improve the performance of students when they speak.

## **1. Statement of the problem**

Speaking skill is important in the context of English learning. It is because through verbal language, speaking enables to express their ideas and thoughts. At the level of university, it is observed that students of English department at the university of Mohammed khieder, Biskra face this problem. It was caused by students' limited ability to master the speaking component. They only have a small chance to practice speaking English outside of class because most of their friends speak Arabic. As a result of the problems described above, the researcher decides to carry out research entitled ( INVESTIGATING THE EFFECTS OF DEBATE AND PEER ASSESSMENT IN IMPROVING LEARNERS SPEAKING SKILL). Through the implementation of debate techniques and peer assessment, students' speaking skills are hoped to improve.

## **2. Research Aim**

The present study aims to:

- To identify the causes leading to speaking skill difficulties.
- To Investigate the effects of debate techniques and peer assessment in improving speaking skill.
- To analyze how much students' speaking skills improved after being taught by using peer assessment and debate techniques.

## **3. Research question**

This research seeks to answer the following research questions:

RQ1: To what extent do peer assessment and debate techniques help in improving the EFL first year LMD students of the English and Literature department to develop their Speaking Skill?

RQ2: What is the attitude of EFL teachers of English Department of Mohamed Kheider

Biskra toward the use of debate and peer assessment?

#### **4. Significance of the study**

First, the students: in this study the students are expected to be able to improve their speaking skill by using debate and peer assessment. Second, the teachers: this study is hoped to help teachers to get alternative ways in their Teaching process, especially by using debate and peer assessment. Third, the readers: by reading this thesis, the readers are expected to catch any information order to improve their knowledge. Fourth, the writers: this thesis helps the writer to develop her knowledge and experience in composing academic writing.

#### **5. Research methodology**

##### **5.1 Research approach**

The study will be done with First year students of English Department at university of Mohammed khider Biskra in the academic year of 2022\2023.

This research is qualitative research tends to rely on the descriptive method to collect and conduct data. It tries to examine the effects of debate and peer assessment on EFL learner's speaking skill. Additionally, describe teacher's attitudes about the influence of debate and peer assessment.

##### **5.2 Population and sampling**

The population of this study is 320 students of first year LMD of English at Biskra University. This case study purposely chosen because they are supposed to obtain and rely on speaking skill in many activities during this level.

##### **5.3 Data gathering tools**

In this study, two data gathering tools are used: closed- ended questionnaire for students to get participants' perceptions on the use of debate and peer assessment in improving their

speaking skill. Therefore, open-ended questionnaire is used for teachers in order to treat their feedback and attitudes towards peer assessment and debate techniques.

## **6. Structure of the Dissertation**

To full fill the research objectives, this dissertation is divided into three chapters. Chapter one and two are the theoretical part, and chapter three is the field work of the research. The first chapter deals with the speaking skill in EFL classrooms, particularly its definition, types, and characteristics. In addition, this chapter illustrates the importance of speaking skill and the major speaking difficulties in foreign language learning. Also, it demonstrates different classroom speaking activities.

The second chapter spots lights on peer assessment and debate. In the first part, deals with peer assessment, its definitions according to some scholars. In addition, highlights the different types and various characteristics related to the concept. Moreover, explains the purpose of peer assessment in language learning. Also, provides the challenges faced by teachers in teaching peer's assessment, and the procedure of teaching through peer assessment. At the end, speaks about the implementation, the advantages and disadvantages of peer assessment. In the second part, deals with debate, its definitions according to some scholars. In addition, highlights the different parts of debate and the procedure of debate. Moreover, explains how debate improve speaking skill and the procedure of teaching speaking through debate. Finally, provides the strengths and weaknesses of debate in speaking classroom.

The third chapter deals with the analysis of data collection tools, specifically the students and teachers' questionnaires. It aims at investigating the effects of peer assessment and debate in improving EFL learners speaking skill by analyzing the questionnaires. In addition, this chapter presents general conclusion and suggests some pedagogical recommendations.

**Chapter One:**  
**Speaking Skill in the EFL classroom**

## **Introduction**

Communication is a crucial process in our lives since people can express their ideas, feelings, and problems through it. Therefore, speaking is an important skill in foreign language learning because it enables learners to communicate effectively through oral language and develops their ability to communicate in the target language. This chapter sheds light on one of the four basic skills: speaking. First, we will provide a definition of speaking based on the perspectives of various scholars. In addition, we will deal with speaking elements and types, the importance of speaking skills in the classroom, and the characteristics of speaking performance. Furthermore, we will show some speaking difficulties in foreign language learning. Finally, we will deal with different classroom speaking activities.

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

No matter how great an idea is, if it is not communicated properly, it cannot be effective. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice.

Luoma (2004: p.01) argues that “speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop”.The skill of Speaking is one of the four language skills besides listening, reading and writing. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. In addition, some of the processing skills required in speaking are different from those in reading and writing. Furthermore, second language speakers lack a working knowledge of grammar and vocabulary in comparison with first language speakers.

## **1.2 Definition of speaking**

Speaking is one of the four language skills (reading, writing, listening and speaking). It is considered "productive skills", as opposed to the "receptive skills" of reading and listening. It involves not only pronouncing words but also the ability to produce and receive information.

The bottom-up approach was introduced by Bygate (1987, p.5-6) through his explanation that the speaking act is focusing much more on motor perceptive skills. He explains that: "motor perceptive skills involve perceiving, recalling, and articulating in the correct order sounds and structures of language".

Besides, Chaney (1998,p.13) indicates that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." In the same vein, Brown (1994) and Bruns and Joyce (1997) as cited in Florez (1999, p.1) considered speaking as "an interactive process of constructing meaning that involves producing and receiving and processing information". Both definitions describe speaking as a means of communicating with others in order to achieve certain goals or express opinions. Besides, Hedge (2000, p. 261) defines speaking as "a skill by which people are judged while first impressions are being formed". In addition to those definitions, Thornbury (2005, p. 20) states that "speaking is an activity in real life that is carried out by a speaker to carry out his/her ideas to interact with listeners".

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express his or her ideas in order to exchange information. Thus, speaking is used for specific purposes to achieve the goal of communication.

## **1.3 Elements of speaking**

In order to speak fluently and accurately, students must master many elements of speaking. For that, Harmer (2002) provides the following components of language that are necessary for

spoken production. Those features are very necessary to both learner and teacher in order to speak fluently. Learners must possess some necessary features. For instance: recognizing phonemes are example of language features by which students could connected other speech. In speaking, speakers are not only expected that they can speak and communicate with others but also they have to have the elements involved in English speaking particularly.

Elements	Description
<p><b>Language features</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Connected speech:</b> the different aspects of connected speech should be mastered by speakers so that they will be able to generate a clear and intelligible language throughout the communication process. Among those features are elision, assimilation, linking, contractions, and stress patterning.</li> <li>➤ <b>Expressive devices:</b> This refers to the change in speed, volume, pitch, and stress of utterances to show emotion. When speakers incorporate these supra-segmental features and devices, they will express their feelings and intentions much better. Subsequently, provide the interlocutors with clear and straightforward meaning.</li> <li>➤ <b>Lexis and grammar:</b> a variety of certain words and language functions, such as agreeing or disagreeing, surprise, and so on</li> </ul>



<b>Mental/social processing</b>	<ul style="list-style-type: none"> <li>➤ <b>Language processing:</b> The speaker's competency to convey his intention by producing syntactically and propositionally appropriate sequences, as well as, processing and retrieving the words or phrases from memory to communicate with people. This helps the speaker to develop habits of rapid language processing.</li> <li>➤ <b>Interacting with others:</b> effective interacting involves the reciprocal listening and understanding of the participants.</li> <li>➤ <b>Information processing:</b> refers to the speaker's ability to process the information in his mind right in the moment he receives it, and then produce the appropriate responses to his interlocutor.</li> </ul>
---------------------------------	---

**Table 1: Elements of Speaking**

Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Ltd.

## 1.4 Types of speaking skill

Speaking is a productive skill that can be directly an empirically observed. According to Brown(2000, p.271 p.272.) as a process of building and sharing meaning through the use of verbal or oral form describes six categories of speaking skill area. They are:

### 1.4.1 Imitative Speaking

It is the ability to repeat the words or the phrase or sentence. This kind of repetition includes different properties of language like grammar in order to imitate the pronunciation of the native speakers. (Brown, 2000, p.271).

### **1.4.2 Intensive Speaking**

Is the speaking performance that is practicing some phonological and grammatical aspects of language. It usually involves students working in pairs (group work). For example: reading paragraph, reading dialogue with partner in turn, reading information from chart. (Brown, 2000).

### **1.4.3 Responsive Speaking**

It includes interaction but it should be short conversation. Those comments must be sufficient and meaningful to comment on a given topic. (Brown, 2000).

### **1.4.4 Transactional speaking (dialogue)**

It is carried out for the purpose of conveying or exchanging specific information. This type of speaking can be a part of a group work activity or a dialogue between teacher and learners on a certain topic related to their daily lives (Brown, 2000).

### **1.4.5 Interpersonal (dialogue)**

It is carried out more for maintaining social relationships than for the transmission of facts and information. This type of dialogues can be rigid for learners because it can involve some or all of the following factors: a casual register, colloquial language, emotional language, jargons, sarcasm, and a covert agenda (Brown, 2000).

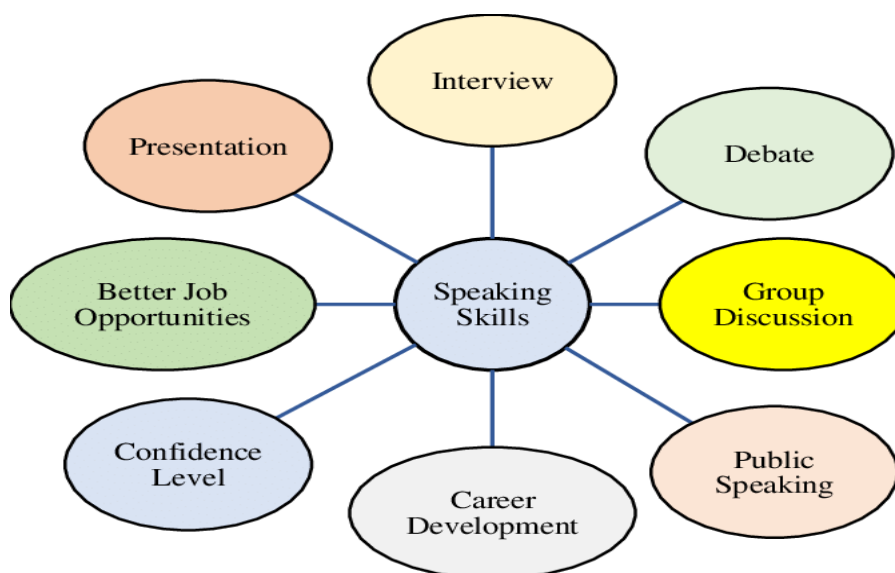
### **1.4.6 Extensive (monologue)**

Lastly, the student learns through extensive monologues, oral productions, and storytelling. The register in extensive speaking is more formal and deliberate and these type of monologues can be planned or impromptu (Brown, 2000).

## 1.5 The Importance of the Speaking Skill

Being proficient and accurate speakers is the ultimate aim of teaching and learning a foreign language. Most EFL learners give the speaking skill priority in their learning process because it reflects their mastery of the other skills. Because people who know a language are referred to be "speakers of that language", the speaking skill appears to be the most significant of the four skills (listening, speaking, reading, and writing). Thus, speaking English as a foreign language is a necessity in the globalized world, since it is needed for communicating and for joining the international labor market. Also, speaking is the most important and essential skill. Ur (2000, p. 120) states,

(Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking includes all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak).



**Figure 1: The Importance of Speaking Skills**

Khasturi, R (2022, p.03)

(International Journal of Practices in Teaching and Learning IJPTL)

## 1.6 Characteristics of Speaking Performance

In the communicative approach, four characteristics describe the speaking performance of a learner. These characteristics are the following:

It means that speaking skills are one of the most crucial parts of learning a foreign language, and students who are unable to speak the language face many difficulties in expressing their ideas and opinions. Nunan (1991) declares that "to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language" (p. 39).

In addition, many people consider speaking and mastering the language synonyms. Celce-Murcia (2001) points out that "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication" (p. 203). Across all levels of education, teaching and learning to speak are fundamental parts of the EFL curriculum.

In the same line, Luoma (2004) stated that "Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well" (p.1). Speaking is a fundamental medium used to convey messages, knowledge, and opinions directly in an interaction with others.



**Figure 2: The Four Speaking Skills**

(Bina, N (2020). English BINUS University)

### **1.6.1 Fluency**

It is the ability to produce speech without hesitation. According to Richards (2010, p. 222 p. 223) defines fluency as the aspects which make utterances more natural and normal i.e. native speakers like in pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions .

According to Hedge (2000,p. 261), "fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation". Through this, we can notice that the most difficult challenge in learning English is speaking fluently, following certain features that give the students' speech the appearance of being normal and natural with clear logical connections between ideas.

The idea of matching fluency to how much the speaker is rapid in his speaking is supported by Harris and Hodges (1995, p. 14) when defining fluency as the ability to speak quickly and automatically. In other words, fluent speakers speak quickly and automatically. Speakers who

speak rapidly without pause will not prove their fluency because they need to pause from time to time so the listeners can understand their words.

### 1.6.2 Accuracy

Accuracy is the ability to produce grammatically correct sentences, and it focuses on the correct use of grammar, vocabulary, and other skills. Skehan (1996, p . 23; cited in Ellis and Barkhuizen 2005, p. 139) defines accuracy as referring "to how well the target language is produced in relation to the rule system of the target language." To achieve accuracy, the learner needs to devote some attention to the form, i.e. "getting it right". It is often difficult for the learners to focus on form and meaning at the same time. Accuracy requires attention, and this latter needs time. It is very important for language teachers to focus on teaching accuracy to their learners. Therefore, learners should focus on a number of things in their production of the spoken language, mainly the grammatical structure, vocabulary, and pronunciation.

Ur (1991, p. 153) provides a scale to test the speech orally.

Accuracy	Fluency
Little or no language produced	Little or no communication
Poor vocabulary, mistakes in basic grammar may have strong foreign accent	Very hesitation (hesitant and brief utterances). Sometimes difficult understand
Adequate but not rich vocabulary makes obvious grammar mistakes, slight foreign accent.	Gets ideas across, but hesitation and briefly
Good range of vocabulary occasional grammar slips. Slight foreign accent	Effect communication in short turns

Wide vocabulary appropriately used virtually, no grammar mistakes, native like or slight	Easy and effective communication uses long turns
--	---

**Table 2: A Scale to Test the Speech Orally**

Ur (1991, p. 153) .A Course in Language Teaching, Practice and Theory. Cambridge University Press, Cambridge.

### 1.6.3 Grammar

Grammar is a set of principles that regulate the structure and arrangement of language items. People began speaking languages by creating sounds, which grew into words, phrases, and sentences. According to Lewis and Hill (1997, p. 82), grammar can enhance the learner's ability to grasp meanings and to quickly reply with appropriate articulation. Grammar was divided into two types: descriptive grammar, which seeks to describe real language usage, and perspective grammar, which tells readers what grammatical rules they should use.

The goal of grammar is to facilitate the relationship between form and meaning between the boundaries created words or phrases and their denotations in the world model of the system. Thornbury (2005) lists the following features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction. - Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

(Thornbury, 2005, p.20)

#### **1.6.4 Vocabulary**

Vocabulary is the appropriate diction that is used in communication. Students often find difficulties when they try to express what they want to say; they lack the appropriate vocabulary, and they sometimes use words incorrectly, like in the case of synonyms, which do not carry the same meaning in all contexts. Students' vocabulary grows as they get older because of more practice. As Wilkins (1972) points out, ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

As a result, students without sufficient vocabulary cannot participate in speaking situations. According to Harmer (2001), "the knowledge of the word classes also allows speakers to perform well-formed utterances". Learning vocabulary is essential to assisting children in becoming self-sufficient learners who can deduce or acquire the meanings of unfamiliar words.

#### **1.6.5 Pronunciation**

Practicing pronunciation is one of the major stages that helps students achieve a degree of accuracy and enhance their understanding of spoken English. Thornbury (2005) defined pronunciation as "the student's ability to produce comprehensible utterances to fulfill the task requirements". Any linguistic code relies on pronunciation to enable us to understand and recognize differences between languages. Also, pronunciation is defined by the AMEP Research Centre (2002, p. 1) as:

"The production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments). Also, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects). How the voice is projected (voice quality), and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language".



According to Cook (1994), learning to pronounce a second language necessitates the formation of new pronunciation habits as well as the elimination of the first language's prejudice. Learning a language requires more than just comprehension of pronunciation. It requires an understanding of how meaning is transmitted as well. Speakers and listeners will both find poor pronunciation stressful and unattractive.

Redmond and Vrchota (2007: 104) argue that "it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood." However, when a speaker's pronunciation is incorrect, they will not be understood, and accuracy will not be achieved.

## **1.7 Speaking Difficulties in Foreign Language Learning**

Speaking skills appear to ensure the language learner is able to communicate actively and affectively in the target language. However, many learners find it difficult to express themselves, and they may encounter problems using the foreign language effectively (Ahmadi& Leong, 2016, p. 34).

### **1.7.1 Low Self-Confidence**

Self-confidence is the students' trust in their ability to complete a mission successfully. Mission lists it as one of the twelve principles of language teaching successfully. Brown (2007) lists it as one of the twelve principles of language teaching. Self-confidence is also described as an individual's positive attitude that he or she can develop positive judgment on his or her own. Lack of self-confidence can be classified under both psychological and attitudinal barriers that make the learner unable to speak in the foreign language or even their native language (p. 14). In addition to low self-confidence, Wardah and Fitriani (n.d) report the following attributes.

- Difficulty of being assertive.
- Fear of confrontation.
- An extremely low opinion on themselves.
- Difficulty in one area such as speaking in social groups. (p.6)

### **1.7.2 Inhibition**

One of the problems that students often encounter is inhibition. When students try to say things in a foreign language in the classroom, they are often inhibited. Littlewood (1981: 93) argues that "it is too easy for a foreign language classroom to create inhibition and anxiety [...] the learners remain constantly aware of their own state of ignorance before a teacher who possesses all relevant knowledge [...] whatever they say or do is scrutinized in detail, with every shortcoming being made a focus for comment".

This means the learners, who are not proficient in speaking the target language, experience psychological obstacles driven by fear and an unwillingness to be exposed to their peers during classroom activities. Also, Ur (2000, p. 111) states that "learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts". Learners are sometimes reluctant to speak in a foreign language in the classroom, scared of making mistakes or just afraid of their teachers and peers' negative reactions.

### **1.7.3 Mother Tongue Use**

Sharing the same mother tongue between classmates will encourage them to use it instead of the foreign language. According to Baker and Westrup (2003, p. 12), "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." Learners feel less exposed when they use their mother tongue (Ur, 1996). Consequently, learners will not be able to use a foreign language correctly if their

mother tongue continues to influence them. Usually, learners will borrow words from their native language due to the limited vocabulary in the target language.

Another cause of mother-tongue use can be teachers themselves. As Harbord, 1992, p. 354, states, “This is a habit that in most cases will occur without encouragement from the teacher”. If teachers frequently use the students’ language, the students will feel comfortable doing it. As a result, the majority of students are not controlled in their use of the target language during the learning process.

#### **1.7.4 Low or uneven participation**

In large classes, not all the students will have the same opportunity to speak and participate. Each student will have very little talking time because only one participant can talk at a time so that the others can hear him or her. In class-talking time, some learners dominate while others speak very little or not at all. (Leong & Masoumeh, 2017, p. 36).

The lack of motivation by the teacher contributes to low participation in FL classes, according to Saeed (2016). Low participation is due to the ignorance of the teacher’s motivation too. If the teacher does not motivate his learners, the talkative ones will also show no interest. So, increasing and directing student motivation is one of the teacher’s responsibilities. This issue is exacerbated by the fact that some students dominate while others, especially the shy ones, simply listen.

#### **1.7.5 Absence of motivation**

Most SL learners tell their teachers they have nothing to say or do not know about a given topic, or they keep quiet. It is because they lack motivation to express themselves or to discuss the topic they have chosen. Rivers (1968: 192) says that: “The teacher may have chosen a topic that is uncongenial to him [the learner] or about which he knows very little,

and as a result, he has nothing to express, whether in the native language or the foreign language.”

According to Gardner and Nunan (1999), a lack of motivation among students is a result of boredom, uninspired teaching, and a perceived lack of relevance of instructional materials. (as cited in Maher, 2016). Furthermore, Heidari and Riahipour (2012) claim that low motivation to speak English caused by factors such as study time, teacher behavior, and the classroom environment. Also, students could not carry out the discussion on topics that were not interesting to them.

## **1.8 Classroom Speaking Activities**

In order to teach learners how to speak in the best way possible, there are some kinds of activities that can be used by teachers to promote the development of students’ speaking skills. Teachers can apply these activities in classroom settings. The kinds of classroom speaking activities are as follows:

### **1.8.1 Discussion activities**

Discussion is considered one of the best ways of presenting speech and it is an interesting form of oral practice in the classroom. "It can provide some of enjoyable and productive speaking in language classroom" (Harmer, 1991, 46).

Discussion in foreign language classrooms generally helps FL learners develop their communicative abilities since it gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions, to clarify or modify ideas, resolve differences, and find alternative solutions through discussion.

According to Littlewood (1981, p. 47), states that: “it (discussion) provides learners with opportunities to express their own personality and experience through the foreign language”. This means that, through class discussions the learners are able to use the foreign language as

a medium to talk about their experiences, express their views and opinions, and handle their social relationships.

However, Thornbury (2005) says that many teachers agree that the best discussions are those that arise spontaneously, either because one learner reports something personal or because of the topic of the course.

### **1.8.2 Information gap activities**

Another type among the classroom spoken interaction activities is what is described by Harmer (2002) as ; "where two speakers have different parts of information making up a whole, because they have different information, there is a gap between them" (p, 88).

As Stated by Harmer (2007:129), an information gap is where two speakers have different bits of information, and because they have different information, there is a "gap" between them. In this activity, students are supposed to be working in pairs. One student will have information that the other partner does not have, and the partners will share their information.

In foreign language classrooms, gap activities proven to be among the most useful in second language acquisition since "it provides negotiation of meaning and the conversational adjustment which push students to more accurate output" (Hedge, 2, 281). Also, according to Caroline (2005, p.47), the aim of the information gap activity is "to get the students to use the language they are learning to interact in realistic and meaningful ways". Information gap activities serve many purposes, such as solving a problem or collecting information. Therefore, information gaps are considered good speaking activities. In Actuality, information gaps offer students the chance to practice what Scott Thornbury calls "speaking as a skill", i.e., completing a task by speaking.

### **1.8.3 Communication Games**

An activity that increases student interaction is a communication game, which is an activity in which students talk to one another in order to solve puzzles, draw pictures, arrange items in the correct order, find similarities and differences between pictures, etc. (J. Harmer 2001: 272).

According to Bygate (1987), such activities include first, “Describe and Draw” in which one student describes a given picture and the other one draws it. Second, “Describe and arrange” here the student is asked to arrange objects from the description and given instructions by another student without seeing the original picture. Third, "Find the difference" is a worksheet that requires two students to describe two similar pictures that contain some differences.

In this sense McCallum (1980, p.4) states that:

“When one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and the need of spontaneous and creative use of that language, one organizes the significant role of word games in achieving these 22 objectives. Students in the formal atmosphere of game play are less self-conscious and therefore more apt to experiment and freely participate in using the foreign language. In addition games automatically stimulate students’ interest a properly introduced game can be one of the highest motivating techniques”.

### **1.8.4 Simulations and Role-plays**

It is among the very common classroom speaking activities, according to Simulations. Role-plays are those activities in which they provide the opportunity for students to revise their understanding and perspective by exploring thoughts and feelings of characters in a given situations.

(Ur, 1984) comes to define it as follows:

" Role plays [...] are used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom [...], sometimes playing the role of someone other than themselves , and using the language appropriate to this new context" (p. 131).

Revell (1979:60) sees role-play as "an individual's spontaneous behavior reacting to others in a hypothetical situation". This explains that this technique relies on a fictitious identity in an imagined situation to present the view of a person without sharing that with them. On the other hand, simulation is another role-play activity that be used to develop oral fluency, "where students simulate a real- life encounter [...] as if they were doing so in the real world as themselves" (Harmer, 2000, 274).

Also, it is defined by Ur (1984): "In simulation the individual participants speak and react as themselves, but the group role, situation and task they are given is an imaginary one" (132).

## **Conclusion**

To sum up, speaking is one of the productive skills that researchers have defined as a means of exchanging information among learners and as an important skill in language acquisition. It should be one of the basic curriculum designs for second or foreign language teaching, in addition to other skills. Consequently, this chapter dealt with significant aspects of speaking, especially in an EFL context. It formulated a general definition, including its elements, types, and major characteristics. In this chapter, various authors discussed the importance of speaking in foreign language learning. Moreover, it also presented different speaking difficulties in foreign language learning. Finally, the chapter presents a discussion of the main classroom speaking activities that use show and tell to enhance students speaking skills.

**Chapter Two:**  
**Peer assessment and debate**  
**in the EFL classroom**



## **Introduction**

In the EFL classroom, teachers always search for proper methods of providing more support to their students in order to improve their language proficiency and knowledge. Thus, they adopt various collaborative learning strategies in the field of education, and peer assessment and debate are the most effective strategies that motivate students to engage more deeply with the course material.

The current chapter will deal with the concept of peers' assessment and debate. In the first part, we deal with peer assessment and its definitions, according to some scholars. In addition, we will highlight the different types and various characteristics related to the concept. Moreover, we will explain the purpose of peer assessment in language learning. Also, we will provide the challenges faced by teachers in teaching peer assessment and the procedure for teaching through peer assessment. At the end, we will speak about the implementation and the advantages and disadvantages of peer assessment. In the second part, we will deal with debate and its definitions, according to some scholars. In addition, we will highlight the different parts of debate and the procedure of debate. Moreover, we will explain how debate improves speaking skills and the procedure for teaching speaking through debate. Finally, we will discuss the strengths and weaknesses of debate in the speaking classroom.

### **2.1 Definition of Peer Assessment**

In terms of peer assessment (PA), there are a number of definitions. Peer assessment is generally defined by Topping (2009) as “an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal status learners”. (p. 20). Thus, PA involves learners responding to others' work and judging their performance. Furthermore, (Falchikov, 2005) stated that:

Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or

event which students may have been involved in determining (p. 132). According to this definition, peer assessment occurs either through providing feedback or grading peers' learning products.

Moreover, peer assessment is a collaborative activity in which student's judge and comment on one another's work. In supporting this idea Brown(1994, p. 20) points that “one of the keys, but not the only key, of course, to successful learning lies in the feedback that a learner receives from each other's”.

Meanwhile, Haines (2004) states that peer assessment is increasingly involved in providing opportunities for students to gain feedback on their work from sources other than academic staff time. It means that, each student has same opportunity to get feedback, because peer assessment can work outside the classroom. School staff sometimes do not have enough time to cover all material and assessments.

Finally, Topping (2009) emphasized some points about the PA activities:

- Peer-assessment can used in a wide range of different subjects and thus, the product or output can vary for example oral presentations, writing...
- Peer-assessment can be formative or summative.
- The organization of the assessors can be either in pairs or in groups.
- Place and time can vary as PA can occur formally in class, or informally out of the classroom.
- The objectives of using PA may vary. (p. 21)

It is claimed that peer assessment has more positive effects on students' learning because students develop different abilities and skills in this cooperative assessment: they enlarge their knowledge about different views, responses, and perceptions, get more engaged, and involved (Hunter, 1999; as cited in Orsmond, op. cit).

To sum up, peer assessment refers to the practice of classmates evaluating each other's work. It may take place individually, in pairs, or in small groups in order to develop group work and enhance individual learning. This technique is much more than just a way to identify errors; it makes learning explicit so that learners become more engaged in their learning, increases their self-confidence, and enhances their self-evaluation abilities.

## **2.2 Types of Peer Assessment**

There are several types of peer assessment. According to Brown (2003), there are five types of peer assessment. Those are:

### **2.2.1 Direct assessment of performance**

This category involves a friend grading the student immediately after the performance. A performance evaluation might involve oral or written production. Therefore, the teacher should make the students' fill out a checklist that rates their performance on a defined scale.

### **2.2.2 Indirect assessment of (general) component**

Indirect peer assessment is the evaluation that might be helpful after the performance or task. It might take time, use general abilities, and so forth it is suitable to use indirect assessment in writing classes. So, in writing class, students are assessed after they complete their assignments.

### **2.2.3 Metacognitive assessment**

Teachers who use appropriate criteria can apply metacognitive assessment. Strategic planning also influences the success of assessments. For example, form of journal entries, choices from a list of possibilities, questionnaires, or cooperative (oral) pair or group planning.

#### **2.2.4 Assessment of socioaffective factors**

Another type of peer assessment comes in the form of method of examining affective factors in learning. Peer assessment challenges the student to work honestly, responsibly, and intelligently.

#### **2.2.5 Student self – generated test**

Peer assessment is the technique of engaging students in the process of constructing test themselves. In traditional assessments, students do not have the opportunity to construct their own tests, but student-generated tests can be useful. It motivates the student in learning and build autonomy process.

### **2.3 The Characteristics of Peers Assessment**

A number of characteristics characterizes the use of peer assessment in L1 and L2 classrooms. To begin with, Wilson (2007) noted that “students learn much better when they are active participants in their learning, motivated to learn, can manage and organize new information, practice, give and receive descriptive feedback, and examine and reflect on their learning” (p. 28). This means that students learn much more when peer assessment built into the learning process; as a result, they are motivated to learn since they are active participants in their education, aided and guided by their peers.

Further, validity refers to the accuracy of a measure, while reliability refers to the consistency of a measure. Buka (2014) noted, “reliability refers to consistency of measurement” (p. 43); however, Payne and Payne (2004), as cited in Lin (2018), maintained that “validity refers to the correctness of results” (p. 65) Generally, reliability refers to the consistency of a measure, while validity refers to its accuracy.

Another characteristic of PA is objectivity. As Frankland (2007) asserted, “peer assessment relies heavily on the judgment and objectivity of the students involved” (P. 147).

Furthermore, he suggested students avoid being critical or subjective when evaluating the work of their peers. Assessors should be able to make fair judgments and decisions without letting their feelings or beliefs influence them. *The Purpose of Peer Assessment in Language Learning*.

PA is an important component of classroom practices because it serves a variety of purposes that help to emphasize its importance. Race (2001, p. 21,p. 22) claims that peer assessment practices have five important purposes. The first and second aims are concerned with enhancing either students' "intrinsic motivation" (wanting to learn) or "extrinsic motivation" (needing to know). Third, self and peer assessment aims to make students "learn by doing" because they are supposed to establish the assessment criteria, evaluate others' works, review their own work, and learn at the same time from these doings.

Peers assessment, as mentioned by Wride (2017, P. 08), is a very useful approach that teachers should conduct in classrooms for different purposes. Some of these purposes outlined in the following table:

- Builds on a natural process of development from early life (learning from others)
- Encourages collaborative learning through consideration of what constitutes ‘good work’ and promotes development and improvement
- Aligns with and supports tasks encouraging peer learning and collaboration (i.e. assessment should motivate students to partake in these activities and have a ‘sense of ownership’ of the assessment process)
- Students gain a more sophisticated understanding of the gaps in their learning and gain a better grasp of the learning process
- Enhances conversation around the assessment process
- Heightens the capacity for judgment and making intellectual choices
- Reduces the power imbalance between teacher and students
- Promotes ability of students to give and receive feedback, an important part of work contexts
- Students become active participants in a ‘community of practice’ and gain an identity within this community
- Emphasizes that assessment is part of learning (mistakes are opportunities rather than failures).

**Table 2: The use of Peer Assessment**

(Adapted from Spiller, 2012 & Bostock as cited in Wride, 2017, P. 08)

## **2.5 The challenges faced by teachers in teaching peers assessment**

### **2.5.1 Setup and monitoring time**

Instructors often adopt peer assessment in hopes of integrating writing activities into their classes without adding too much of an extra time commitment. While peer assessment has shown positive learning benefits for students, there might not be time saving for the instructor in the short to medium term since there is a considerable amount of effort needed to design,

implement, and monitor high - quality activities (Topping 1998). As soon as the assignment designed and implemented, there may be benefits in terms of time.

### **2.5.2 Student's acceptance**

Even though many studies have shown peer - assessed quantitative scoring to be reliable and valid when compared with instructor - given grades, students may not accept peer assessment results as accurate or fair and are apprehensive about peer scores used for grading (Carvalho 2013, K. Cho, Schunn, & Wilson, 2007; Topping 1998).

### **2.5.3 Student inexperience**

Novice students lack both a high-level understanding of subject matter issues and experience providing constructive feedback, which presents challenges to peer assessment (Cho and Schunn 2003). It is necessary to enhance scaffolding and training in order to meet these challenges.

### **2.5.4 Moving beyond surface level engagement**

It is possible for students who are new to reviewing peers' work to focus on making positive comments or making surface -level corrections rather than offering meaningful, high -level feedback. Inexperienced student writers may also view revisions as "cleaning up" and revise their texts in a linear manner based on the feedback they receive rather than looking at the overall meanings and structure of their argument (Patchan and Schunn 2015).

## **2.6 The Procedure of Teaching through Peer Assessment Technique**

Peer assessment it is effective technique to trigger students' ability in speaking. Thus, there are several steps in implementing peer assessment in the classroom as in the following (Widiastuti, 2014):

- a. Teacher decides suitable material that will taught in line with speaking.

- b. Teacher informs the students about the importance of the use of peer assessment and its implementation.
- c. Teacher informs the estimation ( $\pm 3$  minutes) for each student to perform
- d. Teacher asks each student to perform in front of the class.
- e. Teacher asks the audiences or other students to assess the presenter by giving the comment and score that has gave by the teacher.

Based on the steps of teaching through peer assessment above, teachers can modify the techniques based on their ideas.

## **2.7 The Implementation of Peer-Assessment**

Peer assessment is a process that helps students develop a sense of autonomy and responsibility over their learning. To reach this aim, many teachers manage to involve their students in an effective and well-organized peer assessment by providing them with useful and important guidelines. The organization of this technique helps students improve their skills. First, teachers should specify their purpose behind using peer assessment in order to choose an appropriate strategy for implementation. For instance, the aim of using peer assessment may be to promote group work or to develop students' language proficiency.

Then, the teacher should sit based on the group that was already divided at the last meeting (the group members have one student who has competence in English). Furthermore, Topping (2009, p. 25) has pointed out that the teacher should provide their students with written guidelines or reminders that remind them how to deliver effective peer assessment.

When it comes to practice, the teacher can help their students by providing them with further instructions and giving feedback while monitoring the progress of the peer assessment groups. Students will need a lot of support, especially when they introduced to peer assessment for the first time.



Topping (2009, p. 26) argues that the teacher should provide their students with further information about the quality and reliability of their assessments in order to improve their feedback and to become successful peer assessors.

## **2.8 The advantages and Disadvantages of Peer assessment**

All the theory has advantages and disadvantages. Peer assessment has many advantages. According to Harmer (2002), there are some advantages of peer assessment, as in the following:

- a. Encourages student involvement and responsibility.
- b. Encourages students to reflect on their role and contribution to the process of the group work. Focuses on the development of student's judgment skills.
- c. Students are involved in the process and are encouraged to take part ownership of this process.
- d. Due to peer feedback, students receive more feedback that is relevant.
- e. Some students consider it fair, because each student judged on their own contribution.
- f. When operating successfully can reduce a lecturer's marking load.

From the statement above, it is concluded that the advantages of peer assessment are encouraging students' responsibility, providing relevant feedback, and leading students' to be honest.

According to Harmer (2002), the disadvantages of peer assessment are as in the following:

- a. Additional briefing time can increase a lecturer's workload.
- b. The process has a degree of risk with respect to reliability of grades as peer pressure to apply elevated grades or friendships may influence the assessment,

though this reduced if students can submit their assessments independent of the group.

- c. Students will have a tendency to award everyone the same mark.
- d. Students feel ill equipped to undertake the assessment.
- e. Students may be reluctant to make judgments regarding their peers.

## **2.9 Definition of Debate**

The debate begins with an idea or an opinion, which two opposing parties attempt to defend. "A debate," according to (Dale & Wolf, 2000), "is a situation in which opposing points of view are presented and argued". According to Oxford American Word Power Dictionary (1998), "Debate is a formal argument or discussion of a question at a public meeting or in Congress" (p. 99). Also, Krieger (2005) states that "Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways" (p. 1).

Another opinion about the definition of debate that comes from Maryadi in Khoironiyah (2011, p.26), who said "debate can motivate students' thinking, moreover if they must defend their stand or opinion, which is in contradiction with their own conviction. Based on this viewpoint, students' thinking can be motivated. It argued that students defend their opinions against conflict. As a result, the students will be motivated to express their opinions.

According to Thompson in Inoue (1996), debate contrasted with discussion. The distinction in their use in referring to a decision-making process outlined as follows:

- a. In debate, participants argue for and against the pre-fixed proposition. In discussion, participants look for a solution to a problem.
- b. Consequently, debate considers two alternatives, while discussion considers multiple alternatives.

c. Debate regulated by strict rules about the time and order of speeches.

Discussion conducted more freely with less formal rules.

d. In debate, the decision made by a third party based on the arguments presented by the affirmative and the negative sides. In discussion, the purpose is to reach an agreement among participants.

Moreover, according to Azma (2008), there are some objectives to be achieved through debate: first, encourage students to practice speaking. Second, ensure that students have plenty of opportunities during their leisure time to speak English. Third, increase students' motivation to speak. Four, make them realize that learning English is not as difficult as they think. Five, practice English without thinking much about grammar. Sixth, let students realize that they can learn English from their parents, friends, classmates and others. Seventh, make sure that everybody can learn English in their free time. Eighth, develop students' courage to speak English. The last is to make children able to participate in everyday conversation with their interlocutor.

Based on the definitions above, it concluded that debate is the process of presenting ideas or opinions, which two opposing parties try to defend and teach to speak up. After that, the learners have an easier time developing speaking skills to be fluent in order to communicate.

### **3. The Parts of Debate**

We will obtain some items pertaining to the debate process through the technical debate system. There are several points of contention, according to (Mellshaliha 2008):

#### **3.1 Motion**

A motion is the subject being debated. Usually, motion pictures start with words like "this house" (TH), "this house believes that (TH), or "this house believes (THBT)". Both affirmative and negative teams are debating a motion that should be debatable and impartial. Debatable refers to the fact that the proposal is still falsifiable in some ways. The term

"impartial" refers to a motion that is in the center of neutral; it has no inclination to one side or the other. For instance, this house believes that the electronic book (THBT) contributes to developmental education. So, both teams need to prove or justify whether e-books really can contribute for developmental education. Mellshaliha. (2008, p.73).

### **3.2 Definition Debaters**

Debaters should be "reality-based", or aware of current social issues. Definition done in two ways: word-by-word definition or global definition. In fact, the word e-book rarely heard, so we need to define it first. Anyway, when we heard the motion "that sex education must be socialized in the school", what we needed to do was give it a global meaning. Mellshaliha. (2008, p.73).

### **3.3 Introduction to the subject**

To agree or disagree with a motion, the reason must lie on a strong ground that could cover the whole argumentation. The theme line is the underlying reason for supporting or opposing a motion. Theme line is what a team needs to prove, and it is the main reason why a team attacks the opponent's case. Mellshaliha. (2008, p.73).

### **3.4 Argument**

A debate is like a battle of arguments in which each team stands on their position, attacks the other, and defends their own case. By applying critical and logical thinking to praiseworthy tasks, they completed successfully. An argument is a fragment of thought to support the theme line. Mellshaliha. (2008, p73).

### **3.5 Rebuttal**

To win a debate, debaters not only need to build a strong case, but they also have to attack their opponent's arguments and provide a strong defense from any attacks. That is why rebuttal is critical to obtaining the victory crown. Rebuttals fall into two categories:

Global rebuttal: it is an attack against the main core of the opponent's case, the theme line. Consequently, their case is crumbling down. Detailed Rebuttal: It is an attack on each argument, for example. Mellshaliha. (2008, p.73).

### **3.6 Sum-up/closing**

The term "closing" refers to the act of putting an end to something. Before start debating, debaters should know these parts of debate in order to be a good debater. It also hoped that debate would run success. Mellshaliha. (2008, p.73).

## **4.The Basic of Debating Ability**

Inoun (1996:56) states that the basic debating abilities are as follows:

### **4.1 Style**

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

### **4.2 Speed**

It is vital to talk at a pace that is fast enough to sound intelligent and allow you time to say what you want, but slow enough to easily understood.

### **4.3 Tone**

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

### **4.4 Volume**

Speaking quite loudly is sometimes a necessity, but it is by no means necessary to shout through every debate, regardless of context. It is unnecessary to speak louder than the volume

at which everyone in the room can comfortably hear you. You will not be able to hear yourself if you speak too quietly.

#### **4.5 Clarify**

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

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

Notes are essential, but they must be brief and well organized to be effective. There is absolutely no point in trying to speak without notes. Notes should never be obtrusive or damage your connection with the audience, and they should never read verbatim. Most people sketch out the main headings of their speech, with brief notes under each. When writing notes for rebuttal during the debate, it is usually better to use a separate sheet of paper so you can take down the details of what the other speakers have said and then transfer a rough outline onto the notes you will actually be using.

### **5. The Procedure of Debate**

According to Halverson (2005), there are some debate procedures in a speaking classroom debate, the following steps are:

- Students must first be aware of a contentious issue and the range of possible viewpoints on it.
- Students should be given the opportunity to conduct their own research on the subject and form their own opinions.
- Next, pairs or small groups should form where like-minded learners can share their opinions and gain information from others. During this step, learners should be

motivated to think about the arguments that will come from the other side and how they can respond to these arguments.

- Some form of debate must occur in which the two (or three or four) opposing parties present their respective positions and arguments. That could take the form of a traditional debate, with both sides presenting opening and closing arguments and time for rebuttals. Alternatively, it could be small groups or pairs of individuals expressing their divergent viewpoints.
- Then, the instructor should follow up with a summary of the opinions and views expressed by all sides and assessments of their strengths and weaknesses.
- Allow the class and instructor to express their opinions on which side makes the strongest case. This step is critical because it demonstrates to students that this type of thinking and debate can result in tangible results and a sense of closure on the subject.

According to Dobson (cited in Susaniyah 2015), debate procedure consists of the following eight steps:

- Introduce the debate topic and inquire as to whether students wish to be pro or con.
- Assign an equal number of students to each debate "team" to speak.
- Allow sufficient time for students to develop their arguments.
- Arrange the two teams in front of the class so they can be seen by the audience.
- Name a captain for each team from among its members. The captain will begin with his presentation and will conclude with a summary of the team's position.
- Assign each presentation a three-minute time limit and alternate between performances by members of teams I and II.
- Following each presenter's presentation and the captains' summaries of team perspectives.

- Stop the debate when the subject has been exhausted or if the students become embroiled in an argument.

## **6. Debate to improve speaking skill**

Speaking activities and speaking practice in the classroom should enable students to gain experience using all the “prerequisites “for effective oral communication. The most important feature of a classroom activity is to provide an authentic opportunity for the students to get individual meanings across and utilize every area of knowledge they have in the second or foreign language. The opportunity and encouragement should provided to help them become flexible users of their knowledge while keeping the goal of communicating in mind at all times. One of the ways to encourage students to improve their speaking skills is by using debate.

Debate can present opportunities for students to engage in using extended chunks of language for a purpose. The debate used probably more often in content-area classrooms than in ESL classrooms. Learning how to prepare for a debate is most appropriate for intermediate and advanced learners. Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing, and disagreeing.

Debate in speaking class aimed to improve students’ critical thinking and communication skills. By performing debate, students have many opportunities to practice speaking. Students’ involvement is very important in implementing debate.

## **7. Teaching Speaking Through Debate**

Debate is the process of presenting an opinion, which to opposing parties try to defend. In the debating process, the students can use EFL classes as a tool to make them exercise their skill in speaking English in their daily lives. In presenting their opinion, the students will



prove their skill. The process of debating makes them fluent speakers. According to Rybold (2006), debating will help students be better speakers in any situation. Through debate, students will gain confidence and express their ideas more clearly, when they speak. As we have known, many students have lost their confidence to speak up. That condition makes the students lack the skill of speaking. Teaching speaking through debate can help the students gain the confidence to deliver their ideas.

Lidya (2017, p.3) in her article says that in order to conduct a debate in the classroom, the teacher should prepare the procedures as follows:

- Brainstorm
- .Divided students into two groups (pro and cons)
- Prepare the motions
- Give the student's short article (to help students got the information to support their opinion)
- Give the students time to prepare
- Allow the students to work at their level
- Observe the students while debate. (Lidya, 2017, p.3)

## **8. Strengths and Weaknesses of Debate in Speaking Classroom**

Debate as a communicative and interactive technique is an interesting activity practiced in the classroom. By participating to watch and listen in debate class, you give some benefits to the students, including speaking ability. As stated by Ehnenger & Brockriede (1987) in Riskandi (2007, p.31) "Debate can develop research ability, critical thinking ability, and public speaking ability". According to him, debate has three benefits for students. Firstly, debate can motivate students to practice their spoken language. Secondly, it can encourage students' critical thinking and develop their speaking proficiency in communication. Thirdly, it grows and develops students' tolerance and appreciation for their friends' points of view.

Every technique that applied in the process of learning and teaching has strengths and weaknesses. It also happens in debate technique. Debate has great strength. They are:

- Train the students to cooperate well with other friend. In debating, students trained to work in team and hoped to have good cooperation each other.
- Train the students to express their opinion. Opinion needed in process of debating. Students are encouraged in expressing their opinion to defend their position.
- Students not bored, but very enjoy with debate activity. Every student takes a role in debating; they are actively join the activity.
- Improve the students' speaking ability. Speaking skill automatically improved when students practice debating, because they have a lot of opportunity in practicing speaking. (Michael O' Malley and Lorraine, 1996, p.87).

Although debate has many strengthens in learning process, it has many weaknesses too.

The weaknesses stated as below:

- Debate used only for certain subject. Debate technique only used for specific subject, such as subject that related with agreeing and disagreeing and giving argument.
- Debate needs long times and preparations. Many preparations need in debating in order to make debate runs well. Students should prepare their arguments before debate to make them easier to attack the opponent's opinion.
- Make the students' emotional in defending their argument. Many students cannot manage their emotion when they defend their argument. (Michael O' Malley and Lorraine, 1996, p.87).

## **Conclusion**

To sum up, this chapter focused on peer assessment activities and debate as essential techniques for improving speaking. The teacher can improve the learners' speaking ability

through peer assessment and debate because they offer an opportunity for teachers to motivate their learners to work in groups, increase responsibility in the classroom, and engage learners in the course.

# **Chapter Three:**

## **Field Work and Data Analysis**

## **Introduction**

The present chapter considered the fieldwork of the study. It attempts to investigate the effects of peer assessment and debate on improving EFL speaking skills. It also aims to investigate teachers' attitudes towards the use of the latter strategy. Furthermore, the chapter provides a detailed analysis and interpretation of the gathered data, in addition to the results that are discussed and synthesized. Moreover, to check the validity of the suggested hypotheses, the current chapter presents the resulted. Therefore, two questionnaires designed to enrich this study with efficient data. One was for first-year EFL students at the University of Biskra to discover whether students are using peer assessment and debate as a way to improve their speaking skills, whereas the teacher's questionnaire aims to investigate the teachers' opinions about the effectiveness of peer assessment and debate as a strategy to improve their students speaking skills.

## **9. The Students' Questionnaire**

### **9.1 The Sample**

This questionnaire designed for first-year EFL students at the University of Biskra. It delivered to 40 students at the end of the oral expression session. The selection of such a sample based on the consideration that first-year LMD students are supposed to obtain and rely on speaking skills in many activities at this level. So, their teachers focus more on the students' talk at this level since they considered beginner learners. Moreover, the questionnaire aims to investigate the effects of peer assessment and debate on improving EFL speaking skills.

## 9.2 Description of the Questionnaire

The students' questionnaire consists of twelve (13) questions in the form of closed-ended questions where students are supposed to tick Yes/No or choose the appropriate answer among the given options. It divided into three main sections.

### **Section One:** Background Information

The first section is about general background and information about the students and contains three main questions, including questions about specifying their gender (male or female), their age and their choice of the English field.

### **Section Two:** The Speaking skill

This section investigates issues with the skill of speaking among EFL learners. At first, respondents in (Q4) were requested to pick which one of the four skills they preferred to be a good English speaker, and then we asked them in (Q5) about describing their level of proficiency in speaking English. Next, in (Q6) were asked to know how often they speak English in class. After that, in (Q7) they were asked whether they agreed or not that they needed to practice a language in order to speak it.

### **Section Three:** Students' perceptions about peer assessments

The last section includes six (06) questions about the students' use of peer assessment and debate in improving their speaking proficiency. In (Q8) representatives were asked if they had been taught to assess their own work. Moreover, in (Q9) students were asked by whom they preferred to be assessed. In (Q10) and (Q11), respondents were required to set the frequency of the use of peer assessment and whether they had opportunities to assess their speaking proficiency. Furthermore, students were asked in (Q12) about their agreement or disagreement that peer assessment is important in order to improve speaking skills. Finally,

respondents in (Q13) were asked whether the use of peer assessment as a strategy would improve and facilitate the speaking skill.

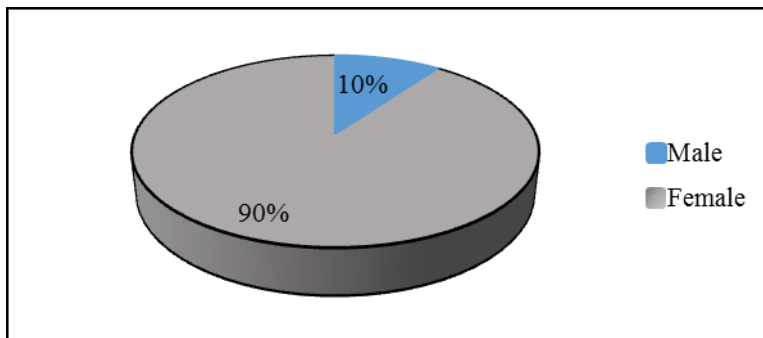
### 9.3 Analysis of Students' Questionnaire

#### Section one: Background information

#### Question 01: Specify your gender

Gender	Number	Percentages %
a) Male	4	10%
b) Female	36	90%
<b>Total</b>	40	100%

**Table 3: Students' Gender**



**Figure 3: Students' Gender**

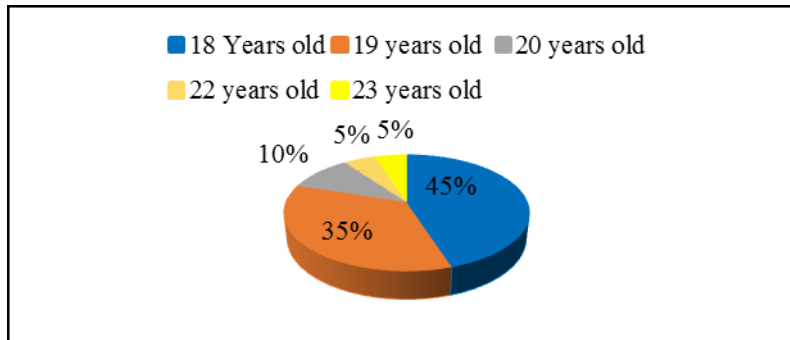
The table above shows that the majority of this sample are female students, with 90% of the total number. Whereas male students' numbers are smaller at 10% of the total population. This indicates that female students at the university may have higher chances of speaking English and participating in different classroom tasks than male students.

#### Question 02: Students' Age

Years	18	19	20	22	23	Total
<b>Number</b>	18	14	4	2	2	40

<b>Percentage</b>	45	35	10	5%	5%	100%
<b>%</b>	%	%	%			

**Table 4: Students' Age**



**Figure 4: Students' Age**

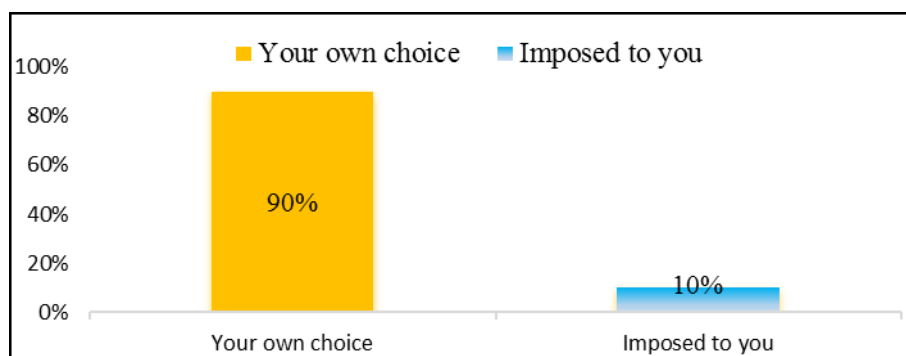
The result from the table above shows the differences between students' ages in our sample. The age of the students in the table above is divided into 5 groups; from a sample of 40 students, we have participants whose ages vary from (18) to (23) and are divided into 5 groups. The majority of students (18) represent (45%) who are (18) years old, which is the normal age of first-year EFL students. In addition to the majority of the participants, (14) participants who are (19) years old represent (35%) of our sample. (10%) represents (4) students who are (20) years old, and (2) students who are (22) years old represent (5%) of the sample. Furthermore, two students, who represent (5%) of students are believed to be older participants in our sample who are (23) years old.

**Question 03:** Choosing to learn English is:

<b>Options</b>	<b>Number</b>	<b>Percentage %</b>
a) Your own choice	36	90%
b) Imposed to you	4	10%
<b>Total</b>	40	100%

**Table 5: Students' Choice of Studying English**





**Figure 5: Students' Choice of Studying English**

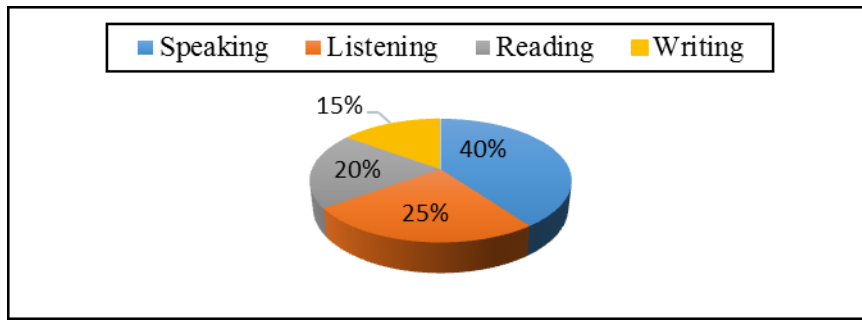
Adding this question simply inquired if respondents' decision to learn English came from external advice or personal preference. The table above suggests that the majority of students (90%) chose to learn English out of personal desire. This shows that students are motivated and want to learn and improve their English proficiency. Besides, others (10%) who are forced to learn English may have less desire and motivation to improve their English, which may subsequently undermine their language proficiency.

## **Section 02: The Speaking Skill**

**Question 04:** Which of the following skills do you prefer to be good English Speaker?

Options	Number	Percentage %
a) Speaking	16	40%
b) Listening	10	25%
c) Reading	8	20%
d) Writing	6	15%
<b>Total</b>	40	100%

**Table 6: Student's preferred skill to be good English speaker**



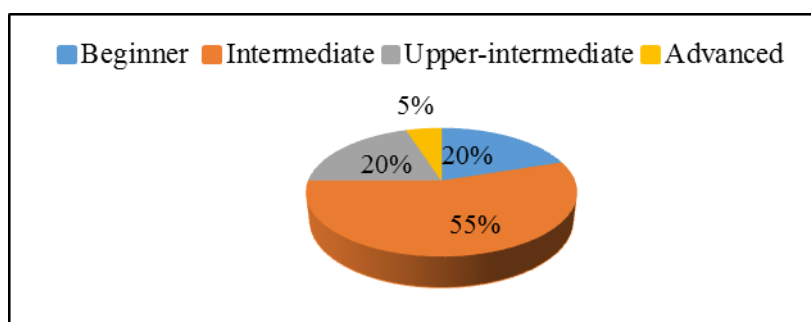
**Figure 6: Student's preferred skill to be good English speaker**

Table 07 illustrates that speaking is the most important area to master among the other skills, with 40% of students preferring to be good English speakers and listening as a complimentary skill with 25% of stated preferences. Conversely, the other skills of reading and writing are less appealing and less important to students, with 20% going to reading and 15% to writing.

**Question 05:** How could you describe your level in speaking?

Options	Number	Percentage %
a. Beginner	8	20%
b. Intermediate	22	55%
c. Upper intermediate	8	20%
d. Advanced	2	5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 7: Student's level in speaking**



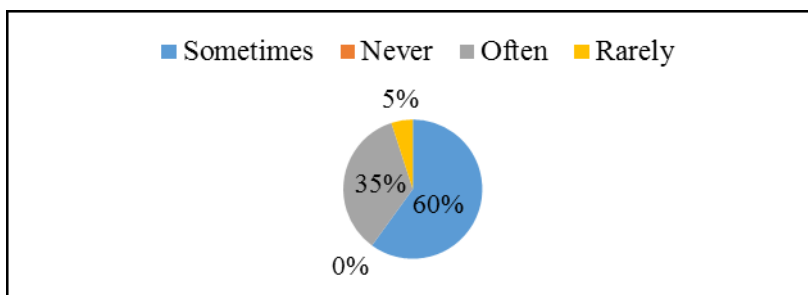
**Figure 06: Student's level in speaking**

In the above chart, 55% of students consider their speaking level to be intermediate, and 20% view themselves as upper-immediate or beginner. Only 5% view themselves as advanced. This means that students' level is at an acceptable stage of development, and they may be able to handle at least small conversations in English. Besides, this result means that students are aware of their speaking proficiency level.

**Question 06:** How often do you speak English in class?

Options	Number	Percentage %
a. Sometimes	24	60%
b. Never	0	0%
c. Often	14	35%
d. Rarely	2	5%
<b>Total</b>	40	100%

**Table 8: Students' Practice of English in class**



**Figure 7: Students' Practice of English in class**

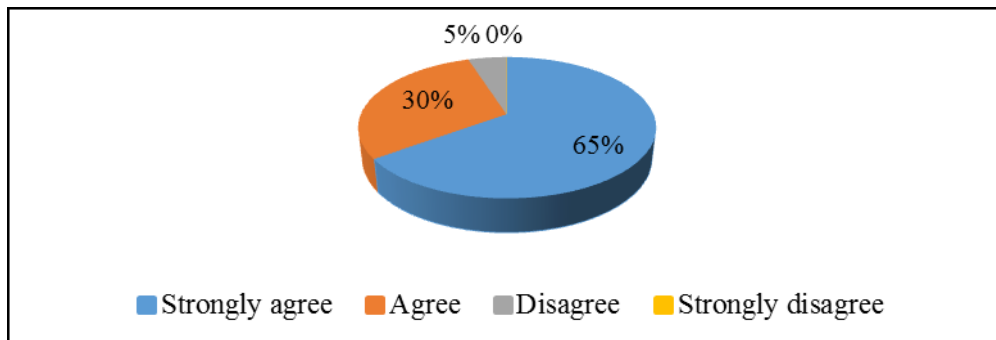
A quick look at table 9 indicates that (60%) of students stated that they sometimes practice English inside the class; (35%) answered with “often”, and 2 students (5%) chose “rarely”, and finally no student (0%) answered with never. This result means that practicing English is good for students, according to their responses.

**Question 07:** In order to speak a language, you have to practice it.

Options	Number	Percentage %
---------	--------	--------------

a. Strongly agree	26	65%
b. Agree	12	30%
c. Disagree	2	5%
d. Strongly disagree	0	0%
<b>Total</b>	40	100%

**Table 9: Speaking a Language Means Practice it**



**Figure 8: Speaking a Language Means Practice it**

This question aims to know the students' opinions that in order to speak a language, you have to practice it. From the data indicated in table (10), we notice that 26 (65%) students strongly agree with this statement, perhaps because speaking helps them express their feelings and communicate with other people. While 12 students with a percentage of (30%) agreed because they may believe that the four skills (speaking, listening, reading, and writing) have the same importance in learning a language. Finally, two students with a percentage of (5%) are disagree with this statement, whereas none of the students opted to strongly disagree. This elucidates that the majority of participants are aware of the importance of practicing a language for improving speaking skills.

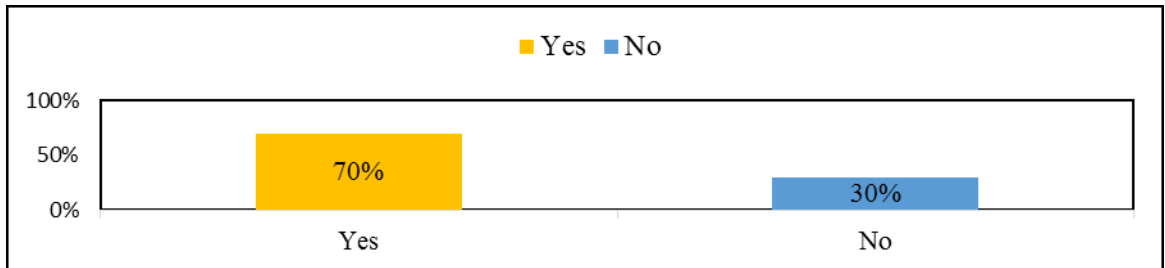
### **Section 03: Student's perceptions about peer assessments**

**Question 08:** Have you been taught to assess your own work?

Options	Number	Percentage
---------	--------	------------

a. Yes	28	70%
b. No	12	30%
<b>Total</b>	40%	100%

**Table 10: Participants' previous experience with assessment**



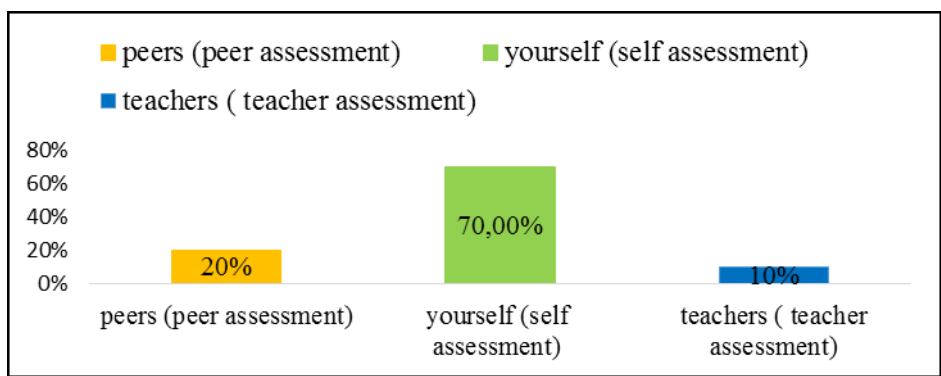
**Figure 9: Participants' previous experience with assessment**

It is obvious from the table above that most of the students (70%) state that they have been taught to assess their own work. However, (30%) say no.

**Question 09:** By whom do you prefer to be assessed?

Options	Number	Percentage %
a) Peers (peer assessment)	12	20%
b) Yourself (self-assessment)	27	70%
c) Teacher (teacher assessment)	4	10%
<b>Total</b>	8	100%

**Table 11: Participants' preferred type of assessments**



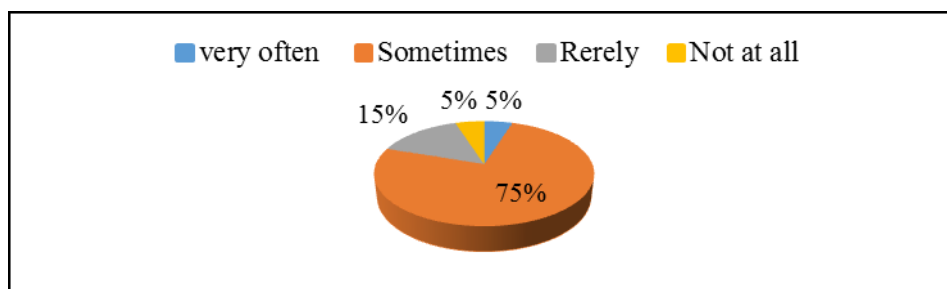
**Figure 10: Participants' preferred type of assessments**

As shown in table 12, students who answered yes (70% of the sample) to previous data, 27 students tend to follow self-assessment with 70% of stated choices. 13 of the students, with a percentage of 20%, chose to be assessed by peers (peer assessment). While four students (10% of the total sample) chose to be assessed by their teachers.

**Question 10:** How often do you use peer assessment?

Options	Number	Percentage
a) Very often	2	5%
b) Sometimes	30	75%
c) Rarely	6	15%
d) Not at all	2	5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 12: Frequency about the usefulness of peer assessment to students**



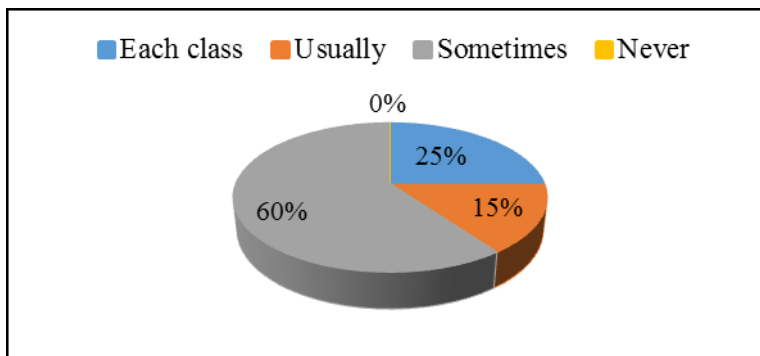
**Figure 11: Frequency about the usefulness of peer assessment to students**

Relying on the data indicated in table 13, we notice that most of participants (75%) point out that they sometimes use peer assessment while they speak with their classmates. While six participants who represent (15%) asserted that they rarely use peer assessment in their spoken performance, while two participants with a percentage of (5%) declare that they very often use peer assessment, whereas, the last option that is not at all is that two participants voted that they did not use peer assessment. In fact, these results show that the students are really using peer assessment in their speaking performances.

**Question 11:** How often do peers have opportunities to assess each other’s speaking proficiency?

Options	Number	Percentage %
a) Each class	10	25%
b) Usually	6	15%
c) Sometimes	24	60%
d) Never	0	0%
<b>Total</b>	40	100%

**Table 13: Peers assessment frequency in EFL classrooms**



**Figure 12: Peers assessment frequency in EFL classrooms**

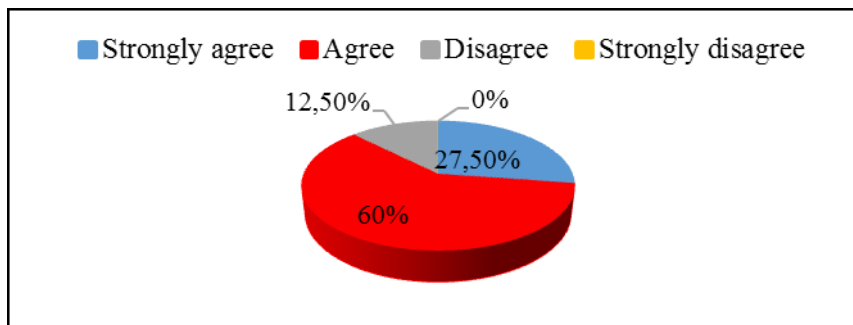
A quick look at the table 14 indicates that (60%) of students stated that they sometimes have the opportunity to assess each other’s speaking proficiency.(25%) of students answered with “each class” 6 students (15%) chose “usually” and no one voted for “never”. This result means that students do not have many opportunities to assess each other’s speaking proficiency.

**Question 12:** Peer assessment is important in improving speaking.

Options	Number	Percentage %

a) Strongly agree	11	27.5%
b) Agree	24	60%
c) Disagree	5	12.5%
d) Strongly disagree	0	0%
<b>Total</b>	40	100%

**Table 14: Peers Assessment Effectiveness**



**Figure 13: Peers Assessment Effectiveness**

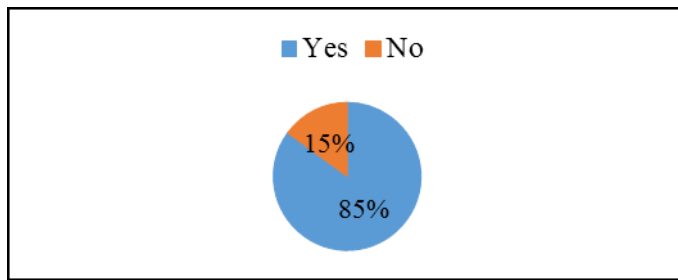
According to table 15, eleven (27.5%) students showed strong agreement about the importance of peer assessment in order to improve their speaking skills, whereas 24 students who represent (60%) asserted that they agree with peer assessment as a useful tool to improve their speaking skills. five students who represent (12.5) chose “disagree”. However, the strongly disagree option did not take any vote from the students.

**Question 13:** Do you think that using peer assessment as a strategy could improve and facilitate the speaking skill?

Options	Number	Percentage %
a) Yes	34	85%
b) No	6	15%
<b>Total</b>	40	100%

**Table 15: Student's Perception about the Contribution of peer's assessment in speaking skill**





**Figure 14: Student's Perception about the Contribution of peer's assessment in speaking skill**

Table 16 demonstrates that the majority of the students find that using peer assessment, as a strategy will improve their speaking skills. Up to (85%) of the stated responses agreed on using peer assessment as a strategy to facilitate the speaking skill. whereas six students with a percentage of (15%) answered “no”. Overall, it can be said that the majority of students agreed on the effectiveness of peer assessment strategies in improving speaking skills.

#### **9.4 Interpretation of Students' Questionnaire**

Based on the results obtained from the questionnaire, which was delivered to first-year students at the level of Mohamed Kheider University and is entitled “Investigation of the Effects of Peer Assessment and Debate to Improve EFL Learners Speaking Skills”. Fundamentally, we opted for the Students' Questionnaire as the most appropriate tool to gather the necessary data for this research. A set of findings and conclusions have been reached based on analysis and interpretation.

The chosen sample in this study shows that females (90%) are dominant over males (10%). This may be because girls have a tendency to study foreign languages, especially English, whereas males are often interested in scientific studies such as petroleum engineering, architecture, data processing, etc. Moreover, all of our respondents (100%) are EFL learners of different ages and with the same learning experience. This implies that they are proficient enough in English. As a result, students have the ability and necessary skills that enable them to assess their peers' spoken performance.

As for the second part of the questionnaire, starting with Q4, most students prefer to focus on improving their speaking skills to the other skills with (40%) of responses. Listening skills are the second area to improve, with 10 responses. Reading skill is the third area to improve, with eight responses. Writing is less important, according to their answers. This means that the students spend more time improving their speaking and place it as a priority over the other skills. In Q5, the participants were asked to describe their level in speaking. The results show that students levels range from beginners to intermediate to upper-intermediate (55%), and (5%) of them consider their level as advanced. Consequently, this indicates that the students in this sample are average speakers with acceptable backgrounds, enabling them to maintain regular conversations. A considerable percentage of students (60% “a ”plus 35% “c”) in Q6 state that they sometimes or often speak English in class. This is an indication that the learners do speak English inside the class, and the teacher gives them the opportunity to speak up. In Q7, participants strongly agree with (65%) that their reasons to interact in the classroom are to practice speaking skills and to show their competence.

In the third part, students (70%) chose that they have been taught to assess their own work, and (30%) of students answered with “no”, as shown in the answers to Q8. Furthermore, when asked to demonstrate their preferred type of assessment in Q9, most students (70%) stated that they prefer self-assessment to teacher assessment and peer-assessment. In Q10, a small percentage of students (5%) state that they very often use peer assessment, and the same percentage (10%) say “not at all”. Students with (15%) answered “rarely”. However, those who say “sometimes” are (75%), which indicates that students are aware that using peer assessment will help them improve their speaking skills.

In the next question, the students were asked if peers have the opportunity to assess each other’s speaking proficiency. The findings show that (60%) of students chose “sometimes”, and (25%) said that they “each class” has the opportunity to assess each other’s work. Students choose “usually” with (15%). In Q12, the students agreed (60%) about the

importance of peer assessment in improving speaking skills and (27.5%) strongly agreed about it. Overall, it can be said that the majority of students agreed on the effectiveness of peer assessment strategies in improving speaking skills.

## **10. Teachers' Questionnaire**

### **10.1 The Sample**

The second questionnaire designed to be administered to oral expression teachers at the department of English at the University of Biskra. The target population of the current piece of research consists of oral expression teachers in the department of English at Biskra University. This questionnaire was submitted directly to eight (08) teachers of oral expression, and all of them have handed back their questionnaires.

### **10.2 Description of the Questionnaire**

The teacher's questionnaire consists of (10) questions, classified into three sections; it also includes two types of questions: open-ended questions where teachers are asked to give their opinions and explain their answers. The second type is close-ended questions where they have to choose yes or no answers or by tick one answer from a set of options.

#### **Section One: Background Information (Q1-Q4)**

This section is devoted to get background information about the chosen sample of teachers. They are asked in (Q1) to specify their gender, and (Q2) is about their degree(s). In (Q3), teachers are asked to state how many years they have been teaching English at the university. Also, in (Q4), teachers were asked how they find teaching speaking.

#### **Section Two: The Speaking Skill (Q5-Q7)**

The main aim of this section is to gather information from teachers concerning their learners' speaking skills. In (Q5), teachers were asked on which skill they rely when teaching

oral expression, and they needed to justify their answers. Then, in (Q6) teachers were asked whether they agreed or not that in order to learn a language, students have to speak it. Finally, (Q7) we asked teachers about the speaking activities they use in their oral expression classes.

**Section Three: Peer Assessment (Q8-Q10)**

The third section contains questions about teachers’ implementation of peer assessment in oral classes. Teachers in (Q8) were asked to choose from the suggested options in order to assess their students’ speaking performance. Also, they can choose more than one answer. Then, teachers in (Q9) asked about the purpose of assessing the speaking skill. The last question in this section requires teachers to give their opinions about whether their students ‘speaking ability has improved as a result of peer assessment and, if yes, how they notice their progress.

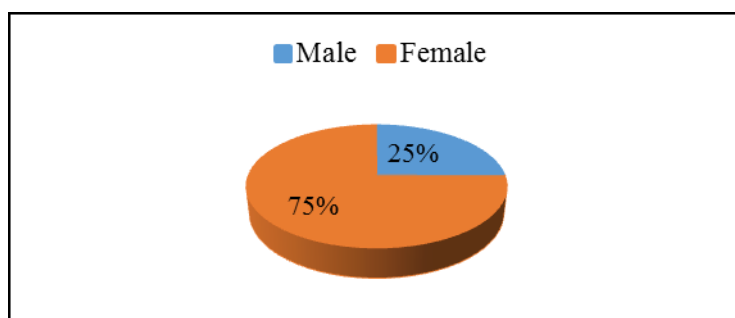
**10.3 Analysis of Teachers’ Questionnaire**

**Section One: Background Information**

**Question 01: Gender**

Options	Number	Percentage %
a) Male	2	25%
b) Female	6	75%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 16: Teachers’ Gender**



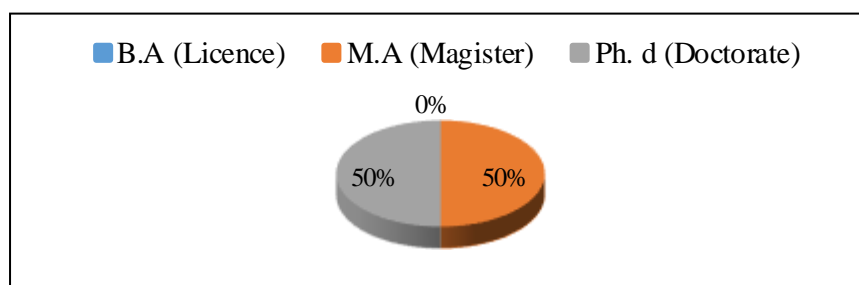
**Figure 15: Teachers’ Gender**

The table above illustrates that (6) respondents out of the chosen sample of the study are female, whereas the remaining (2) respondents are male.

**Question 02:** Would you specify your degree?

Options	Number	Percentage %
a) B.A (Licence)	0	0%
b) M.A (Magister)	4	50%
c) Ph. d (Doctorate)	4	50%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 17: Teachers' Degree**



**Figure 16: Teachers' Degree**

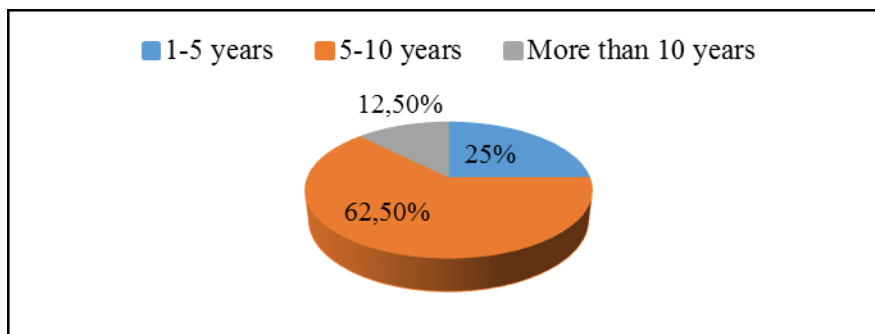
The chart shows that (50%) of teachers achieved an M.A (Master's) degree in their career; four teachers (50%) hold a Ph.D. (Doctorate) degree; and zero have a B.A. degree. This means that the majority of OE teachers in this sample are experienced in their field and have reached good ranks in their education. This indicates that they know about their students' weaknesses.

**Question 03:** How long have you been teaching English at university?

Options	Number	Percentage %
---------	--------	--------------

a)	1-5	2	25%
b)	5-10	5	62.5%
c)	More than 10 years	1	12.5%
<b>Total</b>		8	100%

**Table 18: Teachers' Experience in Teaching English at University**



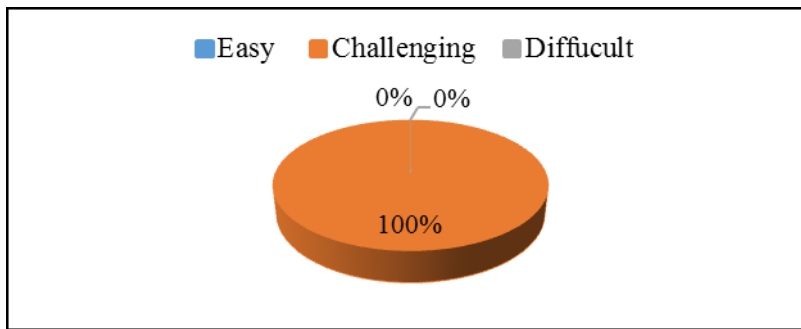
**Figure 17: Teachers' Experience in Teaching English at University**

Teachers in this question were tasked to pin point their experience in teaching English at university, as it is revealed in table (19), where two teachers with a percentage of (25%) elucidated that their experience in teaching English at university is between 1 and 5 years, whereas (62.5%) declared that they are teaching in university between 5 and 10 years. Only one teacher declared that his experience in teaching English at the university for more than 10 years was a percentage of (12.5%). This result confirms that teachers are experienced enough to know how to develop their students' speaking skills by using the appropriate strategy.

**Question 04: How do you find teaching speaking?**

Options	Number	Percentage %
a) Easy	0	0%
b) Challenging	8	100%
c) Difficult	0	0%
<b>Total</b>	8	100%

**Table 19: Teachers' Perception of Teaching Speaking**



**Figure 18: Teachers' Perception of Teaching Speaking**

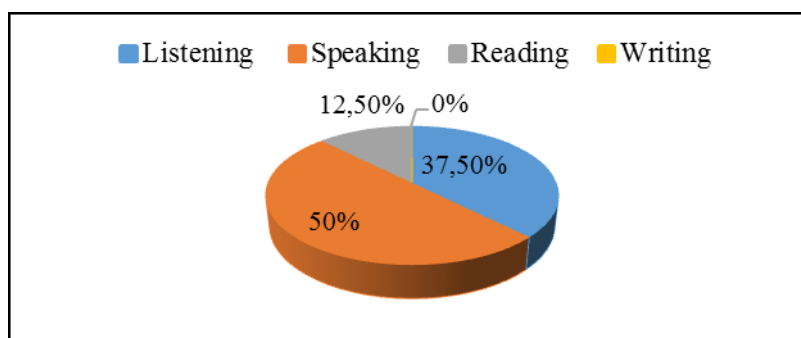
It is evident that the main aim of this question is to highlight how teachers regard teaching speaking. The table above shows that all teachers in the sample (100%) found that speaking is neither easy nor difficult, but in fact they consider it a challenging task. This entails that speaking is a complex task that needs more attention from the teacher to make sure that he or she reaches the ultimate goal.

**Section Two: The Speaking Skill**

**Question 05:** Which skill do you rely on to teach oral expression?

Options	Number	Percentage %
a) Listening	3	37.5%
b) Speaking	4	50%
c) Reading	1	12.5%
d) Writing	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 20: The most reliable Skill for teachers**



**Figure 19: The most reliable Skill for teachers**

(50%) of the teachers rely on speaking when they teach oral expression. While (37.5%) of teachers believe that listening is the most important skill. Whereas, one teacher with a percentage of (12.5%) stated that reading is a reliable skill when teaching oral expression.

**Justify your answer:**

Teachers justify their answers that are as follows:

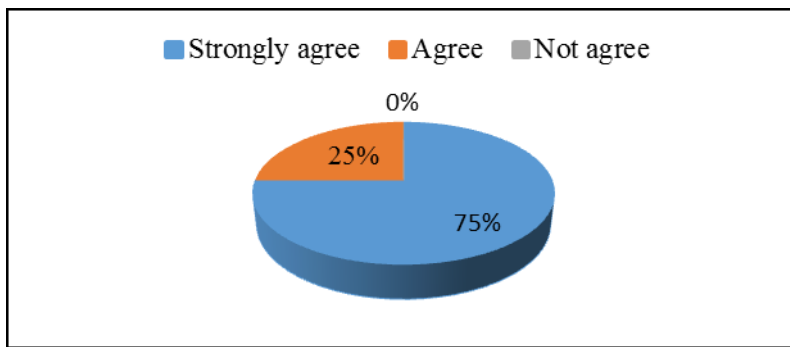
- Teaching speaking through reading or listening will enable students to have a context.
- I rely on speaking as the primary tool for students and I integrate the rest of skills to help.
- To help students use the language.
- Because reading is the main source of new vocabulary that you can use in different situations.
- Teaching oral expression needs two skills: listening and speaking. To do so, students need to read and to write.

**Question 06:** Do you agree that in order to learn the language, students have to speak it?

Options	Number	Percentage %
a) Strongly agree	6	75%
b) Agree	2	25%
c) Not agree	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 21: Teachers attitudes towards speaking skill**





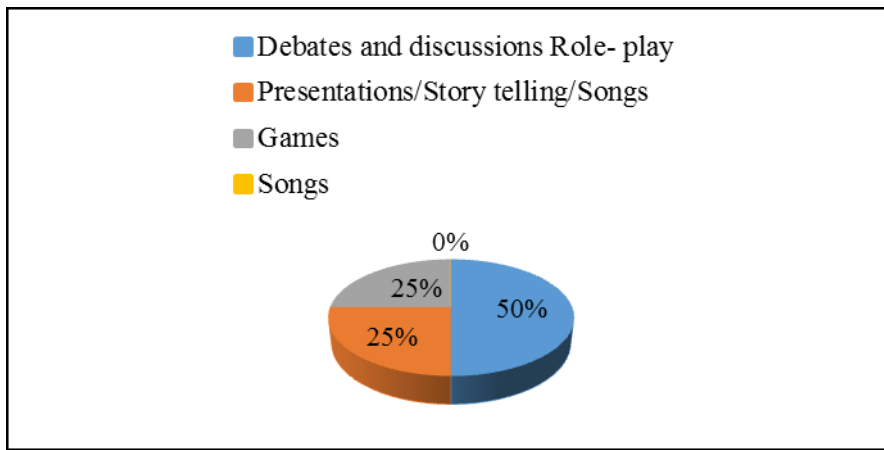
**Figure 20: Teachers attitudes towards speaking skill**

According to table (22), a group of teachers shows strong agreement with the percentage of (75%). While only two teachers (25%) stated their agreement about learning a language, students have to speak it.

**Question 07:** Which of the following speaking activities do you use in your oral expression classes?

Options	Number	Percentage %
a) Debates and discussions /Role-play	4	50%
b) Presentations/Story telling /Songs	2	25%
c) Games	2	25%
d) Songs	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 22: Teachers' Use of Speaking Activities**



**Figure 21: Teachers' Use of Speaking Activities**

From the table (23) we can notice that the majority of teachers (50%) focus more on debates and discussions , Role play to create a successful interaction. Perhaps they find them useful and funny at the same time, whereas two teachers with a percentage of (25%) preferred presentations, Storytelling, or Songs. Also, two teachers (25%) use games to create a successful interaction; this can make students feel free when they express their ideas.

**Teachers' others speaking activities:**

- Videos/presentations
- Listening activities
- Summarizing orally books and stories
- Miming/ Flash cards

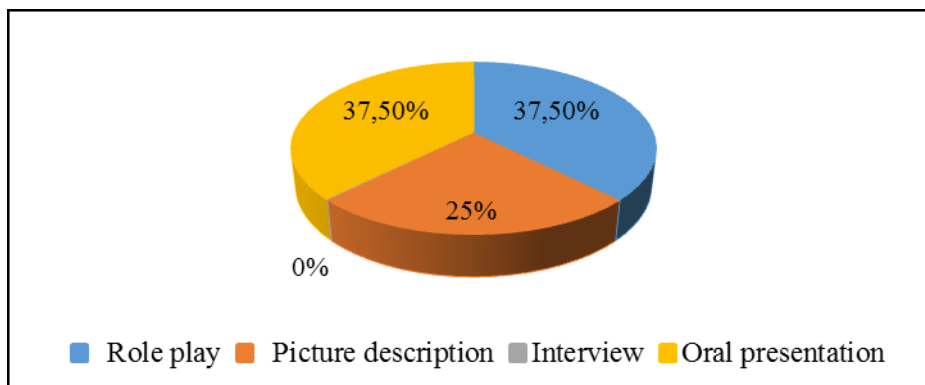
**Section Three: Peer Assessment**

**Question 08:** Do you use the following to assess your students' speaking performance?

Options	Number	Percentage %
a) Role play	3	37.5%
b) Picture description	2	25%
c) Interview	0	0%
d) Oral presentation	3	37.5%

<b>Total</b>	8	100%
--------------	---	------

**Table 23: Teachers' use in assessing students speaking performance**



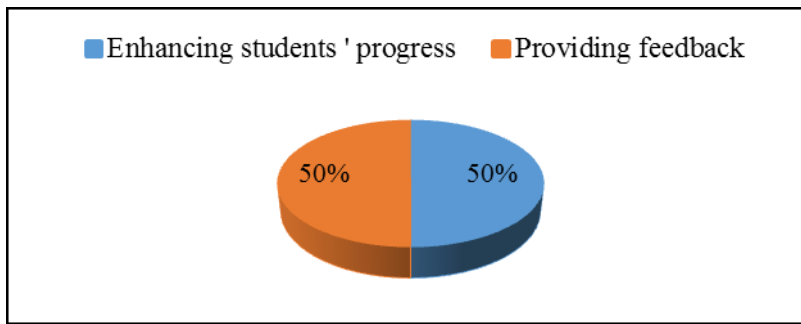
**Figure 22: Teachers' use in assessing students speaking performance**

The data shown in table 24 above deals with the different types of speaking activities that teachers use during the oral expression module. The results of this question, as illustrated in the chart, show that the most commonly used interactive activities are role-play and oral presentation, with three (37.5%) responses for each. The second option is picture description, with two (25%) of the responses.

**Question 09:** What is your purpose of assessing the speaking skill?

Options	Number	Percentage %
a) Enhancing students 'progress	4	50%
b) Providing feedback	4	50%
<b>Total</b>	8	100%

**Table 24: Teachers' purpose of assessing the speaking skill**



**Figure 23: Teachers' purpose of assessing the speaking skill**

According to table (25), (50%) of teachers answered that the purpose of assessing the speaking is to enhance students 'progress. Whereas other teachers with (50%) stated that the purpose is to provide feedback.

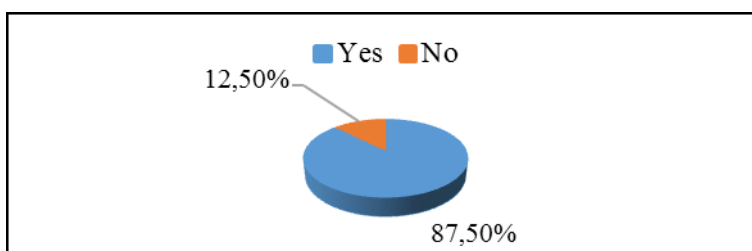
**Teachers' others suggestions:**

- To evaluate learners' ability to communicate effectively in spoken language.
- Build confidence in students' ability to speak
- Checking their level/ motivate them to lean more
- Acquiring new words and expressions.

**Question 10:** Do you think that your students' speaking ability improves as a result of peer assessment?

Options	Number	Percentage %
a) Yes	7	87.5%
b) No	1	12.5%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 25: Teachers' Opinion about Peer Assessment**



**Figure 24: Teachers' Opinion about Peer Assessment**

The aim of this question is to know teachers' opinions about classroom interaction as a significant strategy in EFL classes. As the aforementioned table (26) declared, most answers went for "yes", with a percentage of (87.5%). Whereas (12.5%) of teachers said "no". It means that most teachers recognize that peer assessment is crucial for students to develop their speaking skills.

**If yes, how do you notice their progress?**

- Teachers give reasons about their answers which are:
- I feel that they become a little bit fluent and able to express themselves.
- Getting rid of anxiety and being more willing to participate.
- They are more motivated to talk.
- Feedback from multiple perspective.
- Most students prefer teachers' assessment rather than peers. They progress as long as the teacher in encouraging them and as long as they show interest in improving their skills.

## **10.4 Interpretation of the Results**

To begin with, the sample of the questionnaire consists of eight English teachers at the University of Biskra. In background information, the teacher's responses reveal that the chosen sample contains more females (75%) than males (25%). This may be due to the fact that women are more interested in teaching the OE than men (see Q1). Concerning (Q2), four (50%) of them achieved a Ph.D. doctoral degree, and four (50%) hold M.A. degree. As for the teaching experience (Q3), 2 (25%) spent from 1 - 5 years teaching oral expression, 5 (62.5%) spent from 5 - 10 years' experience of teaching, and one (12.5%) had more than 10 years' experience of teaching. This indicates that teachers in this sample are experienced and know a

lot about their students' weaknesses. In (Q4), all the teachers (100%) found teaching speaking a challenging task for them.

In the second part, particularly Q5, teachers rely on listening when teaching oral expression with (37.5%). While (50%) of them rely on speaking skills in oral sessions. Whereas a few teachers focus on reading through oral expression. Teachers in (Q6) stated their strong agreement with (75%) about learning a language; students have to speak it, and (25%) also agree about it. In the seventh question, on the types of activities OE teachers use in the classroom, (50%) of responses are for debates and discussions, role-play, presentations, storytelling, and Songs (25%). Teachers with (25%) chose games as speaking activities in oral expression classes.

In the third part (Q8), teachers with (37.5%) used to assess their students speaking performance through role-play and oral presentation. Also, (25%) of teachers used picture descriptions to assess the speaking performance of students. According to (Q9), 50% of teachers stated that the purpose of assessing the speaking skill is to enhance students' progress, while the other (50%) chose the purpose as providing feedback. Teachers other suggestions are to build confidence in students' ability to speak and motivate them to learn more. In Q14, we tried to find out whether applying peer assessment can help students improve their speaking skills or not. As a result, (87.5%) teachers confirmed that their students' speaking abilities improved through peer assessment. While, (12.5%) of them said "no".

From the results of both students and teachers questionnaire, we notice that students are suffer a lot in EFL classes. Therefore, teachers' duties in their classes have to meet the students' needs.

## **Conclusion**

This chapter was devoted to the fieldwork of the study. It consists of the sample of the study, which includes first-year EFL students as well as oral expression teachers. It also contained a description of the gathering tools, which are the students and teachers' questionnaires. Furthermore, the current chapter investigates the analysis of the study.

After analyzed the gathered data, it has been established that most of the students have the desire to improve their speaking abilities. According to their responses, most of the students are aware of the importance of speaking their language. Therefore, they confirmed that their levels should be increased by certain strategies, including peer assessment, to improve their speaking performance. On the other hand, the responses of the teachers showed that teaching speaking is very challenging because it requires different efforts as well as the positive attitude of using peers' assessment strategies to reduce speaking proficiency difficulties.

# **General Conclusion**



## **General conclusion**

This study was carried out to investigate the effects of peer assessment and debate on improving EFL learners' speaking skill among first-year students at the English Department at Biskra University. The hypothesis of the study is that through peer assessment and debate, learners will develop their oral skills, especially their fluency in speaking.

To validate our hypothesis, two questionnaires were used as a data-gathering tool under the qualitative approach. The first questionnaire was distributed to first-year EFL students, whereas the second questionnaire was delivered to oral expression teachers to investigate their attitudes toward the effects of peer assessment and debate strategies as an effective strategy. The results showed that the majority of the sample considered peer assessment and debate helpful strategies for improving their speaking skills. On the other hand, the analysis of the teachers' questionnaire revealed that all teachers are very aware of the importance of peer assessment and debate and their positive effects on the students' speaking skills. Besides, debates, discussions, and role-play are the most commonly applied activities by OE teachers to elicit interaction in their classes.

Mostly, the results of the study support the hypothesis that, through peer assessment and debate techniques, learners will develop their oral skills in the foreign language because it provides the opportunity for them to generate utterances and practice their stored input in meaningful conversations. Moreover, the results of this research reveal that teachers and students view speaking as an important skill to be developed since the primary aim of EFL learning is communication.

To conclude, it can be deduced that using peer assessment and debate techniques has proven its effectiveness in improving EFL learners speaking performance.

## **Recommendations of the study**

Based on the gathered data and limitations of this study, the following recommendations are suggested by the researchers

- Both teachers and students should be aware of the importance of the speaking skill in language competence.
- Teachers should focus on selecting the instructional material on the basis of students' interest, familiarity, and level of difficulty.
- Teachers have to urge their students to work in groups or pairs in order to exchange information and share ideas.
- Teachers are advised to know their students' level in speaking in order to help them to develop their oral production.
- Teachers need to choose interesting topics in order to attract their students' attention and to make them more motivated.
- Due to the fact that peer assessment and debate strategies can improve students' speaking proficiency, it is recommended that teachers of English should use it.

For future researchers, it is hoped that they will undertake similar studies of other skills such as listening, reading and writing and students at other levels, in order to improve English teaching, or conduct experimental studies on the same skills to confirm the current findings.

## References

- Azma. (2008). Improving Students' Speaking Skill Through Debate At Grade X II IS 2 Of SMA Negeri I Pasaman. Thesis. Padang unpublished.
- American Wordpower Dictionary (1998), Oxford University Press.
- Baker, J and Westrup. H. (2003). Essential Speaking Skills: A Handbook for English Language Teachers. London: Continuum International Publishing
- Brown, D. (2000). Teaching by Principles: An interactive approach to language Pedagogy 2 (ed). Pp.271-275. California, United States.
- Brown, H.D (2004).Language assessment: Principles and classroom practices. San Francisco state university: Longman.
- Brown, H.D. (1994). Teaching by principles: an interactive approach to language pedagogy. Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown. H. D. (2004). Language Assessment Principles and Classroom Practices. Pearson Education: Longman.
- Bygate, M.(1987). Speaking. Oxford: Oxford University Press.
- Boud, D., & Falchikov, N. (2007). Rethinking Assessment in Higher Education: Learning for the Longer Term. New York, NY: Routledge/Taylor & Francis Group.
- Buka, P. (2014). Effectiveness of critical thinking instruction. Mediterranean Journal of Social Sciences. (p. 43).
- Bina, N (2020). English BINUS University.
- Celce-Murcia, M. (2001). Teaching English as a second or foreign language. Boston: Heinle & Heinle.

- Chaney, A.L, T.L. Burk. (1998). Teaching Oral Communication in Grades K-8. Boston: Allyn&Bacon
- Cook, V. (1994). Linguistics and Second Language Acquisition. New York: St. Martin's Press.
- Carvalho, A. (2013). Students' perceptions of fairness in peer assessment: evidence from a problem based learning course. Teaching In Higher Education.
- Cho, K.,&Schunn,C.D.(2003).Validity and reliability of peer assessments with a missing data estimation technique. In Proceedings of ED-Media2003, Hawaii,USA.
- Dale, P and Wolf, J.C (2002). Speech Communication Made Simple, 2nd Ed. New York: MiamiDade Community College.
- Dobson, M Julia. (1987). Effective Techniques for English Conversation Groups. Washington.
- Ehninger, D, Brockriede, W.(1978).Decision by debate (2ed.).New York:Harper&Row.
- Ellis,R , Barkhuizen, G. (2005). Analyzing Learner Language. Oxford: Oxford University Press.
- Frankland, S. (2007). Enhancing Teaching and Learning through Assessment. Springer; 2007th edition.
- Florez, M. A. (1999). "Improving Adult English Language Learners' Speaking Skills". Eric, Digest. (ERIC Document Reproduction Service No. ED: 435204).
- Falchikov, N. (2005) Improving assessment through student involvement, London and New York: RoutledgeFalmer.

- Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books
- Gary, Rybold (2006). *Speaking, Listening and Understanding: Debate for Non Native English* (New York: International Debate Education Association), p.2.
- Halverson, A. (2005). Incorporating critical thinking skills development into ESL/EFL Courses. *The internet TESL journal*. I (3). Retrieved from: <http://iteslj.org/>
- Harbord, J. (1992). The Use of the Mother Tongue in the Classroom. *ELT journal* 46/4
- Harmer, J. (1991). *The Practice of English Language Teaching: New Edition*. New York: Longman.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Ltd.
- Heidari, K, Riahipour, P. (2012). Demotivating factors on English speaking skill: A case study of EFL language learners and teachers' attitudes. *World applied Sciences Journal* 17 (3), 327-339. Islamic Azad University. Shaherkord, Iran.  
<https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Haines, C. (2004) *Assessing Students' Written Work: Marking Essays and Reports*, RoutledgeFalmer
- Harmer, J. (2002). *The Practice of Language Teaching*. New York: Pearson Education Limited Inc.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Inoue, N. (1996). Tradition of Debate in Japan <http://www.rc.kyushuu.ac.jp/%7Einouen/deb-trad.html> retrieved Augustus 16, 2008 at 20:23.

- J. Michael O' Malley and Lorraine Valdez Pierce, (1996), p.87.
- Khoironiyah. (2011). The Implementation of Debate in Teaching Speaking At Eleventh Year Students of SMA Negeri 2 Rembang. FKIP UNIROW Tuban.
- Krieger, D. (2005). Teaching debate to ESL: A six-class unit. The internet TESL Journal.
- Khasturi, R (2022, p.03). International Journal of Practices in Teaching and Learning IJPTL.
- Leong, L. M., & Ahmadi, S. M. (2016). An Analysis of Factors Influencing Learners' English Speaking Skill. International Journal of Research in English Education, 2, 34-41.
- Littlewood, W. (1981). Communicative Language Teaching. Cambridge: Cambridge University Press.
- Luoma, S. (2004). Assessing Speaking. Cambridge: Cambridge University Press.
- Lidya R, D. (2017). Improving Students' Speaking Ability through Debate Technique. Tanjungpura University.
- Lewis, Michael and Hill, Jamie. (1997). Practical Techniques for Language Teaching. London: Commercial Colour Press, Plc.
- Maryadi, A. (2008). Implementing Debate. Rineka Cipta: jakarta.
- Mellshaliha. (2008). [http://mellshaliha.multiply.com/journal/item/17Australasian\\_english\\_debate\\_rules](http://mellshaliha.multiply.com/journal/item/17Australasian_english_debate_rules). Accessed on March 23rd, 2015.
- Nunan, D. (1991). Language Teaching Methodology. A Textbook for Teachers. New York: Pentice Hall Intermediate (UK) LTD.
- Patchan, M. M., & Schunn, C. D. (2015). Understanding the benefits of providing peer feedback: How students respond to peers' texts of varying quality. Instructional Science.

- Redmond, M.V. & Vrchota, D. (2007). Every day Public Speaking. England: Pearson Education.
- Richards, J.C, and Richard, S. (2010). Language Teaching and Applied Linguistics (4th ed). Great Britain: Longman.
- Rivers, W. (1968). Teaching Foreign Language Skills. Chicago: University of Chicago Press.
- Race, P. (2001). A Briefing on self, peer and group assessment (9). Retrieved from Assessment series website:  
<http://www.bioscience.heacademy.ac.uk/.../Assess9.rt>
- Riskandi. (2007). Improving Student Speaking Skill And Motivation Through English Debate Activities At SMK NEGERI 1 Bangko. Unpublished Thesis.
- Rybold, G. (2006). Speaking, Listening and Understanding: Debate for non-Native English. New York: International Debate Education Association.
- Saaied, S. (2016). Enhancing EFL learners' speaking through classroom interaction: A case Study of third year students of English at Biskra University. (Unpublished Master Dissertation). Biskra, Algeria: University of Muhammad Khieder.
- Susaniyah. (2015) The Use of Active Debate Technique in Teaching and Learning Speaking. English Language Teaching Department Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic Institute Cirebon.
- Spiller, D. (2009). Assessment Matters: Self-Assessment and Peer Assessment. Teaching Development, The University of Waikato.
- Spiller, D. (2012). Assessment Matters:Self assessment and peer assessment. retrieved from teaching development Wāhanga Whakapakari Ako website:  
[http://http://www.waikato.ac.nz/tdu/pdf/booklets/9\\_SelfPeerAssessment.pdf](http://http://www.waikato.ac.nz/tdu/pdf/booklets/9_SelfPeerAssessment.pdf)

- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17 (1), 39-62.
- Theodore L. Harris, and Richard E. Hodges. (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing*. International Reading Association.
- Thompson, G. (1996). *Introducing functional grammar*. London: Edward Arnold.
- Thornbury, S. (2005). *How to Teach Speaking*. London: Longman.
- Topping, K. (2009). Peer assessment. *Theory into practice*, p, 48.
- Topping, K. (1998). Peer assessment between students in colleges and universities. *Review of Educational Research*, 68, 249-276.
- Ur, P. (1996). A course in language teaching: Practice and theory. In Williams, M& Wright, M. (Eds). Cambridge, United Kingdom: Cambridge University Press.
- Ur, P. (2000). *A course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Ur (1991) .*A Course in Language Teaching, Practice and Theory*. Cambridge University Press, Cambridge, p. 153.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. Cambridge: MFT Press.
- Wilson, D. A. (2007). Peer and self-assessment in written language: Strategies for motivation and achievement. A thesis presented in partial fulfillment of the requirements for the degree of Master Education. Massey University: New Zealand.
- Wride, M. (2017). *Guide to Peer-Assessment*. Academic Practice, University of Dublin Trinity College.



Widiastuti, I. (2014). The use of peer assessment technique to improve students' speaking skills. A thesis submitted to English department as a partial fulfillment to the requirements for S. Pd degree. Muhammadiyah University: Purwokerto.

Wardah, A & Fitriani. (n.d). A study on the students English speaking problems in speaking Performance. Tanjungpura University. Pontianak, Indonesia.

# **Appendices**

## Appendix 01

### Students' Questionnaire

Dear Student,

You are kindly requested to answer this questionnaire, which is a part of my Master dissertation. It is about "Investigation of the Effects of peer assessment and debate to improve EFL learners Speaking Skill". We would be very grateful if you could help us to accomplish our research by filling in the questionnaire.

NB: Peer Assessment is a student-centered assessment approach that allows students to develop a deeper insight into the quality of their own work through the assessment of peers' work.

Please, use a tick (✓) to indicate your chosen option, and write your answer when needed.

#### Section one: Background Information

1. Specify your gender.

a) Male.

b) Female.

2. Specify your age

3. Choosing to learn English is:

a) Your own choice.

b) Imposed on you.

#### Section Two: The Speaking Skill

4. Which of the following skills do you prefer to be good English speaker?

a) Speaking

b) Listening

- c) Reading
- d) Writing

5. How could you describe your level in speaking?

- a) Beginner.
- b) Intermediate.
- c) Upper-intermediate.
- d) Advanced.

6. How often do you speak English in class?

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

7. In order to speak a language, you have to practice it.

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

### **Section Three: Students' perceptions about peer assessments**

8. Have you been taught to assess your own work?

- a) Yes
- b) No

9. By whom do you prefer to be assessed?

- a) Peers (peer assessment)
- b) Yourself (self-assessment)

c) Teachers (Teacher assessment)

10. How often do you use peer assessment?

a) Very often

b) Sometimes

c) Rarely

d) Not at all

11. In EFL speaking classrooms, how often do peers have opportunities to assess each other's speaking proficiency?

a) Each class

b) Usually

c) Sometimes

d) Never

12. Peer assessment is important in improving speaking skill:

a) Strongly agree

b) Agree

c) Disagree

d) Strongly disagree

13. Do you think that using peers assessment as a strategy could improve and facilitate the speaking skill?

a) Yes

b) No

**Thank you so much for your collaboration**

**Good luck**

## Appendix 02

### Teacher's questionnaire

Dear teacher,

You are kindly asked for an answering the following questionnaire, which serves as a data collection tool for a study, entitled "Investigation of the Effects of peer assessment and debate to improve EFL learners Speaking Skill". Your contribution will be of great importance for the success of my study. Pleas tick the appropriate answer(s) and write full statement(s) whenever necessary.

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

#### Section One: Background Information

1) Gender:

a) Male

b) Female

2) Would you specify your degree?

a) Licence / B.A

b) Magister / M.A

c) Doctorate/ Ph.D

3) How long have you been teaching English at university?

.....  
.....

4) How do you find teaching speaking?

a) Easy

b) Challenging

c) Difficult

## Section Two: The Speaking Skill

5) Which skill do you rely on to teach oral expression?

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

Justify your answer:

.....

.....

6) Do you agree that in order to learn the language, students have to speak it?

- a) Strongly agree
- b) Agree
- c) Not agree

7) Which of the following speaking activities do you use in your oral expression classes?

- a) Debates and discussions Role-play
- b) Presentations Story telling Songs
- c) Games
- d) Songs

Others:.....

## Section Three: Peer Assessment

8) Do you use the following to assess your students 'speaking performance'?(you can choose more than one answer)

- a) Role play

- b) Picture description
- c) Interview
- d) Oral presentation

9) What is your purpose of assessing the speaking skill?

- a) Enhancing students' progress
- b) Providing feedback

Others: .....

10) Do you think that your students' speaking ability improves as a result of peer assessment?

- a) Yes
- b) No

How do you notice their progress?

.....

.....

.....

**Thank you**



## الملخص

لقد أثبتت أساليب التدريس التي تشرك الطالب في مختلف النشاطات التربوية نجاعتها في تشكيل رصيد قيم وكذا تطوير العملية التعليمية في مختلف الجوانب. وفي هذا الصدد تهدف هاته الدراسة الى تسليط الضوء على مدى تأثير احدي هذه الأساليب، ألا وهي تقييم الأقران، وذلك على تطوير مهارة التكلم لدى طلاب اللغة الإنجليزية. وعليه، افترضنا ان طلاب اللغة الإنجليزية كلغة اجنبية سوف يكون لهم موقف إيجابي ازاء تنفيذ أسلوب تقييم الأقران الذي من شأنه في المقابل مساعدتهم في تحسين مستوى تكلمهم داخل او خارج القسم؛ ولذلك، تم الاعتماد على الأسلوب التحليلي الوصفي كمنهج علمي لتقصي الحقائق وقد استعمل الاستبيان كوسيلة لجمع البيانات لتحليلها. فالاستبيان الاول تم توجيهه لمجموعة من طلبة سنة الاولى انجليزية في جامعة بسكرة وأما الاستبيان الثاني فكان لمجموعة من ثمانية اساتذة يدرسون التعبير الشفوي للغة الإنجليزية في جامعة بسكرة. الهدف من الاستبيان جمع معلومات هامة عن فعالية تنفيذ تقييم الأقران في تطوير مهارة تكلم وفي نهاية المطاف، كشف تحليل وتفسير البيانات المتحصل عليها من الاستبيان ان تنفيذ تقييمات الاقران بإمكانه حقا تطوير مهارات التكلم لدى الطلاب. وأشارت النتائج أيضا إلى الموقف الإيجابي للطلاب إزاء تنفيذ هاته الاستراتيجية. اظهرت نتائج البحث ان العينة المدروسة من الطلبة يعتبرون مهارة التحدث وإتقان اللغة وجهان لعملة واحدة وانه لا يمكن الحديث عن متعلم يتقن اللغة من دون قدرته على التواصل بها.

## **Le Résumé**

Les méthodes d'enseignement qui impliquent l'élève dans diverses activités éducatives ont prouvé leur efficacité pour former un équilibre précieux ainsi que pour développer le processus d'apprentissage sous divers aspects. À cet égard, cette étude vise à faire la lumière sur l'impact de l'une de ces méthodes, qui est l'évaluation par les pairs, sur le développement de la compétence orale des élèves de langue anglaise. En conséquence, nous avons supposé que les étudiants EFL auraient une attitude positive envers la mise en œuvre de la méthode d'évaluation par les pairs, ce qui les aiderait à améliorer leur niveau d'expression orale à l'intérieur ou à l'extérieur du département ; Par conséquent, la méthode d'analyse descriptive a été invoquée comme méthode scientifique d'établissement des faits et le questionnaire a été utilisé comme moyen de collecte de données à analyser. Le premier questionnaire a été adressé à un groupe d'étudiants en première année d'anglais à l'Université de Biskra, et le second questionnaire à un groupe d'enseignants précieux étudiant l'expression orale de la langue anglaise à l'Université de Biskra. Le but du questionnaire était de recueillir des informations importantes sur l'efficacité de la mise en œuvre de l'évaluation par les pairs dans le développement des compétences d'expression orale. En fin de compte, l'analyse et l'interprétation des données obtenues à partir du questionnaire ont révélé que la mise en œuvre des évaluations par les pairs peut vraiment développer les compétences d'expression orale des élèves. Les résultats ont également indiqué l'attitude positive des étudiants envers la mise en œuvre de cette stratégie. Les résultats de la recherche ont montré que l'échantillon d'étudiants étudié considère l'expression orale et la maîtrise de la langue comme les deux faces d'une même médaille, et qu'il n'est pas possible de parler d'un apprenant qui maîtrise la langue sans sa capacité à communiquer avec elle.