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**Improving Students' Oral Performance through Classroom  
Interactive Debates**

The Case of Second Year LMD Students of English at Mohamed Boudiaf  
University of M'Sila

**Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Degree of Master**

**Candidates**

BENDAKFEL Selma

GUEMRAOUI Linda

**Supervised by**

Dr. BOUAZID Tayeb

**Dr- T. Bouazid**

**University of M'sila**

**Supervisor**

**Mr- Dj. Saber**

**University of M'sila**

**President**

**Mr- N. Refice**

**University of M'sila**

**Examiner**

**Academic Year 2019-2020**

## DECLARATION

We hereby solemnly declare that the work we are going to present in this thesis entitled

### **Improving Student's Oral Performance through Classroom Interactive Debates**

The Case of Second Year LMD Students of English at Mohamed Boudiaf University of  
M'Sila

...is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'Sila, Algeria.

### **Signature**

BENDAKFEL Selma.....

GUEMRAOUI Linda.....

**Date: August, 2020.**

## **DEDICATION**

To our beloved families...for their enduring support and encouragement

Linda

Selma

## **ACKNOWLEDGEMENTS**

Our greatest thanks go to our supervisor Dr. BOUAZID Tayeb for his guidance, encouragement and patience. We would like also to extend our heartfelt thanks to the members of the board of examiners for accepting to proofread and examine our research paper.

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Linda

Selma

## **ABSTRACT**

Although speaking reflects how well a speaker masters the target language, many foreign language students at advanced levels have different difficulties in speaking. Hence, this research investigates teachers and students' attitudes towards the effectiveness of classroom debate in enhancing students' oral performance. The hypothesis raised in this study sets out that teachers and students have positive attitudes towards the effectiveness of classroom debate in improving students' oral performance and using debate techniques develops students' oral performance in terms of accuracy, fluency, pronouncing and vocabulary. The research method adopted for this study was descriptive since the data is gathered through two main questionnaires. Therefore, fifty questionnaires were administered to second year LMD students, and only 25 were analyzed and discussed besides forty questionnaires for English teachers. The results obtained have shown that classroom debate is an effective pedagogical tool for enhancing students' oral performance. Classroom debate motivates students to express themselves, use language orally in a given context, and think critically when discussing their ideas. Based on these results, the previous stated hypothesis was confirmed and some recommendations are put forward. Teachers should encourage students centered classes through classroom debate. Students ought to overcome their difficulties through engaging in debate activities in order to develop their oral performance.

**Keywords:** Debate, Speaking, Effectiveness

## **LIST OF ABBREVIATIONS AND SYMBOLS**

### **Abbreviations**

**EFL:** English as Foreign Language

**CC:** Communicative Competence

**CLL:** Cooperative Language Learning

**CLT:** Communicative Language Teaching

**LMD:** License, Master, Doctorate

**Q:** Question

**TL:** Target Language

**TB:** Task Based

### **Symbols**

**&:** And

**%:** Percentage

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# **GENERAL INTRODUCTION**

## **1. Background of the Study**

English has recently become a dominant language all over the world. It is remained as “Lingua Franca” that is the common foreign language used for communication among people who do not share the same first language. Obviously, the growing prominence of English in every field of human activities demands the need to study this popular language and “to handle it fairly in every day communication.” (Ramesh, 2009, p.2) The learning of English requires mastering the four language skills that are reading, listening, writing and speaking. However, speaking is considered as the most important and a challenging skill to be mastered by the learners. In this line of words, Ur (1996, p120) states, “Many if not most of foreign language learners are primarily interested in learning to speak.”

Therefore, the main objective of learning the foreign language is to be competent and fluent speakers of that language in order to communicate though. It is not an easy task in EFL context where students have a poor English background and few opportunities to practice the language outside the learning environment. The only platform that enables the students to voice their opinions and communicate in the target languages is the classroom. In fact, it is necessary for teachers to help their students improve their levels of oral production by using effective technique and activities that propel students to practice the language properly and successfully.

In EFL settings, the overwhelming majority of students possess inability in communicating appropriately and they are found scared and unsatisfied with their achievements in speaking. However, they hesitate and feel embarrassed in their attempt to speak in the target language in front of the others. Hence, throughout the experience that we had as EFL learners, we have noticed that oral English classes are the only key that enable students to practice the language and to speak freely and confidently as well. However, oral expression courses with its un-foreseen environment is in fact a source of anxiety for many learners. Our attention was captured by the defective methods of teaching oral expression

classes where teachers rely heavily on the traditional approaches. Considering the fact above, there would be a need to incorporate creative teaching methods in EFL classes and implement new techniques and challenging activities that make students fluent and confident speakers of the target language. One of the techniques that help students to find their voice, practice the language, share their opinions, express themselves confidently and improve their oral performance is “the debate”. Almasri and Ahmed (2013, p.148) state, “debating can be brilliantly to boost up students’ speaking skill.” Furthermore, we can say that the emphasis on the skill of debating in mass media and the great portion of studies that have been conducted to integrate debates in EFL curriculum are what motivate us to conduct this study. As well as debate, nowadays, is intertwined with our life because it helps us defend our beliefs, express our opinions and present our arguments in a formal way and in a disciplined manner Alfred Smider (2011) believes, “we can improve our societies by raising up a generation of debaters to become new generation of citizens.”

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

In teaching-learning settings, the role of both teachers and students varies. The teacher's role consists of helping students to use language as correctly as possible. For students generally, the purpose is to communicate orally without difficulties since they often value speaking more than other skills. In M'Sila University, one of the students’ major problems is the lack of oral communication with either their teachers or classmates. This low performance in oral expression maybe due to the lack of classroom opportunities to practice the language. Hence, it is believed that the best solution of this problem is the use of different teaching-learning techniques rather than following the traditional methods that focus on the repetition of drills or memorization. Nowadays, classroom interaction can play a significant role in the process of learning because it creates opportunities for students to develop their knowledge and skills. Besides, Student-student interaction tends to be an effective and authentic way of interaction among students that can be reinforced and encouraged through

integrating the debate in the classroom. This latter is typically considered as an authentic interactive activity for developing verbal communication because it motivates students to speak and interact with each other. Overall, it tends to be seen as valuable learning activity and an effective pedagogical technique for improving communication skills. Thus, the present study focuses on the importance of classroom debate activities in improving student's oral performance.

### **3. Aim of the Study**

The most important goal of our study is to investigate teacher and student's perspectives towards the effectiveness of classroom debate in developing EFL student's oral performance. The purpose of using classroom debate activities is to discuss their advantages and see to what extent they affect student's oral performance. The goal is to encourage teachers at higher educational settings to use this activity and to shift from teacher-centred teaching to students-centred classes.

### **4. Research Questions**

The present study addresses the following research questions:

Q1. What are students' attitudes towards the effectiveness of using debate technique in enhancing their oral performance?

Q2. What are teacher's attitudes towards the effectiveness of using debate technique in enhancing student's oral performance?

### **5. Research Hypotheses**

From the above questions, we can assume the following hypotheses:

- EFL teachers and Students have a positive attitude towards the effectiveness of classroom debate in improving student's oral performance.

- Using debate technique develops students' oral performance in terms of accuracy, fluency, pronunciation and vocabulary.

## **6. Research Methodology**

In this research, a descriptive method is followed. The data is collected through questionnaires as a primary tool to have more reliable data and to have access to the respondent's attitudes and opinions. The first questionnaire was designed for second year LMD students since they have more experience in oral expression, and they are aware of the difficulties that hamper them to master the speaking skill. The second questionnaire was devoted to the teachers of English especially of oral expression. It aims at investigating the perspectives towards the effectiveness of classroom debates in enhancing the learner's oral performance. The population of this research comprises second year LMD students at M'sila University whereas the sample of this study was composed of 25 students who will be chosen randomly.

## **7. Significance of the study**

This study is significant for both students and teachers. For students, it could be useful for increasing their ability in using debate technique to enhance their speaking skill. For teachers, it will provide them with the benefits of debate that will encourage them to incorporate its techniques in planning their lessons and courses in the future.

## **8. Structure of the study**

The present research is divided into three chapters:

**Chapter 1:** It is divided into two parts. The first part deals with the theoretical background of speaking skills in teaching-learning process whereas the second part deals with the teachers' role and the implementation of classroom speaking activities.

**Chapter 2:** It consists of two parts. The first part covers the methodology of the study and data analysis. It includes the methodological design, the description of the methods, population, sample, questionnaires. Finally, the description of data collection methods and tools. However, the second part sheds light on the research findings and discussion.

**Chapter 3:** It deals with improving student's oral performance through classroom interactive debates.

## **9. Limitations of the Study**

During the investigation of teacher and student's attitudes towards the effectiveness of classroom interactive debate in enhancing student's oral performance, we have encountered some limitations. One of these limitations is due to the current situation of Corona Covid 19. Teacher's questionnaire was distributed online. Thus, teachers answered from different universities not only M'Sila University. In addition, students were not serious enough when they were asked to justify their answers. Furthermore, the present study was only limited to the second year EFL students at M'Sila University therefore we do not know its potential effectiveness on students of the other years.

## **10. Literature Review**

Teaching English as a foreign language requires dealing with the four skills; reading, speaking, writing and listening in order to develop student's ability to receive, understand and practice the language. For EFL learners, it is very important to experience real communicative situations in which they communicate and express their ideas effectively. Thus, speaking can be considered as one of the major skills to be developed since oral communication is needed everywhere. Luoma (2004, p.1) argues, "Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop." Thus, speaking is considered as a complicated skill. It requires efforts and practice of the target language as much as possible. A more comprehensive description of speaking; therefore; comes from Chaney (1998, p.13) who

defines it as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.”

However, there are more aspects to this particular skill of language. Speaking involves accuracy and fluency. Accuracy refers to “the correct use of vocabulary, grammar and pronunciation” whereas fluency is concerned with “the ability to keep going when speaking spontaneously.” (Gower et al, 1995, p.99-100) Thus, while speaking fluently, the learners are supposed to be able to get the message along without paying direct attention to the grammatical errors or conscious word choices. In helping students to overcome this challenge, teachers should provide their students with lots of conversational practices in the target language. In case of accuracy, many educators believe that it is not necessary to force students to communicate accurately since having a flow of conversation that is considered more important in keeping a conversation alive. According to Nolasco and Arthur (1987, p.3), “being able to speak reasonably correct and even fluent English is one thing, but being able to engage in ongoing, interactive, mentally satisfying conversation is another.”

Speaking is considered as one of the most essential skills in foreign language learning. Accordingly, the implementation of various speaking activities is significant in order to improve learner's speaking skill. Debate is considered as one of the most essential strategies in EFL classes since it helps in developing learner's speaking skill effectively. Ellis and Fedrizzi (2010) define debate “as an oral confrontation between two individuals, teams, or groups to argue reasons for and against a set position.” (p.4) Therefore, debate can be defined as a process of putting a proposition, discussing it and providing reasoned arguments for and against it. Bambang (2006) defines classroom debate as “an activity which is used for the understanding of the topic. Further, it is done by two groups. Every group consists of three or five students. It is ‘pro’ group and ‘contra’ group” (p.125). Concisely, classroom debate is an academic activity in which two opposing individuals or groups discuss a specific topic and each one tries to defend his or her arguments to convince or prove each other wrong.

## **11. Definition of keywords**

### **. Debate**

Debate is the process of presenting an idea or opinion that two opposing parts try to defend.

### **Speaking**

Speaking is the ability to produce meaningful utterances, discourse and communicative acts orally to address other people with accurate grammar and vocabulary.

### **Effectiveness**

It is the degree of improvement in the students' speaking skills in English language as a result of using debate strategy and measured statistically by using Eta square of the effect

**CHAPTER ONE: Speaking Skill in the Teaching  
and Learning Process**

## INTRODUCTION

One of the main necessities in the process of learning a foreign language is the mastery of the four language skills of listening speaking reading and writing. All of them are important and must be mastered by the learners, yet speaking is considered as the most important skill in our study. Speaking is the productive skill in the oral mode and it is more complicated and more difficult than the other language skills; thus, it requires more efforts and high proficiency level in the oral performance. Therefore, the main aim of EFL teachers is to offer their learners opportunities to engage and develop their learning as well as their oral performance.

This chapter presents the theoretical framework of the current study. It is comprised of two basic parts: the first part deals with speaking skill in the teaching and learning process whereas the second part discusses teacher's role and the implementation of classroom speaking activities.

## **Part one: Theoretical Background of Speaking Skill**

### **1.1. Overview of Speaking Skill**

Speaking is one of the four language skills and it is an essential skill that must be mastered by students. As Richard said, “Speaking in a second and foreign language has often been viewed as the most demanding of the four skills.” Same as writing, speaking also is considered as a productive skill as opposed to receptive skills of reading and listening. Speaking is the means through which learners can communicate with others to achieve certain purpose and express their feelings and opinions. According to Nunan (2003, p. 48), “Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning.” Kayi (2006) adds that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. It means that speaking is the interaction between speakers and listeners. Brown (2004, p. 140) defines speaking (skill) as “a productive skill that can directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.”

In fact, knowing the rules that governs the speaking skills helps people to communicate effectively and to master the language they are willing to speak. Ur. P (1996, p. 120) considered speaking as the most important skill among the four language skills (listening, reading, speaking and writing) because “people who knows a language are referred to as ‘speakers’ of that language.” Similarly, Nunan (1999) and Burk and Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the target languages. Furthermore, among the four skills, speaking is the most frequently used skill. In this view, Rivers (1981) argued that speaking is used twice as much as reading and writing in our communication. Moreover, speaking is the process that enables people to interact with each other’s and to construct meanings. It is claimed that speaking is

an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on context in which it occurs, the participants and the purposes of speaking. (Burns and & Joyce, 1997)

Attempting to elaborate more on the interactive nature of the speaking skill, Thornbury (2005) states, “speaking is a skill; therefore, it requires to be practiced and developed and that there is more to speaking than to form grammatically correct sentences than to pronounce them.” Thus, developing speaking is of vital importance; it helps learners to engage in conversations in both first and second languages, also it may support the development of the other skills when the speaking activities are taught correctly in the classroom. For instance, it was proved that learning speaking can help the development of reading competence (Hilferty, 2005), the development of writing (Trachsel & severino, 2004)

“Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt and which for many is particularly conducive for learning.”(Bygate. M, 1987, p. 57)

In the light of these definitions, an operational definition of speaking skill can be stated as follow:

Speaking is an essential language skill that enables human to communicate fluently in order to express their ideas, opinions as well as feelings to achieve a particular goal.

## **1.2. Oral Skill Competencies**

### **1.2.1. Communicative Competence**

The term 'Communicative Competence' is comprised of two words, and in order to understand this term better, it is possible to begin with a simple definition of the term 'Competence'. In its general sense, it means "The ability to do something successfully or efficiently." (Oxford Dictionaries online)

From this definition, it can be assumed that Communicative Competence means the ability to communicate in an effective way. In fact, the concept of competence is directly linked to Chomsky's theory. In his book *Aspects of the Theory of Syntax*(1965), he distinguishes between two key concepts which are competence and performance in which he states that competence is "the speaker-hearer's knowledge of his language" and performance is "the actual use of language in concrete situations" (Chomsky,1965, p. 4)

After the publication of Chomsky's book, linguists began to put in evidence some theoretical assumptions against the method. Therefore, Chomsky's theory was criticized by many researchers and for many reasons mainly the commonly known one which pays attention only to the linguistic forms and structures and it does not take into consideration the real use of language in a particular context. In other words, they do not take into consideration the social rules of communication. In this view, Campbell and Wales state, "The most important linguistic ability is to produce or understand utterances not so much grammatical but appropriate to the context in which they are made." This means that in order to have a successful communication, one should take into consideration the appropriate use of sociocultural features of an utterance.

As a reaction to Chomsky's competence-performance theory, Dell Hymes (1972) introduced what has been widely known as 'communicative competence'. This new concept included not only Chomsky's grammatical aspects of the language but also the contextual

rules that governs the use of language as well. He claims that a child “acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner? In short, a child becomes able to accomplish a repertoire of speech events and to evaluate their accomplishment by others” (Hymes, 1972, p. 277)

Similarly, Diaz-Rico and Weed (2010) argued that communicative competence is a feature of language user's knowledge of the language that allows the user to know “when, where, and how to use language appropriately.” Due to its importance, many scholars such as Canal and Swain were interested in the development of the term ‘CC’. Accordingly, Canal and Swain proposed a model by which at the beginning it comprises of three competencies: the grammatical, sociolinguistic and strategic competence. Later, this model was changed by Canal (1983) who added the fourth competence and called it the Discourse Competence.

### **1.2.2. Canal and Swain's Model**

#### **1.2.2.1. Grammatical Competence (Linguistic Competence)**

It is understood as the knowledge of the language. It is about the grammatical rules, vocabulary and pronunciation. (Canal & Swain, 1980, p.29) Besides, Brown states that grammatical competence “includes the knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and morphology.” (Brown, 2007, p.219). To conclude, grammatical competence is the ability to produce accurately well-structured and comprehensible utterances.

#### **1.2.2.2. Sociolinguistic Competence (Pragmatic Competence)**

It helps speakers to be “contextually appropriate.” (Hedge, 2000, p.50) This means to understand the social context in which a communication takes place. Furthermore, Canal and Swain's sociolinguistic competence as mentioned by Orillos’ book (1998), is now broken down into two separate pragmatic categories: functional aspects of language (illocutionary competence or pertaining to sending and receiving intended meanings) and sociolinguist

aspects which deals with such consideration as politeness, formality metaphor, register, and culturally related aspects of language.

### **1.2.2.3. Strategic Competence**

It can be described as the learner's ability to come up with difficulties facing them when they are talking with others. In other words, they tend to use certain strategies to compensate breakdowns in communication, i.e.: raising one's voice, using gestures, and using synonyms to substitute for words they do not know. Similarly, it is defined by Canal and Swain (1980, p. 25) as "How to cope in an authentic communication situation and how to keep the communication channel open".

### **1.2.2.4. Discourse Competence**

According to Brown (2007, p. 220) discourse competence is "the ability to connect sentences...and to form meaningful whole out of a series of utterances." Thus, it can be viewed as the ability to combine grammatical forms and the meanings of those utterances, i.e.: the ability to organize thoughts to form a unified text in spoken or written discourse. In addition to the four competencies, fluency also was considered to be an important aspect in the development of the framework of 'CC' is the ability to speak easily and smoothly.

## **1.3. Oral and the Other Skills**

The main aim of all languages around the world is to communicate. Generally, the oral skills allow people to express themselves through words while they are talking with others or by writing.

When we talk about the communication skills, we mean the four-language skill that are speaking, reading, writing and listening as well. All of them are important. In a successful language learning process, language skills are taught in order and each is connected to one another. Thus it is important to teach them combined rather than separately. Accordingly,

(Boonkit, 2010) states, “The importance of speaking is more shown with the combination of the other language skills; so that, English speaking skills should be established with the other language skills to approve achievements in the communication development.”

### **1.3.1. Speaking VS Writing**

Speaking has usually been compared to writing since both are considered as ‘productive skills’ as opposed to the ‘receptive skills’ of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker. (Oprandy, 1994, p.153 & EL Menoufy, 1997, p.9) Therefore, they are closely related to each other and the integration of these both skills play a significant role in the improvement of student’s performance. Gave (2006) argues, “Nevertheless, the available research suggests that well-developed oral language skills in English are associated with better writing skills in English.”

In addition, learning to speak in English is more challenging and difficult than just learning to write it. Thus, oral communications need more efforts for the reason that it happens in real time and is much more spontaneous and unconscious than written language that takes a conscious effort on the part of the writer. Besides, it is important to be aware of the challenges that speakers may face such as being able to overcome breakdown in any communication and being fluent. Additionally, the spoken and written languages differ in many aspects. It is said, “Unlike written language, spoken language consists of short, often fragmentary utterances. It is characterized by the use of non-specific words and phrases, filters, repetition, loosely organized syntax and overlap between one speaker and the other. This makes instruction sounds systematic. (Nunan, 1989, 2005, p.26 & Hall, 1993)

Furthermore, in the process of learning a second language, some students are better at speaking while others are better at writing that language. It is believed that “we speak

differently depending to whom we are speaking and for what reason; similarly, with the written language the type of writing depends on whom, for and why it is written.” (Lindsay & knight, 2006)

Despite the fact that speaking is considered as the most important skill compared to other language skills, some researchers and teachers have not given it enough interest as they do with the others. In the light of this view, Scarcella, Oxford (1994,p.165) , El Menoufy (199, p.12) and Miller (2001, p.25) declare, “despite the importance of developing speaking among ESL/EFL learners, instruction of these speaking skills has received the least attention, and many English teachers still spend the majority of class time in reading and writing practice ignoring speaking skills.” Therefore, this will undoubtedly led to a low speaking proficiency for the students, thus it will affect the development of their performance.

### **1.3.2. Speaking VS Listening**

In Byrne, D words “The listening skill is an important skill as the speaking because both the speaker and listener have a positive function to perform.” Hence, it can be concluded that both speaking and listening skills receive a special attention and should always keep in coronation with each other. It is obvious that oral communication involves at least two persons interacting with each other; when one is talking the other is supposed to listen to his/her words. However, listening should not be confused with hearing. We can hear everything that makes sound around us but we do not listen to them all the time, and when we listen, we should say that we pay a particular attention to what we hear and we try to understand the speech. Accordingly, Nunan, D (1989, p.23) “we do not simply take language in life a tape-recorder, but interpret what we hear according to our purpose listening and our background knowledge.”

## **Part Two: Teacher's Role and the Implementation of Classroom Speaking Activities / Teaching Oral through Classroom Different Aspects**

### **Introduction**

Specialists in the domain of teaching and learning foreign languages have developed a wide range of methods for teaching foreign languages. This part is devoted to discuss the most known traditional and contemporary approaches to foreign language teaching. Not only does it seek to clarify the basic assumptions and principles of each method, but it aims at showing the importance given to teaching of the oral skills through the use different methods as well.

### **1.4. Oral Skill and the Communicative Approach**

Teaching English as a foreign language seems to be seen as a complicated process that requires the implementation of different methods but almost all these methods are not enough helpful to reach the desired oral production of the language. Basically, the rays of CLT was due to the lack of success of the traditional language teaching methods that did not cope with the communicative goals. Richard and Rodgers claim, “They (the linguists) saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.” (1986, p.64) Moreover, Brown considers the CLT as an approach as he points out, “communicative language teaching (CLT) is best understood as an approach, not a method. (2000 p.266)

With the advent of CLT, the process of Teaching and learning a second/foreign language have witnessed a fundamental change and there was a growing interest in language use. On one hand, teachers want their students to be able to use language as correct as possible. On the other hand, students often value speaking more than the other skills of reading, writing and listening.

“ Nowadays, the communicative approach or communicative language teaching (CLT) has become the ‘umbrella’ term to describe learning sequences which aim to improve students' ability to communicate with several activities that as specifically designed to achieve the aim” (Harmer, 2001, p.86). Additionally, Freeman argues that CLT aims “broadly to apply the theoretical perspective of the communicative approach CLT by making the communicative competence the goal of language teaching and by acknowledging the independence of language and communication.” (2000, p.121)

### **1.5. Oral in Cooperative Language Learning**

In the traditional language teaching methods such as grammar translation and audio-lingual methods, the teacher plays a central role in the process of learning. Neither of these methods has been effective so far or promoted the communicative interaction in the classroom, nor have they assisted students to improve their oral performance. So many teachers try to avoid the problems with these methods and find new techniques that can be implemented in the classrooms in order to develop the student’s abilities in speaking.

Cooperative learning is a learner-centered approach that considers learning as more effective and active than passive, as it is seen in traditional language teaching. Through cooperative learning students have an opportunity to express themselves by sharing thoughts and opinions. In this strategy, students also suggest plans, propose solutions to various problem tasks and discuss different issues. (Johnson, 1998) He adds, “Cooperative learning is grouping students together in order to accomplish their common learning goals. So learners are responsible for their own and for the group members learning.” Slavin (1980) describes cooperative learning as students working together in groups and given reinforcement based on the group's performance.” Similarly, Artz and Newman (1990) define cooperative learning as “a small group of learners working together as a team to solve a problem, complete a task or accomplish a common goal.”

In teaching and learning work, especially in cooperative classes, the learner plays a crucial role in the learning process. S/he must work collaboratively within the group and considers the success of the group as his or her responsibility, so s/he helps the members of the group and work hard to achieve the desired goals successfully. Richard and Rodgers (2001) state “the primary role of the learner is as a member of group who must work collaboratively on tasks with group members.” Although learners play the most significant role, the teacher also plays an important role since s/he is a controller and facilitator of learning. When students are working in groups, the teacher has to put his or her eye on every student and provide help whenever it is necessary.

### **1.6. Oral in Task-based Approach**

Tasks, in fact, have been defined in different ways, but the majority of scholars advocate that tasks refer to special kind of activities carried on in the classroom.

According to Willis (1996), a task is an activity “where the TL is used by the learners for a communicative purpose (goal) in order to achieve an outcome.” (p.23) Ellis (1994, p.595) formulates his own definition from a ‘pedagogic and operational’ point of view: task is some kind of activity designed to engage the learner in using the language communicatively or reflectively to arrive at an outcome other than that of learning a specified feature of the target language. Nunan (2005, p.5) defines it as a classroom activity that involves learners comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on ‘meaning’ rather than ‘form’. In addition, a task must be meaningful in order to give learners “a sense of completeness, being able to stand alone as a communicative act in its own right.”

Hyme’s view about CC creates a more critical view at language and highlights the students' needs to provide opportunities to use language in the classroom. Moreover, students need extensive help and exposure to the English language. For this reason, Hashim claims that

learning a language flourishes most when learners are in positive environment and are given opportunities to communicate in an authentic situation. Therefore, it has suggested that teachers abandon the traditional teaching approach and replace it with communicative language teaching. (Lochana & Deb, 2006) As the students do not have enough exposure to using English outside the classroom, TBL encourages them to be actively involved in the learning process and provide them with interesting opportunities to develop their speaking abilities inside the classroom.

According to Lin, TB approach is a foreign language method that has evolved since 1980's. The task-based emphasized the fact that teaching should be conducted with real life tasks. Thus, the central focus of the lesson is the task itself. (LIN, 2009) Similarly, Larsen (2000, p.144) says that a task-based approach aims at providing learners with a natural context for language use. As learners work to complete the task, they have the opportunity to interact. Therefore, TBL relies on the use of task as the main instrument of instruction in language teaching by which, on one hand, teachers try to engage their learners in a variety of tasks and learners try to work cooperatively by participating and interacting with each other to do the tasks, on the other hand.

Muller believes that after using TBL, teachers tend to make sure that they are meeting the institutional requirements and facilitating the development of genuine communication skills among learners. (Muller. 2006)

## **Part Three: Classroom Enhanced Types of Activities**

### **Introduction**

For the sake of successful learning process, teachers use useful classroom activities that encourage students to use the language for communicative purposes. In EFL classes, teachers should provide lot of speaking activities for the students to express themselves and motivate them to do their best and achieve the intended goals. In fact, these activities are very important for providing opportunities to practice the speaking skill, i.e., they approximately promote and enhance the student's oral performance. Baker and Westrup (2003, p. 5) declare that there are three main reasons to practice speaking during a lesson:

1. Speaking activities can reinforce the learning of new vocabulary, grammar or functional language.
2. They give the chance to the students to use the language being learning.
3. They give to the advanced students the chance to experiment the language they already know in different situations and different topics.

The speaking activities do not only help learners to improve their speaking ability, but also make them more motivated and more confident about what they have to say, since practicing various activities allow students to get rid from anxiety and the lack of motivation as well the lack of self-confidence.

### **1.7. Types of Activities**

#### **1.7.1. Communication Games Activity**

Communication activities play a crucial role in enhancing learners' oral proficiency and create an enjoyable atmosphere in the classroom. A game is "activities in which people agree to abide by a set of conditions in order to achieve a desirable state or end" (Shirts, 1972, cited in Sharan, 1976, p.188). Finocchiaro and Brumfit (1983) insist that games can be used as "an enjoyable change of pace while reinforcing language." That is to say, games activities are used to learn in an enjoyable way to encourage students improving both their fluency and accuracy." According to McCallum,

When one considers the importance of communicative competence in the TL, a major goal of all language acquisition and the need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives. Students in the formal atmosphere of game play are less self-conscious and therefore more apt to experiment and freely participate in using the foreign language. Additionally, games automatically stimulate students' interest and properly introduced game can be one of the highest motivating techniques. (1980, p.4)

Describing and drawing seem to be the best games to be done inside the classroom in which one student describes an image to his classmate who will in turn draws it. Bygate (1987, p.78) states, "one of the students describes a picture and the other one draws it." Another example is when learners are asked to identify or arrange objects from the description and instructions of the teachers.

### **1.7.2. Information Gap Activities**

To begin with, Harmer (2001, p.85) describes Information gap activities as "a key to the enhancement of the communicative purpose and the desire to communicate." Hedge (2000) argues, "it involves each learner in pair or group possessing information which the other learners do not have" (p.181) He adds, "this kind of activities is aimed to stimulate

communication between learners in which they are involved to work in pair or groups to possess information which is missing and unknown for other learners. (p.281) Therefore, this activity has many advantages for students to exchange information; hence, they would be excited to know each other's information and this will motivate them to speak English.

### **1.7.3. Role-Play Activity**

Role-play is one form of communicative speaking activities it is very important and useful technique because it pushes students to talk and express themselves freely; thus, they develop their oral competence. Livingstone (1983) defines role-play as “a classroom activity which gives the students the opportunity to practice the language, the aspects of role behavior and the actual roles he may need outside the classroom.” According to Revell (1979, p.60), role-play is “an individual spontaneous behavior reacting to others in a hypothetical way situation.” This implies that the learner creates a new identity with a new view. In other words, role-play invites students to play an imaginary role in an imaginary situation; beside, learners are supposed to use all their knowledge about the language. Moreover, there are two types of role-playing: role cards and cue cards. Role cards is when the teacher explains and gives student their roles. Whereas, cue cards students have to follow instructions from their teacher. In short, role-play engages learners in real life communication and it fosters interaction between students and inspires them to improve their oral performance as well.

### **1.7.4. Discussion Activity**

Discussion is another type of speaking activities that is the most used in oral classes. In this activity, students exchange their ideas, opinions and show agreement or disagreement. Hedge (2000, p.277) believes that, “discussion can provide important opportunities for developing certain aspects of fluency” Besides, discussions are supposed to be done either in pairs or group work in which ,at the beginning, the teacher provides students with certain topics and help them to start discussing the topic and then lets them managing the situation

and speaking spontaneously. This kind of activities can bring out students' interests and motivate them; therefore, it is a chance for them to talk about the things they really care about. Kayi confirms that this activity promotes essential thoughts and fast decision-making that learners acquire how to communicate and defend themselves in a respectful manner when conflicting with others.

Furthermore, Thornbury (2005, p.102) points out that, “the best discussions in class are these that are arisen spontaneously either because of something personal that learners report or because of topic.” This means that classroom discussions are often arisen for two main reasons: It can be due to personal experiences and students would like to share them with the rest of the class or it is due to the kind of the topic provided by the teacher. Significantly, A.Lazarton (2014, p.112) argues that, " learners need to know what they are going to discuss, why they are discussing it, how long they have for the activity and what outcome is expected.” In short, all these criteria help in making successful classroom discussions and therefore developing learners' oral performance.

## **CONCLUSION**

This chapter has focused on the importance of enhancing oral performance for EFL learners through the use of debate technique. We have started by providing a clear insight concerning some concepts related to the speaking skill, which is considered as the most important productive skill in the learning process. Furthermore, it shades light on various definitions, elements and approaches for the teaching of speaking. Finally, this chapter has introduced some of the communicative activities that promote students' speaking skill. The next chapter then will be devoted to the analysis of the collected data.



# **CHAPTER TWO: Research Methodology and Discussion of the Results**

## **INTRODUCTION**

This section is devoted to the practical part of this research work. The current research aims at investigating the fact that classroom debate improves students' oral performance. It consists of two parts: the first part provides a general description of the research design and the methodology is, then, presented including the data collection methods as well as the population and the sample. Besides, it provides a description for both teachers and students' questionnaires. Whereas, the second part deals with the discussion and interpretation of the results.

## **Part One: Research Methodology and Design**

### **2.1. Methodological Design**

#### **2.2.1. Description of Methods and Tools**

Based on the nature of the study, the researcher adopted a descriptive method in order to test the hypotheses of the research. It is a descriptive in its nature because it aims at obtaining various ideas from EFL students and teachers and finding the effectiveness of using debate technique on developing students' oral performance. Furthermore, the data is collected quantitatively and qualitatively relying on a set of research instruments that are two questionnaires: the first one is designed to second year EFL students at M'Sila University, while the second is devoted for teachers of oral expression module.

#### **2.2.2. Description of Population and Sampling**

The population of the present study comprises second year LMD students at the department of English at M'Sila University during the academic year 2019-2020. The overall sample for the research consisted of 25 Students. They were selected randomly from the whole population in order to respond to the research instruments addressed to them. The selection of such sample is based on the fact that second year students have studied the oral expression module for the whole year (first year); hence, they are aware of the difficulties that will face them when they talk.

### **2.2. Description of Data Collection Methods and Tools**

#### **2.2.1. Description of Students' Questionnaire**

It is worth bearing in mind that this questionnaire is designed to gather data about students' attitudes towards the effectiveness of classroom debate in developing oral

performance during the oral expression module. The questionnaire consists of twenty (20) questions that are organized in a logical order. They are closed questions where they are required to choose whether the appropriate answers or 'yes' or 'No' questions with justifications.

#### **2.2.1.1. Section One: Student's Attitudes towards Oral Performance (Q1- Q9)**

This section seeks to elicit student's attitudes towards oral performance. In Q1, students are asked if they speak English very well. In Q2, students are asked to describe their level of oral performance in English. In Q3, students are asked if they feel afraid when they talk in the classroom. In Q4, students are asked about the skill that they want to develop the most: speaking, listening, writing, reading and then whether they agree the idea that in order to master a language they have to speak, which is Q5. Next, in Q6 students are asked whether they face difficulties when they speak English. In Q7, students are asked if they are satisfied with their oral performance level. In Q8, students are asked to say whether they agree with whether their oral performance is developed better inside the classroom. In the last question of this section, students are asked to say if the teacher appreciate the times when they work hard and perform well in the activities s/he gives in the classroom Q9.

#### **2.2.1.2. Section Two: Students Attitudes towards the Use of Debate Technique in the Classroom (Q10 – Q18)**

In the first question of this section, students are asked about how they contact with people the most Q10. In Q11, students are asked if they enjoy engaging in classroom debate. Then, in Q12 students are asked to state whether they think that the use of debate technique improve their oral performance. In Q13, students are asked if they agree with the idea that the use of debate enhances their pronunciation, fluency, grammar and vocabulary. In Q14, seeks answers about how often does the teacher use debate in the classroom. Next, in Q15 students are asked to state if their teachers of oral expression encourage them to take turn in

classroom debates. After, in Q16 students are asked if they think that debating is the only technique used for improving their oral performance. In Q17, students are asked to say whether they feel more comfortable in the oral expression module and enjoy engaging in debate or not. Finally, in Q18 students are asked if they think that debate is an important activity that should be practiced in the classroom.

### **2.2.2. Administration of Students' Questionnaire**

The students' questionnaire is administered to second year LMD students. We select randomly a sample of 25 students from the whole population of 50 students. It is important to say that the questionnaire have been distributed online in a group of second year at M'Sila University. All the questions were clear enough and understandable.

### **2.2.3. Description of Teachers' Questionnaire**

The teacher's questionnaire consists of sixteen questions, classified into three sections. It includes close and open-ended questions.

#### **2.2.3.1. Section One: Teacher's Background Information (Q1-Q3)**

Questions in section one aim at gathering personal information about the target sample. Teachers are asked to specify their gender Q1 and the degree they held Q2. In Q3, teachers are asked to state how many years they have been teaching English at University.

#### **2.2.3.2. Section Two: Teacher's Attitudes towards Oral Performance (Q4-Q 8)**

The second section was about teacher's attitude towards oral performance. Their student's difficulties in the speaking skill and techniques they used to teach that skill. In Q4, teachers are asked to tick the importance of speaking for EFL students. Then, Q5 asks teachers to say how often they encourage their students to participate in the classroom .In Q6, teachers are asked how they consider their student's level in speaking. In Q7, teachers are asked to tick the difficulties their students face most in oral expression. In Q8, seeks answers

about which techniques teachers focus on more in teaching speaking skill in order to develop student's oral performance.

#### **2.2.3.3. Section Three: Teacher's Attitudes towards Classroom Debate (Q9-Q16)**

The third section is about teacher's attitudes towards classroom debate. In Q9, teachers are asked to indicate who speaks most in the classroom. Then Q10, was addressed to see how often teachers implement classroom debate while teaching. Next, in Q11 teachers are asked about the importance of classroom debate for University students and to justify their answers. Q12 seeks answers about the speaking aspects that teachers focus on more while students are debating with justifications. Q13 is about the speaking aspects that teachers think that debate can develop with the justifications of their answers. In Q14, teachers are asked whether classroom debate motivates students to speak then ticking how from a list of options if the answer is yes. In Q15, teachers are asked about the benefit of classroom debate. Finally, Q16 is about Teacher's attitudes towards the effectiveness of classroom debate in enhancing student's oral performance.

#### **2.2.4. Administration of Teachers' Questionnaire**

The questionnaire is supposed to address EFL teachers at M'Sila University. However, due to the specific circumstances related to COVID-19 pandemic, we had to distribute it online and most of teachers' answer are from different universities. We have 40 answered questionnaires that we have studied and analyzed.

## **Part Two: Discussion and Recommendations**

### **Introduction**

This part is concerned with the analysis of data and its results that have been collected through two questionnaires for both teachers and students. In doing so, quantitative and qualitative analysis procedures are used. Hence, findings of the gathered data will be presented in form of tables, graphs and pie charts.

### **2.2. The Analysis of Teachers and Students' Questionnaires**

This part is mainly concerned with the quantitative and qualitative analysis obtained through the questionnaires administered to both Teachers and students.

#### **2.2.1. The Analysis of Students' Questionnaire**

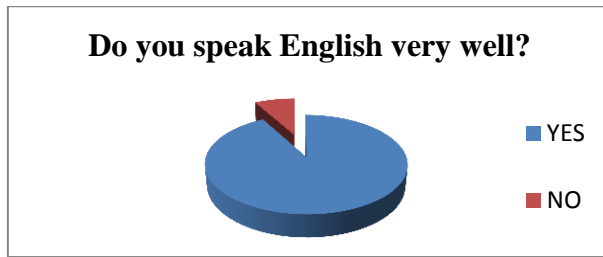
Eighty questionnaires have been distributed to students and only 25 were analyzed as sample.

#### **Section One: Student's Attitudes towards oral performance**

##### **1. Do you speak English very well?**

	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	23	92%
<b>No</b>	02	8%

**Table 2.2.1.1:** Students' Mastery of English



**Figure 2.2.1.1:** Pie Chart on Students’ Mastery of English

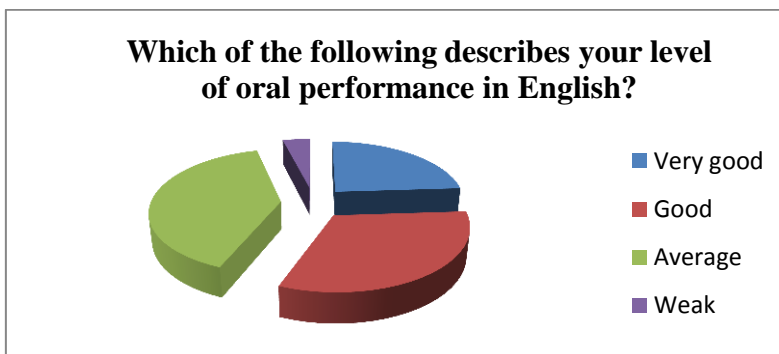
**Comment**

Concerning this question, 23 out of 25 students with a rate of 92% have answer with yes and only 02 students with a rate of 08% whose answer is no.

**2. Which of the following describes your level of oral performance in English?**

	Number	Percentage
<b>Very good</b>	06	24%
<b>Good</b>	08	32%
<b>Average</b>	10	40%
<b>Weak</b>	01	4%

**Table 2.2.1.2:** The Descriptions of Students’ Levels of English



**Figure 2.2.1.2.** Pie Chart on the Descriptions of Students’ Levels of English

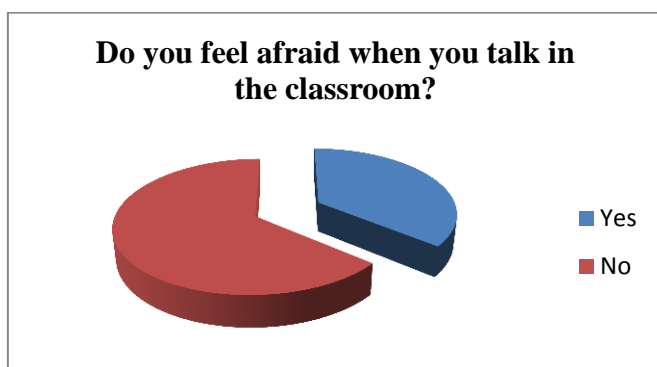
**Comment**

Concerning question two which is about students' levels of English, 06 students out of 25 with a rate of 24% answer with 'very good', 08 with 'good' with a rate of 32%, 10 with 'average' with a rate of 40% and only 01 students with a rate of 4% answer with 'weak'

### 3. Do you feel afraid when you talk in the classroom?

	Number	percentage
<b>Yes</b>	09	32%
<b>No</b>	16	64%
<b>Yes Justification</b>		
<b>a) The fear of making mistakes</b>	03	12%
<b>(b) Fear of teacher's negative feedback</b>	04	16%
<b>C) Lack of self-confidence</b>	02	8%

**Table 2.2.1.3:** Students' Psychological State of Fear when Talking



**Fig 2.2.1.3:** Pie Chart on Students' Psychological State of Fear when Talking

#### Comment

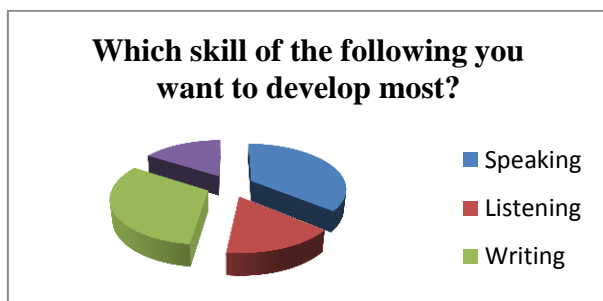
As it is shown in the table and the pie chart, 09 students with a rate of 36% answer with 'Yes' whereas 16 students with a rate of 64% answer with 'No'. Concerning the justifications and according to the table below, 03 students out of 25 with the rate of 12%

have respond with that they are afraid because of the fear of making mistakes whereas 4 of the students with the rate of 16% are afraid because of teacher's negative feedbacks. However, and only 02 students with the rate of 8% admit that they are afraid due to the lack of self-confidence.

**4. Which skill of the following you want to develop most?**

	Number	percentage
<b>a) Speaking</b>	08	32%
<b>b) Listening</b>	04	16%
<b>c) Writing</b>	09	32%
<b>d) Reading</b>	04	16%

**Table 2.2.1.4:** Students' Wanted Skills to Be Developed



**Figure 2.2.1.4:** Pie Chart on Students' Wanted Skills to Be Developed

**Comment**

Concerning the fourth question that is related to the most skills wanted to be developed, 09 students out of 25 with the rate of 36% state that the skills they want to develop most is speaking. In addition to 4 students with the rate of 16% opt the listening skill. Besides, 08 students with the rate of 32% opt the writing skill and only 04 students with the rate of 16% opt the reading skill.

**5. Do you agree that in order to master a language you have to speak it?**

	Number	Percentage
a) Strongly agree	14	56%
b) Agree	10	40%
c) Disagree	01	4%
d) Strongly disagree	00	0%

**Table 2.2.1.5:** Students' Appreciation to Language



**Figure 2.2.1.5:** Pie Chart on Students' Appreciation of the Language

### Comment

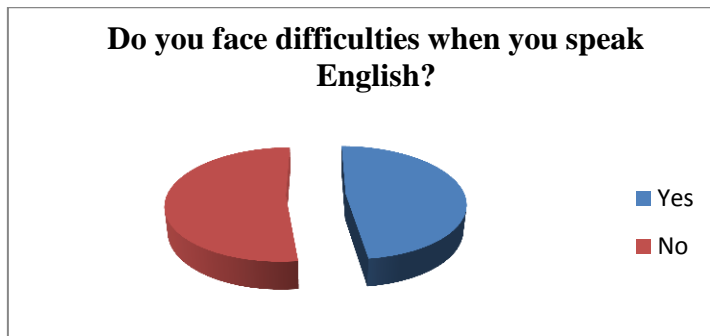
Concerning the mastery of the language in question five, the majority of students; 14 out of 25 with the rate of 56% answer with strongly agree, 10 with a rate of 40% with agree and only 01 student with the rate of 4% answers with disagree.

### 6. Do you face difficulties when you speak English?

	Number	percentage
<b>Yes</b>	12	48%
<b>No</b>	13	52%
<b>Difficulties</b>		

Stammering, lack of ideas, lack of appropriate vocabulary, fear of making mistakes, fear of being laughed at

**Table 2.2.1.6:** Students' Difficulties When Speaking English



**Figure 2.2.1.6:** Pie Chart on Students' Difficulties When Speaking English

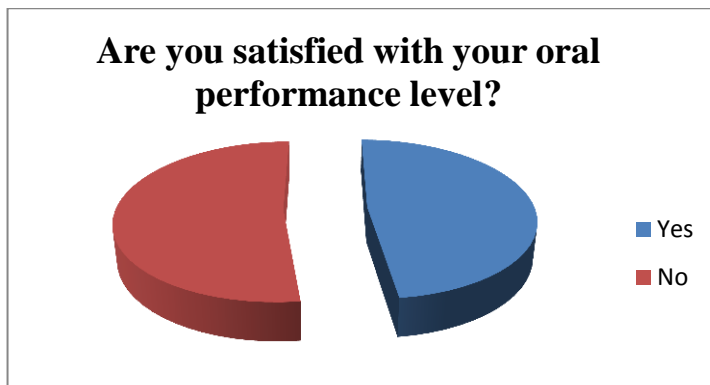
### Comment

In relation to students' difficulties when they speak English in question six, 12 students out of 25 with the rate of 48% answer with Yes in contrast to 13 students with a rate of 52% who answer with No. Students with Yes answers are asked to justify their answers and mention the following difficulties: stammering, the lack of ideas, lack of appropriate vocabulary, the fear of making mistakes and the fear of being laughed at.

### 7. Are you satisfied with your oral performance level?

	Number	Percentage
<b>Yes</b>	12	48%
<b>No</b>	13	52%

**Table2.2.1.7:** Students' Satisfaction with their Oral Performance Level



**Figure 2.2.1.7:** Students' Satisfaction with their Oral Performance Level

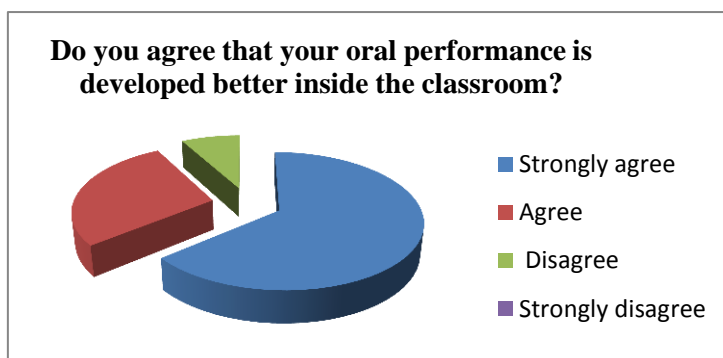
**Comment**

From the results obtained and in relation to students satisfaction with their oral performance level, 12 students from the whole sample answer with Yes with the rate of 48% while 13 students with the rate of 52% answer with No.

**8. Do you agree that your oral performance is developed better inside the classroom ?**

	Number	Percentage
<b>a)-Strongly agree</b>	16	64%
<b>b) Agree</b>	07	28%
<b>c) Disagree</b>	02	8%
<b>d)Strongly disagree</b>	00	0%

**Table 2.2.1.8:** Students' Oral Performance Development



**Figure 2.2.1.8:** Pie Chart on Students’ Oral Performance Development

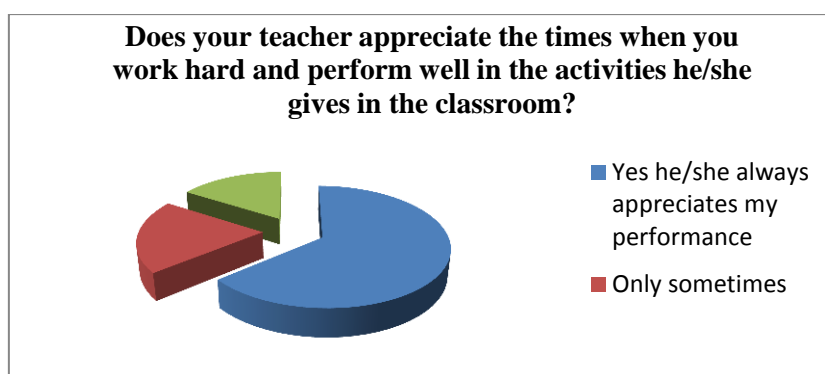
**Comment**

The overall answers of question eight related to students’ oral performance development reveals 16 students with a rate of 64% who answer with strongly agree, 7 with a rate of 28% answer with agree and only 2 students with a rate of 8% answer with disagree.

**9. Does your teacher appreciate the times when you work hard and perform well in the activities he/she gives in the classroom?**

	<b>Number</b>	<b>Percentage</b>
<b>a) Yes he/she always appreciates my performance</b>	16	64%
<b>b) Only sometimes</b>	05	20%
<b>c)No he/she never appreciates my performance</b>	04	16%

**Table2.2.1.9:** Teachers’ Appreciation of Students’ Performance



**Figure 2.2.1.9:** Pie Chart on Teachers’ Appreciation of Students’ Performance

**Comment**

Regarding question nine which is related to the teachers appreciation to learners performance, 16 out of 25 with the rate of 64% state that their teacher always appreciates their

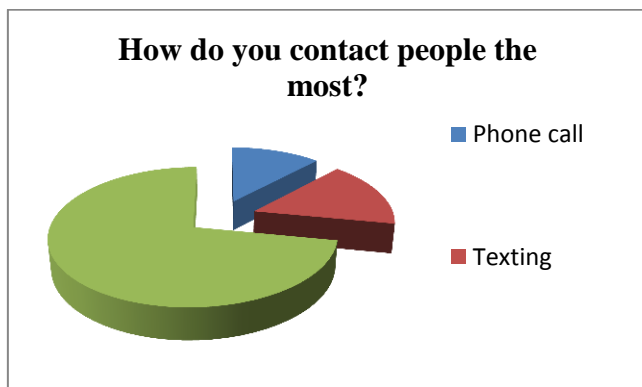
performance, 5 with a rate of 20% answer with only sometimes and only 4 students with a rate of 16% state that their teacher never appreciates their performance.

**Section Two: Student's Attitudes towards the Use of Debate Technique in the Classroom**

**10. How do you contact people the most?**

	Number	percentage
(a) Phone call	07	28%
(b) Texting	11	44%
(c) Direct interactions (Debating)	00	0%
(d) Email	07	28%
(e) Other (Please specify)	00	0%

**Table 2.2.1.10:** The Way Students Contact with People



**Figure 2.2.1.10:** Pie Chart on the Way Students Contact with People

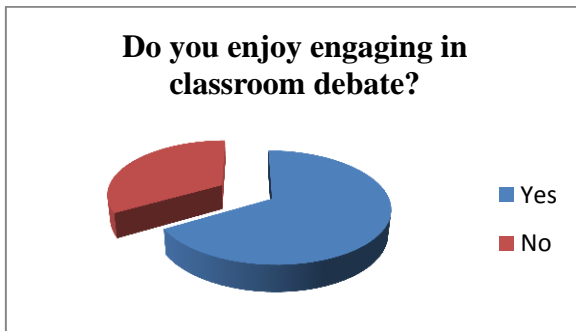
**Comment**

In what concerns question ten that is related to the way students contact people, 03 students out of 25 with the rate of 12% use phone call, 4 students with the rate of 16% choose texting, and 18 students with a rate of 72% contact people mostly through direct interactions.

**11. Do you enjoy engaging in classroom debate?**

	Number	Percentage
<b>Yes</b>	16	64%
<b>No</b>	08	32%

**Table 2.2.1.11:** Students' Enjoyment of Classroom Debate



**Figure 2.2.1.11:** Pie Chart on Students' Enjoyment of Classroom Debate

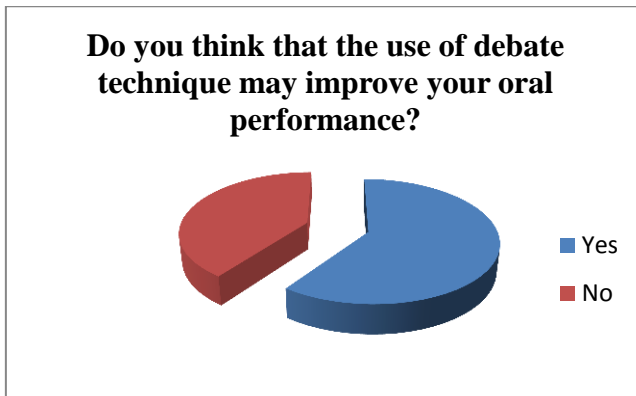
**Comment**

Regarding students 'enjoyment of classroom debate in question eleven, 16 students out of 25 with a rate of 64% answer with Yes while 08 students answer with No with the rate of 32%.

**12. Do you think that the use of debate technique may improve your oral performance?**

	Number	Percentage
<b>Yes</b>	15	60%
<b>No</b>	10	40%

**Table 2.2.1.12:** The Use of Debate Technique in Improving Students' Oral Performance



**Figure 2.2.1.12:** Pie Chart on the Use of Debate Technique in Improving Students' Oral Performance

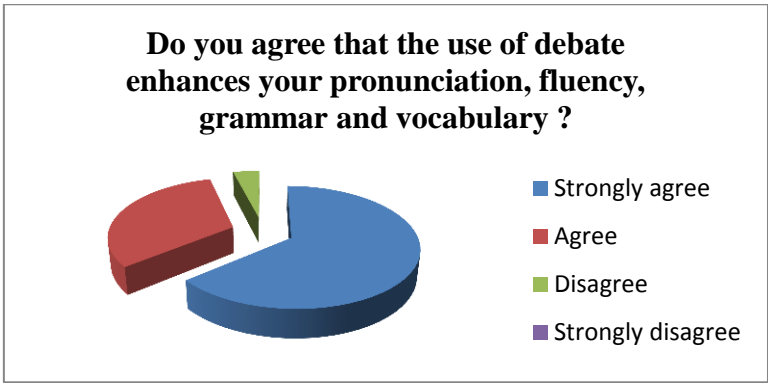
**Comment**

In what concerns question 12 that related to the use of debate technique in improving Students' oral performance, 15 students out of 25 answer with Yes with a rate of 60%, whereas only 10 students with the rate of 40% answer with No.

**13. Do you agree that the use of debate enhances your pronunciation, fluency, grammar and vocabulary?**

	<b>Number</b>	<b>Percentage</b>
<b>a) Strongly agree</b>	16	64%
<b>b) Agree</b>	08	32%
<b>c) Disagree</b>	01	4%
<b>d) Strongly disagree</b>	00	0%

**Table 2.2.1.13:** The Use of Debate and its Effects



**Figure 2.2.1.13:** Pie Chart on the Use of Debate and its Effects

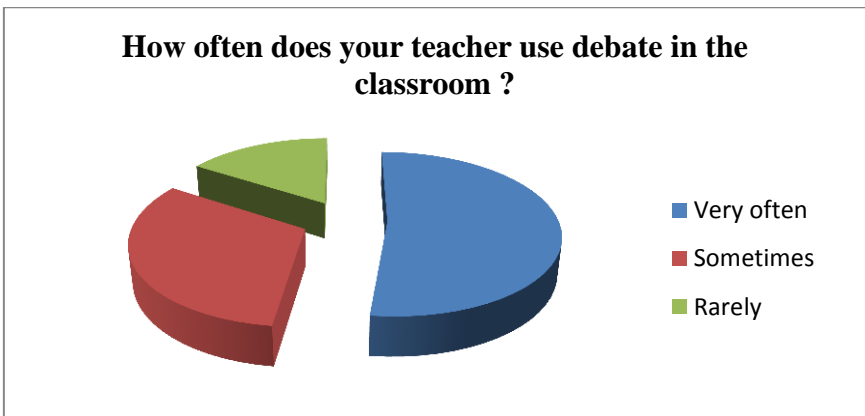
**Comment**

Concerning question thirteen that is related to the use of debate and its effects, 16 students out of 25 answer with strongly agree with a rate of 64%, 08 students answer with a Rate of 32% and only one student with the rate of 4% answers with disagree.

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

	Number	Percentage
<b>Very often</b>	12	48%
<b>sometimes</b>	08	32%
<b>rarely</b>	04	16%

**Table 2.2.1.14:** The Teachers' Frequency of Classroom Debate Use



**Figure 2.2.1.14:** Pie Chart on the Teachers' Frequency of Classroom Debate Use

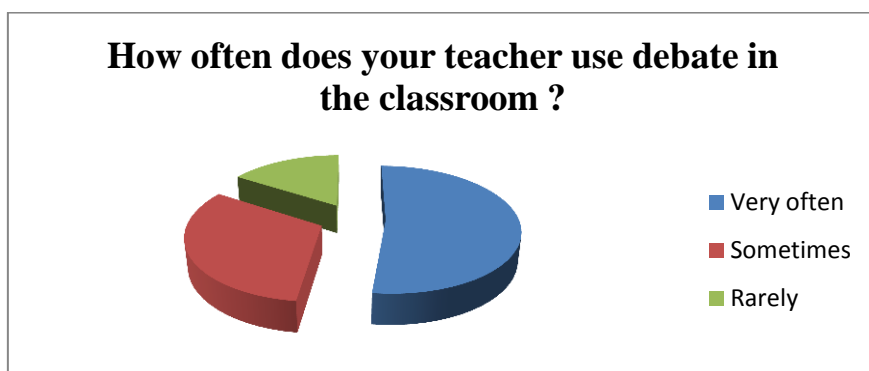
**Comment**

In relation to the teachers' frequency of the use of debate in the classroom in question fourteen, 13 students out of 25 with the rate of 52% say very often, 8 with the rate of 32% say sometimes and only 4 students with the rate of 16% answer with rarely.

**15. Does your teacher of oral expression encourage you to take turn in classroom debates?**

	Number	Percentage
Yes	21	84%
No	04	16%

**Table 2.2.1.15:** Teachers' Encouragement of Students in Taking Turns in classroom Debate



**Figure 2.2.1.15:** Pie Chart on Teachers' Encouragement of Students in Taking Turns in Classroom Debate

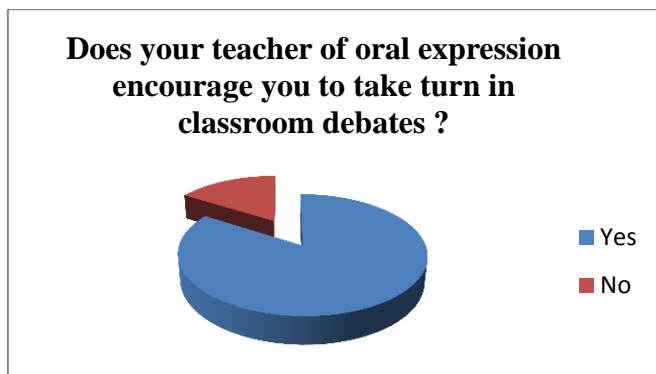
**Comment**

As the table and the pie chart show concerning the teachers' encouragement of Students in taking turns in classroom debate in question fifteen, 21 students out of 25 with the rate of 84% answer with Yes whereas only 4 students with the rate of 16 answer with No.

**16. Do you think that debating is the only technique used for improving the student's oral performance?**

	Number	Percentage
<b>Yes</b>	04	16%
<b>No</b>	21	92%
<b>Other Techniques</b>		
/		

**Table 2.2.1.16:** Debating and Other Techniques in Improving Students’ Oral Performance



**Figure 2.2.1.16:** Pie Chart on Debating and Other Techniques in Improving Students’ Oral Performance

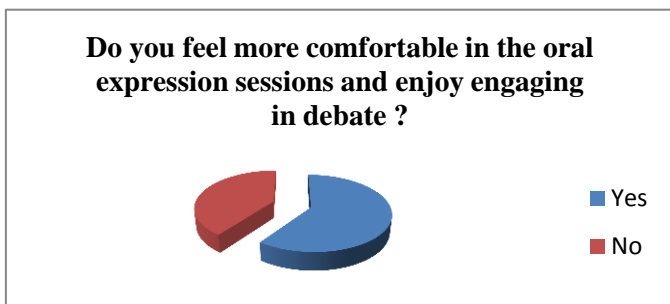
**Comment**

Concerning this question, 04 students out of 25 with a rate of 16% answer with Yes whereas 21 with the rate of 92% answer with no.

**17. Do you feel more comfortable in the oral expression sessions and enjoy engaging in debate?**

	Number	Percentage
<b>Yes</b>	15	60%
<b>No</b>	10	40%

**Table 2.2.1.17:** Students’ Feeling State during Oral Expression Sessions



**Figure 2.2.1.17:** Pie Chart on Students’ Feeling State during Oral Expression Sessions

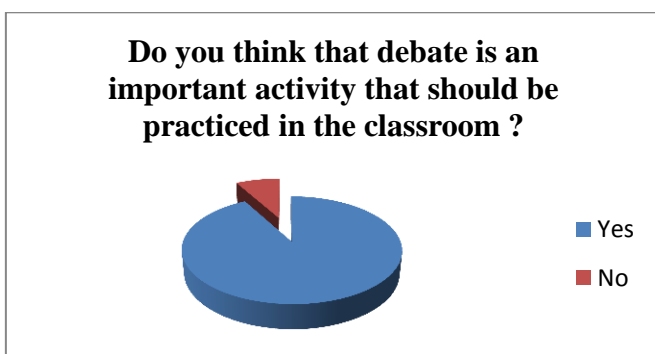
**Comment**

In relation to students' feeling state during oral expression sessions in question seventeen, 15 students out of 25 with the rate of 60% answer with Yes against 10 students with a rate of 40% answer with no.

**18. Do you think that debate is an important activity that should be practiced in the classroom?**

	Number	Percentage
<b>Yes</b>	16	64%
<b>No</b>	08	32%

**Table 2.2.1.18:** The Importance of Debate as a Classroom Activity



**Figure 2.2.1.18:** Pie Chart on the Importance of Debate as a Classroom Activity

**Comment**

In concern to question eighteen that is related to the importance of debate as a classroom activity, 23 of students out of 25 with the rate of 92% answer with Yes while 2 students with the rate of 8% answer with No.

## 2.2.2. Analysis and Discussion of Teachers' Questionnaire

### Section One: Background Information

#### 1. Specify your gender

	Frequency	Percentage
<b>Female</b>	28	70.0%
<b>Male</b>	12	30.0%
<b>Total</b>	40	100.0%

Table 2.2.2.1: Gender Status

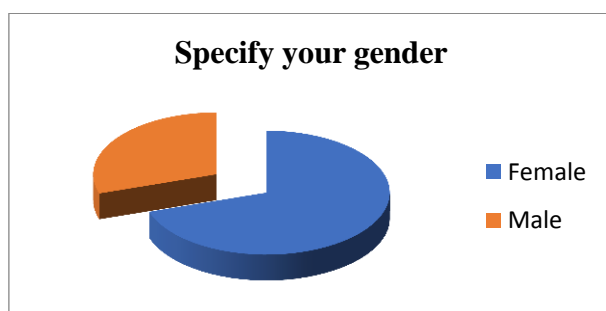


Figure 2.2.2.1: Pie Chart n Gender Status

#### Comment

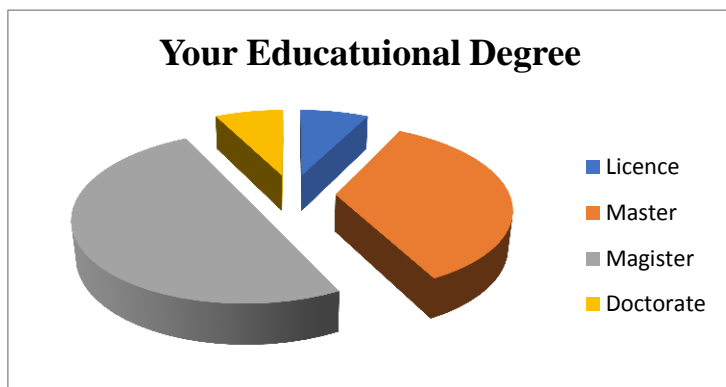
In what concerns question one, which is related to teachers' gender, the table shows 28 females with a rate of 70% and 12 males with a rate of 30%.

#### 2. Your Educational Degree

	Frequency	Percentage
<b>Licence</b>	3	7.5%
<b>Master</b>	14	35.0%
<b>Magister</b>	20	50.0%

<b>Doctorate</b>	3	7.5%
<b>Total</b>	40	100.0%

**Table 2.2.2.2:** Teachers' Education Degree



**Fig.2.2.2.2:** Pie Chart on Teachers' Education Degree

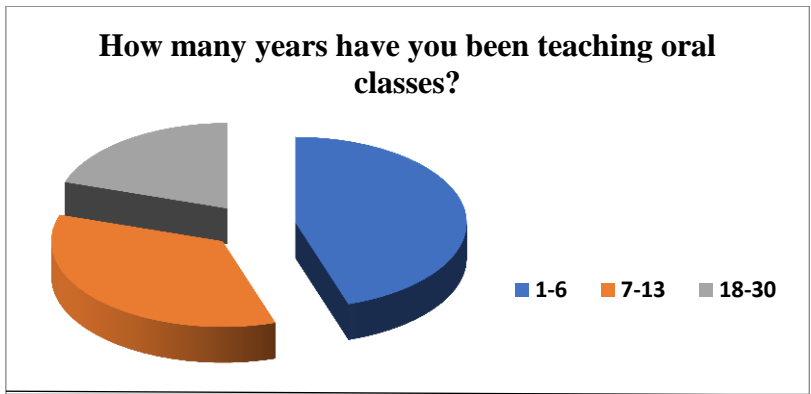
### Comment

The overall answer related to educational background reveal three teachers with a rate of 7.5% have Licence, 14 with a rate of 35% have Master, 20 with a rate of 50% have Magister, and only 03 have Doctorate with a rate of 7.5%.

### 3. How many years have you been teaching oral classes?

<b>Years of Experience</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1-6</b>	18	45.0%
<b>7-13</b>	14	35.0%
<b>18-30</b>	8	20.0%
<b>Total</b>	40	100.0%

**Table 2.2.2.3:** Teachers' Years of Teaching Experience



**Figure 2.2.2.3:** Pie Chart on Teachers’ Years of Teaching Experience

**Comment**

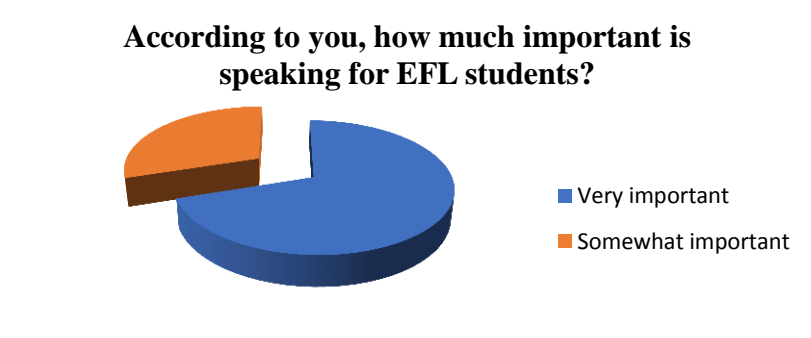
The obtained results concerning teacher's years of teaching experience reveals that 18 teachers with a rate of 45% have been teaching from one to six years, 14 teachers with a rate of 35% from seven to thirteen years and 8 teachers with a rate of 20% from eighteen to thirty years.

**Section Two: Teachers' Attitudes towards Oral Performance**

**4. According to you, how much important is speaking for EFL students**

	Frequency	Percent
<b>Very Important</b>	28	70.0%
<b>Somewhat Important</b>	12	30.0%
<b>Not Important at All</b>	0	0
<b>Total</b>	40	100.0%

**Table 2.2.2.4:** Speaking’s Importance for EFL Students



**Figure 2.2.2.4:** Pie Chart on Speaking’s Importance for EFL Students

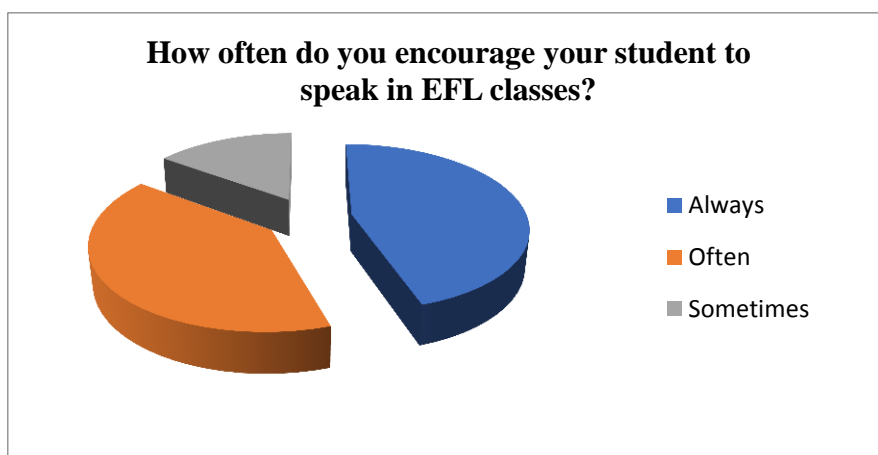
**Comment**

The gathered data related to the importance of speaking for students shows that 28 teachers with a rate of 70% see that speaking is very important for EFL students, 12 teachers with a rate of 30% see that it is somewhat important and none sees that it is not at all important. Accordingly, in justifying their answers, teachers believe that speaking is very important for EFL students need this skill to communicate and it is hard to engage in a communication without it. Besides, Teachers also pointed out that speaking is an essential active skill and very that must be mastered in order to learn and; therefore, master the target language.

### 5. How often do you encourage your student to speak in EFL classes?

	Frequency	Percentage
<b>Always</b>	18	45.0%
<b>Often</b>	16	40.0%
<b>Sometimes</b>	6	15.0%
<b>Never</b>	0	0%
<b>Total</b>	40	100.0%

**Table 2.2.2.5:** Teachers' Encouragement of EFL Students to Speak



**Figure: 2.2.3.5:** Pie Chart on Teachers' Encouragement of EFL Students to Speak  
**Comment**

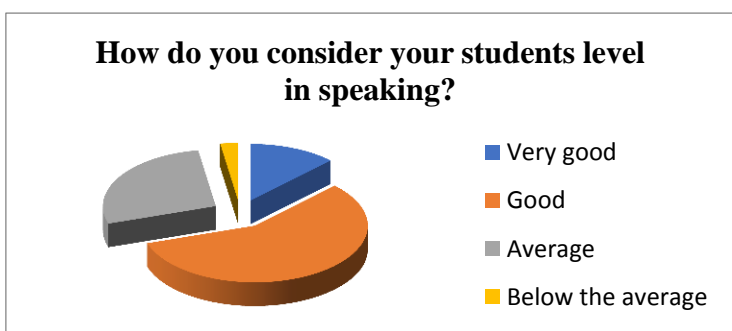
The result obtained concerning teacher's encouragement of students to speak shows that 18 teachers with a rate of 45% always motivate their students to speak, 16 teachers with a rate of 40% often motivate their students to speak and only 6 teachers with a rate of 15% sometimes encourage their students to speak

**6. How do you consider your students level in speaking?**

	<b>Frequency</b>	<b>Percentage</b>
<b>Very Good</b>	5	12.5%
<b>Good</b>	23	57.5%
<b>Average</b>	11	27.5%
<b>Below the Average</b>	1	2.5%
<b>Poor</b>	0	0%
<b>Total</b>	40	100.0%

**Table 2.2.2.6:** Teachers’

Consideration of Students’ Speaking Level



**Figure 2.2.2.6:** Pie Chart on Teachers’ Consideration of Students’ Speaking Level

**Comment**

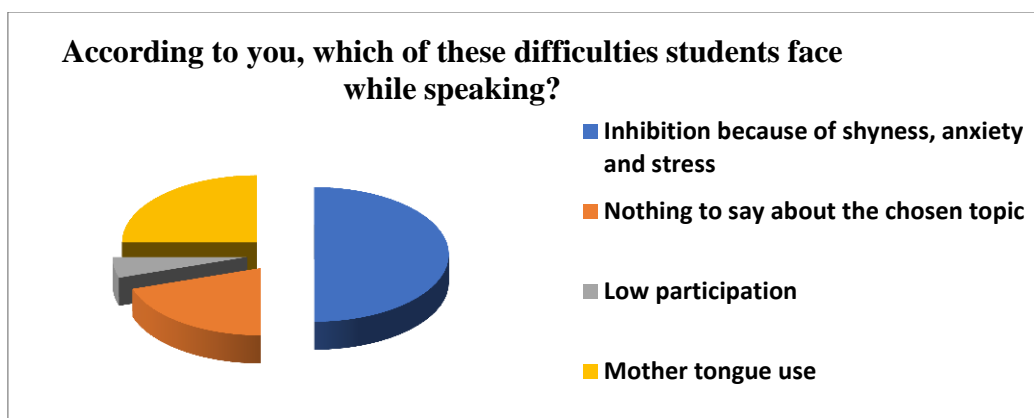
The obtained answers related to students' speaking level reveals that 23 teachers with a rate of 57.5% see that their students' level is good. 11 teachers with a rate of 27.5 percentage consider their students' level as average. Besides, 5 teachers with a rate a rate of 12.5% consider it very good, and only one teacher with a rate of 2.5% sees that his/her students' level below the average.

7.

	<b>Frequency</b>	<b>Percentage</b>
<b>a. Inhibition because of shyness, anxiety and stress</b>	20	50.0%
<b>b. Nothing to say about the chosen topic</b>	8	20.0%
<b>c. Low participation</b>	2	5.0%
<b>d. Mother tongue use</b>	10	25.0%
<b>Total</b>	40	100.0%

According to you, which of these difficulties students face while speaking ?

**Table 2.2.2.7: Students' Speaking Difficulties**



**Figure 2.2.3.7: Pie Chart on Students' Speaking Difficulties**

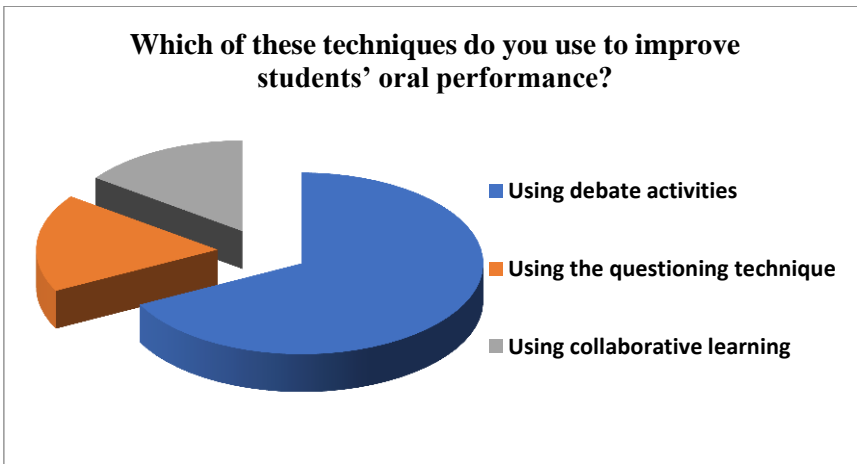
**Comment**

In relation to students' difficulties that they face while speaking, 20 teachers with a rate of 50% believe that students inhibit to speak a foreign language because of shyness, anxiety and stress. 8 teachers with a rate of 20% claim that students face difficulties while speaking because they have nothing to say about the chosen topic. 10 teachers with a rate of 25percentage see that this difficulty is because of the mother tongue use. Only 2 teachers with a rate of 5.0% claim that the low participation is one of the difficulties that students face.

**8. Which of these techniques do you use to improve students' oral performance?**

	<b>Frequenc y</b>	<b>Percentage</b>
<b>a. Using debate activities</b>	27	67.5%
<b>b.Using the questioning technique</b>	7	17.5%
<b>c.Using collaborative learning</b>	6	15.0%
<b>Total</b>	40	100.0%

**Table 2.2.2.8: The Used Techniques to Improve Students' Oral Performance**



**Figure 2.2.2.8:** Pie Chart on the Used Techniques to Improve Students' Oral Performance

**Comment**

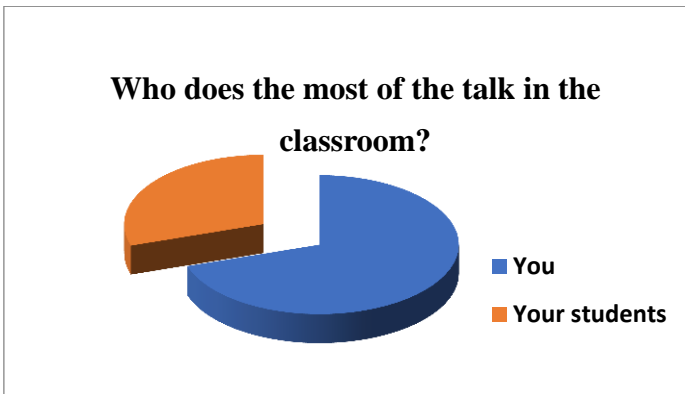
Concerning the techniques used to improve students oral performance, the result exhibits that 27 teachers with a rate of 67.5% use debate activities, 7 teachers with a rate of 17.5% use the questioning technique and 6 teachers with a rate of 15% use the collaboration learning.

**Section Three: Teacher's Attitude towards Classroom Debate**

**9. Who does the most of the talk in the classroom?**

	Frequency	Percentage
<b>You</b>	28	70.0%
<b>Your Students</b>	12	30.0%
<b>Total</b>	40	100.0%

**Table 2.2.2.9:** The Most Talking in the Classroom



**Figure 2.2.2.9:** Pie Chart on the most Talking in the Classroom

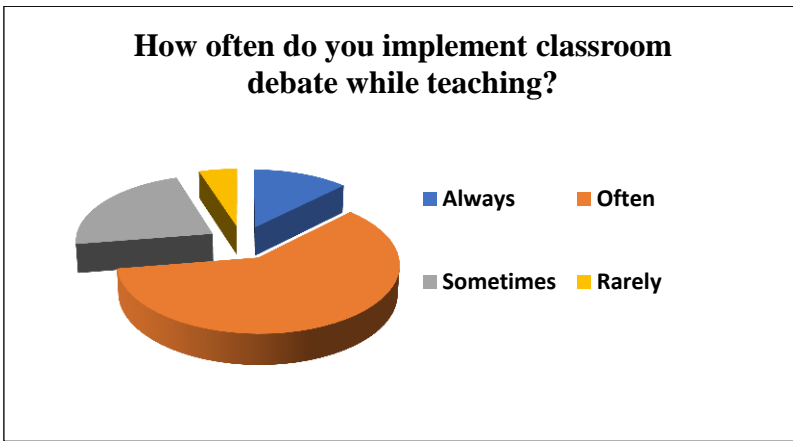
**Comment**

The overall answer related to whether the teachers or students talk most in the classroom shows that 28 teachers with a rate of 70% report that they do most of the talk in the classroom. Whereas, 12 teachers with a rate of 30% state that most of the talk in the classroom is done by their students.

**10. How often do you implement classroom debate while teaching?**

	<b>Frequency</b>	<b>Percentage</b>
<b>Always</b>	5	12.5%
<b>Often</b>	24	60.0%
<b>Sometimes</b>	9	22.5%
<b>Rarely</b>	2	5.0%
<b>Total</b>	40	100.0%

**Table 2.2.2.10:** The Implementation of Classroom Debate



**Figure 2.2.2.10:** Pie Chart on the Implementation of Classroom Debate

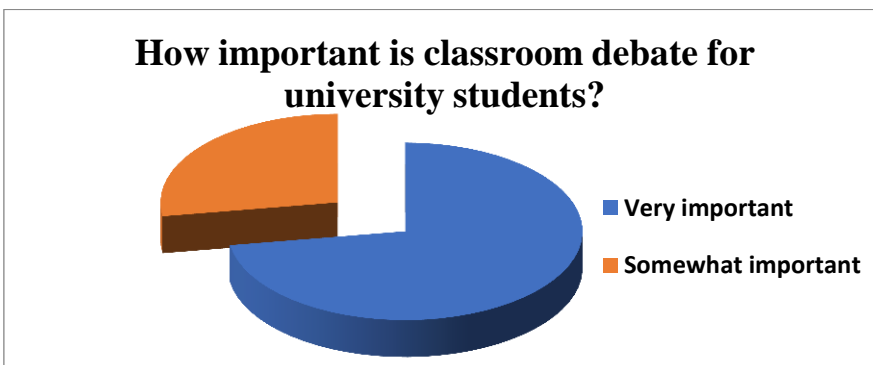
**Comment**

The obtained results related to the implementation of classroom debate reveals that 5 teachers with a rate of 60% often implement classroom debate while teaching, 9 teachers with a rate of 22.5% sometimes implement it, 5 teachers with a rate of 12.5% always implement classroom debate and only 2 teachers with a rate of 5 % rarely it.

**11. How important is classroom debate for university students?**

	Frequency	Percentage
<b>Very Important</b>	29	72.5%
<b>Sometimes</b>	11	27.5%
<b>Not at all important</b>	0	0%
<b>Total</b>	40	100.0%

**Table 2.2.2.11:** The Importance of Classroom Debate



**Figure 2.2.2.11:** Pie Chart on the Importance of Classroom Debate

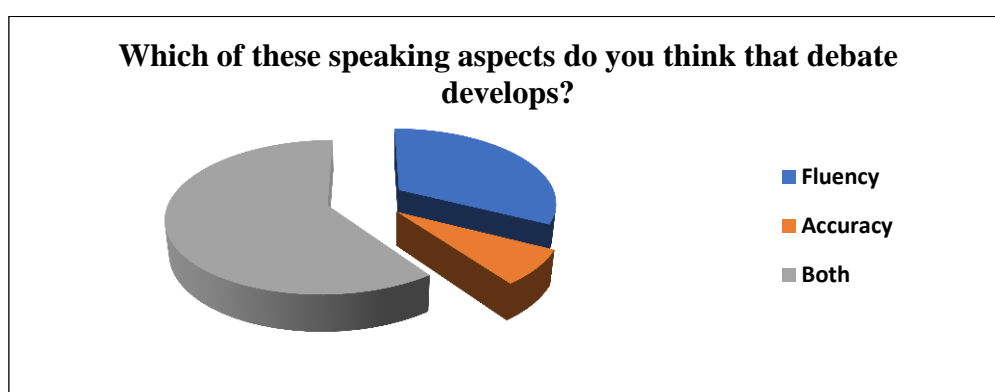
## Comment

The overall response to the importance of classroom debate shows that 29 teachers with a rate of 72.5% confirm that classroom debate is very important for university students while 11 teachers with a rate of 27.5% see that it is somewhat important. In justifying their answers, teachers who see that classroom debate is very important or somewhat important for university students justify their answers with the following reasons: the first reason is that classroom debate provides students with opportunities to express themselves. Second, through debate students develop their proficiency level of speaking. The third reason is that through debate students learn to think critically and acquire the skill of arguing.

### 12. Which of these speaking aspects do you focus on more while students are debating?

	Frequency	Percentage
<b>Fluency</b>	7	17.5%
<b>Accuracy</b>	7	17.5%
<b>Both</b>	26	65.0%
<b>None</b>	0	0%
<b>Total</b>	0	100.0%

**Table 2.2.2.12:** The Speaking Aspects that Teachers Focus on Most while Students are Debating



**Figure 2.2.2.12:** Pie Chart on the Speaking Aspects that Teachers Focus on Most While Students are Debating

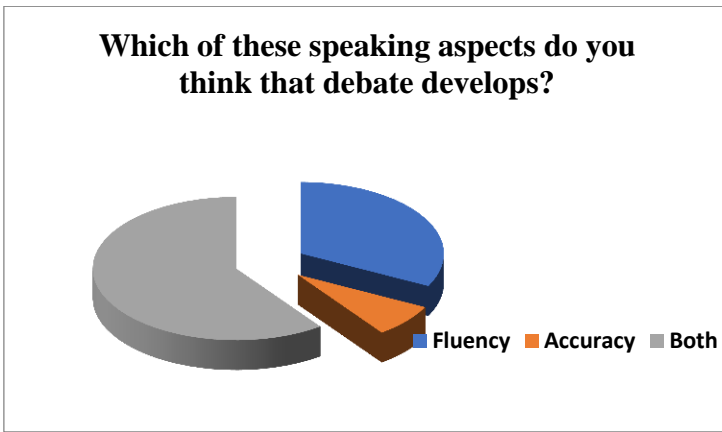
## Comment

In regards to question twelve, which is related to the speaking aspects that teachers focus on most while students debate, the results show that 26 teachers with a rate of 65% focus on both aspects (fluency and accuracy) while students are debating, 7 teachers with a rate of 17.5% focus most on fluency and 7 teachers with a rate of 17.5 focus on accuracy. Accordingly, Teachers who focus on both aspects (fluency and accuracy) while students are debating believe that both aspects are interrelated and essential for improving students' English. Besides, a good debater should be comprehensive and accurate. However, Teachers who focus on fluency see that fluency in speaking is the aspect that is more likely to be assessed. Fluent speakers are the ones who teachers can understand and follow them easily. Additionally, while debating, the focus is on communication not on grammar. Teachers who focus on accuracy argue that students can talk fluently but not accurately. In this case, the process of learning is not accomplished

### 13. Which of these speaking aspects do you think that debate develops?

	Frequency	Percentage
<b>Fluency</b>	13	32.5%
<b>Accuracy</b>	3	7.5%
<b>Both</b>	24	60.0%
<b>None</b>	0	0%
<b>Total</b>	40	100.0%

Table 2.2.2.13: The Speaking Aspects that Debate Develops



**Figure 2.2.2.13:** Pie Chart on the Speaking Aspects that Debate Develops

**Comment**

The gathered data related to the speaking aspects that debate develops shows that 24 teachers with a rate of 60% see that debate develops both aspects (fluency and accuracy). 13 teachers with a rate of 32% claim that debate develops only fluency. Besides, Only 3 teachers with a rate of 7.5% claim that debate develops only accuracy. In justifying their answers, those teachers who say both see that both fluency and accuracy are interrelated and when coherence is attained, fluency is present. Furthermore, debate is helpful to develop both aspects of speaking. Next, teachers who claim that debate develops fluency justify that students pay attention more to fluency. In classroom debate, students focus on expressing their opinions, giving new information, and judging others' arguments not on the structure of their sentences. Finally, Teachers who focused on accuracy see that students cannot speak if they are not sure about their sentences. Hence, debate develops accuracy.

**14. Do you think that classroom debate motivates your students to speak?**

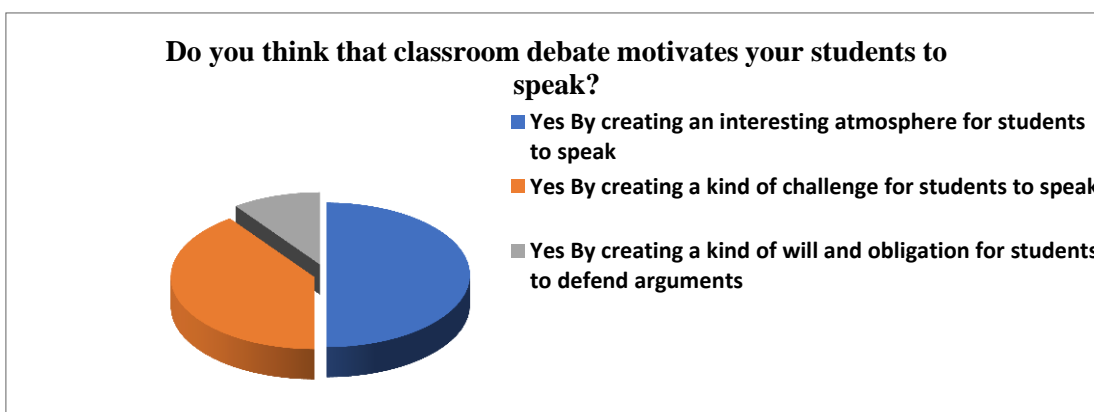
	<b>Frequency</b>	<b>percentage</b>
<b>Yes</b>	40	100%
<b>No</b>	0	0%
<b>Total</b>	40	100%

**Table2.2.2.14.1:** Classroom Debate Motivation

**If yes, how does classroom debate motivate students to speak?**

	Frequency	Percentage
<b>a. By creating an interesting atmosphere for students to speak</b>	20	50.0%
<b>b. By creating kind of challenge for students to speak</b>	16	40%
<b>c. By creating a kind of will and obligation for students to defend their arguments</b>	4	10%
<b>Total</b>	40	100.0%

**Table 2.2.2.14.2:** The ways Classroom Debate Motivates Students



**Figure 2.2.3.14:** Pie Chart on the ways Classroom Debate Motivates Students

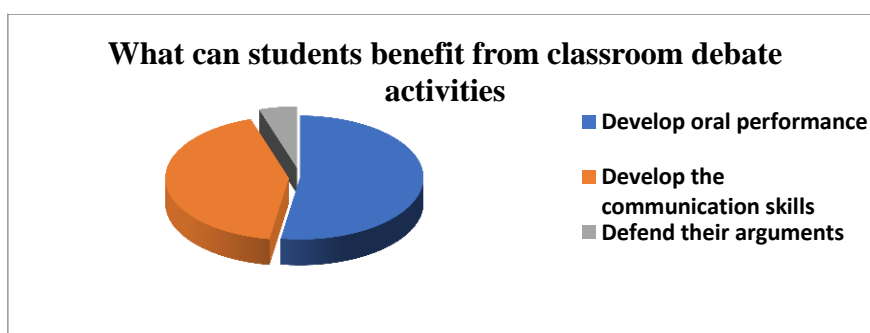
### Comment

The overall answer related to debate in motivating students reveals that 20 teachers with a rate of 50% believe that creating an interesting atmosphere is the first step to motivate students to speak, 16 teachers with a rate of 40% see that creating a kind of challenge for students to speak as a second way to motivate students. Besides, only 4 teachers with a rate of 10% claim that debate creates a kind of will and obligation for students to defend their arguments.

**15. What can students benefit from classroom debate activities?(Multiple choices)**

	<b>Frequency</b>	<b>Percentage</b>
<b>a. Develop oral performance</b>	21	52.5%
<b>b. Develop the communication skills</b>	17	42.5%
<b>c. Defend their arguments</b>	2	5.0%
<b>Total</b>	40	100.0%

**Table 2.2.2.15:** Students' Benefits from Classroom Debate



**Figure 2.2.3.15:** Pie Chart on Students' Benefits from Classroom Debate

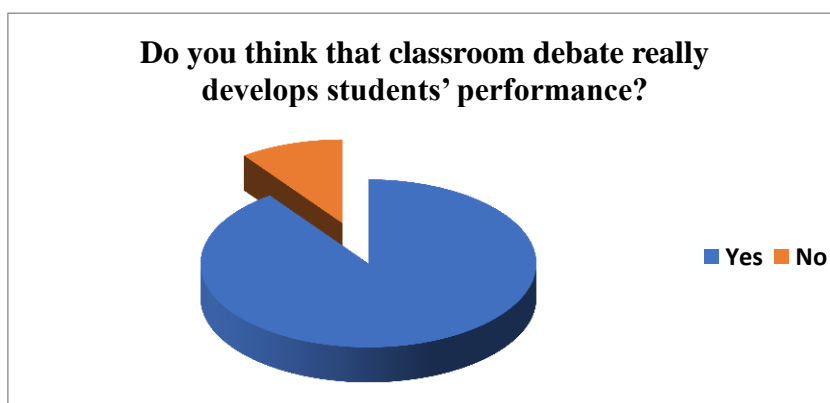
**Comment**

According to the results related to students' benefits from classroom debate, 21 teachers with a rate of 52.5% of believe that debate develops students' oral performance. 17 teachers with a rate of 42.5% see that through debate students develop their communication skills. Finally, Only 2 teachers with a rate of 5% of responded that through debate students learn to defend their arguments.

## 16. Do you think that classroom debate really develops students' performance?

	Frequency	Percentage
<b>Yes</b>	36	90.0%
<b>NO</b>	4	10.0%
<b>Total</b>	40	100.0%

**Table 2.2.2.16:** Teachers' Attitudes towards whether Debate really Develops Students Performance



**Figure 2.2.2.16:** Pie Chart on Teachers' Attitudes towards whether Debate really Develops Students Performance

### Comment

Based on the results related to classroom debate students' performance development, 36 teachers with a rate of 90% claim that classroom debate really develops students' oral performance. Only 4 teachers with a rate of 10% think that classroom debate does not develop students' oral performance. Teachers who say yes justify that classroom debate incites and motivates students to intervene and to defend their arguments. Besides, it develops students' critical thinking and argumentation skills.

### 2.2.3. Discussions of t Questionnaires' Main Results

### **2.2.3.1. Discussion of Students Questionnaires' Main Results**

The analysis of the collected data from the students' questionnaire helps us draw a set of results about the improvement of oral performance and the vital role of interactive classroom debate. To begin with, the majority of students 92% indicate that they speak English very well. This means that they are interested in mastering the English language and are of its importance, in opposite to 8% who do not speak English very well; perhaps, it was not their choice and they were obliged to study this branch. Besides, 40% of students consider their level in oral performance as average, this is so natural for them at this level and they will try to improve their level in the coming years. Furthermore, the results show that 64% of respondents claim that they are not afraid when they talk in the classroom. This means that they are confident, risk takers and are more motivated in contrast to 36% who feel afraid; that is to say, they have lack of confidence, they are less motivated and may be they face set of difficulties when they are talking.

Regarding the skills that they want to develop, 36% of students choose speaking and give it most importance in first place because through speaking we understand each other. Accordingly, it is a means of communication by which people can express themselves. After speaking, writing was the second skill wanted to be developed by students with a rate of 32%. The former is consider as an important skill since they are assessed by the writing process. According students' answers about their appreciation of the language, more than half of the participants' answers are strongly agree 56% and 40% agree which means that learners are aware of the importance of speaking the language being learnt. However, 4% of participants disagree with this statement; may be they have not absorbed yet the importance of speaking a foreign language.

Additionally, concerning the question related to students' difficulties in speaking the English language. We have received different answers. 48% of participants state that they encounter difficulties while speaking, so this kind of students are afraid when they are asked

to talk in front of their classmates; consequently, they are not sufficiently ready to take turns in any conversation and participate in the classroom discussions. While, 52% endorse the item positively; in other words, they seem to have self-confidence also are dare to speak whenever they are required. Likewise, 52% of participants indicates that they are not satisfied with their oral performance level, meaning that this group seems they have ambition and the ability to learn more in order to enhance their level; whereas, 48% are satisfied with their oral performance level.

Yet, 64% of participants answer with strongly agree; they confirm that their oral performance is developed better inside the classroom, and 28% of them agree; thus, it can be concluded that the classroom is the most suitable place for enhancing students' levels especially if it provides a comfortable atmosphere. However, only 8% answer with disagree, may be because they prefer to study outside the classroom and practice the language outside in real-life situations. Further, the reported results reveals that 64% of participants claimed that their teachers always appreciate their performance; it can be said that it is a kind of encouragement, so teachers should motivate students and push them to do their best. Moreover, 72% participants prefer direct interactions, it means that debating occupies an important place in human life; besides that, they depend on this technique to achieve their desired goals and express their ideas clearly.

Over and above that, 64% of participants enjoy engaging in classroom debates in opposite to 36% who do not; they doubt their ability to confront and speak or they may enjoy other activities. In addition, the results show that 60% think that the use of debate may improve their oral performance because debate give the opportunity to use the language appropriately and meaningfully and, consequently, improve their oral performance as it plays a vital role in enhancing students' speaking skills.

In order to show their agreements towards the development of vocabulary, grammar, pronunciation and fluency through the use of debate, the majority of students (64%) strongly

agree with that and 32% just agree. In fact, students consider debate as a technique that enriches their knowledge since it provides them with the grammar rules that governs their use of language. Moreover, debate helps students to learn new vocabulary and the oral interactions make the learners correct the mistakes they commit, and therefore, enhancing their pronunciation and fluency. Such findings go hand in hand with our second hypothesis. Concerning the frequency of using debate in classroom, 52% of students state that their teacher very often use debate, 32% answer with sometimes and 16% answer with rarely, we can deduce that teachers do not give enough importance on debate.

Equally important, 84% of students mention that their teacher encourages them to take turn in classroom debate while only 16% are against this statement. This means that teachers are aware of the importance of debate and that it is a valuable tool that involves their students in a beneficial learning process. In addition, 92% of students claim that there are other techniques that may promote the oral production of the language. After all, students have different perspectives towards the classroom activities and each student has his/her learning preferences by which they learn better, in this case, teachers should provide multiple speaking activities, so that they can meet learners' needs and make the learning process more effective.

Even more and according to the findings, 60% of students feel more comfortable in the oral expression sessions, meaning that , they are given the chance to express themselves freely, unlike the other modules where they are asked to follow their teacher's instructions. Finally yet importantly, 92% of participants agree that debate is an important activity that should be practiced in the classroom, in contrast to 8% who say no; therefore, it can be concluded that the majority of students maintain the importance of using debate in the classroom since it is indeed helpful in oral expression module.

### **2.2.3.2. Discussion of Teachers Questionnaires' Main Results**

Basing on the analysis of Teachers' questionnaire, some facts are revealed concerning teachers' attitudes towards the effectiveness of classroom debate in enhancing students' oral

performance. First of all , the sample of the study is heterogeneous .It consists of teachers from both genders who held different degrees and each one has some years of experience in teaching English as a foreign language. Furthermore, Teachers claim that for EFL students speaking is important since it is a skill that cannot be ignored. Speaking reflects how well a speaker masters the target language. Hence, EFL students should focus on developing the speaking skill without ignoring the other skills since they are interrelated. Almost, all teachers consider their students level in speaking as good and they always encourage their students to speak in EFL classes. Teachers' encouragement plays an important role for helping students to speak properly especially those who face psychological difficulties and so on.

Moreover, Teachers consider ‘the inhibition’ and ‘nothing to say about the chosen topic’ as the major difficulties students face while speaking. Therefore, using different techniques may motivate and help students perform without difficulties. Teachers find using ‘debate activities’ and ‘the questioning technique’ as the best techniques for motivating students to develop their oral performance. Nevertheless, the variety of techniques provides students with different opportunities to express their opinions. Thus, oral expression classes should be, at least, learner-centered rather than teacher-centered classes.

Yet, 70% of teachers do most of the talk in the classroom. In this case, most of EFL classes are teacher-based ones where students do not have enough opportunities to practice the language. Teachers focus on lecturing and having students listening and taking notes from their' explanations. Likewise, 30% of teacher say that their students do most of the talk and this is may be because they give their students more chances to participate and express their ideas. Thus, teachers should provide students with more opportunities to speak. Classroom debate can be one of the best ways that motivates students to express their thoughts and defend arguments. In addition, 72.5% of teachers see that classroom debate is very important for university students. Hence, 60% of teachers often implement classroom debate while

teaching while 22.5% of them use it sometimes .Therefore, teachers are aware of the benefits of the former this is most of them implement it when teaching.

In addition, 65% of teachers mention that they focus on both aspects (fluency and accuracy) while students are debating. Students need to deliver their messages accurately and fluently to be fully understood by others and to provide meaningful utterances when debating. Furthermore, teachers also argue that they should pay attention to other important aspects like richness of vocabulary, coherence of ideas and pronunciation when assessing students' oral performance. However, 60% of teachers think that debate develops both aspects but 32% of them argue that it develops fluency more. They claim that when debating students do not pay attention to accuracy, but they focus just on expressing ideas.

In all classes, most of teachers agree that classroom debate motivates students to speak by creating an interesting atmosphere, a kind of challenge and a kind of obligation for students to defend their arguments. Additionally, teachers also agree that classroom debate is beneficial for EFL students because it develops oral performance, communication skills, critical thinking and the argumentation skills. Finally, 90% of teachers, and through their experience, think that classroom debate really develops students' oral performance since it motivates them to intervene and express their ideas easily.

#### **2.2.4. Recommendations**

Research's findings have confirmed that classroom debate is important to improve students' oral performance. Both teachers and students have positive attitudes towards the effectiveness of classroom debate in enhancing students' oral performance. Based on these findings, some recommendations should be set down as follows:

1. EFL teachers should provide students with different opportunities to practice the target language .They should encourage students-centered classes and motivate students to express their ideas.

2. EFL designers should integrate classroom debate in the curriculum at least in oral expression sessions.
3. EFL teachers should implement various debate activities in order to incite students to defend their arguments .They also should create an appropriate atmosphere for students to speak.
4. Teachers should play the role of a guide and not to interfere every time during the debate process. They also should organize their students during debate.
5. EFL students should overcome the different difficulties they face while speaking. Therefore, they should interact and participate in the classroom.

## **CONCLUSION**

This Chapter presents the research design, methodology, description, analysis and the discussion of teachers and students questionnaires' findings. It involves the analysis of both questionnaires that are designed in order to know their attitudes and perceptions towards the effectiveness of using the debate technique in enhancing students' oral performance. Lastly, some recommendations, dedicated to teachers of English, are provided in this section basing on the results obtained from the questionnaire.



## **CHAPTER THREE: Improving Students' Speaking**

### **Skill through Classroom Interactive Debate**

## **INTRODUCTION**

Classroom debate serves as a systematic pedagogical tool that allows teachers to do the active engagement of students. The main purpose of conducting a debate is not only to win the discussion, but it is to develop students' ability to think independently and critically through a set of claims or arguments in order to enlarge their comprehension and improve their ability to think adequately. This chapter presents a brief definition of classroom debate and the skills needed for a good debate. Besides, it shows its effectiveness and usefulness in developing students' oral performance as a teaching tool.

### **3.1. Definition of Interactive Debate**

Ellis and Fredrizzi (2010) define Debate “as an oral confrontation between two individuals, teams, or groups to argue reasons for and against a set position” (p.4) Therefore, debate can be defined as a process of putting a proposition, discussing it and providing reasoned arguments for and against it. In language learning classroom, debate is one of the communicative interaction activities in which students exchange ideas, express their opinions as well as give arguments to convince the other participants.

Furthermore, Bambang (2006) defines classroom interactive debate as “an activity which is used for the 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) To paraphrase, classroom debate is an activity in which two opposing individuals or groups discuss a specific topic. Each one tries to defend his arguments to convince or prove each other wrong.

Additionally, classroom debate acts as an effective authentic technique that paves the way for students of different profiles to learn in groups with each other. It encourages the collective work where students from different cultures work cooperatively to solve a problem. (Zare, & Othman, 2013, p.1507)

### **3.2. Debate in EFL Classes**

Debate helps students to develop their abilities in four skills. Debaters should read as much as possible in order to have reliable and strong arguments. Therefore, students will benefit and enhance their reading skills. Ellis and Fedrizzi (2010) state that in order to understand debate topics and issues, the debater should read different types of materials. In fact, the debater should read and focus on details to have better understanding of the debatable topic.

Ellis and Fedrizzi (2010) declare, “Listening is the key to winning a debate. It is not enough to hear your opponent; you must listen to your opponent” (p.11) It means that

listeners should concentrate and focus on the meaning of words rather than just perceive sounds. Therefore, debate activities result in the development of the listening skills.

Classroom debate generally helps students to develop the four skills, but specifically speaking and writing. Krieger (2005) argue that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In the case of speaking skill, students will be motivated and will have opportunities to produce language as much as possible. Besides, during the debate, students will listen carefully and deeply to criticize the different argument. Therefore, they will develop their critical thinking. The latter helps students to create and support logical arguments, especially in argumentative writing, providing illustration and evidence when writing.

### **3.3. Learner's Classroom Speaking Difficulties**

There are different difficulties that could be an obstacle to EFL students in speaking the foreign language. It hinders the students to talk in the classroom and prevent them from speaking accurately and fluently. Ur (2000, p.121) mentions four problems that are inhibition, nothing to say, low uneven participation, and mother tongue use.

#### **3.3.1. Inhibition**

In EFL classes, learners may have a sufficient amount of knowledge about the target language but they may face difficulties when attempting to express their ideas and participate in the classroom. Inhibition and anxiety are among the difficulties that learners may face. Littlewoods (1999) argues that, "it is too easy for a foreign language classroom to create inhibition and anxiety." (p.39) The feeling of shyness and the fear of making mistakes lead to the increase of these two psychological factors. Ur (200) states, "learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face or simply shy of the attention that their speech

attracts.” (p.111) Therefore, inhibition affects learner's production of the target language especially the speaking skill.

### **3.3.2. Nothing to Say**

The common expressions that learners mostly use when they are imposed to participate in a given topic is “I don't know” and “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they are invited to discuss or talk about. Rivers (1968) says, “the teacher may have chosen a topic which is uncongenial to him (the learner) or about which he knows very little, and as a result he has nothing to express whether in the native language or the foreign language.” (p.192). Hence, in order to avoid these kind of expressions, teachers should choose familiar and interesting topics or give the students the opportunity to choose.

### **3.3.3. Low or Uneven Participation**

This problem refers to the amount of each students' time of talking and their different personalities. Some students spend much time talking without giving their classmates chances to participate. In this case, teachers should manage their classes wisely in order to provide equal opportunities for all students. Rivers (1968, p.98) claims that some personality factors can affect participation in a FL and teachers then should recognize them. Similarly, some students tend to be dominant and take almost the whole student's talk time. However, others prefer to speak only if they ensure that what they will say is correct and some others keep silent and show no interest or participation all along the course. Harmer (2001, p.120) suggests that streaming weak participation may increase in groups and letting them work together. In many cases, they will not hide behind the strong participators, and the teacher can achieve a high level of participation.

### **3.3.4. Mother Tongue Use**

Students of the same mother tongue often use it in and outside classroom because they feel comfortable and less exposed to the target language. Learners often use the mother tongue when they could not express themselves in foreign language, so they borrow words from their native language. According to Baker and Westrup (2003, p.12), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, students will not be able to produce the target language fluently and accurately if they rely on their native language.

### **3.4. Debating Skills**

Teachers may face many difficulties when implementing debate in teaching. Those difficulties are due to the lack of students’ necessary skills to achieve successful debate. Therefore, a set of skills is required in the participant to be good debater.

#### **3.4.1. Arguing**

The use of argumentation in classroom debate is not always set to make others take an action towards the topic. Rather, it is meant to discuss issues reasonably using evidence (Hanes, 2012, p.3) Besides, all types of arguments consist of three parts namely motion, theme line and data. The motion refers to the debatable topic. It should be debatable and impartial. Debatable means that the motion is still falsifiable and can be denied in some ways. Impartial means that the motion should stand in the middle of neutral; it does not incline to any sides. Theme line is the reason to agree or disagree towards a motion. It is what each side needs to prove. Lastly, the data includes the evidence used to support the motion.

#### **3.4.2. Speaking**

During debates, it is very important to be a good speaker. Therefore, debaters should pay attention to the style that is concerned with the way in which debaters communicate and defend their arguments. It includes these following elements: the first element is speed. During debate, it is vital to talk at pace which is neither fast nor slow. The second element is

the tone. Raising voice in particular words will attract the listener's attention. The third element is the volume. Speaking quite loudly is sometimes a necessity, but it is by no means necessary to shout when debating regardless of the context. There is no need to speak any more loudly than the volume at which everyone in the room can comfortably hear you. The fourth element is clarity. The ability to clearly express complex issues is what debating is all about. Thus, the debater should use simple words that are easy to understand. Finally, gestures and eye contact. Gestures help students for better illustrations and explanation, whereas eye contact helps debaters to keep their audience focused and to know if they need to provide more explanation of a specific idea (Zompetti, Driscoll and Trap2005).

### **3.4.3. Research**

One of the most important skill needed before engaging in a debate is to make a deep research about the topic. Since students are not experts, they need to gather the necessary information upon which they will claim for their arguments and convince their opponents. In addition, it is helpful to quote experts' ideas to support the arguments. Information can be gathered from multiple sources the internet, data either bases or books in libraries. However, it is important to evaluate the truthfulness and relevance of these data before believing in it (Hames, 2012, p.31).

## **3.5. The Role of Teachers to Enhance Speaking in Debates**

EFL teachers play a significant role in the classroom during the speaking activities. In order to encourage students to express their ideas and to speak fluently and correctly. Harmer (2001) suggests the following four main roles that the teachers can play in the classroom

### **3.5.1. Promoter**

Students sometimes get lost, cannot find correct words or coherent phrases due to the lack of vocabulary and they are unable to produce a meaningful spoken communication with

their teachers or their classmates. Hence, the role of the teachers here is to encourage their students to be creative in performing and producing the language.

### **3.5.2. Participant**

Teachers may be a part of the participation in the classroom. They may engage in speaking activities (debate, discussion or performing a play) as participants and not as instructors through introducing new information or help students with some ideas and suggestions in order to create a friendly learning atmosphere.

### **3.5.3. Tutor**

When students are engaged in individual work, project work (pair or small group) or debate, the teachers act as a tutor. Yet, this role beholds an intimate relationship (more personal) between teachers and learners in term of support, guidance, and care. Its difficulty occurs and lifts especially in a large group. However, this role can be greatly enhancing

### **3.5.4. Feedback Provider**

Teachers should give the appropriate feedback in particular situations. Thus, Harmer states, “ over correction may inhibit them and take the communication out of the activity.” (2001, p.94) This means that when the teacher increases his error correction in most of the time, the feedback is obtained negatively. In the other hand, the feedback can be positive if the correction is done and a gentle and helpful way that makes students keep out the difficult misunderstanding and the hesitations.

## **3.6. The Advantages of Classroom Debate**

- Davis, Wade, Roland, and Zorwick (2016) argue, “ debate brings learning to life for students (p.6) That is to say, through classroom debate, teachers will create an appropriate, vital and interesting atmosphere.” Therefore, students will enjoy learning, feel comfortable to speak and can easily defend their arguments.

- Maryadi (2008) States, “debate can motivate students’ thinking more over if they must defend their stand or opinion which is in contradiction with conviction themselves.” (p.16) In other words, through debate Learners will be motivated to produce language as much as possible since they will have a kind of will and obligation to defend their arguments. Hence, they will speak confidently and reach the objective of self-satisfaction.
- It improve student's critical thinking. While debating, each student is proposed to analyze the problem critically.
- It helps develop teamwork skills. Although it is a competitive activity, it relies on cooperation. Debaters need to participate to make debate successful. (Williams, 2001) Thus, debate allows students to share and cooperate with one another.
- It is very useful for students who have less participation in the class. According to Dundes (2001), the students who rarely talk or have less participation in speaking class can be encouraged by the debate as one of the teaching strategies used by the teacher.
- It improves students’ skills for gathering, evaluating and synthesizing data from various sources in order to develop arguments.
- Snider and Schnurer believe that, “ debate promotes engaging students actively within the lecture, letting them understand it by their own.” (2002, p.33) Also, Berdine claims that, “students place a higher value on learning by participating than on learning by being lectured at and receiving information passively.” (1987, p.8) Thus, classroom debate allows students to be active members in the classroom where they are involved in the lecture. Thus , it creates a relaxing atmosphere that ensures their understanding to the topic.

### **3.7. The Disadvantages of Classroom Debate**

Although debate has many advantages in the learning process, it has many disadvantages too as follows:

- Debate technique can only be used for specific subjects, such as those related with agreeing, disagreeing and giving arguments.
- It needs long time and preparations. Many preparations are needed in debating in order to make debate runs well. Students should prepare their arguments before debate to make them easier to attack the opponent's opinion and defend theirs.
- It makes the students emotional in defending their arguments. Many students cannot manage their emotions when they defend their arguments.

## **CONCLUSION**

Classroom debate is an innovative tool of teaching and learning that has many advantages in enhancing students' oral performance. It is impossible to cover all information about this method .However, this chapter presents the most important aspects related to latter including its definition, skills for a good debater and the learner's classroom speaking difficulties in addition to the role of teachers to enhance speaking in debates. Accordingly, this chapter discusses debate in EFL classes and its advantages and disadvantages. To sum up, classroom debate is an effective way of teaching that teachers ought to practice and encourage their students to engage and participate in.

## **GENERAL CONCLUSION**

## GENERAL CONCLUSION

Like the rest of the whole world, Algeria witnessed a wide spread of English language. People's desires are fulfilled when they clearly express their ideas and feelings. That is why the speaking skill is considered to be the most important language skill among the four others. Moreover, mastering the English language is not an easy task especially the speaking side, since it requires certain abilities to be mastered. Yet, the majority of students suffer from difficulties and obstacles that hinder their learning process and prevent them to achieve their desired goals, namely being fluent speakers of the English language.

The current research work is set to investigate the effectiveness of classroom debates in improving the student's oral performance at M'Sila University. It aims to investigate the teachers and students' perspectives towards the effectiveness of classroom debate and whether it improves students' oral performance.

Our study strives to answer the following questions: What are the teachers and students' attitudes towards the effectiveness of classroom debate in improving student's oral performance? Additionally, we hypothesized that both teachers and students have positive attitude towards the effectiveness of classroom debate in improving student's oral performance and using debate technique develops students' oral performance in terms of accuracy, fluency, pronunciation and vocabulary. Thus, the implementation of this technique and engaging students in various speaking activities does not only promote the oral participation between students, but it provides and maintain a nice atmosphere for learning as well.

Therefore, the framework of this study consists of three chapters. The first chapter deals with the theoretical part that presents certain concepts that are related to EFL learners' speaking skills. The second chapter is devoted for the practical part of this research paper. It is about the research design and the analysis of data that is collected through the use of two

questionnaires devoted for both second year EFL students and oral expression' teachers at M'Sila University. Moreover, the data is analyzed, discussed and interpreted in order to test and confirm our hypotheses. The third chapter sheds light on improving student's speaking skill through classroom interactive debate. Thus, it provides some suggestions and recommendations that may enhance the students' oral performance.

Finally, we recommend to teachers of English should include the use of debate as a teaching tool to make their students overcome the difficulties that encounter them when talking. We also recommend that not only does engaging students in different kinds of activities motivate them to talk in English, but enrich their knowledge and experiences as well.



## **LIST OF REFERENCES**

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## **APPENDICES**

## Appendix A: Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire to express your attitude towards the effectiveness of using debate techniques in improving the student's oral performance. As such we, hope that you will give us your full attention and tick the appropriate box or write full statement whenever it is necessary. Your answers are very important for the validity of this research.

### Section One: Student's attitudes towards oral performance

1. Do you speak English very well?

a) Yes

b) No

2. Which of the following describes your level of oral performance in English?

a) Very good

b) Good

c) Average

d) Weak

3. Do you feel afraid when you talk in the classroom?

a) Yes

b) No

If your answer is yes, is it because of:

b) The fear of making mistakes?

c) Fear of teacher's negative feedbacks?

d) Lack of self confidence

4. Which skill of the following skills you want to develop most?

a) Speaking

b) Listening

c) Writing

d) Reading

5. Do you agree that in order to master a language you have to speak it?

e) Strongly agree

f) Agree

g) Disagree

h) Strongly disagree

6. Do you face difficulties when you speak English?

a) Yes

b) No

If your answer is Yes, What are these difficulties?

.....

7. Are you satisfied with your oral performance level?

a) Yes

b) No

8. Do you agree that your oral performance is developed better inside the classroom?

a) Strongly agree

b) Agree

c) Disagree

d) Strongly disagree

9. Does your teacher appreciate the times when you work hard and perform well in the activities he/she gives in the classroom?
- a) Yes he/she always appreciates my performance
  - b) Only sometimes
  - c) No he/she never appreciates my performance

**Section Two: Students' attitudes towards the use of debate technique in the classroom**

10. How do you contact people the most?

- a) Phone call
- b) Texting
- c) Direct interactions (Debating)
- d) Email

Other (Please specify) .....

11. Do you enjoy engaging in classroom debate?

- a) Yes
- b) No

12. Do you think that the use of debate technique may improve your oral performance?

- a) Yes
- b) No

13. Do you agree that the use of debate enhances your pronunciation, fluency, grammar and vocabulary?

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

d) Strongly disagree

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

a) Often

b) Sometimes

c) Rarely

15. Does your teacher of oral expression encourages you to take turn in classroom debates?

a) Yes

b) No

16. Do you think that debating is the only technique used for improving the student's oral performance?

a) Yes

b) No

If your answer is "No", please mention the other techniques you know.....

17. Do you feel more comfortable in the oral expression sessions and enjoy engaging in debate?

a) Yes

b) No

18. Do you think that debate is an important activity that should be practiced in the classroom?

a) Yes

b) No

## Appendix B : Teachers' Questionnaires

This questionnaire is designed to investigate teacher's attitude towards the effectiveness of classroom debate in enhancing student's performance. We would be so thankful if you could answer the questionnaire clearly and honestly by ticking the right answer or providing full and complete answers. Be sure that the information will be used only for research purposes. Thank you for your collaboration.

### Section One: Background Information

1. Specify your gender:

a. Female

b. Male

2. Your Educational Degree:

a. Licence

b. Master

c. Magister

d. Doctorate

3. How many years have you been teaching Oral classes?

.....

### Section Tow: Teacher's Attitude towards Oral Performance

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

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

Whatever your answer is, justify it please

.....

.....

5. How often do you encourage your students to speak in EFL Classes?

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

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

- a. Very good
- b. Good
- c. Average
- d. Below the average
- e. Poor

7. According to you, which of these difficulties students face while speaking? (You may tick more than one option)

a. Inhibition because of shyness, anxiety and stress

b. Nothing to say about the chosen topic

c. Low participation

d. Mother tongue use

Other problems (Please clarify)

.....  
.....

8. Which of these techniques do you use to improve students' oral performance?

a. Using debate activities

b. Using the questioning technique

c. Using collaborative learning

If others, please specify

.....  
.....

**Section Three: Teacher's Attitude towards Classroom Debate**

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

a. You

b. Your students

10. How often do you implement classroom debate while teaching?

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

11. How important is classroom debate for university students?

a. Very important

b. Somewhat important

c. Not important at all

Whatever your answer is, please justify

.....  
.....

12. Which of these speaking aspects do you focus on more while students are debating?

a. Fluency

b. Accuracy

c. Both

Explain why, please

.....  
.....

13. Which of these speaking aspects do you think that debate develops?

a. Fluency

b. Accuracy

c. Both

Whatever your answer is, please explain

.....  
.....

14. Do you think that classroom debate motivates your students to speak?

a. Yes

b. No

If yes, how is it done? (You may tick more than one option)

a. By creating an interesting atmosphere for students to speak

b. By creating a kind of challenge for students to speak

c. By creating a kind of will and obligation for students to defend arguments

Other suggestions.....

15. What can students benefit from classroom debate activities? (You may tick more than one option)

a. Develop oral performance

B. Develop the communication skills

c. Defend their arguments

d. Think creatively

e. Respect their classmates

16. Do you think that classroom debate really develops students' performance?

a. Yes

b. No

If yes, please state how

.....

.....

Thank you.

## المخلص

رغم أن المحادثة تعكس مدى إتقان المخاطب للغة المتلقي إلا أن الكثير من الطلاب الذين يدرسون اللغة الإنجليزية كلغة أجنبية يجدون صعوبات عدة بخصوص هذه المهارة ولهذا فإن هاته الدراسة تتناول العلاقة بين المناظرة داخل القسم وتحسين مهارة التحدث باللغة الإنجليزية. هذا البحث يدرس مواقف الأساتذة والطلاب تجاه فعالية المناظرة داخل القسم في تحسين الأداء الشفوي لدى الطلاب. الفرضيات المتبناة هي أن الأساتذة والطلاب لديهم مواقف إيجابية بخصوص مدى فعالية المناظرة داخل القسم في تحسين الأداء الشفوي لدى الطلاب و أن إستخدام التقنية يطور من الأداء الشفوي للطلاب من ناحية الدقة و الطلاقة و النطق والمفردات. طريقة البحث المتبناة من أجل هاته الدراسة كانت وصفية بحكم أن المعلومات المتحصل عليها جمعت عن طريق استجوابين. تهدف هذه الدراسة إلى إيضاح أهمية المناظرة داخل القسم في فصول اللغة الإنجليزية في جامعة محمد بوضياف لولاية المسيلة. النتائج المتحصل عليها تظهر أن المناظرة داخل القسم هي أداة بيداغوجية فعالة في تحسين الأداء الشفوي لدى الطلاب. واعتمادا على هاته النتيجة تم تأكيد الأطروحة الموضوعية سابقا وتم اقتراح بعض الأفكار على الأساتذة كما تم الإقتراح على الطلاب بتجاوز صعوبات المناقشة الشفوية عن طريق الدخول في مناظرات لتحسين أداءهم.

**الكلمات المفتاحية:** الأداء الشفوي -فعالية -المناظرة.