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Sabrina SAADANE

Title
Investigating the Effectiveness of Using Classroom Debate in Enhancing EFL Learners' Speaking Skill

The Case Study of Second Year EFL Students at Mohamed Kheider University of Biskra

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Board of Examiners

Dr.	Mostepha AMRAT	MCA	Biskra	Examiner
Mrs.	Samira BOUSBAA	MAA	Biskra	Supervisor
Mr.	Abdelhak CHENINI	MAA	Biskra	President

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Declaration

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

Algeria

Certified:

Mrs. **Sabrina SAADANE**

Master student, Section of English

Signature:

Dedication

"In the Name of Allah, Most Merciful, Most Compassionate"

I have the honour to dedicate this work to:

*My beloved mother **Souiki Aicha** my Allah bless her, my father **Brahim** and my father in law*
***Djelloul** may Allah rest their souls . To my brothers: Mohamed, Rachid, Fouzi and A. Madjid*
*To my sisters my dearest **Samira** and Majda*

*To my beloved daughter **Nada** and my sons **Ahmed Fadi** & **Hani ElFaid** From whom*
I derive my energy
To my husband Okba Djelloul

To my nephews and nieces

To the kindest and finest woman I have ever met in my life (Pr. Bensalah Nawal, Dr. Samira
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To my second mother Zakia, my source of inspiration and encouragement My deepest

gratitude for their support, patience and encouragement.

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Finally, I offer my regards and blessings to all those who supported me while completing this

work.

Abstract

Many language learners, particularly those studying English as a foreign language, prioritize the ability to speak the language effectively. However, the teaching of real-life communication skills is often neglected in EFL contexts, resulting in limited opportunities for students to practice speaking in the classroom. Therefore, teachers should employ various techniques and activities to improve their students' speaking abilities and foster their communicative skills. One such activity is classroom debate, which allows students to engage in spoken English production. Accordingly, this study aims to investigate the effectiveness of classroom debate in enhancing learners' speaking skills. It also focuses on the use of debates in oral English courses to improve speaking abilities, and to emphasize the importance of creating a friendly classroom atmosphere to encourage learners' language fluency. In this respect, the researcher used two data gathering tools. The data were collected through a questionnaire administered to 32 second-year EFL students at the department of English at Mohamed Khider university of Biskra. As regards the interview, it was conducted with 6 teachers of oral expression module from the same department. To achieve this goal, a qualitative descriptive research design was employed to gather and analyze the data. Both data gathering tools were analyzed thematically. The findings revealed that classroom debate is a beneficial technique for increasing students' language practice and improving their speaking skills. The results also highlighted the need to provide students with exciting activities to develop their speaking abilities and create an environment encouraging appropriate language use. Similarly, the role of the teacher is considered essential in facilitating this process. Finally, it is recommended for university teachers to use classroom debate as a technique to increase learners' communicative skills, and enhance classroom interaction.

Key words: Classroom debate, classroom interaction, EFL learners' fluency, speaking skill.

List of Abbreviation and Acronyms

CD: Classroom Debate

EFL: English as a Foreign Language

EFLL: English Foreign Language Learners

LMD: License Master Doctorate

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General Introduction

General Introduction

Most of the learners chose the English language for different reasons. However, most of them across one challenging issue which is speaking. In order to be fluent in English, you have to master the four skills; listening, writing, reading and mainly speaking. The latter is regarded to be the most essential as well as difficult skill for learners to master, and it stands as an important aspect in learning any language. In other words, speaking is considered to be an interactive communication process and a means to sharing and expressing ideas and feelings orally. Indeed, it is not an easy task for the most of students who face many problems in speaking, expressing or transmitting a message, even if they are aware of the context.

In EFL settings, the overwhelming majority of students possess inability in communicating appropriately and they are found scared, unsatisfied with their achievements in speaking. However, they hesitate, stammer and feel embarrassed in their attempt to speak the target language in front of/ with others. Since debate nowadays is intertwined with our life because it helps us to defend our belief, express our opinions and present arguments in a formal way and in a disciplined manner, it is also needed by students to express their opinion freely an without embarrassments . For this reason, the researcher proposed the concept of using communicative activities, as classroom debates to help students to overcome these problems.

1. Statement of the Problem

When it comes to trying to speak or express different ideas, the majority of students either face problem in elaborating proper oral performance or they are weak, and this is why they hesitate to speak. This issue is recurrent in most of EFL classes, and teachers are aware of such a fact .Teachers trace back the reason of speaking deficiency to anxiety, shyness or the limited opportunity given to students to use the language in class . In this case, teachers

are required to use new and appropriate strategies and methods to achieve the desired goal and to improve their students' speaking fluency.

The old methods and techniques used by the teachers in the learning and teaching process may be one of the factors. So, it is needed to implement an alternative strategy to improve the learners' speaking skill. This strategy may encourage and motivate EFLL to take part in the teaching and learning process by playing their own role in their classroom, and class debate may help in achieving such goal. Class debate is one of the methods, which can present opportunities for students to engage in using extended chunks of language, and create friendly motivating atmosphere. In this respect, the researcher tends to know how classroom debate can help in promoting the learners' speaking level.

2. Research Questions

Through this study, the researcher aims at answering the following questions:

RQ1. How can classroom debate help EFL students improve their speaking skill?

RQ2. How do EFL teachers and students perceive the use of classroom debate in oral classes?

3. Research Hypothesis

It is hypothesized that the use of class debate in Oral Expression classes can enhance learners' speaking skill.

4. Research Aims

The purpose of the current study aims at:

- Identify the benefits of classroom debate in improving second-year EFL students' speaking skills.

- Investigating teachers' and students' attitudes towards the use of classroom debate in oral classes.

5. Research Methodology

To answer the research questions of this study, the researcher followed a qualitative descriptive research design in order to investigate the effectiveness of class debate in improving learners speaking skills. To gather data for the study a questionnaire addressed and distributed to second-year EFL students and an interview with teachers of Oral Expression at Biskra University.

5.1 Population and sample

The researcher chose second-year EFL students to be the population of this study (400) since they have been studying Oral Expression course for two years. From the whole number, a sample of thirty one (31) participants was selected by the researcher to answer the questionnaire. Also, an interview was addressed to six (6) teachers of oral expression at Biskra University to explore their attitudes towards the use of classroom debate and its benefits in Oral classes.

5.2 Data collection tools

This research is based on a semi- structured questionnaire for second-year EFL students in order to know their speaking difficulties and their attitudes towards the use of classroom debate. It is also based on an interview for teachers to know their opinions towards the use of the same communicative activity.

6. Significance of Study

This research holds great importance for both students and teachers, as it offers valuable benefits to both parties, to identify the importance of debate activities in creating a supportive environment at university English classes. Moreover, class debate is an

innovative useful technique and activity to overcome learners' difficulties, which are affecting their speaking ability. This study provides teachers with insights into the advantages of debate, motivating them to integrate these techniques into their future lesson plans and curriculum development.

7. Limitations of the Study

During the course of this study, various limitations and challenges were encountered. The research paper was completed within a particularly short timeframe. It specifically focused on a case study involving second-year LMD students, thereby restricting the scope to a small area. Furthermore, there was a lack of enough experimental study. Another limitation is that a few students were not serious enough when they were asked to justify their answers. Finally, it is recommended that future research should encompass students from all levels within the university to enlarge the understanding.

8. Structure of the Dissertation

The present dissertation consists of three chapters. The first two chapters are devoted to the theoretical part while the third one is devoted to the practical one. Chapter one represents a general overview about speaking skill. It tackles its definitions and different components in addition to various approaches of teaching. The second chapter is about classroom debate. It traces the theoretical basis of this strategy and gives insights about its effects on EFL learners speaking performance and the different opinions and views about its impact. Chapter three is entirely practical. It is about field work where gives a detailed description, analysis and full interpretation of the findings and results from the teachers' interview and students' questionnaires. This chapter also includes some limitations and pedagogical implications that suggest some recommendations for future research.

Chapter One

Speaking Skill

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Introduction

It is becoming essential for English as foreign language (EFL) learners to engage in authentic communication situations in which they communicate and convey their ideas effectively. However, it is difficult to accomplish this point of connection without speaking. Communicating is regarded as one of the most important abilities in foreign language learning. As a result, implementing different speaking activities is important in order to improve learners' speaking skills. This section addresses broad speaking topics such as the concept of speaking, elements of speaking, principles of teaching speaking in the EFL classroom, the role of the teacher's oral expression module, and foreign language speaking difficulties. It also comprises the common oral activities and assessing speaking in the classroom.

1.1 Definition of Speaking

Various dictionaries define "speaking skills" as the capacity to communicate effectively and coherently through spoken language. To effectively communicate with others, one must use suitable vocabulary, grammar, tone, and nonverbal signals. A variety of communication contexts, such as public speaking, presentations, interviews, conversations, and negotiations, can be covered by speaking skills. Speaking effectively requires practice, organisation, confidence, and the capacity to adapt to different circumstances and audiences. Thonbury (2005) demonstrates the act of articulating a speech using a biological analogy:

A stream of air is produced in the lungs, driven through the vocal cords, and shaped by, among other things, the position and movement of the tongue, teeth, and lips. Vowel sounds are produced primarily by the action of the tongue and the lips.

Consonant sounds are determined by the point at which the air stream is obstructed (p. 5).

In the same vein, Bygate (1987) quoted that: "Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement, and of business. It is also the medium through which much language is learned and, for many, is particularly conducive to learning." (p. 1). According to (Syakur, 1987), speaking is a complex skill and, it is often underrated, possibly because it is a skill that almost everyone possesses and therefore takes for granted. It is considered to be a popular form of expression that uses informal language, and literary abilities are generally more highly valued. This lack of attention may also stem from the fact that speaking is spontaneous and may be perceived as shallow or insincere.

Additionally, it is possible that the negative aspects of behaviorist teaching methods, which focused primarily on teaching oral communication, contributed to this perception of the components of pronunciation, grammar, vocabulary, and fluency. Moreover, Hedge (2000) considered speaking as "a skill by which they (people) are judged while first impressions are being formed" (p. 261). Furthermore, he argued that students should not only learn how to speak in order to improve their oral performance, but they need also to be aware of the appropriate use of this language in a given speech community. Therefore, being a competent speaker needs a high complex mental activity and a multi-facets cognitive process (Hedge, 2000).

1.2 Elements of Speaking Skills

There are two elements of speaking which are necessary to be considered by the speaker as it stated by Harmer in his book "The Practice of English Language Teaching"

(2001, p. 269) ,the first is Language Feature which consist of several sub-elements as follows:

1.2.1. Language Features

1.2.1.1. Connected speech

Connected speech refers to the sounds that change when people speak. It consists of modifying (assimilation), omitting (elision), adding (linking), or weakening sounds to produce an utterance. EFL learners need to speak fluently rather than just produce individual phonemes in order to speak natural and less formalized language, so teachers should incorporate specific activities to strengthen students' connected speech (Harmer, 2001).

1.2.1.2 Expressive devices

Harmer (2001) states that the stress and pitch variations in an utterance are known as expressive devices, and they are used to indicate the speaker's true intentions. It also refers to the speech's changes in volume and rhythm and the use of paralinguistic features to convey meaning. He further added that English natives use expressive devices to convey their emotions, including changing the volume and pace of speech, changing the pitch and stress of certain words, and using other nonverbal and physical signals.

The ability to express meaning is strengthened by the use of these tools. If learners are to be fully effective communicators, they must be able to use at least some of these suprasegmental features and devices. In the same manner, they can use the extra expressions of emotion and intensity, and as a result, people will be able to express their feelings freely to the person they are speaking to by using these devices (Harmer, 2001).

1.2.1.3. Grammar and Lexis

According to Harmer (2001),"Lexis is as important as grammar showing how words combine together and behave both semantically and grammatically is an important part of any language-learning programm" (p. 79). To put it differently, people have various lifestyles, environments, and mindsets. Therefore, teachers should provide their students with a variety of sentences for various purposes when performing specific language functions. For instance, express surprise, disagreement, and agreement and other emotions, shock, or approval that they can be prepared to use the appropriate phrase when necessary (Harmer, 2001).

1.2.1.4 Negotiation language

This is the language of how to clarify and show what a speaker means. As people do not always hear or understand what others are saying, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and the listener (Harmer, 2001).In other words, the negotiating language one employs to get what he want and to explain how it is structured helps him speak more effectively. Speaking involves understanding all of the speaking components in addition to having a large vocabulary and knowledge of grammatical structures. Moreover, teachers could encourage learners to utilize certain helpful phrases at different points in a conversation while they are speaking in specific speaking circumstances, like a job interview; if one masters those aspects, all messages he convey will be well received effectively by communicators (Harmer, 2001).

1.2.2 Mental processing

Mental or social processing is another element that is needed to be acquired by a successful speaker regarding its value and preference towards speaking skills. It involves language processing, interaction, and information processing.

1.2.2.1 Language processing

Effective speakers must be able to arrange and organise language in their brains coherently to make sense and also convey the intended meanings. Thus, speaking activities in language classes are very essential because they provide learners with practical tools to enhance their habits of rapid processing English (Harmer,2001).

1.2.2.2 Interaction

The majority of speaking occurs during interactions with one or more people. This means that effective speaking requires a lot of listening, a consciousness of how the other participants are feeling, and the ability to take turns or allow others to do so linguistically (Harmer, 2001).

1.2.2.3 Information processing

In addition to how one react to other people's emotions, s/he also needs to be able to comprehend the information that others provide to him as soon as he receive it. One's ability to communicate instantly decreases the longer it takes for the realization .In other words, he become less effective communicators as it becomes slower (Harmer, 2001).

In conclusion, understanding all of the mentioned speaking components is equally necessary as learning a large number of vocabulary words and grammatical constructions. This piece of information will be accepted by all communicators, such as connected speech, expressive devices, lexicon and grammar, and negotiation language are mastered.

1.3 Characteristics of Speaking Skills

1.3.1 Fluency

Developing oral fluency is the primary goal of EFL teachers when teaching speaking. This latter is taken into consideration when assessing oral performance. Fluency, according to Hughes (2002), is "The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest" (p. 80). In short, fluency can be defined as speaking in a fast pace including few pauses. It is featured by an easy expression of ideas that a person shows in a speaking context in order to get the real meaning by the listeners.

Additionally, Hedge (2000) states that The term fluency refers to "the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation" (p. 54). It means that fluency is characterized by the ability to link words and phrases together in a way that flows naturally and without any inappropriate pauses or interruptions. To accomplish this, teachers should use activities that allow students to express their thoughts freely and quickly and also give their students as many opportunities as they can to interact and use language in their communication.

However , individuals learning English as a foreign language find it challenging to improve their fluency since it requires them to use the language smoothly and naturally, without long pauses or speech fillers. According to Goh and Burns (2012), even if learners make numerous grammatical errors, they can be considered fluent if they can convey meaning with few hesitations. Fluent speakers are easily identifiable by the persuasive language they use in a given situation, and fluency is generally characterized by speaking at a quick pace with minimal pauses while easily expressing ideas (Goh and Burns, 2012).

Figure 1.1 Layout of characteristics of speaking skills ("The Four Speaking Skills",
2020)

1.3.2 Accuracy

Baker and Westrup (2003, p.7) states that ''Accurate speakers do not make mistakes in grammar, vocabulary or pronunciation''. Lacking accuracy implies developing faulty grammatical structures, abusing terminology, and pronouncing words incorrectly. The essential characteristics of an accurate speaker are precise grammatical use, proper articulation, and appropriate word use in the right context.

To be accurate in speaking means to avoid producing mistakes in terms of grammar, vocabulary, and pronunciation. It requires a speaker to use language precisely and appropriately. Also,one has to make sure that all aspects of language, such as grammar, vocabulary, and pronunciation are correct. In reality, accuracy involves correctness in different areas of language, including syntax, phonology, and semantics .In addition, accuracy is characterized by the ability to use language correctly, which includes proper articulation, appropriate word choice, and correct grammar usage.

1.3.3 Comprehension

Comprehension is the ability to understand and make meaning of information received as input, or, the ability to understand something (Cambridge Dictionaries, 2015). This might include listening, reading, and speaking, since it is crucial for students not only to convey their own ideas effectively, but also to understand what others are saying. Speaking comprehension is an important technique for language teachers to add into classroom activities because it allows students to comprehend the vocabulary encountered during the language learning process. In other words, these exercises can assist students understand what the teacher is saying as well as what they are saying while discussing a specific topic, by teaching students how to interpret and apply.

1.3.4 Grammar

Grammar is the set of rules that determine the correct structure and usage of words, phrases, and sentences in a language. It encompasses different aspects such as syntax, semantics, morphology, phonology, and pragmatics. To communicate successfully in a language, one must first comprehend its grammar. This involves the ability to use accurate verb forms, sentence structures, and word order, among other components of grammar. Knowing a language's grammar makes it simpler to express oneself properly, understand others, and avoid communication mistakes or confusion. In this sense, Luoma (2004) states that ''Learner grammar is handy for judging proficiency because it is easy to detect in speech and writing'' (p. 12). That is, it also refers to the ability of combining words to form phrases and sentences in writing process.

1.3.5 Vocabulary

Vocabulary refers to the set of words that a person employs to convey their ideas and thoughts. It includes the expressions that are frequently employed in a certain setting and for

a particular purpose. Vocabulary can be viewed as the study of word usage, and having an excellent understanding of a language's vocabulary which being fully aware of all of its meanings. Furthermore, a lexicon, which is a crucial component of good communication, is a collection of specialized terminology. To put it differently, it refers to ''the words that are known or used by a particular person, or that are used in a language or subject'' (Cambridge Dictionaries, 2015).

Consequently, having a rich vocabulary is important for effective communication because it enables persons to convey their ideas more accurately and precisely. In contrast, persons who have a limited vocabulary may struggle to find the right words to express their thoughts and may use vague or imprecise language, which can lead to misunderstandings or confusion.

1.3.6 Pronunciation

Pronunciation is the ability to utter words appropriately. Luoma (2004) asserts that ''Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation'' (p. 11). Thus, pronunciation is a critical factor for those who are studying English as a foreign language (EFL), as incorrect pronunciation can lead to misunderstandings, frustration, and poor communication skills. To avoid such issues, EFL students should focus on practicing their speaking skills and paying attention to various elements of pronunciation, including individual sounds, stress, intonation, and rhythm. By doing so, learners can improve their ability to communicate effectively in English.

1.4. Teacher's Role

According to Harmer (2001) and other researchers, to encourage effective communication and fluent speaking among students, teachers have to adopt multiple roles

during speaking activities. Being a prompter, participant, feedback provider, assessor and controller may help significantly language speakers.

1.4.1 Prompter

A teacher can act as a prompter in a speaking class to assist students in maintaining their fluency and keeping the flowing of conversation. Sometimes students may struggle to find the accurate words and ideas, which can cause frustration and disrupt the flow of the discussion. In this case ,teacher should create a suitable environment which make the students feel comfortable in expressing themselves .Also they have to encouraged them to continue speaking by giving them suggestions that encourage them to continue speaking, clarify their ideas, or provide additional information. By prompting the students when needed, the teacher can help them to overcome their speaking difficulties and keep a natural flow of conversation in the class (Harmer, 2001).

However, it is important for the teacher to be careful to dominate the conversation or make the students feel insecure by providing excessive guidance. The aim is to offer support in a non-intrusive way that encourages students and motivate them to take the lead in the conversation and express their own ideas and opinions. Ultimately, the goal is to create a safe and supportive learning environment where students can practice their speaking skills and build their confidence in using the language.

1.4.2 Participant

It would be better for teachers to set up activities in a clear and enthusiastic manner and participate in discussions or role-plays to keep students engaged, but not dominate the conversation. Teachers may act as participants in a dialogue with their students to scaffold learning process (Harmer, 2001).

Overall, Harmer emphasizes the importance of the teacher's role as a participant in promoting student learning and engagement in speaking classes. By modeling language use and providing support and feedback, the teacher can help to create a dynamic and effective learning environment for students to practice and develop their speaking skills.

1.4.3 Feedback provider

According to Harmer (2001) when it comes to providing feedback during speaking activities, it is important to strike a balance between correction and encouragement. Over-correction during a task can make students feel self-conscious and hinder their ability to communicate effectively. Therefore, teachers should provide gentle and helpful guidance to help students develop their communication skills and build their confidence. They should also allow them to evaluate their performance and provide feedback on both the language used and content of their presentation.

1.4.4 Assessor

According to Harden and Crosby (2000), an effective teacher is someone who evaluates their students' speaking abilities through a combination of observations and quizzes or exams that specifically measure their oral proficiency. In order to help students improve their speaking skills, teachers should take on the role of an assessor, which involves making evaluations about the student's performance. This is especially evident in summative assessment, but it becomes less distinct in formative assessment as the lines between assessment and teaching become more intertwined. Unfortunately, in many language courses, the assessment of students' speaking skills is often ignored (Harden and Crosby, 2000).

1.4.5 Controller

According to Harmer (1983), the teacher takes on the role of a controller in the classroom and has complete influence over the pupils. Beyond controlling their behaviour, this authority also includes the ability to control their words and speech. The teacher frequently assumes a controlling position when introducing new language, especially during the period of precise reproduction. A good method is to perform brief drilling sessions during which the teacher gives particular directions regarding the precise words to be uttered or written, as well as the people who will be speaking or writing, as well as their responsibilities (Harmer, 1983).

In summary, Harmer (2001) asserts that the role of teacher is crucial for the teaching and learning process, especially in terms of motivating students. The role of the teacher includes more than just giving lessons and sharing knowledge. A successful teacher builds a collaborative relationship by interacting directly with their students.

Additionally, a great teacher makes every attempt to understand the difficulties faced by their students and uses a variety of motivating methods to help them overcome them. This method encourages students' success and contributes to building a solid foundation for active learning, enabling them to participate more actively and enjoy the learning process (Harmer, 2001).

1.4.6. Listening VS Speaking

The ability to communicate effectively in a foreign language is essential for anyone who wants to learn it. In the case of English language learning, speaking and listening are two critical skills that must be developed simultaneously. This is because these two skills are interrelated, and they complement each other in the language learning process.

According to Rivers (1996) (as cited in Osada, 2004, p.55) "speaking does not of itself constitute communication unless what is being said is understood by another person.''. It means speaking and listening are two interrelated skills that affect one another while a person is learning a language. Both of the above skills are necessary for effective communication. Listening skills must be developed alongside speaking skills to improve fluency and accuracy, and teachers should use practical exercises to help students absorb language. Students will benefit from these listening exercises with hearing materials (visual aids) by improving their grammar, vocabulary, and pronunciation as well as their fluency and accuracy. It is anticipated that EFL students will talk more fluently if they receive intelligible feedback during listening activities.

1.5 EFL learners' Speaking Difficulties

EFL students encounter a variety of challenges throughout the learning process that restrict their ability to communicate effectively. It put up obstacles in the way of learners using and speaking the target language. These problems are raised by psychologists and researchers. The most common issues are:

1.5.1 Anxiety

Anxiety in the context of language learning refers to the presence of negative emotions, tension, frustration, and confusion experienced by students who are learning English as a foreign language. These feelings are accompanied by physiological changes in the body, specifically the activation of the autonomic nervous system which controls involuntary bodily functions such as heart rate, breathing, and sweating .This anxiety can have negative effects on language acquisition and learners' progress. Various psychologists and researchers have provided different definitions of anxiety as following:

As cited in Khodadady and Khajavy (2013, p. 720), MacIntyre (1999, p. 27) defined anxiety as "worry and negative emotional reaction aroused when learning or using a second language." In addition to that, Horwitz (2001, p. 112) stated that "Anxiety is the subjective feeling of tension, apprehension, nervousness and worry association with an arousal of the autonomic nervous system". In other words, anxiety is a feeling of discomfort or fear that is connected to particular circumstances.

Most speaking activities are affected, which makes it difficult to learn a new language. Even though, a certain level of anxiety can be beneficial for learners. This kind can create a sense of necessity and motivation, pushing individuals to try hard for better language skills. It can enhance focus and strength, encouraging learners to study more attentively and practice regularly.

1.5.2 Lack of motivation

Another problem concerning EFL learners is motivation. For Little Wood (1984, p. 53), "Motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it and how long he preserves''. This means learners must be motivated and take advantages of opportunities to express their identity and interact with others in order to develop their communication skills.

Moreover, Little Wood (1981) noticed that students' motivation is one of the key elements that contribute to their performance in the target language since motivated students speak the language more successfully than less motivated students. For EFL learners, a common challenge is a lack of motivation. Little wood (2001, p. 27) also states that "low ability leads to low motivation, which also leads to low effort and low achievement''.

1.5.3 Lack of confidence

Self-confidence, which involves assessing and judging one's own significance, is one of these factors. It is essential to students' success in learning other languages. However, if it lacks presence, the student finds him/herself unable to talk properly. As Ni (2012, p. 1509) states the "lack of confidence, learners are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class''. Students' lack of confidence is a result of their impressions of their poor performance in speaking tasks because they believe they are unable to communicate in any language at all.

The teacher's encouragement will help pupils develop a strong sense of self-confidence, which is the best way to deal with this influence on English Foreign Language Learners (EFLL). This will encourage students to rely on themselves to develop their communication skills.

1.5.4 Lack of vocabulary

When learning a foreign language, students often face difficulties due to their limited vocabulary knowledge. This can lead to a lack of confidence and fluency in their spoken English, as well as hindering their ability to participate in speaking activities. In this sense, Thornbury (2005) states that: "spoken language also has a relatively high proportion of words and expression" (p. 22). To overcome these challenges, students should always learn new words, phrases, and idiomatic expressions. This can be done by reading extensively, engaging in conversations with native speakers or friends, using vocabulary-building exercises, and actively incorporating new words into their spoken language practice. Educators should prioritize vocabulary development in EFL classes and provide

opportunities for students to actively engage with new words and expressions in meaningful contexts (Thornbury, 2005).

1.5.5 Crowded classes

Large classes are often viewed as one of the key challenges for students and teachers as well as the teaching-learning process. Celce Murcia (1979) confirms, "Large classes are often the norm of overseas, limiting both student opportunities to talk and teacher opportunity to provide feedback." (p.110). In other words, teachers struggled to manage their classrooms in large settings, and chances for EFL students were limited. The goal of oral expression courses is to enhance students' speaking abilities and encourage engagement but large classes make it difficult for EFL students to participate equally. Additionally, when requesting for more clarity from teachers in huge courses, students are hesitant to speak and afraid to show their inexperience in front of others. For this reason, participation among the students is restricted in large classrooms.

If there are more than 30 or 40 pupils in a classroom, it is obvious that the students had little opportunity to practice the language, and it was challenging for them to seek for and receive the individualized attention they required. It can be difficult for the teacher to interact with students in the back, to maintain good behavior, and to organize enjoyable and creative teaching and learning sessions (Febriyanti, 2011).

1.5.6 Poor listening comprehension

EFL students usually have trouble understanding spoken language produced by others because they have poor listening comprehension. The problem in understanding what someone said is an important obstacle to verbal connection and communication. In order to properly develop the language themselves, learners must comprehend spoken language.

Accordingly, Rivers (1966) asserts that "speaking does not of itself constitute communication unless what is said is comprehended by another person." He asserts also that "Teaching the comprehension of the spoken speech is, therefore, a primary importance of the communication aim is to be achieved." (p.196). A lack of practice using listening skills is frequently the main cause of this problem. When students do not usually participate in listening-focused activities, such as listening to real audio files or conversing with native speakers, their comprehension of spoken language will be limited. For EFL students to master the language and communicate effectively with others, they must have good listening comprehension abilities.

1.6 Classroom Activities for Enhancing EFL Learners' Speaking Skills

The teacher should implement interesting, stimulating, and challenging activities to assist pupils in improving their speaking skills. Conducting communicative games is one of the activities. Students are better capable of producing the target language in this manner. They will gain greater experience speaking English in enjoyable and communicative ways.

1.6.1   Role play

According to Oxford English Dictionary, a role play is "the changing of one's behavior to fulfill a social role." Role play in an educational setting such as a classroom involves engaging students in practicing specific roles within a simulated environment. Its purpose is to enhance their communication skills by allowing them to experience various atmospheres. This activity is designed to create different scenarios tailored to specific learning objectives. As cited in (Bahasa & Budaya, 2009) according to Rebecca (2009), role--playing exercises involve assigning students specific roles that are related to a particular issue. These exercises aim to encourage students to explore the effects of these issues on human life or the environment by assuming the viewpoint and attitude of the character they have been assigned.

In addition, Role-playing in language learning is valuable as it emphasizes the real-world, providing students with an opportunity to practice and apply their language skills. It simulates real-life situations, which can be highly motivating for students. Engaging and memorable activities, such as role-playing, are widely recognized as effective for learning. As cited in (Zidouni, 2015) the role play as an educational technique has proved to be very powerful. It provides students with the opportunity to practice real world or imaginary situations (Van Ments, 1999).

1.6.2 Discussion

Discussion is an essential part of language teaching and learning, as it promotes the development of learners' spoken language skills through sharing ideas, opinions, experiences, and commenting on relevant topics. According to Hedge (2000, p.277), "discussion can provide important opportunities for developing certain aspects of fluency." She asserts that discussion is an important tool for language learning as it helps students to develop their fluency and proficiency in the language, explore different perspectives, exchange ideas, and critically analyze the subject matter. It also teaches essential communication skills such as taking turns to speak, asserting a topic or shifting to a different one, and responding to their peers.

Overall, discussions play a vital role in language learning by fostering meaningful and interactive communication. However, one of the reasons discussions fail occurs when students are hesitant to express their points of view in front of the whole class, especially if they are at lack for words and confused of the appropriate vocabulary to use. Many students suffer overexposure when participating in discussions (Harmer, 2002).

1.6.3 Communicative games

Due to its important benefits, educational games are now frequently used in classrooms. Speaking skills can be effectively promoted in the classroom by incorporating games. It is the newest tool that can aid students in improving their communicating ability. Wright (2006) defines games as "an activity which is entertaining and engaging, often challenging, and an activity in which learners play and interact with others" (p.1).

According to Gibbons (1993), games designed to practise verbal communication are called communication games. They are put up in the classroom to provide opportunities and goals for doing so. In these games, communication is frequently used to spread knowledge or cause something happening as a result of the action.

1.6.4 Debate

According to Bellon (2000), it is possible for teachers and texts to supply information that is helpful for creating new knowledge, however, just memorizing this data does not constitute effective learning. Studies have shown that knowledge that is only retained through memorization will not be useful in new settings. For this reason, Students must be provided the opportunity to communicate orally in order to become more engaged and mature learners. Implementing debate strategies in EFL classes not only establishes a meaningful connection between students and their academic subjects but also offers them an opportunity to reconnect with public life in case they feel completely disengaged from it.

Bellon, 2000 also assert that "Debate is not merely interactive and analytical; it also requires students to make decisions about what they will say and what they will not say". In other words, this decision-making is based on various factors, including the strength of their arguments, the available evidence, the time constraints of the debate, and the overall strategy they adopt (p.9).

Krieger (2005) states that "Debate is an excellent activity for learning language because it engages students in a variety of cognitive and linguistic ways" (as cited in Fauzan, 2016, p. 51). It means that debates engage students in active learning, expand their vocabulary, enhance fluency, promote critical thinking, improve listening skills, foster cultural awareness, and build confidence. These cognitive and linguistic benefits make debates an excellent activity for language learning. Debate, according to Austin and David (2013, p. 6),

> Debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition. Individuals may use debate to reach a decision in their own minds; alternatively, individuals or groups may use it to bring others around to their way of thinking" .In other words, debate involves the exchange of ideas and the exploration of different viewpoints. Participants must gather relevant information, construct logical arguments, and provide evidence to support their claims.

1.7. The Speaking Assessment Process

Speaking evaluation is a fundamental requirement, according to Knight (1992), who also notes that "any difficulties in testing oral skills lead teachers to use inadequate oral tests" since it informs teachers and students about the progress made and the work still to be done. As a result, many teachers are hesitant to test speech because they may lack faith in the reliability of the assessment, the availability of necessary resources, the effectiveness of the tests, and the inconsistent results that can be attributed to a variety of occasions, examiners, examinees, and situations.

Luoma (2004) states that speaking assessment is complicated because examiners must take into account factors including context, accuracy, fluency, and the probability of

subjectivity. On the other hand, according to Knight (1992), assessment criteria should take into account grammar, vocabulary, accuracy, pronunciation segments, intonation, fluency, conversational skills, turn-taking, cohesion, conversation maintenance, and nonverbal language. In addition to that, teachers should also take into account the test's purpose, the environment, and observational limitations.

Due to their incapacity to infer the learners' mental capacities, some teachers used the holistic evaluation technique. In this sense, Knight, 1992, p. 300) asserted that "as we cannot observe directly mental characteristics like grammar knowledge… we should simply assess the learner`s (observable), success in performing authentic language tasks". However, we must infer these mental capacities in order to understand why students behaved poorly in certain circumstances and also because any performance in general should have inferences.

Conclusion

In conclusion, this chapter has aimed to provide a comprehensive understanding of the speaking skill, which is a crucial aspect of learning English as a foreign language (EFL). We have explored different definitions, elements and characteristics of speaking skills. Additionally, we have examined the challenges that students face in speaking English and highlighted the significance of employing communicative activities to enhance their communication skills and confidence. Specifically, we have emphasized the value of incorporating debate activities in EFL classes and the role of the teacher in speaking sessions.

Chapter Two

Classroom Debate

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Introduction

English as a Foreign Language (EFL) learners face many challenges when it comes to developing their speaking skills. Limited opportunities for practice and a lack of exposure to English-speaking environments can indeed hinder their progress. For this reason, the teacher needs to be aware of these problems in order to overcome it and guarantee that every student can speak English confidently. Teacher should choose the best technique of teaching speaking in class. Thus, one of the common methods is the classroom debate (CD).

The employment of this kind of teaching attempts to improve verbal communication and critical thinking abilities and has a number of advantages for EFL learners. According to some researchers, integrating the debate technique into the educational system is considered one of the most effective ways for students to develop their speaking skills. Debate can be utilized in EFL classrooms to engage students in authentic situations and offers numerous benefits for learners to enhancing their learning experience (Zare and Othman, 2013).

This chapter provides the main definitions of debate, its types, procedure and presenting its principles. It also includes debate according to EFL learners, how to promote learners' critical thinking, its relation with the speaking skills, its status in the different teaching methods and finally, its advantages and disadvantages.

2.1 Definitions of Debate

According to Freely and Steinberg (2005), the debate strategy is a procedure for consider several viewpoints on issues in order to decide which viewpoint is best appropriate for the subject. Speakers might make decisions during the discussion and persuade listeners to agree with them. In the same vein, Krieger (2005) defined debate as:

An excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing (p.25).

Additionally, Bambang (2006) defines classroom debate as "an activity which is used for understanding of the topic. It is done by two groups. Every group consists of three or five students. It is 'pro' group and 'contra group" (p.125). In other words, students examine a specific subject from different perspectives. The "pro" group presents arguments and supporting evidence in favor of a particular stance, while the "contra" group offers counterarguments and evidence against that viewpoint.

In addition, Freely and Steinberg (2005) state that "Academic debate is conducted on propositions in which the advocates have an academic interest, and the debate typically is presented before a teacher, judge or audience without direct power to render a decision on the proposition" (p. 12). The debate should have an academic interest and is typically presented before a teacher, judge, or students, or individuals are interested in the topic. However, these individuals do not have direct decision-making over the proposition. Their role is to observe, evaluate, and provide feedback on the quality of arguments, presentation skills, logical coherence, and overall effectiveness of the debate.

2.2. Types of debates Activities

According to Kennedy (2007), various formats of debate can be used in the classroom. The debate methods listed below provide a variety of chances to improve student comprehension and interaction with the course subject. The following debate types that will be covered in this section are: four-corner, role-play, fishbowl, think-pair-share, and meeting-house and problem solving debate.

2.2.1 The four corner debate

The four corner debate begins with a question or statement and allows learners to think about it for independently. The classroom's four corners are labeled 'strongly agree,' 'agree,' 'disagree' and 'strongly disagree'. The groups then collaborate to create the best arguments for each position. After a period of time for group discussion, each group presents their strongest arguments to the other groups (Kennedy, 2007). Learners may switch teams if their own opinions alter. This type of debate refutes the dualism argument by demonstrating that there are more than two sides to a problem.

**Figure 2.1 Layout of Four Corner Debate in Classroom "Four Corners debate
Strongly agree, agree, disagree, strongly disagree", 2020**

2.2.2 Role-play debates

Hopkins claims that several points of view can be discussed in a role-play debate. Students act out various roles while presenting their opinions in the form of scenarios. For instance, some participants assume the roles of instructors, students, while other participants assume the roles of parents in a debate about whether or not students should be obliged to wear uniforms to school. Students are then invited to submit their arguments depending on their roles (as stated in Kennedy, 2007).
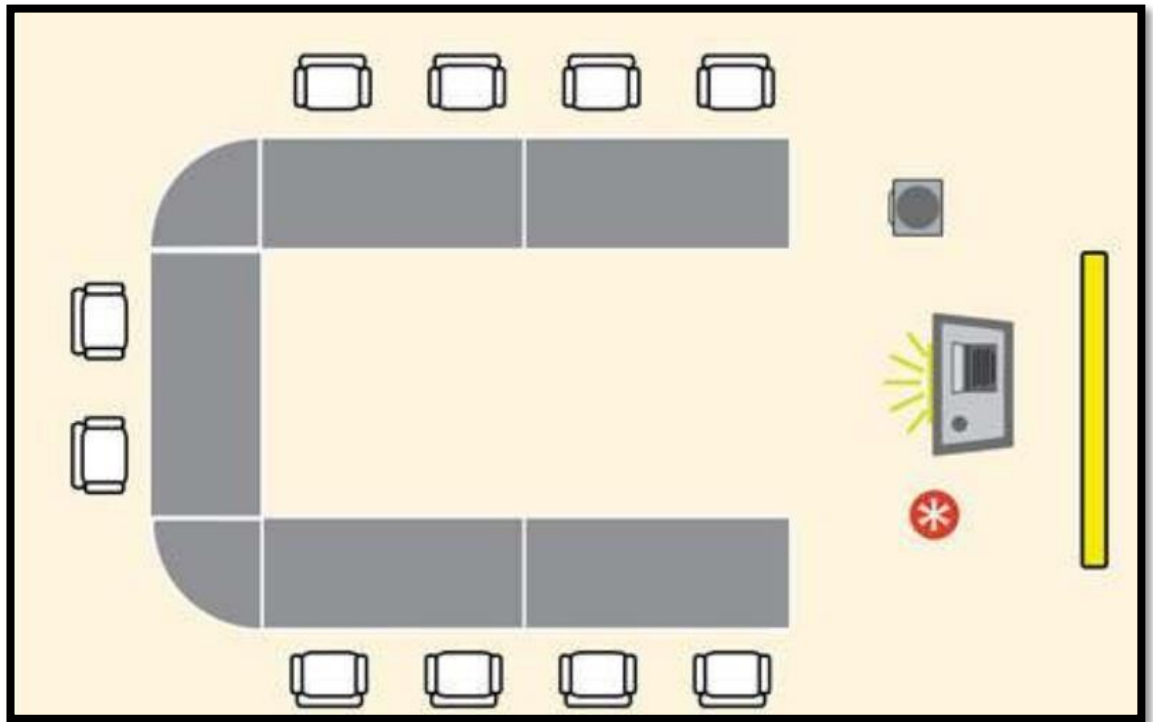
Figure 2.2 Layout of Role Play Debate (Classroom layouts: Seating arrangements for effective learning), 2014

2.2.3 Fishbowl debates

Fishbowl debates often involve grouping chairs in a circle, though they can take many various forms. For groups representing various perspectives (for or against the debate), many chairs are placed inside the circle. Additionally, a number of students who will serve as audience members can also provide chairs. An empty chair can be placed to the fishbowl to encourage participation from those outside of it. This chair can be set aside for anyone to sit in and pose a question or make a point (Kennedy, 2007).

Figure 2.3 Layout of Fishbowl ("Fishbowl," 2009)

2.2.4 Think-pair-share debate

Students must consider and take notes on the topic independently before participating. After finishing, the pairs compare their notes and divide them into groups based on the opposing positions. Couples are created; once finished, another pair is added to the pairs of two. The new formed groups of four discuss the subject, agree on a position, and limit their list of arguments to the strongest ones. The four-person groups then present the class with their opinions and justifications (Kennedy, 2007).

Figure 2.4 Layout of Think Pair Chair Debate ("Think pair share poster," n.d.)

2.2.5 Meetings-house debates

In Meetings-house debates each team presents an opening statement during this discussion, and the class has the chance to question both sides. As moderator, the instructor makes sure that each side has an equal amount of time to present their arguments. The professor can assign cards to each student to encourage class participation and limit dominance of questioning. Once a student is out of cards, they cannot ask another until all other students have used up their cards or if three cards are assigned, the questioner may be limited from asking another until everyone has two cards (Kennedy, 2007).

2.2.6 Problem-solving debates

Typically, eight students participate in problem-solving debate. Each team consists of four students. One student from each side gives an opinion supported by philosophical and historical reasons. The next two students present their arguments for or against modifications. The third group of students offers an idea to support their position. The final two students present a summary of their team's viewpoint and a conclusion (Kennedy, 2007).

Figure 2.5 Layout of Problem Solving Debate ("Practicing multi-perspective problem solving," 2020)

2.3. The Principles of Good Debating

Halverson (2005) asserts that the debate format is flexible and can be used in a variety of ways in the setting of a speaking classroom .Classroom debate can be conducted using the following methods:

- Introduce debatable topic and present different perspectives.

- Allow students to conduct research and form their own opinions.

- Form small groups or pairs to share opinions and gather information.

- Engage in a debate format where sides present arguments and counter arguments.

- Instructor provides a summary of expressed opinions and evaluates their strengths and weaknesses.

- Class and instructor express their opinions on the most convincing side.

- Closure is achieved through the understanding that the debate process yields results.

2.4. Debates in EFL Classes

Debate is a communicative and interactive strategy that has to be used in language classrooms and is one of the main tactics for improving speaking abilities in oral classes. Students are able to use their language skills in a real-world setting through debate. As stated by (Zare & Moomala 2013, p.151) "Classroom debate build up academic language skill, second language fluency and public speaking which assist ESL learners to be prepared for a successful academic study." Classroom debate encouraging discussion and gives students the opportunity to practice writing, listening, and speaking. However, many of teachers disregarded it because they thought that allowing learners participate in a debate may make the speaker afraid to talk effectively and confidently in the foreign language.

The use of classroom debate is becoming more and more necessary in ESL programs, as evidenced by the several studies that have been done to demonstrate its advantages. According to Ericon & Murphy (1987); Goodnight et al (1993), Participating in debates not only enhances effective speaking skills but also requires debaters to apply key principles of public speaking to effectively select, organize, and present their materials. Furthermore, engaging in debates helps individuals become adaptable and at ease with public speaking.

2.5 Debates and Language Teaching

Debate is a powerful instrument for teaching language because it includes several language-learning elements and gives learners the opportunity to practice and develop their language abilities.

5.1 Traditional teaching

Due to a lack of practice, English Second Language (ESL) students frequently find it difficult to apply their theoretical knowledge in real-life situations. Researchers have drawn attention to the problems of traditional classrooms, which typically start talks, students reply, and teachers give feedback in order to solve this. Students should actively participate in meaningful communication tasks that simulate everyday situations in an interactive classroom (Thornbury, 2005).

Feedback should to be encouraging, observing positive as well as negative aspects, and should be helpful. By creating an interactive learning atmosphere in the classroom, ESL students are given the chance to put their theoretical understanding into practice and improve their communication skills in authentic situations (Thornbury, 2005).

Fiere (2007) said that the strategy used for classroom discourse does not help to develop the students' communicative competence as it is teacher centered. Fiere (2007) criticizes the traditional method of teaching and refers to it as a "banking system." He argues that pupils should not be viewed as passive recipients of knowledge to be memorized and delivered during tests.

2.5.2 Debate as a teaching method

Scholars have debated over the most effective strategies for teaching languages and how to improve students' learning through centuries. Modern teaching methods have adopted some of their techniques. Many theories and methods have been suggested over time, but some have rejected while others have made an impact on modern teaching strategies as classroom debates. Alasmari & Ahmed (2013) claim that using debate to improve students' English speaking skills is an excellent strategy. The use of discussion in EFL lessons will help students overcome their worries about the English language.

Additionally, the debate will enhance their vocabulary, pronunciation, and fluency. Due to the wide range of topics and themes covered by debate, they will also be proficient with jargon and technical phrases.as debating covers a variety of areas and issues. Furthermore, Farah et al (2016, p.197) state that:

> This is intended for the present day classroom especially where students have already acquired the basic facility in the target language and can be molded to become critical and creative thinkers instead of listening passively to prepared lectures.

2.5.3 Debate and collaborative learning

Debate could be categorized under collaborative learning because this type of learning necessitates a group of students to join together and discuss a certain subject, issue, or motion, as is the case with debate. Moreover, Oros (as cited in Brown 2015, p. 41) states that "The delivery of debates is intrinsically linked to collaborative learning skills and critical thinking". Furthermore, Benati (2017) argued that. "Pushing learners to produce output through collaborative tasks might facilitate the accurate and appropriate use of language forms and structures." (p. 389). In the other words, by engaging learners in these tasks, they

have the opportunity to actively use language, receive feedback from peers, and develop their linguistic competence accurately and appropriately.

2.5.4 Debate learners-centered approach

In a student-centered classroom, teachers consistently encourage students to participate in the learning process by taking into consideration their needs, both as a group and as individuals. More than instructors, teachers now function as facilitators. Emaliana (2017) pointed out that "student-centered teaching approach led them to master the materials in condutcive atmosphere of learning, dynamic classroom activities, and offered opportunity to do autonomous learning" (pp. 62–63). Teachers assist the students in their learning, supervise their activities, and guide them as active participants in the learning process.

Moreover, the use of debate as a teaching method can help students take ownership of their own learning and create an improved student-centered environment in the classroom. Debates encourage students to learn actively by giving them the responsibility to comprehend the course material, a strategy that radically shifts their perspective from passive to active learning (Snider & Schnurer, 2002).

2.6. Debate and Critical Thinking

Colbert (1993) stated that students who participate in debate are better able to comprehend and express various argument forms in a variety of situations. Debate fosters the development of analytical, synthesis, and spontaneous speaking abilities. Debaters can also develop their communication skills since debate offers a distinctive educational experience that encourages depth of study, strengthens students' critical thinking through a nuanced analysis of arguments, and provides great pre-professional career preparation. Furthermore, academic debate, according to Freeley and Steinberg (2005), has been valued

as one of the top ways to acquire knowledge and develop critical thinking abilities for more than 2,000 years. Kennedy (2007) argued that:

> Critical thinking skills used in a debate include defining the problem, assessing the credibility of sources, identifying and challenging assumptions, recognizing inconsistencies, and prioritizing the relevance and salience of various points within the overall argument (p.184).

From all stated above, it is clear that debate promotes critical thinking, which plays an essential role in better communication. This is due to the fact that effective communication requires the speaker to be aware of the characteristics of the context of speech. Being aware of these qualities enables the speaker to adapt his speech to the communicative situation in which he is engaged.

2.7. Debate and Speaking Skills

Steinfatt (1986) argues that imbedding oral communication exercises in various courses across the curriculum increases the students' oral communication skills as well as their learning of the discipline-specific subject matter. Allison as cited in Vargo (2012, p. 4) states that "This process develops and improves oral communication skills, and at the same time, hones students' listening skills as a necessity to acquire effective results".

The debate process also emphasizes the importance of actively listening to others during discussions, presentations, or debates aimed at developing and strengthening students' ability to effectively communicate through spoken language much helps fostering meaningful and effective communication exchanges. Moreover, "Debate involves not only determining what to say but how to say it" (Roy & Macchiette, 2005, p. 265) confirm that,

debate requires choosing the effective communications format to illustrate the case with impact and clarity.

According to Griswold (1999), debate offers the opportunity to develop a logical thought process while also improving analytical and communication skills. According to El Majidi, de Graaff, and Janssen (2020) affirm that the discussion environment encourages experimentation with novel forms of language as well as conscious language use in addition to raising awareness of linguistic deficiencies. For Rybold (2006), engaging in debates can greatly improve students' speaking abilities in various situations.

Debating allows students to enhance their confidence and articulate their ideas more effectively during oral communication. It is well-known that many students struggle with a lack of confidence when it comes to expressing themselves verbally. This lack of confidence hampers their speaking skills. However, teaching speaking skills through debate can assist students in regaining their confidence and effectively conveying their ideas.

2.8. Advantages of EFL Classroom Debate

Like any educational strategy, debate has its advantages and disadvantages. Hu (2002) asserts that debate is now a crucial tool for achieving language goals, such as the development of vocabulary, note-taking techniques, reading comprehension, article analysis, critical thinking, the use of authentic materials, and public speaking abilities. Moreover, according to Lucas and Katz, (1994) debate reinforces all four language skills. Students that actively participate in the debate will become better listeners and more successful speakers in their presentations. During debate preparation, they will improve their reading, writing, and note-taking skills. These skills are appropriate for their speaking discussions.

Debating can be used in EFL classes as a tool to make students practice language skill in real life situation (Alasmari & Sayed, 2O13, pp. 146-152). In addition, Barkley

(2005) states that this kind of teaching methodology can make considerable contribution in raising motivation ,fostering critical thinking, developing communication proficiency, and encouraging students in any complex analyses of situations they may deal with. Also it can develop kids' ability to think critically. Every student is encouraged to critically analyze a problem during debate.

2.9. Disadvantages of Classroom Debates

According to Barkley (2005), there are some drawbacks to participating in debates. Debaters take enough time to choose an emotive topic within field that has two distinct, debatable, and opposing viewpoints. Students lack flexibility when constructing arguments because proposition statements might be confusing at times. Sometimes, students lack the prior knowledge necessary to respond to the proposition and require extra time to practice the debate activity. Professor Tumposky (2004) Emphasizes that debate encourages dualism .Hence it leads to limiting the scope of the learners towards an idea or an issue.

Vargo (2012) stated that "debate can oversimplify and misrepresent the nature of knowledge." It can be assumed that the debater's subjectivity and the way his understanding of the subject affects his understanding of the issue. Accordingly, Tumposky (as cited in Farah et al. 2016, p.197), claims that debates promote a bias towards duality, which tends to look at an issue from two opposing positions. However, one can resolve the problem of dualism by simply combine debates with other forms of discourse, such as open talks and deliberative procedures, in order to promote a more diverse and broad comprehension

Conclusion

In conclusion, debate can be a useful tool for learning English. It is such an educational and entertaining activity that encourages students to use their English language skills. Students will gain presentation skills and the English language if debates are properly practiced in oral classes. This will help them become motivated and confident users of the English language in academic, social, and professional situations. Engaging in debates as an active instructional strategy significantly improves learning outcomes, specifically in terms of content mastery and the development of critical thinking abilities, oral communication proficiency, and empathy as they learn to respect and take into account different points of view.

Chapter Three

Fieldwork and Data Analysis

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Introduction

After presenting the theoretical part in the two preceding chapters, the present chapter is devoted to the practical part of this research. It yields detailed analysis of the collected data followed by a thorough discussion of the gathered results in an attempt to check the research hypothesis and to answer our research questions. In order to enrich this study with sufficient needed information, a questionnaire was designed and distributed for second year EFL learners from the department of English at Mohamed Khider Biskra. Additionally, teachers' interview was selected as a second data gathering tool .Both tools are used to investigate the effectiveness of classroom debate in enhancing EFL learners' speaking skills, and teachers' attitudes towards the same task.

3.1 Research Methodology

This part will introduce the steps of the research methodology, which contains the research approach and design, population and sampling techniques, and data collection tools.

3.1.1 Research approach and design

This study is descriptive qualitative research design. To obtain more precise data and obtain an understanding of the attitudes and opinions of the respondents, questionnaires are the primary tool of data collection. Since they have more experience with oral expression and are aware of the obstacles standing in their way of mastering the speaking skill, the first questionnaire was created for second year LMD students. The second tool is an interview with English teachers, particularly those who specialised in oral expression. It seeks to look at various viewpoints on whether or not class debate are useful at improving students' speaking skills.

3.1.2 Population and sampling techniques

The current study is directed at second-year LMD students at the University of Mohamed Khider Biskra's Department of Letters and English. These students are taking classes for the academic year 2022–2023. (31) students out of the (400) who participated in the study represent the sample. The reason for choosing this group of people is that second-year students have already studied oral expression and have a good understanding of what oral expression sessions include. They are therefore aware of the challenges they confront when learning to talk and improve their oral skill. In addition to that, six (6) experienced teachers of the oral expression module were selected to provide a reliable feedback to the research.

3.1.3 Data collection tools

Students' questionnaire and teachers' interview both are used to investigate about the attitudes of teachers and students attitudes towards the effectiveness of class debate in enhancing EFL students' speaking skill.

3.1.3.1 Students' questionnaire

3.1.3.1.1 Aim and administration

The purpose of this survey is to investigate more about the difficulties second year students have in speaking, particularly when they perform in front of teachers and other students. Additionally, it seeks to determine whether class debates might improve students' speaking skills and give them a chance to speak confidently. The current questionnaire was personally delivered to 40 second-year EFL students at Mohamed Khider university of Biskra. The researcher specifically handed (20) copies on the first day and then (20) on the second day. Only (31) students ultimately responded to the survey.

3.1.3.1.2 Description of students' questionnaire

To identify the elements that this study is based on, a semi structured questionnaire was designed to explore and investigate students' views and their perceptions towards classroom debate as a learning strategy for the amelioration of students' oral skills. This questionnaire consists of twenty one (21) questions divided into three sections; each section focuses on a particular issue. The questions used in this questionnaire are both open –ended and closed-ended questions. The first section is concerned with "students' personal information" to collect information about learners such as their gender and their choice about learning English.

The second section is entitled "Students' attitude towards oral performance", it consists of nine (09) questions. These questions aim at discovering the learners" level, their participation in class, challenges encountered when speaking and its causes. In addition to that, the learners' attitudes towards teachers' roles. The third section "communicative activities in classroom debate" contains 10 questions, which aim to know the learners 'perceptions and attitudes towards classroom debate.

3.1.3.1.3 Data analysis procedures

The semi-structured questionnaire and semi-structured interview were analyzed thematically. Both tools were handed in-person to the chosen samples .The researcher transformed the results into tables since the research at hand is a qualitative one. Concerning the students' questionnaire, the tables were calculated manually 'frequencies and percentages) while teachers' interview was interpreted without using any applications.

3.1.3.1.4 Data analysis and results interpretation

The analysis of the data collected will be presented and interpreted starting with the students' questionnaire and ending with the teachers' interview.

3.1.3.1.5 Analysis of students' questionnaire

Section One: Students' Personal Information

Item 1. Would you specify your sex, please?
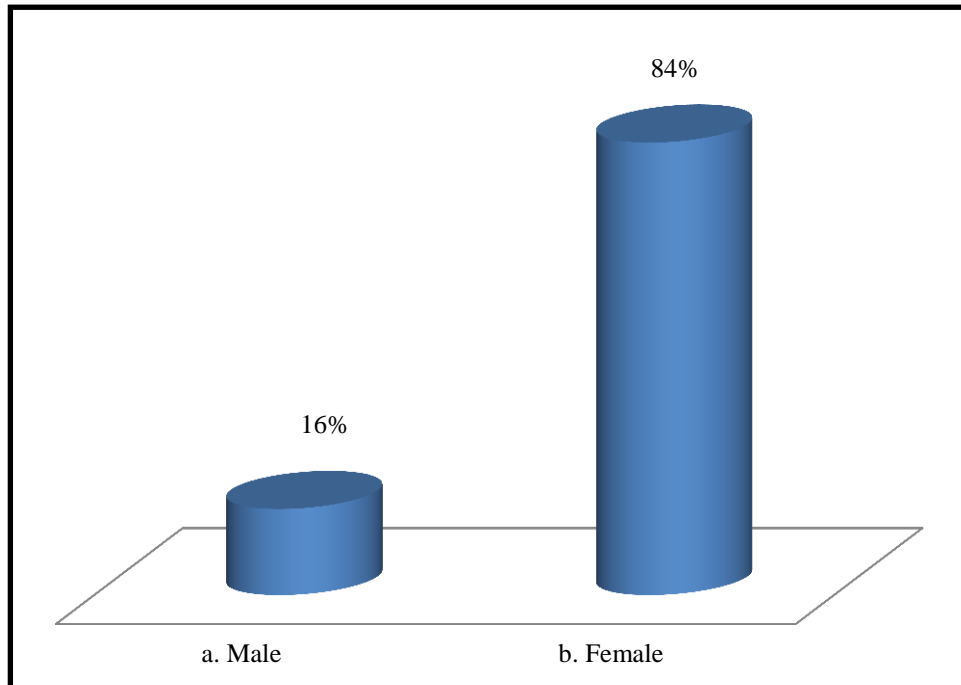
Figure 3.1: Students" Gender

According to the results illustrated on the figure above, the participants were asked to specify their gender. The lower rate is (16%) males and the higher rate is(84%) females. This reveals that females are more interested in learning English language as a branch at Biskra University compared to males.

Item 2. For what purpose(s) did you choose learning English language at University?(You may tick more than one option).
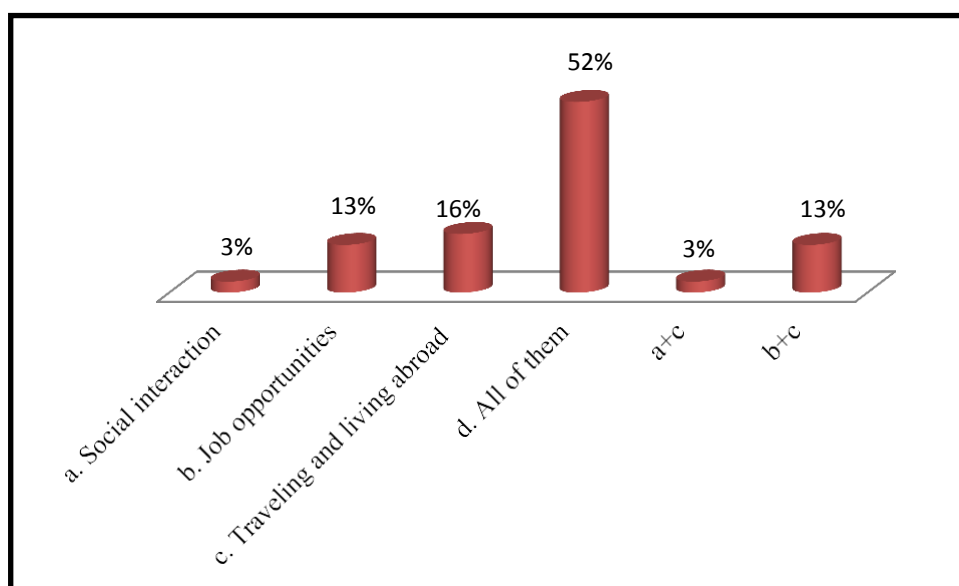
Figure 3.2: Students" Purpose behind their Choice to Learning English

In this question, the participants were asked about the purpose of choosing English as a Foreign Language EFL at university. (03%) have choosing English for social interaction , (13%) of students said job opportunities , (16%) of students for travelling and living abroad, and (52%) of students chose all of them. (03%) opted for choices (a) and(c) together, and (13%) chose (b) and (c) together. From the results, we conclude that the majority of research participants are interested in the last choice which is all of them, particularly on social interaction, job opportunities, and travelling to live abroad. Consequently, learning speaking skills isbeneficial for students from different sides because it serves various purposes related to their life at the university, as well as, their daily life.

Section Two: Students' Attitudes towards Oral Performance

Item 1. How much is speaking important for you?
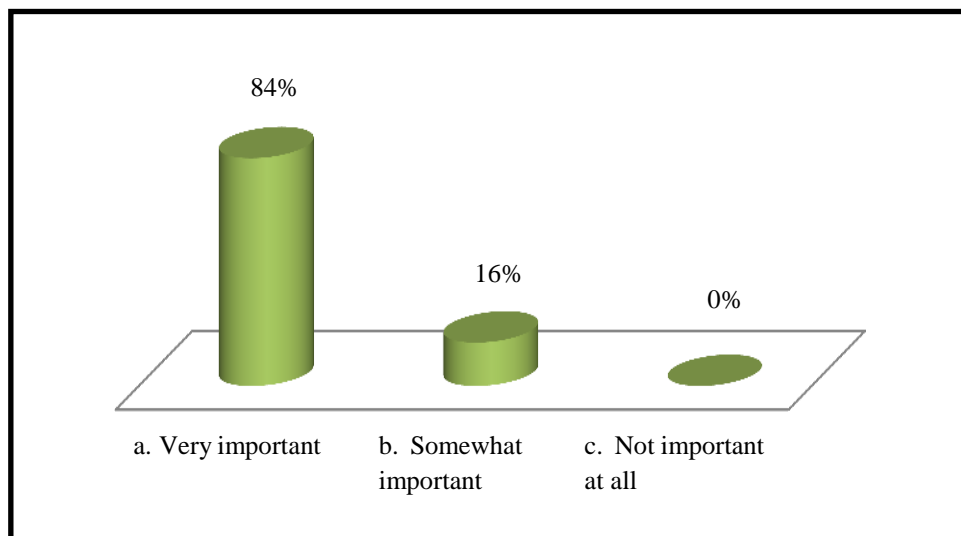
Figure 3.3: The Importance of Speaking Skill

Figure N°3 indicates that, (84%) of students declared that the speaking skills is very important for them. However, (14%) said that it is somehow important. The results show that the majority of the participants confirmed that speaking is very important to them. This indicates that most of the respondents are mainly expected to be motivated to learn English and choose it because they like it.

Item 2. How can you evaluate your speaking performance?
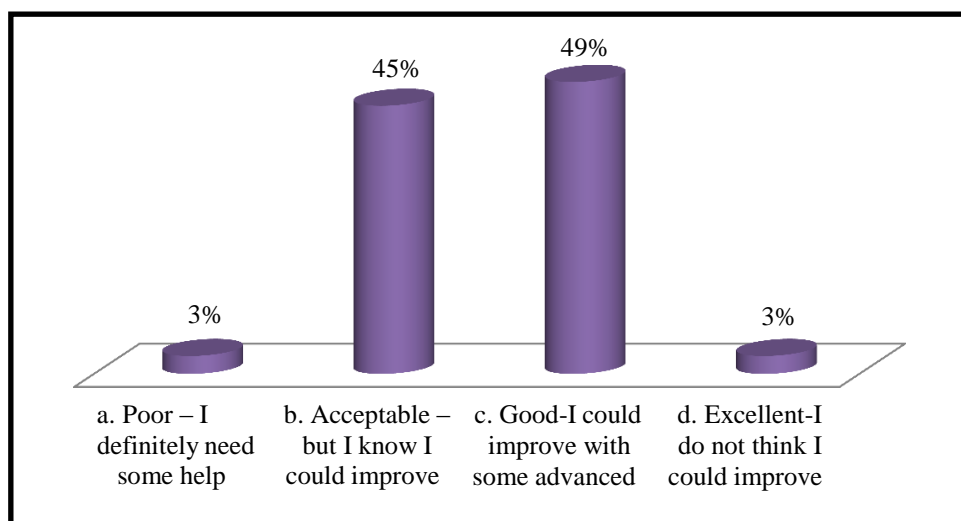
Figure 3.4: Students" Self-evaluation Of Their Speaking Performance

The results illustrated on the figure reveal that, (03%) of the students declared that their levels are poor and they need some help. While, (45%) of the participants said that it is acceptable but needed more improvement. Nevertheless, (49%) of students said that it is good but they need advanced tips and the last (3%) of students said that it is excellent and they do not need much improvement. The results of this table reveal that the majority of the participants are between acceptable and good when it comes to the self-evaluation of their speaking performance.

Item 3. How often do you participate or communicate in class?
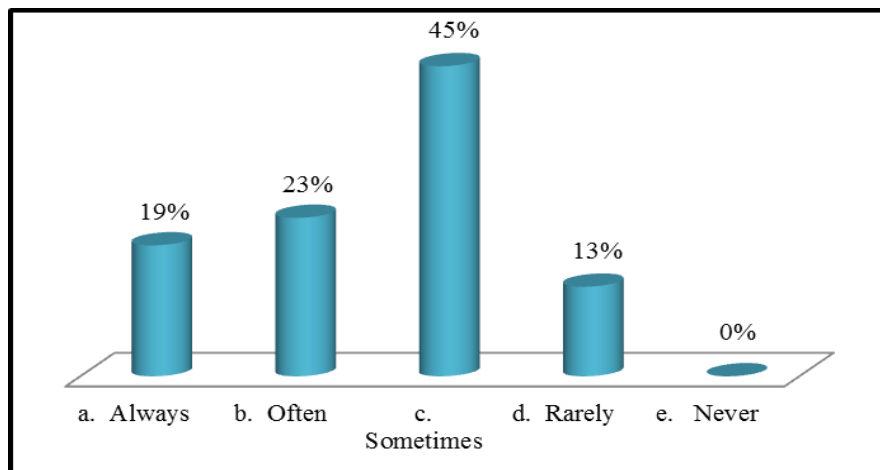
Figure 3.5: Frequency of Participation or Communication in Class

The displayed results in the figure above identify the frequency of participation in class communications. (19%) of the students said that they always participate, and (23%) of the students said often. On the other hand, (45%) of the students said sometimes and the last (13%) of the students said they rarely participate .Finally, (0%) said that they never participated. The results show that the majority of the participants said they sometimes

participate in classroom communication. These results indicate that the students are encounter with some obstacles that prevent them to talk frequently in their classroom.

Item 4. Do you find any difficulties to talk in class?
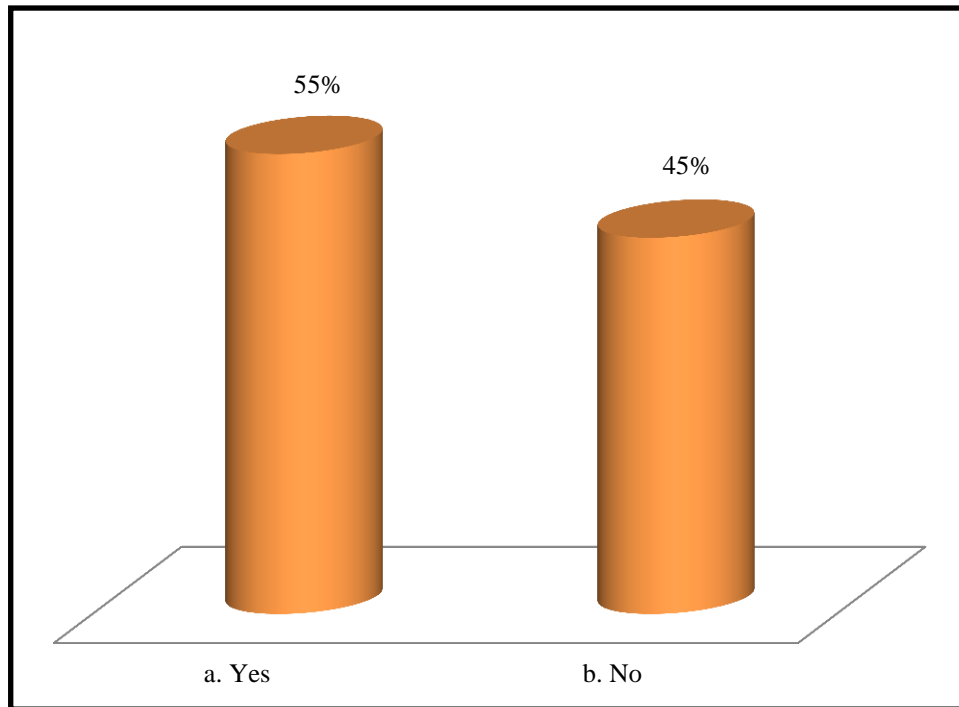
Figure 3.6: Students" Responses about whether They Find any Difficulties when Talkingin English in the Classroom or Not

In this question, the participants were asked if they have any difficulties in talking in the classroom. (55%) of the students said yes and the last (45%) of the students do not encounter any difficulties while speaking in the classroom so they are able to participate and express themselves easily. The findings indicate that, there is little distinction between pupils who experience challenges and those who do not. It indicates that they are at ease and speak with assurance.

If yes, which of the following speaking difficulties do you have?
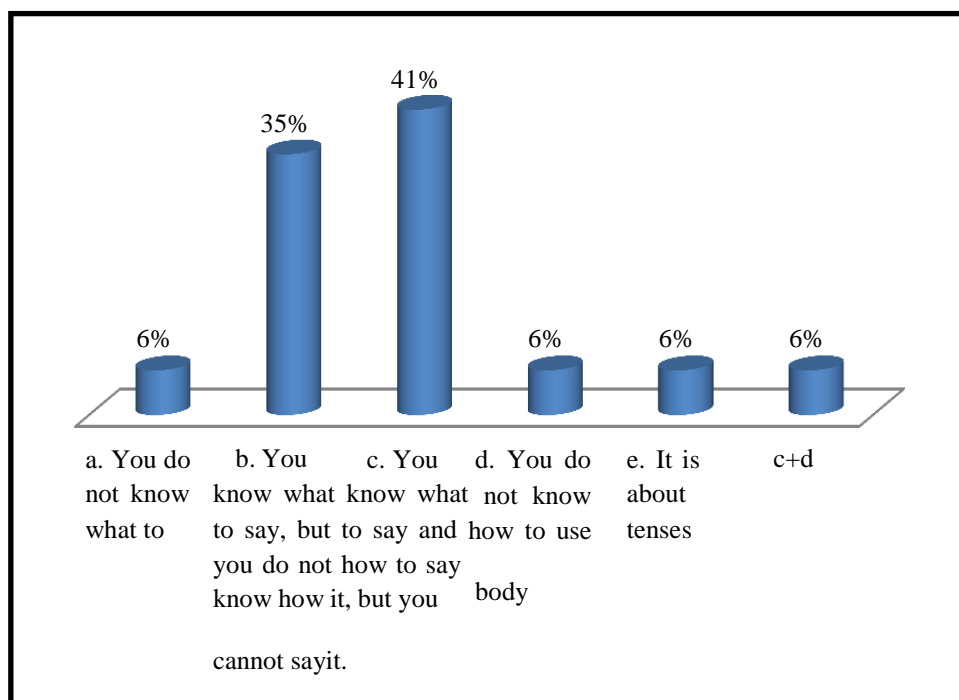
Figure 3.6.1: Types of Speaking Difficulties

The second part of the question is to specify which part they find difficulties in. (6%) of the students have claimed that they do not know what to say, and (35%) of the students declared that they know what to say but they do not know how whereas (41%) of the students said they know what and how to say but cannot say it. (6%) of the students said they do not know how to use their body language. On the other hand, (6%) of the students said it is aboutproblem of tenses. Finally, (06%) said (e) and (d) together. The results show that the majority of students find difficulties in the type of (they know what to say and how to say it, but they cannot say it). This suggests that there are psychological reasons why individuals are unable to speak confidently, even when they areaware of what to say and how to say it.

Item 5. According to you, what can be the cause of students' speaking difficulties inthe class? (You may choose more than one option)
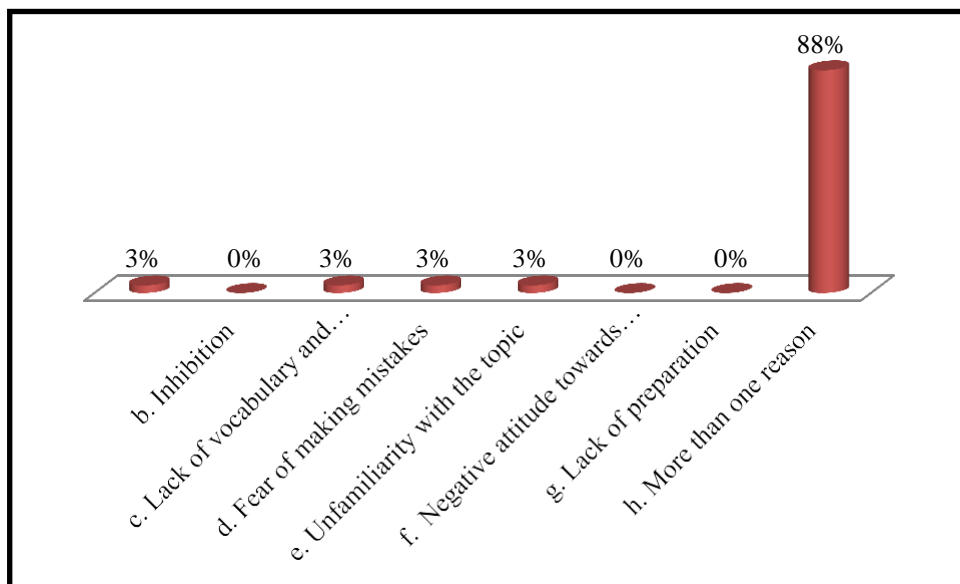
Figure 3.7: Reasons behind Students' Speaking Difficulties

As indicated above, the participants were asked about the causes of speakingdifficulties they may experience in class, students have a variety of possibilities from which to choose.(3%) believe that the speaking anxiety and low self- confidence, and (0%) said inhibition. Nevertheless, (3%) believed that their weaknesses in speaking the foreign language is the result of their lack ofvocabulary, and (03%) said fear of making mistakes. On the other hand, (03%) said informality with the topic.(0%) said negative attitude, and (0%) said lack of preparation, and the last and major choice with (88%) said more than one reason. This indicates that learners‟ incompetence in the English language is mainly related to different causes that may psychological and pedagogical.

Item 6. How do you consider the role of the teacher during the speaking tasks?
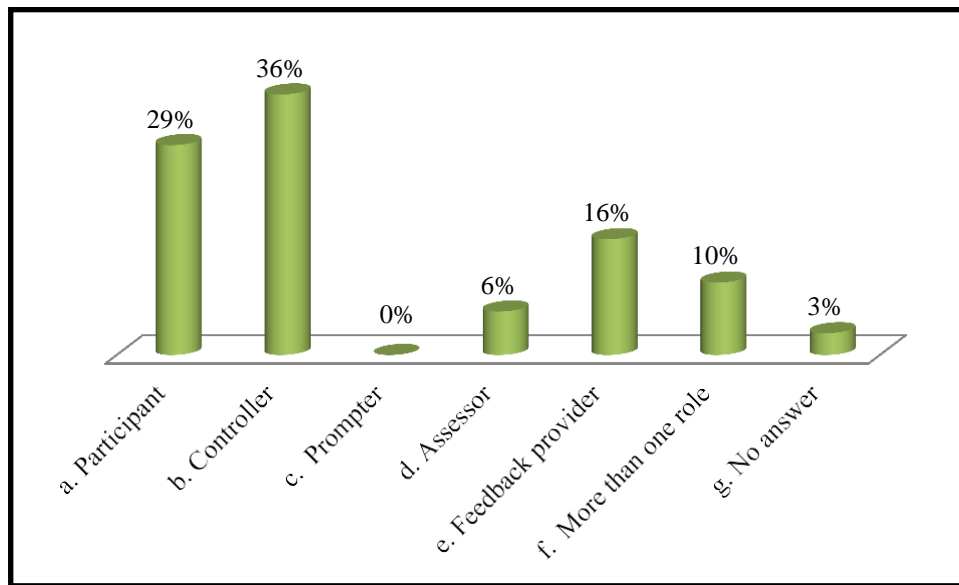
Figure 3.8: The Role of the Teacher during the Speaking Tasks

As shown in the figure, after having asked the participants about how they consider the teacher's role during the classroom speaking tasks. (29%) of the students consider the teacher as participant; (36%) said that he is a controller. However, (0%) said that it is prompter, and (06%) said assessor. However, (16%) said that he is feedback provider while, (10%) said more than one role, and the last (03%) said no answer. The results of this question show that the majority of the participants said that the role of the teacher during the classroom tasks is the controller. This proves that a significant number of teachers tend to increase their students' motivation and autonomy by giving them the chance to be in charge of their own learning. When acting as a guide, the teacher would put students at ease, particularly in these types of modules, and give them the opportunity to take charge of the classroom and participate in the lesson.

Item 7. Who does most of the talk in oral expression session?
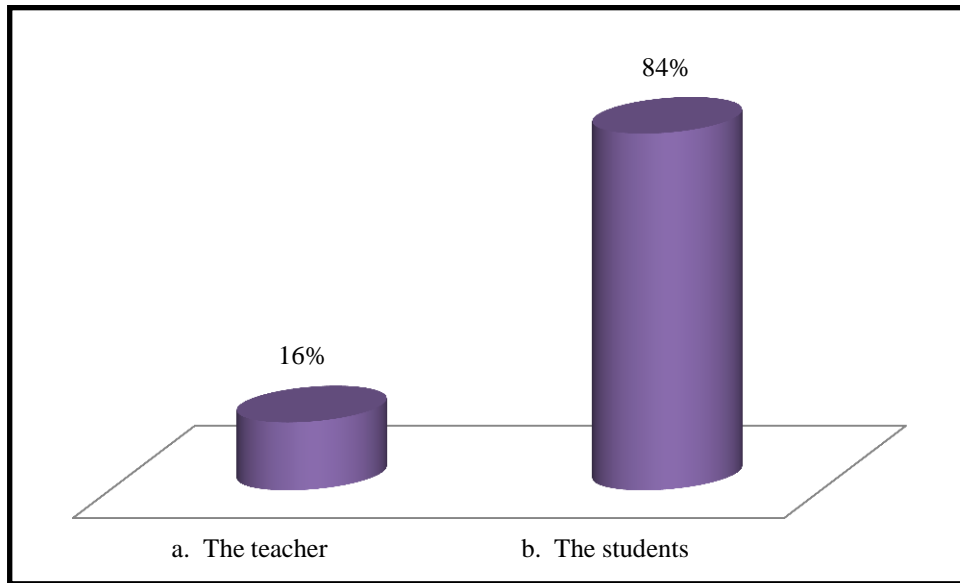
Figure 3.9: The Predominant Participant in the Oral Expression Session

As clearly illustrated in the figure, only (16%) of the participants declared that the teacher does most of the talk in class, and (84%) said the student who does. The results of this figure said the majority of students do the most talk in oral expression sessions. This implies that creating engaged pupils rather than passive ones is the major objective of the (LMD) License, Master, and Doctorate system. Additionally, this shows that teachers who encourage discussion and idea sharing among students in the classroom are aware of the nature of the module, which calls for the development of a relaxed atmosphere to enable effective and efficient learning and vice versa for the minority teachers.

Item 8. What do you prefer in your classroom?
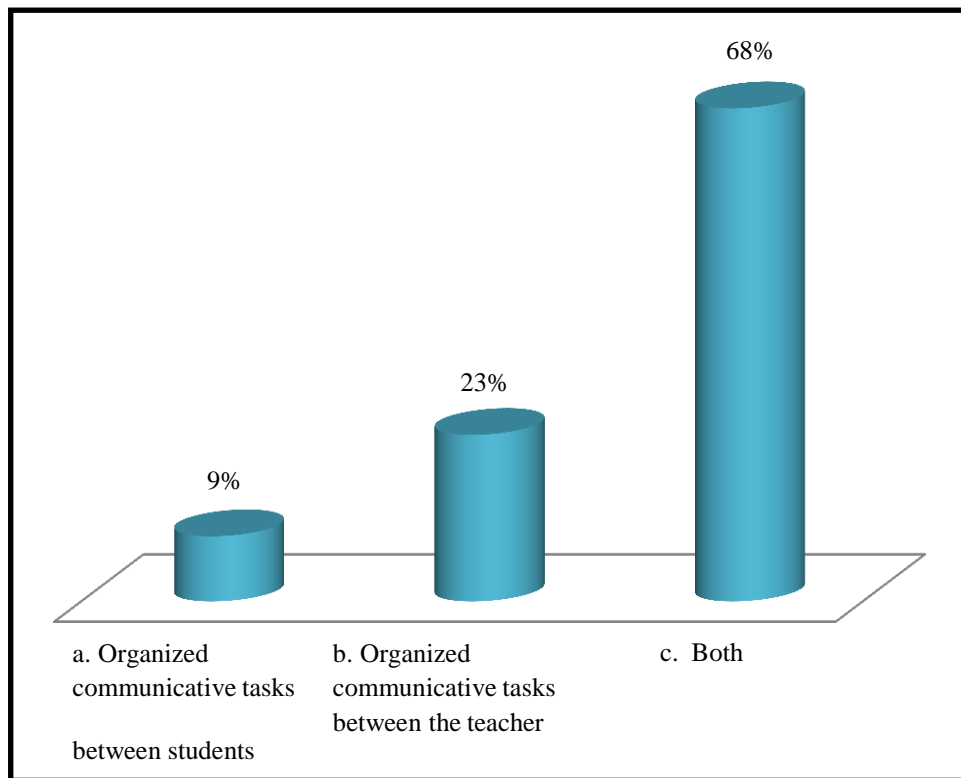
Figure 3.10: Students'' Preferable Tasks in the Classroom

The above figure revealed that,(09%) of the students prefer organized communicative tasks between students. However,(23%) prefer organized communicative tasks between students and teachers and the last (68%) of students prefer both choices. Yet, the results have shown that the majority of students prefer both tasks between students themselves and between students and teachers. In their opinions, these methods allow them to gain more knowledge and vocabulary about the tasks by exchanging ideas and thoughts .In addition to that, they become more comfortable in an enjoyable environment.

Item 9. In oral expression sessions, do you prefer to work?
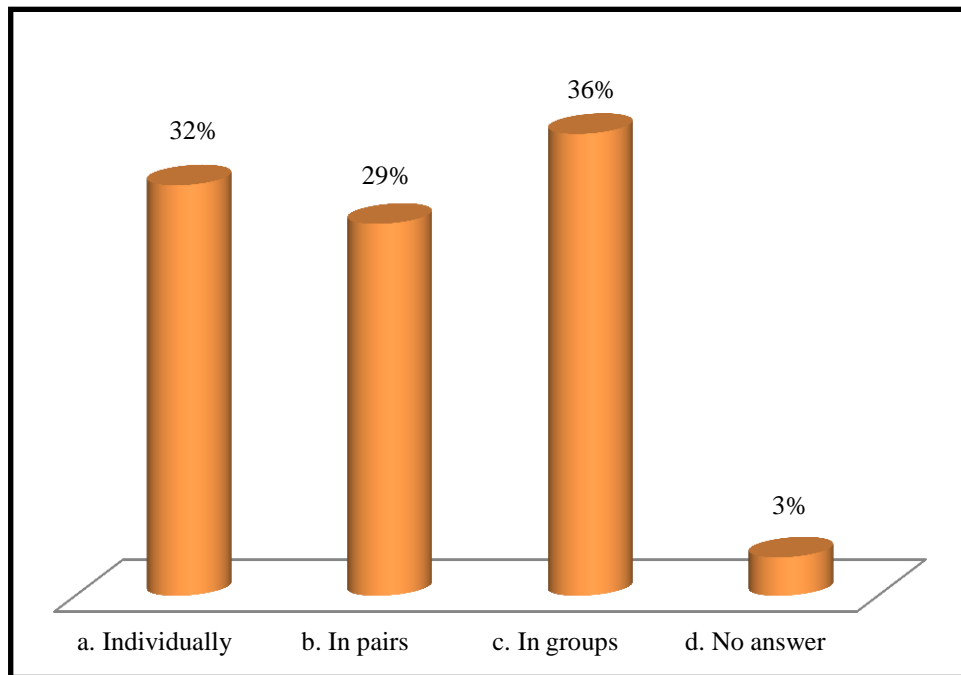
Figure 3.11: Students" Preferable Method in Oral Expression Sessions

The results illustrated in the figure reveal that (32%) said individually, (29%) said in pairs,(36%) in groups and (03%) no answer. The results of this figure show that the majority of the participants prefer to work in groups. According to participants who prefer working individually. They feel more creative and produce greater outcomes. They are well-organized, comfortable, and accept responsibility for their work and results. In the other side, participants who like working in pairs and groups are extrovert people .According to them, they want to share their ideas and their points of view, help each other, help to reduce the stress and being confident not confused.

Section Three: Communicative Activities

Item 1. Do you enjoy interacting with your classmates?
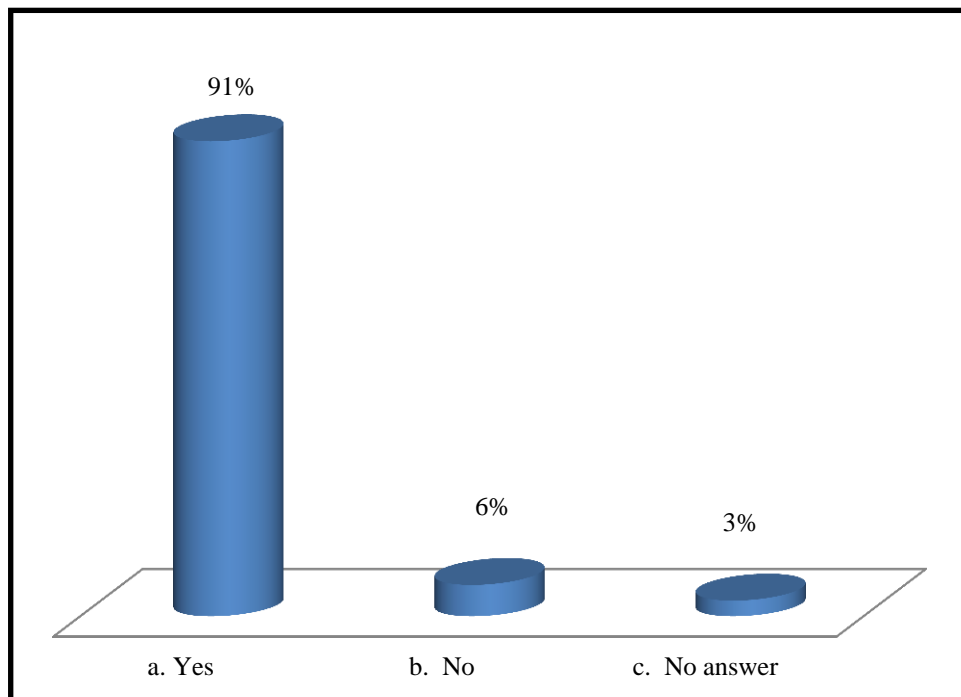
Figure 3.12: Students" Opinion on Classmates" Interactions

As indicated in the figure above , (06%) of participants do not enjoy interacting with their classmates. On the other hand, (91%) of the participants enjoy interacting with their classmates and the last (03%)gave no answer. The results show that the majority enjoy interacting with their classmates In theiropinion, it is a helpful and supportive way to improve their levels in speaking, encouraging each other, and this may help to eliminate shyness, anxiety and stress while speaking.

Item 2. According to you, which of the following communicative activities/tasks canbe more effective to improve your oral performance? (You may choose more than oneanswer)
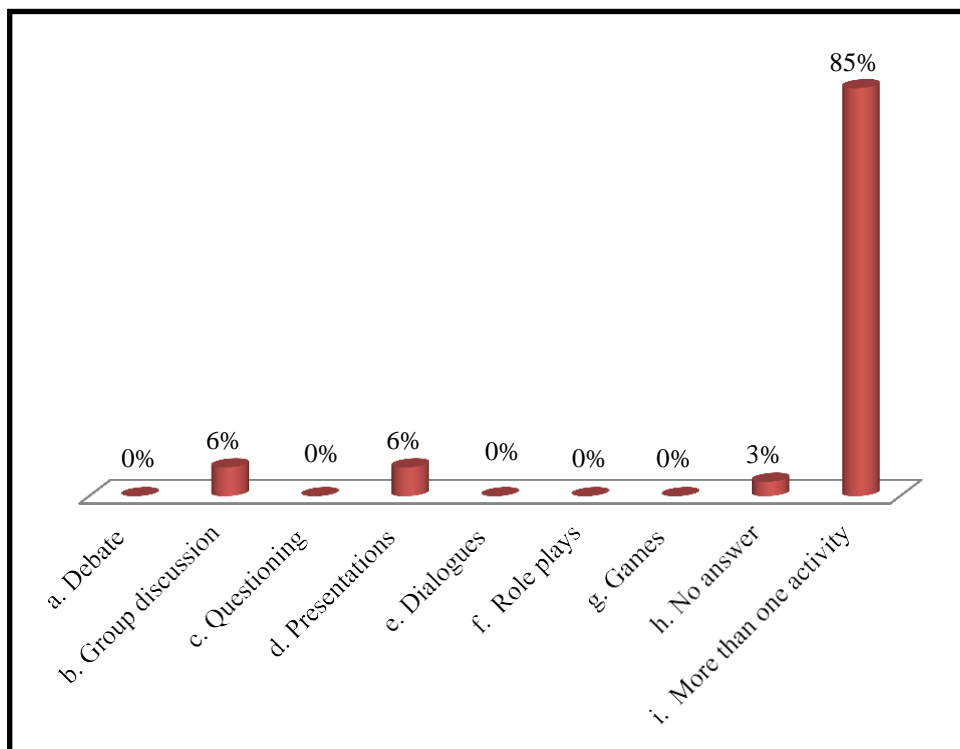
Figure 3.13: The Most Effective Communicative Activities/Tasks to Improve Oral Performance

The displayed results in the figure above indicate that, (0%) opted for the debate, (06%) group discussion, (0%) questioning.Nevertheless, (06%) said presentations, (0%) dialogues, role plays, and games. (03%)gave no answer and the last and major choice with (85%) said more than one. The results of this figure reveal that the majority chose more than one .Maybe the students want to use different Activities in order tofeel freer in their speaking and gain more experience from it.

Item 3. How do you find the use of communicative activities in oral classes?
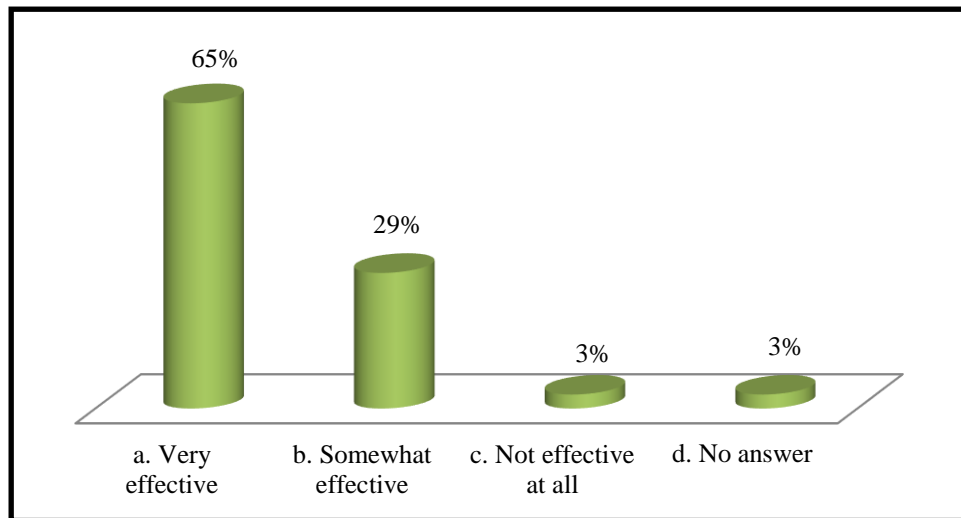
Figure 3.14: The Level of Effectiveness on the Use of Communicative Activities in Oral Classes

The figure above reveal that (65%) of participants said that the use of communicative activities are very effective, while (29%) said somehow effective. (03%) said not effective at all and the last (03%) said no answer; the results of this figure reveal that the majority find it very effective. From their points of view, participants in communicative activities make it easier to talk more fluently in addition to learning new vocabulary and pronunciation techniques to understand more about the required task.

Item 4. Do you enjoy participating in classroom debates?
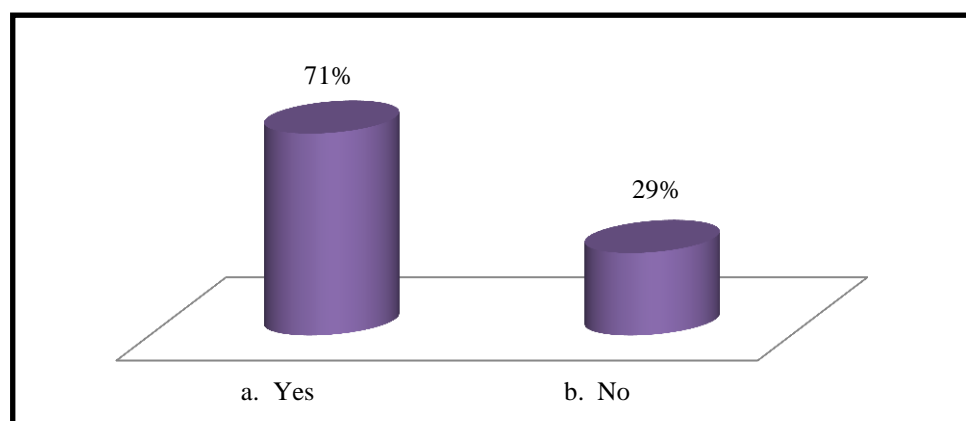
Figure 3.15: Students" Attitude towards Classroom Debates

In this figure, the participants were asked if they enjoy classroom debates. (71%) said yes and (29%) said no. The results of this figure indicate that the majority of students enjoy classroom debates.

- **If yes, is it because (you may tick more than one option)**
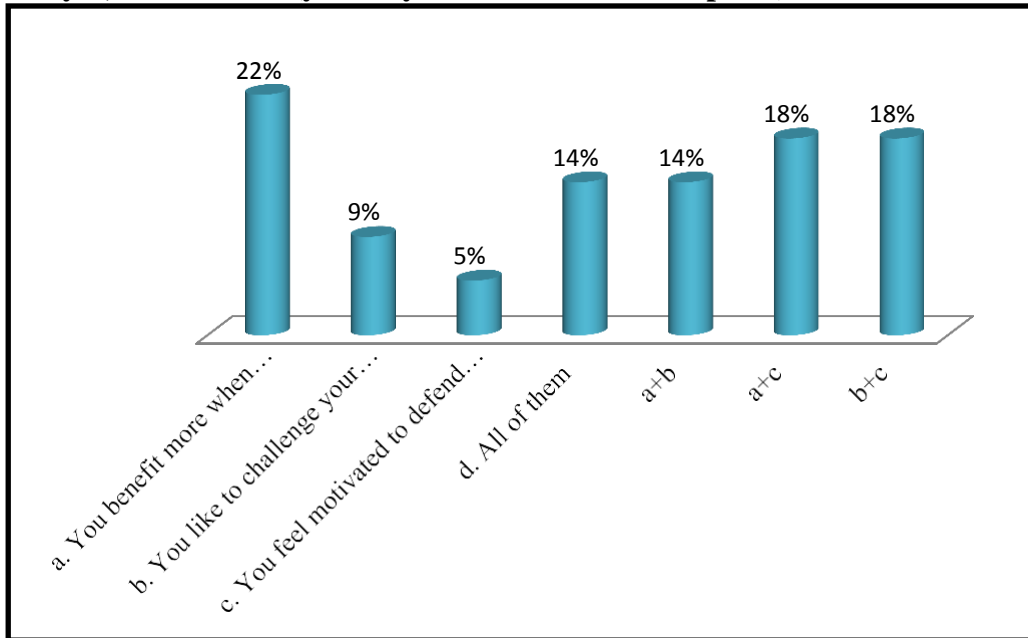
Figure 3.15.1: The Benefits of Participating in Classroom Debate

In this figure, the participants were asked if they benefit from participating in classroom debates. Students have a variety of possibilities from which to choose. (22%) said they benefit more when students mostly talk, (09%) said they like to challenge their classmates. (05%) said they feel motivated when they defend their arguments and (14%) said all of them. (14%) chose (a) and (b) together, (18%) opted for (a) and (c) together and (18%) said (b) and (c) together. The results of this figure revealed that the majority of participants went with (a, b and c) choice which means they agree on all of them
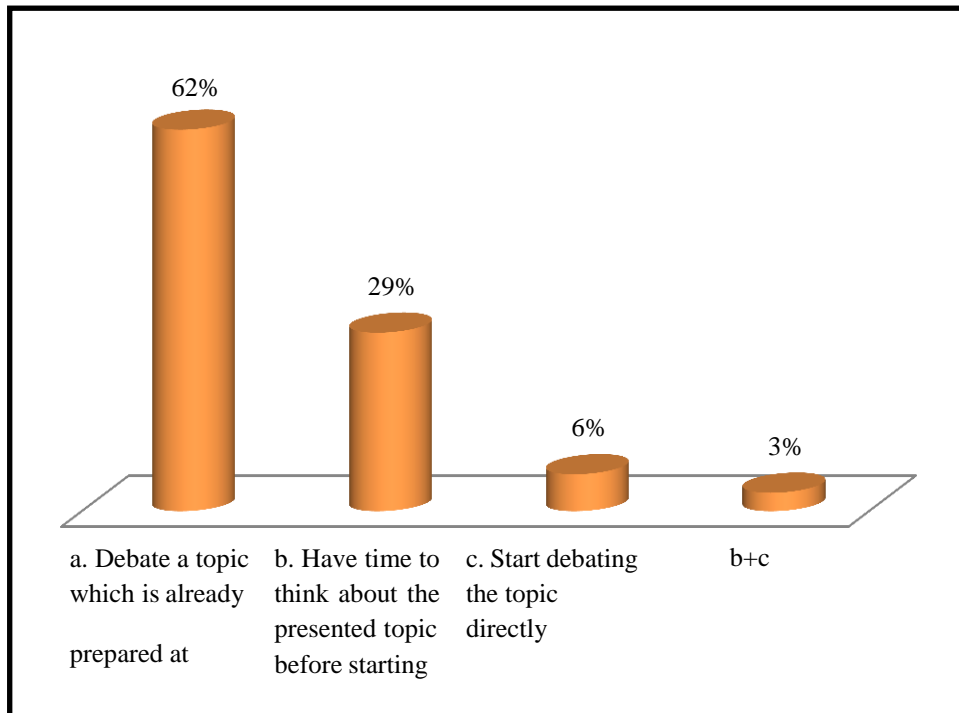
Figure 3.16: Students" Preferable Technique in Classroom Debates

From the results obtained, it can be noticed that, (62%) prefer debated about a topic they already prepared, (29%) prefer to havetime to brainstorm the presented topic before they start while, (06%) choose to start debating directly and (03%) chose (b) and (c) together. The results entail that the majority of participants prefer to prepare themselves athome before they start classroom debates in order to have the accurate information to support their arguments and feel more comfortable and confident in an effective communication.

Item 6. What aspect do classroom debate activities help you to ameliorate? (You may tick more than one option)
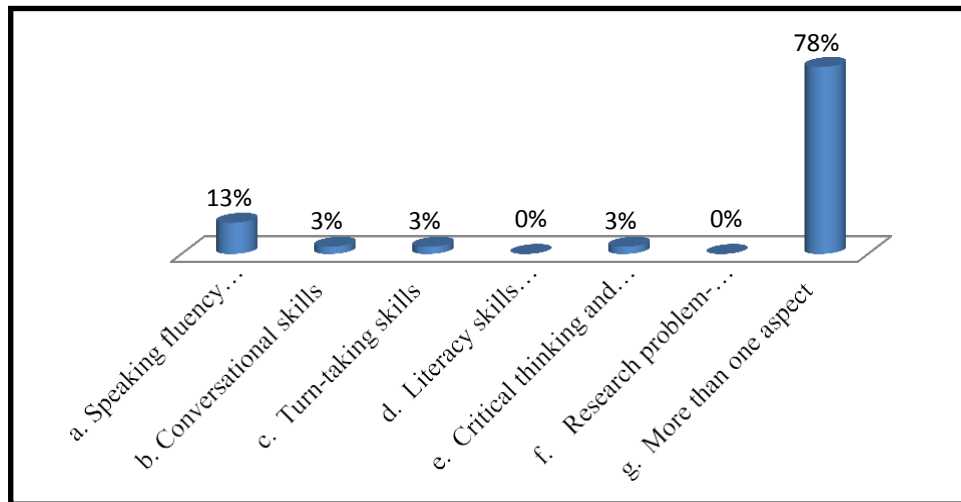
Figure 3.17: The Aspects that Classroom Debate Activities Ameliorate

The results indicate that,(13%) declared that classroom debate ameliorates their speaking fluency and accuracy, and (03%) said that ameliorate the conversational skills. Nevertheless, (03%) said is about turn-talking skills, (0%) said literacy skills while (03%) said that it ameliorates their critical thinking, (0%) said research problem solving. Finally, (78%) of the participants suggest more than one aspect. The findings of this investigation indicate that most people selected multiple aspects. This outcome illustrates the significance of classroom debate in helping students develop a variety of skills.

Item 7. Does the use of classroom debate*:*
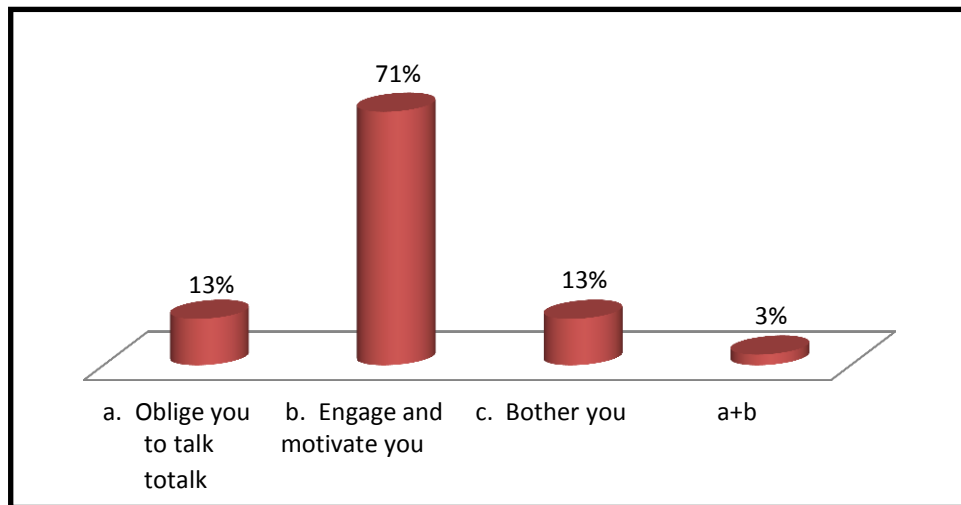
Figure 3.18: The Use of Classroom Debate

In this question, the participants were asked if they use classroom debate. Oblige them to talk or engage and motivate them. (13%) stated that the debate obliged them to talk. However, (71%) said that engage and motivate them to talk. (13%) said it bothers them and (03%) said (a) and (b) together. The results of this figure said that the majority of the students engaged and motivated when they talk in a classroom debate. This implies that classroom debate is beneficial for the motivation of learners in class.

Item 8. Does classroom debate pose difficulties for you to talk?
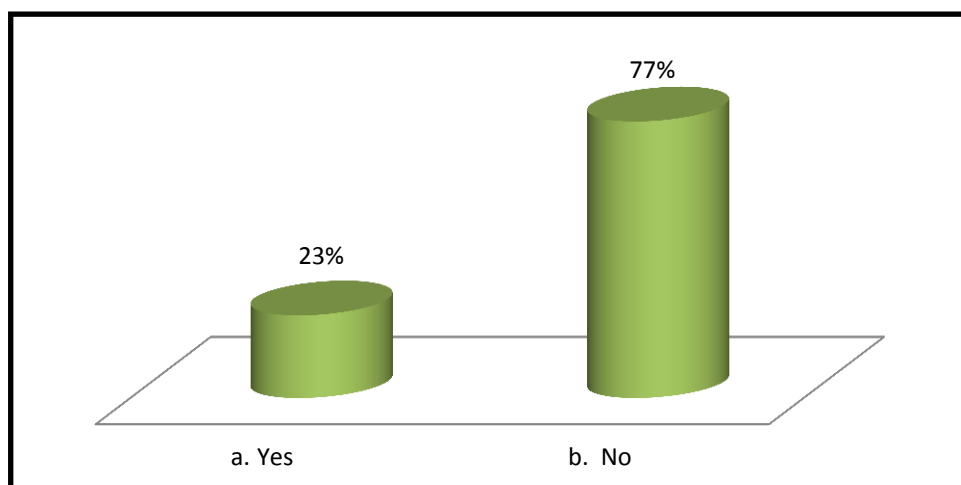
Figure 3.19: Students Opinion towards Classroom Debate

The majority of participants that are (77%) agreed the use of class debate . As the figure above showed, that engaging in debate as a form of activity encourages them to talk more. This suggests that those students appreciate classroom debates because they are inspired to utilize the language while (23%) of them were agains the concept of debate in class .Because, they do not have background , about the task that will be discussed and missing a particular words that are relevant to the topic .

Item 9. Do classroom debate activities help you reduce your speaking mistakes?
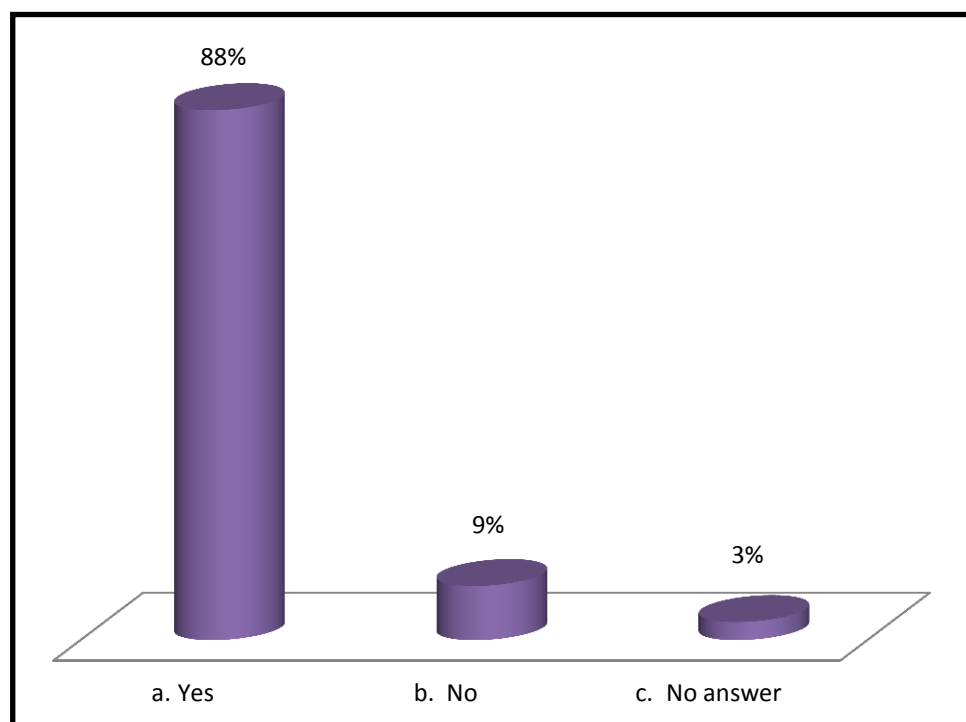
Figure 3.20: Students" Attitude towards Classroom Debate Activities

In this figure, the participants were asked if debate activities help them to reduce speaking mistakes. (88%) said yes, (09%) said no and th (03%) gave no answer. The results of this figures show that the majority said yes about classroom debates help them to reduce speaking mistakes.

If yes, is it because through classroom debate
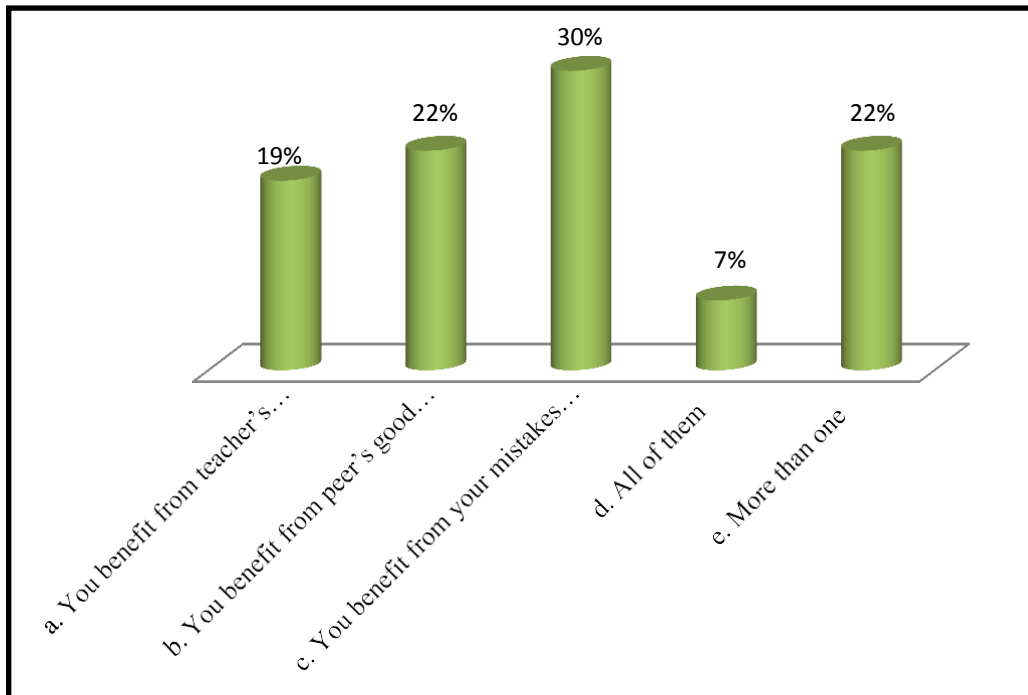
Figure 3.20.1: The Benefits of Classroom Debate Activities

In this figure, the participants were asked if they benefit from classroom debate activities.(19%) said they benefit from teachers' comments, (22%) said they benefit from peer oral performance.(30%) said theybenefit from their mistakes and self-correction, (07%) said all of them and the last (22%) said more than one. The results of this figure reveal that the majority benefit from their mistakes and self-correction.

Item 10. To what extent do you agree or disagree with the following statements:
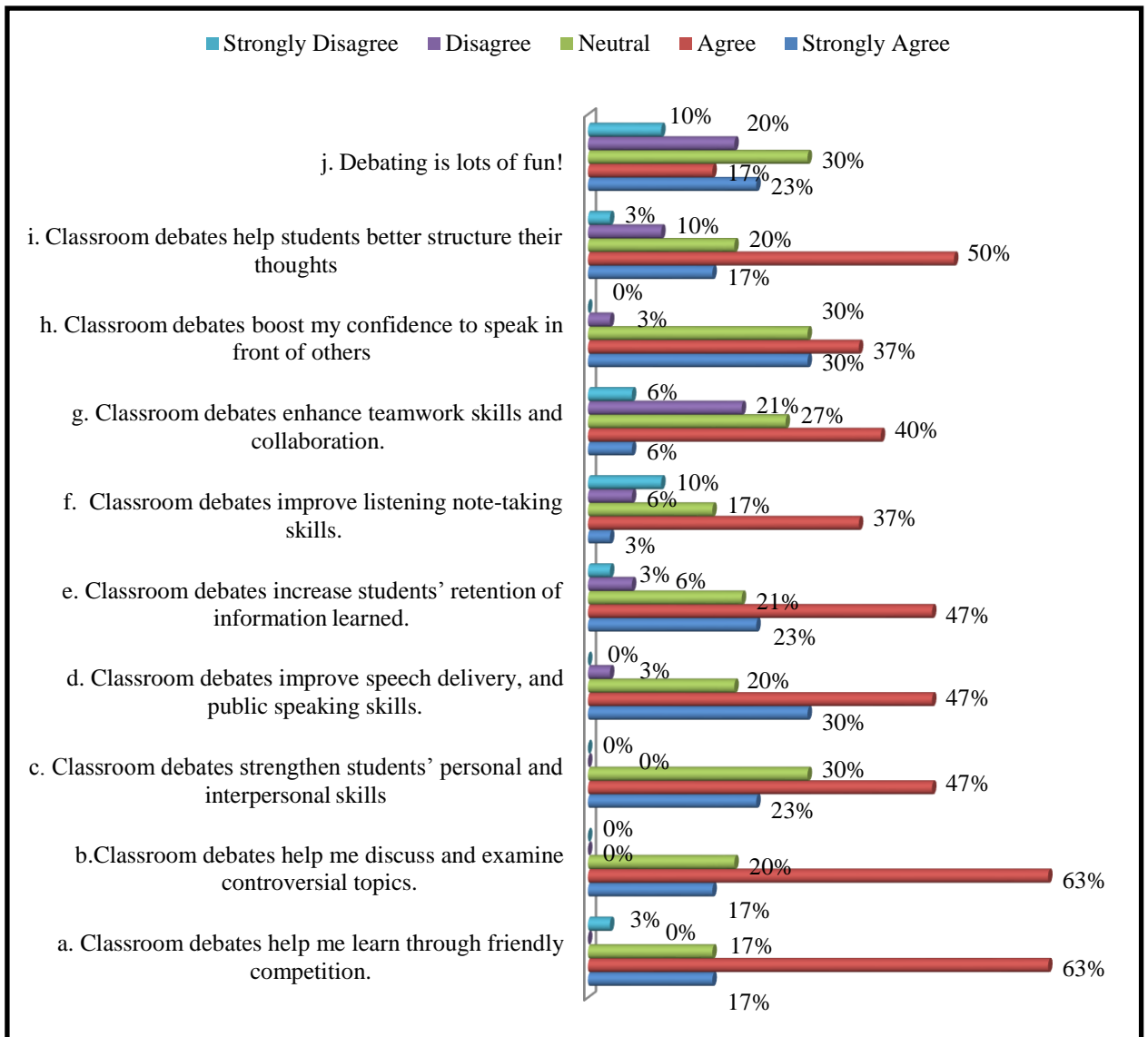
Figure 3.21: Frequency of Students' Agreement on the Provided Statements

In this question, students were asked if they agree or disagree with this statement. In the first statement, 30% said that classroom debates help students to learn through friendly competition. 50% said that classroom debates help students discuss and examine controversial topics. 37% reveal that classroom debates strengthen students' personal and interpersonal skills. 40% declare that classroom debates improve speech delivery and public speaking skills. 37% said that classroom debates increase students' retention of information learned. 47% reveal that classroom debates improve listening note-taking skills. 47% declare

that classroom debates enhance teamwork skills and collaboration .47% said that classroom debates boost students' confidence to speak in front of others .63% said that classroom debates help students better structure their thoughts. 63% reveal that debating is lots of fun.

3.1.3.2 Teachers' interview

3.1.3.2.1 Description of the interview

Six oral expression teachers were chosen from the sample to be interviewed. The teachers were informed about the purpose of the interview in advance. The interview was conducted in the target language. The researcher raised 13 ended and open-ended questions.

3.1.3.2.2 Aim of the interview

The interview was employed because this data collection method allows direct contact with the sample, it is flexible. It produces in-depth details of the topic.The general aim of the interview was to elicit more information about the participants' attitudes towards the effectiveness of class debate activities in enhancing students' speaking skills. Also, it aimed at investigate teachers' difficulties that they faced when implement classroom debate.

3.1.3.2.3 Analysis of teachers' interview

Q1. According to you, how much important is speaking for EFL students? Why?

Interviewees	Responses
T1	It is very important because it is considered as the most important part in learning a language. It is a communicative/productive skill students use all the time and they have to master it to achieve effective interaction and communication.
T2	language is primarily communicative and the speaking is the usually the first medium of interaction
T3	It is an important skill for the an adequate acquisition and mastery of the foreign language

T4	It is as important as the other skills. Speaking is the skill by which people judge learners' mastery of the language because it displays its communicative aspect.
T5	Speaking is important because it is the primary vessel of communication with others
T6	Speaking is very important for EFLL since they are judged via speaking. In addition, it reflects how much students read and listen to English. Moreover, it shows how much vocabulary they have in order to communicate.

Table 3.1 The Importance of the Speaking Skill

In this table, teachers' were asked about the importance of speaking for EFL students. Speaking is a crucial communicative skill for language learning, as it is the primary medium of interaction and is essential for effective communication. Speaking is a critical aspect of language acquisition and mastery, as it reflects students' reading and listening skills, as well as their vocabulary. It is crucial for EFLL students to demonstrate their mastery of the language and improve their overall communication abilities.

Q2. How do you consider your students' level in speaking?

Interviewees	Responses
T1	average for the majority, good for the elite, and mediocre for the weak students(low achievers)
T2	the majority of them have difficulty to express themselves in the target language
T3	It is fluctuating between average good and very good
T4	They vary in their level. But, they are good.
T5	Ocerall,their levels are weak
T6	Acceptable .some of them are poor

Table 3.2 Students' Level in Speaking

In this table, teachers' were asked about the consideration of students' level in speaking. Most students are average, with elite students being good and low achievers being mediocre. Their language expression skills fluctuate between good and very good.

Q3. Who does most of the talk in the classroom?

Interviewees	Responses
T1	Unfortunately, I often do because students tend to keep silent or have few things to say. So, i have to insist and have to find ways to make them interact and express their ideas.
T2	other times, however, students do most of the talk because of the nature of the oral task (e.g. role play)
T3	well, personally speaking I allow more chances for my students to speak in the class
T4	Students
T5	It depends. In the lecture, I often talk more than students. In the TD, I give students the space to express themselves.
T6	The teacher does

Table 3.3 Classroom Most Talking Frequency

In this table, teachers' were asked about who talks the most in the classroom. Often, teachers struggle with students' silence and limited ideas, requiring persistence and interaction. However, in oral tasks like role play, students often dominate the conversation. The teacher allows students more opportunities to speak, while in lectures, they are more involved.

Q4. What are the teaching methods used in your sessions to ameliorate your students' speaking skill?

Interviewees	Responses
T1	I generally use motivational strategies to motivate them overcome their shyness and anxiety and enhance their self-confidence. For exmaple, we

	deal with topics that they appreciate (that they sometimes choose themselves) in class debates. That way, that would feel more confident to participate as they have enough ideas/background about these topics.
T2	No answer
T3	Cooperative (pair or group work) is another strategy. Students like it because of the interaction they have with their classmates (and less with their teacher). They find that making mistakes (in front of one another) is more tolerated; they help and correct one another in friendly atmosphere.
T4	
T5	Another strategy is to vaty task and activities in order to develop communication, listening, inetraction, ...
T6	I usually try to use activities with a degree of difficulty that meets the level of my students in addition to providing a general feedback about the most frequently committed mistakes

Table 3.4 Teaching Methods in Speaking Skill

In this table, teachers' were asked about the teaching methods used in their sessions to ameliorate their students' speaking skill. Motivational strategies are used to help students overcome shyness, anxiety, and enhance self-confidence. Examples include class debates, cooperative group work, and activities to develop communication, listening, and inetraction. Students enjoy the interaction with their classmates and the friendly atmosphere, making mistakes less tolerated. Activities should be challenging and provide general feedback on common mistakes.

Q5. How do you define classroom debate?

Interviewees	**Responses**
T1	It is a speaking activity done in class to devlop students' oral proficiency, critical thinking, oral inetraction, and cooperation. It is a discussion activity that allows students to hear other perspectives (those of their peers) and think attentively and carefully before responding.

T2	it is a good way to teach students how to argue, agree, disagree, express opinions, and accept others' ideas.
T3	classroom debate can take different forms, as an activity to promote students' speaking or as a tradition to promote democracy in the classroom.
T4	It is a process of class discussion where students and teachers exchange information and opinions about controversial issues
T5	It's the act of interactive discussion between different agents in the classroom (student to student and teacher to student) about a given topic, which often controversial.
T6	A classroom debate is an organized discussion about a given point in a lesson ,lecteur ,presentation .the goal is to enhance interaction and enrich the general learning experience

Table 3.5 Classroom Debate Definition

In this table, teachers were asked about the definition of classroom debate. Classroom debate is a speaking activity that develops students' oral proficiency, critical thinking, and cooperation. It encourages active listening and thoughtful thinking, promoting debate and democracy in the classroom. Classroom debates involve interactive discussions between students and teachers on controversial topics, enhancing interaction and enriching the learning experience. It can take various forms, such as promoting speaking or promoting democracy.

Q6. Have you ever used debates as a teaching strategy in your classroom?

Interviewees	Responses
T1	Yes
T2	yes, I oftendid.
T3	Yes, veryoften
T4	Yes, I often do.
T5	Yes,i have and i do very often
T6	Yes

Table 3.6 The Use of Debate as a Teaching Strategy

In this table, teachers were asked about if they ever used debates as a teaching strategy in your classroom. They all agreed and they often do it.

Q7. Have you encountered any challenges when using classroom debates as a teaching strategy?

Interviewees	Responses
T1	yes, i did
T2	on the one side, sometimes students all want to speak the same time.
T3	on the other side, some students are reluctant to speak (they are confused, shy or impressed by others or do not have enough vocabulary, good ideas)
T4	
T5	Another challenge is to make students have a meaningful and organized debate by focussing on specific arguments. In fact, many students ignore th notion of debating and can privilege speed and dominance over careful listening, generosity, and reflection.
T6	Yes of course and that's natural, for example introvert students' hesitation to take part in the debate or share their ideas, boredom, and demotivation

Table 3.7 Classroom Debate Challenges

In this table, teachers' were asked about if they encountered any challenges when using classroom debates as a teaching strategy. Students may be reluctance to speak at the same time or may be confused, shy, or impressed by others. Creating meaningful debates requires focusing on specific arguments and promoting thoughtful listening, generosity, and reflection. Introverts may also experience hesitation, boredom, and demotivation in debates.

Teachers provide varied responses regarding the difficulties they face when implementing class debates, these challenges can generally be categorized into three primary recurring themes, which are learners' hesitation , learners' demotivation, and learners' boredom.

Hesitation

Most interviewees maintained the idea of the hesitancy among students, which can be a sign that some are hesitant to take part in the discussion. This hesitancy may be caused by shyness, a fear of speaking in front of others, or a lack of faith in one's capacity to articulate their ideas clearly. According to Rose (2012), hesitation is a technique employed by individuals to make use of moments of silence while speaking. It serves multiple purposes such as allowing for a pause to catch one's breath, facilitating the smooth flow of speech, indicating the conclusion of one's speech, and signaling the transition for another person to speak.

Demotivation

According to the interviewee learners, demotivation emphasizes the problem of students lack of enthusiasm or motivation to participate in debates. Demotivation can result from a number of factors, such as lack of interest in the subject, the belief that discussions are not important or useful to learning, or a sense that the debate is unrelated to their own interests or objectives. Dornyei (2001) introduced the term 'demotivation' to refer to

"specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" (p. 143). For this reason, teachers should enact an English-speaking environment around the classroom to ensure learners are actively involved in learning English.

Boredem

When learners feel bored, they may become disinterested and unmotivated, which hinders their ability to effectively acquire new language skills and knowledge. Physical fatigue, such as feeling tired or exhausted, can also hinder language learning progress. Boredom is a psychological experience characterized by a lack of engagement and interest in one's surroundings. It involves feelings of dissatisfaction, disappointment, annoyance, inattention, and a reduced motivation and energy to pursue previously set goals. (Danckert & Allman, 2005; Fahlman, 2009; Fisher, 1993) .For this reason ,Teachers should encourage learners to speak English, use technology, be enthusiastic, explain materials, and provide platforms for learning English to help their students to overcome these obstacles. They should also enact an English-speaking environment around the classroom to ensure learners are actively involved in learning English.

Q8. How did you address these challenges?

Interviewees	Responses
T1	- By Explaining first the procedure of a class debate and the necessecity to hear one another and respect others' opinions. - By structuring the debate, encouraging thoughtful dialogues and argumentative patterns. - By organising who speaks first and next (giving turns to intervene)
T2	by taking different roles during the class such as being a facilitator, a language resource, and a participant

T3	I try To involve introverted students by maintaining a healthy relationship with them, fostering their self confidence and self-esteem, and I try to control the noise level by controlling my students over excitement.
T4	Encouragement and support/change the topics, opt for different strategies (pair work and group work).
T5	Using "guided debate"in the form of well structured questions to conduct a meaningful and purposeful discussion .
T6	Provide a text about a topic then make simple

Table 3.8 Ways to Address Challenges

In this table, teachers were asked about how they address these challenges. To effectively teach class debates, it is essential to explain the procedure, structure the debate, encourage thoughtful dialogues, and take different roles. Involving introverted students and fostering self-confidence and self-esteem are crucial. Strategies include pair work and group work, guided debates, and providing a text to make the topic simple. Controlling noise levels and encouraging diverse topics are also essential.

Q9. How do you prepare your students for a classroom debate? Are there any specific strategies or activities that you use?

Interviewees	Responses
T1	Often, students work invidually. the steps are: 1- introducing the topic. 2- giving some time to students to think about the topic and prepare their arguments (brainstorming technique). they can write down their ideas or just prepare them mentally. 3- choosing the first speaker. Volunteers or selected by the teacher. 4- giving time limit to suggests arguments
T2	sometimes, the ebated is organized in groups.
T3	by selecting a topic that is within the circle of their interest and by preparing significant questions that help them think and share their ideas

T4	I use group work, or I give them topics beforehand to prepare questions and to be more knowledgeable about discussion topics
T5	Determine a topic ahead to get familiar with. Brainstorm the topic and highlight the major ideas. Provide students with useful expressions, let students share experiences and talk publicly about them.
T6	Same as 8

Table 3.9 Classroom Debate Strategies

In this table, teachers' were asked how they prepare their students for a classroom debate, and if there any specific strategies or activities that you use. Students work informally by introducing a topic, giving time for brainstorming, choosing the first speaker, and giving time for suggestions. They may be organized in groups or given topics beforehand to prepare questions and gain knowledge. To prepare, determine a familiar topic, brainstorm, highlight major ideas, provide useful expressions, and encourage students to share experiences and discuss publicly.

Q10. While students are debating, do you focus more on the aspect of fluency or accuracy? Please, explain why?

Interviewees	Responses
T1	Even if both aspects are important, I focus more on accuracy because the main objective of debates is to show how to give structered and thougthful arguments, how to agree and disagree using specific expressions, how to think critically about others' opinions, how to give judgements, ...
T2	it is necessary to focus on both, however, the teacher should not interrupt the students' flow of thoughts by stopping them to correct mistakes
T3	Both but accuracy is given much attention because it is an academic Setting
T4	Both are important, but fluency in debates can be given more importance as I want students to focus on the ideas and arguments, not the grammar.

T5	I generally focus on the idea and context of what they are saying ,but i occasionaly step in when fluency or accuracy hi der the discussion or lead to a misunderstanding
T6	I focus on both .Both are important

Table 3.10 Teachers' Focus on Fluency and Accuracy

In this table, teachers' were asked if students debate, if they focus more on the aspect of fluency or accuracy. The main objective of debates is to teach constructive arguments, critical thinking, and judgments. While accuracy is crucial, teachers should not interrupt students' thoughts to correct mistakes. Fluency is also important, as students should focus on ideas and arguments, not grammar. Teachers should focus on the context and idea, but occasionally intervene when fluency or accuracy hinders the discussion or leads to misunderstandings. Both aspects are crucial in academic settings.

From the responses of the interviewees we can deduce that both accuracy and fluency are important for them in evaluating their students during class debates.

Fluency

When a learner has good fluency, they can produce and engage with language in a smooth and effortless way. Language fluency is important in all settings, as it enables learners to explain their views and engage in conversation with peers and native speakers. It also helps to smooth entry into a foreign culture. According to Fillmore (1979) suggested four competences that may refer to the term fluency. First, is the capability to speak with length and few pauses, the other three competences are to speak on, reasoned, coherent and semantically dense sentences (p. 93).

Accuracy

According to Brown (1994) *"Accuracy refers to being precise, expressing oneself clearly and grammatically correctly, and demonstrating spontaneous correctness"* (p. 254). In other words, accuracy emphasizes clarity, articulation, and grammatical correctness.

Q11. How do teachers assess the effectiveness of classroom debates as a teaching strategy? What criteria do you use?

Interviewees	Responses
T1	- see if all students participated (give his/her point of view/argument) - see if cooperation and collaboration succefuly worked . - see if students learned new information (arguments) from one another
T2	effective participation, arguments, taking a position, defending that position...etc
T3	The outcomes: more motivation to participate, more self-confidence, cooperative and communicative learning
T4	I use a rubric consisting of elements such as argumentative devices, familiarity with the subject, interaction with audience, appropriate language to the topic.
T5	I know that debate is effective when :
T6	-As many students ,as possible take part in the discussion

Table 3.11 Assessment of Classroom Debate

In this table, teachers' were asked if teachers assess the effectiveness of classroom debates as a teaching strategy and which criteria they use. Ensure all students participate, cooperate effectively, and learn new information from each other. Use a rubric to assess motivation, self-confidence, and cooperative learning. Encourage as many students as possible to participate in discussions.

Q12. What are the benefits of using classroom debates in promoting critical thinking and communication skills among students?

Interviewees	Responses
T1	1 - class debates oblige students to prepare carefully their arguments before presenting them.Indded, they make students examine controversial topics, work on problem solving, identifying the holes in their theories and concocting more balanced arguments. - Helping students better structure their thoughts 2- Students acquire oration skills, speech delivery, public speaking skills by interacting with one another.
T2	Classroom debates encourage students to analyse and evaluate different perspectives on a given topic. They learn to think critically by examining evidence, identifying logical fallacies, and forming well-reasoned arguments. This process enhances their ability to analyse information, make informed judgments, and think independently.
T3	Indeed, it is very beneficial because it fosters the above mentioned aspects. Students start to activate their critical thinking because they show deliberately their beliefs about controversial issues freely in an intelligent way. Through the process they communicate with each other, test and develop their speaking skills.
T4	It definitely increases students' ability to interact, discuss and persuade others. Their critical thinking might develop as a consequence.
T5	A debate is an opportunity for students to invest their ideas in a meaning conversation about a specific topic .Moving from 'knowing 'about a topic to 'using what you know in a discussion is very fruitful way to make use of what you learn .A student needs a great deal of critical thinking to be able to keep yp with what the others participants in the debate are saying .Processing what the others are delivering in the form of arguments and examples requires the activation of many intellectual faculties such as ,
T6	*checking the speacker's level of relevance

Table 3.102 Benefits of Classroom Debate

In this table, teachers' were asked about the benefits of using classroom debates in promoting critical thinking and communication skills among students. Class debates require students to carefully prepare their arguments, examine controversial topics, and work on problem-solving. They help students structure their thoughts and acquire oral, speech delivery, and public speaking skills by engaging with one another. These debates enhance students' ability to analyze information, make informed judgments, and think independently.

They also activate critical thinking by displaying their beliefs about controversial issues, communicating with others, and testing their speaking skills. Debates provide an opportunity for students to invest their ideas in meaningful conversations about a specific topic, requiring critical thinking to keep up with the others' arguments and examples. This process requires activating various intellectual faculties, such as checking the speaker's relevance. Overall, class debates are a valuable way for students to develop their critical thinking and communication skills.

Teachers' answers claim that the most important benefits of class debate are critical thinking and classroom interaction.

Critical Thinking

According to George (2017), critical thinking is a crucial skill for students to possess. He provided six reasons to support this claim, which are listed in: Self-directed learning is made easier by critical thinking, as is the development of opinions, self-awareness (which helps students distinguish between the positive and negative aspects of an issue), understanding others, and decision-making. However, class debates require students to carefully prepare their arguments, examine controversial topics, and work on problem-solving skills.

Classroom Interaction

According to Leuser (1999), classroom debates help students structure their thoughts and acquire oral performance, speech delivery, and public speaking skills by engaging with one another. Students have the chance to engage in a cooperative and collaborative group setting by participating in debates in the classroom. They are able to learn new material and put their knowledge into practice by organizing and discussing their points of view on one side of an argument.

Moreover, students learn through friendly competition, study challenging topics, and strengthen skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation in classroom debates. Students have the chance to research current events by participating in debates in the classroom. Students are encouraged to learn from their peers and engage in self-reflection during debate .Thus, debates teach students how to feel more comfortable expressing their opinions and other topics in front.

Q13. Please, feel free to make any suggestions about the use of debate in FL classrooms.

Interviewees	Responses
T1	In class debate, it is important to mention the role of the teacher who would work as a motivator, organizer, participant, and monitor. He/she should have less talk comparing to students.
T2	Debate in EFL classrooms is highly recommended
T3	Very fruitful strategy if used by teachers in correct ways. I believe teachers should receive training on how to apply it.
T4	Teachers need to integrate debates in their classes more often according to the course objectives.
T5	Most of the teachers at our department are not trained to conduct beneficial classroom debates. Therefore, I think that due training must be conducted to ensure the effectiveness of this very interesting teaching technique.

T6	Provide students with a written text about a topic in order to enrich their vocabulary. Then make the debate.

Table 3.113 Teachers' Suggestions on the Use of Classroom Debate

In this question, teachers' were asked to make any suggestions about the use of debate in FL classrooms. In EFL classrooms, teachers play a crucial role in class debates, acting as motivators, organizers, participants, and monitors. To effectively implement this strategy, teachers should receive training and integrate debates more frequently. However, many teachers lack training, making it essential to ensure the effectiveness of this teaching technique. Additionally, providing students with written texts to enrich their vocabulary can enhance the debate experience.

Conclusion

This chapter dealt with the analysis and the interpretation of the findings. In this respect, the findings revealed that both teachers and students are in favor of classroom debate. Besides, the results showed that this activity can enhance learners' speaking skills and decrease the amount of anxiety and shyness among learners.

General Conclusion

English has become a necessary language in Algeria, but Algerian learners of (EFL) English as a foreign language, encounter various challenges that hinder their progress. These difficulties maybe arise from a lack of opportunities to interact with the language in authentic, spoken contexts. Consequently, learners face obstacles in expressing themselves orally and struggle with fluency. Speaking often proves to be the most challenging among the four language skills for EFL learners, as it involves actively participating in real-world conversations rather than merely constructing sentences. Teachers also suffer about the oral deficiency of their students in class.

The suggestion of employing a debate technique aimed to enhance oral communication skills and promote active participation both inside and outside the classroom. This technique was proposed to encourage dynamic and motivated students and facilitate their progress in oral expression. We undertake this study to investigate the utility of class debate in enhancing English speaking skills in EFL learners . Additionally, it aimed to demonstrate the significance of utilizing debates as a means to improve students' speaking skills and foster their utilization in oral expression courses.

This study aimed to address two primary questions: How can classroom debate help EFL students improve their speaking skill?. How do EFL teachers and students perceive the use of classroom debate in oral classes? Based on these central questions, we hypothesized that the use of class debates in oral classes may enhance learners' speaking skills. In addition, it should be noted that the presence and guidance of the teacher play a crucial role in this process. The study is structured into three chapters. The first chapter focuses on the theoretical aspects, introducing key concepts related to the speaking skills of English as Foreign Language (EFL) learners while the second chapter aimed to establish the theoretical

basis for discussions regarding the use of debates as effective learning tools and their influence on students' oral skills. Finally, the last chapter focused on the practical aspect of the research addressing the analysis and interpretation of the collected data. It involves the research design and data analysis. This section provides suggestions and recommendations aimed at improving students' oral performance.

To address the main questions and test the hypotheses of this study, a students' questionnaire and teachers' interview classroom was conducted as data collection tools. The questionnaire was administered to second-year LMD students from the Department of English at the University of Biskra in addition to teachers' interview within the same context. The research employed a descriptive approach, and the collected data was analyzed qualitatively. Consequently, the research questions were thoroughly answered, and our hypotheses were partially confirmed.

From the gathered insights, the role of the teacher emerged as significantly important in understanding students and assisting them in developing their speaking skills. Learners' responses highlighted the teacher's role as a guide, motivating students to engage in constant practice, providing feedback, and correcting their mistakes. Furthermore, the teacher carries the responsibility of creating a friendly atmosphere and employing effective activities that allow learners to freely and competently use the target language.

The findings indicated that both teachers and students consider classroom debates as a valuable tool for teaching and learning. Also they demonstrate a positive attitude towards this technique and believing that it can enhance students' language skill, foster better communication skills, and contribute to improve their ability to express themselves effectively. Furthermore, the analysis of teachers' responses confirmed these beliefs and

suggested that classroom debates can be instrumental in addressing students' difficulties with active participation during oral expression activities

As a final point, the present work has given some recommendations to assist teachers in creating an optimal learning experience, promoting the enhancement of students' speaking skill; it would be better for EFL teachers using debates as teaching tool to foster conductive learning environment for their students. We also recommend to engaging students in different kinds of activities to motivate them to speak, enrich their knowledge and experiences and help them to overcome shyness and anxiety among the students.

Moreover, it is recommended for EFL learners to participate in various speaking activities, such as giving oral presentations, to improve their communication skills. They should take enough time to properly clarify their opinions. They should also actively engage with their classmates outside of the classroom to practice the target language. The key to overcoming shyness and anxiety is to develop and maintain self-confidence.

Pedagogical Recommendations

The primary aim of this study is to offer suggestions for enhancing learners' speaking skills. To achieve this, the following recommendations are provided for EFL teachers to incorporate debates in their classes:

For Oral Expression Teachers

- It would be better for EFL teachers to recognize the significance of debates as an effective teaching strategy, enabling them to foster conducive learning environment for their students.

- Teachers could vary debate activities to facilitate the development of students' speaking and listening abilities.

- It is important for teachers to actively involve all students in various speaking activities to help overcome shyness and anxiety among the students.

- It is essential for EFL teachers to demonstrate flexibility by offering subjects that align with their students' requirements and preferences. This approach aims to enhance students' motivation to engage in discussions and comfortably express their viewpoints.

- Encourage all students to participate actively in the discussion, regardless of their speaking abilities. Provide chances for students to participate by asking questions, offering comments, or acting as moderator.

- . Observing situations and providing feedback establishing precise standards for judging students' performance during the debate. Give students constructive criticism to help them improve their cognitive and critical-thinking skills.

Overall, implementing these recommendations will assist teachers in creating an optimal learning experience, promoting the enhancement of students' speaking skills in EFL classes.

For EFL Learners

- Students should participate in numerous speaking activities, such as giving oral presentations, to improve their communication skills. They should take enough time to properly clarify their opinions. They should also actively engage with their classmates outside of the classroom to practice the target language. The key to overcoming shyness and anxiety is to develop and maintain self-confidence.

- Students should also get familiar with debate rules and learn how to politely examine different points of view when participating in conversations.

- They should be aware that learning grammar rules alone will not enhance their ability to speak in that language.

- They should build their background through reading books, watching films, and learning about the culture, contexts, and situations in which the target language is used.

Here are some implementations for oral expression teachers to enhance classroom debates:

Topic Selection: Encourage students to choose themes that are current, debatable, and thought-provoking. Give pupils the option to select their own themes or choose from a list of suggested ones. Make sure the themes fit the curriculum and are appropriate for the age group.

Structured Debates: Explain to your students each element of a debate, such as the opening statement, the main arguments, the counter arguments, and the end result. Describe the value of respectful interaction, logical reasoning, and clear communication.

Give students enough time to prepare their argument before the debate starts. This enables them to collect evidence, structure their ideas, and identify opposed arguments. To help them improve their abilities, encourage them to work together.

Emphasize the value of attentive listening during debates. Teach them to take notes, pay attention to what their peers are saying, and to ask questions that are relevant. Teach them to politely deal with counterarguments and answer directly to them

Time Management: Set clear time limits for each segment of the debate, Teach students to manage their time effectively for a fair and balanced discussion.

Feedback and Evaluation: Provide constructive feedback to students after each debate. Offer individual assessments on their argumentation skills, evidence usage. Encourage self-reflection and peer evaluation to promote continuous improvement.

Encourage Respectful Dialogue: Foster an inclusive and respectful environment where students feel comfortable expressing their opinions. Teach them the value of constructive criticism, active listening, and open-mindedness. Set ground rules for respectful dialogue and enforce them consistently.

The ultimate goal is to create a supportive and engaging learning environment where students can develop their oral expression skills, critical thinking abilities, and respect for different viewpoints.

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Appendices

Appendix 01

Questionnaire for Second-year EFL Students

Dear student,

This questionnaire is designed to investigate your attitudes towards the effectiveness of classroom debate in enhancing students' speaking skill. We would be so thankful if you could answer the questions clearly and honestly by ticking (√) in the right boxes or providing full and complete answers. Your answers are very important for the validity of our research. We hope that you will give us your full attention and interest. Thank you in advance for your collaboration.

Prepared by:

Sabrina SAADANE

Supervised by:

Mrs. Samira MESSAIBI

Section One: Students' Personal Information

1. Would you specify your sex, please?

  a. Male ☐   b. Female ☐

2. For what purpose(s) did you choose learning English language at university? (You may tick more than one option).

 ☐ a. Social interaction
 ☐ b. Job opportunities
 ☐ c. Traveling and living abroad
 ☐ d. All of them

If others, please specify

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Section Two: Students' Attitudes towards Oral Performance

1. How much is speaking important for you?

 ☐ a. Very important
 ☐ b. Somewhat important
 ☐ c. Not important at all

2. How can you evaluate your speaking performance?

 ☐ a. Poor - I definitely need some help
 ☐ b. Acceptable - but I know I could improve
 ☐ c. Good - I could improve with some advanced tips
 ☐ d. Excellent - I do not think I could improve much

3. How often do you participate or communicate in class?

 ☐ a. Always
 ☐ b. Often
 ☐ c. Sometimes
 ☐ d. Rarely
 ☐ e. Never

5. Do you find any difficulties to talk in class?

       a. Yes ☐   b. No ☐

If yes, which of the following speaking difficulties do you have?

    ☐ You do not know what to say.
    ☐ You know what to say, but you do not know how.
    ☐ You know what to say and how to say it, but you cannot say it.
    ☐ You do not know how to use body language.

6. According to you, what can be the cause of students' speaking difficulties in the class? (You may choose more than one option)

    ☐ a. Speaking anxiety, low self-confidence, shyness, etc.

    ☐ b. Inhibition

    ☐ c. Lack of vocabulary and poor grammar

    ☐ d. Fear of making mistakes

    ☐ e. Unfamiliarity with the topic

    ☐ f. Negative attitude towards the language/topic and the speaking task

    ☐ g. Lack of preparation

If others, please specify

………………………………………………………………………………………………………

………………………………………………………………………………………………………

7. How do you consider the role of the teacher during the speaking tasks?

    ☐ Participant
    ☐ Controller
    ☐ Prompter
    ☐ Assessor
    ☐ Feedback provider

If others, please specify

………………………………………………………………………………………………………

………………………………………………………………………………………………………

8. Who does most of the talk in oral expression session?

       a. The teacher ☐   b. The students ☐

9. What do you prefer in your classroom?

☐ a. Organized communicative tasks between students themselves.
☐ b. Organized communicative tasks between the teacher and students.
☐ c. Both

Whatever your answer is, please say why.

……
……
……

10. In oral expression sessions, do you prefer to work?

a. Individually ⬚　　　　　　b. In pairs ⬚　　　　　　c. In groups ⬚

Justify your answer?

……
……
……

Section Three: Communicative Activities

1. Do you enjoy interacting with your classmates?

a. Yes ⬚　　　　　　　　b. No ⬚

Justify your answer?

……
……
……

2. According to you, which of the following communicative activities/tasks can be more effective to improve your oral performance? (You may choose more than one answer).

☐ a. Debate
☐ b. Group discussions
☐ c. Questioning
☐ d. Presentations
☐ e. Dialogues
☐ f. Role plays
☐ g. Games

3. How do you find the use of communicative activities in oral classes?

a. Very effective ☐   b. Somewhat effective ☐   c. Not effective at all ☐

Justify your answer, please.

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

4. Do you enjoy participating in classroom debates?

a. Yes ☐   b. No ☐

If yes, is it because (you may tick more than one option)

☐ a. You benefit more when students do most of the talk
☐ b. You like to challenge your classmates
☐ c. You feel motivated to defend your arguments

5. When classroom debate is used in the EFL class, do you prefer to

☐ a. Debate a topic which is already prepared at home
☐ b. Have time to think about the presented topic before starting debate
☐ c. Start debating the topic directly

If others, please specify

……………………………………………………………………………………………
……………………………………………………………………………………………

6. What aspect do classroom debate activities help you to ameliorate? (You may tick more than one option)

☐ a. Speaking fluency and accuracy
☐ b. Conversational skills
☐ c. Turn-taking skills
☐ d. Literacy skills (reading and writing)
☐ e. Critical thinking and persuasion skills
☐ f. Research problem-solving skills

7. Does the use of classroom debate:

☐ a. Oblige you to talk
☐ b. engage and motivate you to talk
☐ c. Bother you

Justify your answer, please

……

……

……

8. Does classroom debate pose difficulties for you to talk?

        a. Yes ⬭   b. No ⬭

If yes, please say what the difficulties are.

……

……

……

9. Do classroom debate activities help you reduce your speaking mistakes?

        a. Yes ⬭   b. No ⬭

If yes, is it because through classroom debate

☐ a. You benefit from teacher's comments
☐ b. You benefit from peer's good oral performances and comments
☐ c. You benefit from your mistakes and self-correction

If others, please specify

……

……

10. To what extent do you agree or disagree with the following statements:

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Classroom debates help me learn through friendly competition.					
Classroom debates help me discuss and examine controversial topics.					
Classroom debates strengthen students' personal and interpersonal skills					
Classroom debates improve speech delivery, and public speaking skills.					

Classroom debates increase students' retention of information learned.					
Classroom debates improve listening note-taking skills.					
Classroom debates enhance teamwork skills and collaboration.					
Classroom debates boost my confidence to speak in front of others.					
Classroom debates help students better structure their thoughts					
Debating is lots of fun!					

Thank you for your collaboration.

Appendix 02

Teachers' Interview

Dear teachers,

This interview aims at exploring teachers' attitude towards the effectiveness of classroom debates as a teaching tool to enhance students 'speaking skills. Your participations will be of great help to enrich the content of this research paper. Your answers will be anonymous and will serve only this work. Thank you in advance for your collaboration.

Questions:

1. According to you, how much important is speaking for EFL students? Why?

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

3. Who does most of the talk in the classroom?

4. What are the teaching methods used in your sessions to ameliorate your students speaking skill?

5. How do you define classroom debate?

6. Have you ever used debate as a teaching tool in your classroom?

7. Have you encountered any challenges in using classroom debates as a teaching tool?

8. How did you address these challenges?

9. How do you prepare your students for a classroom debate? Are there any specific strategies or activities that you use?

10. While students are debating, do you focus more on the aspect of fluency or accuracy? Please, explain why?

11. How do teachers assess the effectiveness of classroom debates as a teaching tool?

What criteria do you use?

12. What are the benefits of using classroom debates in promoting critical thinking and communication skills among students?

13. Please, feel free to make any suggestions about the use of debate in FL classrooms.

Thank you for sharing your insights and experiences with me.

الملخص

يعطي العديد من متعلمي اللغة، وخاصة أولئك الذين يدرسون اللغة الإنجليزية كلغة أجنبية، الأولوية للقدرة على التحدث باللغة بشكل فعال. ومع ذلك ، غالبًا ما يتم إهمال تدريس مهارات الاتصال في الحياة الواقعية في سياقات اللغة الإنجليزية كلغة أجنبية ، مما يؤدي إلى فرص محدودة للطالب لممارسة التحدث في الفصل الدراسي. لذلك ، يجب على المعلمين استخدام تقنيات وأنشطة مختلفة لتحسين قدرات التحدث لدى طالبهم وتعزيز مهارات التواصل لديهم. أحد هذه الأنشطة هو النقاش في الفصل ، والذي يسمح للطالب بالمشاركة في إنتاج اللغة الانجليزية المنطوقة. وبناءً على ذلك، تهدف هذه الدراسة إلى التحقق من فعالية المناقشة الصفية في تعزيز مهارات التحدث لدى المتعلمين. كما يركز على استخدام المناقشات في دورات اللغة الإنجليزية الشفوية لتحسين قدرات التحدث، وللتأكيد على أهمية خلق جو دراسي ودود لتشجيع الطالب على إتقان اللغة. وفي هذا الصدد استخدمت الباحثة أداتين لجمع البيانات. تم جمع البيانات من خلال استبيان تم إجراؤه على 32 من طالب السنة الثانية من طالب اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة محمد خيضر بسكرة. اما المقابلة فقد اجريت مع 6 مدرسين لمادة التعبير الشفهي من نفس القسم. لتحقيق هذا الهدف ، تم استخدام تصميم بحث وصفي نوعي لجمع البيانات وتحليلها. تم تحليل كل من أدوات جمع البيانات بشكل موضوعي. كشفت النتائج أن المناقشة في الفصل الدراسي هي تقنية مفيدة لزيادة ممارسة الطالب للغة وتحسين مهارات التحدث لديهم. أبرزت النتائج أيضا الحاجة إلى تزويد الطالب بأنشطة مثيرة لتطوير قدراتهم في التحدث وخلق بيئة تشجع على الاستخدام المناسب للغة. وبالمثل فإن دور المعلم يعتبر أساسياً في تسهيل هذه العملية. أخيرًا، يُنصح معلمي الجامعات باستخدام المناظرة الصفية كأسلوب لزيادة مهارات التواصل لدى المتعلمين، وتعزيز التفاعل في الفصل الدراسي.