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**Exploring the Effectiveness of Using Debates at the Secondary School Level to Improve EFL Learners'
Speaking Skill:Case study of Third Year Berbera Mohamed High School,Theniet El Had –Tessemsilt.**

*A Dissertation submitted to the Department of English as a partial fulfilment
of the requirements for the degree of Master in Didactics*

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DEDICATION 1

This work is dedicated to :

My hero , my king, and beloved father Mr.Abd Errahmen who has always been there to encourage and motivate me.

To my mother soul ,who I wished she is with me now.

To my lovely sister kheira, for her support and help whenever I was in need.

To my dear brothers Mohammed and Islem.

To my dear husband Mr.kadjar Abd Errahmen.

To all my familly members.

Last but not the least, this thesis is dedicated to my soon-to-arrive baby who has accompanied me through every effort and thought of this work.

Fatima

DEDICATION 2

With deep respect and true love, I would like to dedicate this work to my mother and father that I could never have done it without their faith, support and constant encouragement, thank you for teaching me to believe in myself , and to every bit of help.

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Abstract

Many foreign language learners find speaking as one of the most difficult skills in the learning process, since they have little exposure to practice the language in the classroom. Therefore, teachers should use various activities to ameliorate their learners' speaking performance. Debating is such an activity through which students filter their English spoken production. This study aims to investigate the effectiveness of using debates in developing students' speaking skill at the secondary school level . Hence the objective of this study is to embolden teachers to use debates in EFL classes in order to enhance learners' speaking skill and provide them with more opportunities to practise the target language (English). The research utilized both qualitative and quantitative approaches. Two data collection tools are used in order to gather data; a questionnaire was administered to forty students of third year FL of two different secondary schools at Theniet El Had, and an interview was conducted with seven teachers from the same schools. The findings of this research led into a relative embracing of our hypotheses, it indicated that the students had a positive perception about the use of debate activity in EFL class to improve their speaking skill .Also it showed that teachers are very intrested in using debate in secondary school although the difficulties they faced , and they declared that debate can brillianly improve students' speaking skill. Thus, teachers have to elevate their students' mindfulness towards the importance of the speaking skill and make them aware of their learning responsibility.

Key words : Debate, EFL Class, Oral Activities, Technique, Speaking Skills,

List of Abbreviations and Acronyms

EFL   English as Foreign Language

FL   Foreign Language

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General Introduction

Language is the requisite device used to express ourselves and to understand one another. English is considered the most well-known foreign language in communication for people who do not share the same first language .Teaching English as a foreign language is not a huge challenge for teachers and educators since it has nowadays become the language of technology, and innovation and a medium of instruction in different university programs. Therefore, learning English has become a big necessity.

Evidently, the enormous prominence of English in every field of human practices requesting the need to study this popular language and to handle it equitably in everyday communication.

English language simply consists of four skills, listening, speaking, reading, and writing. Each skill is important for communication.This study focuses on speaking skills since it is the most difficult skill to build in the classroom. (Ramesh, 2009, p.2). ''The learning of English requires mastering the four language skills, those 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 that, "Many if not most foreign language learners are primarily interested in learning to speak."

Speaking is very important,because it is the most used skill when someone wants to carry out conversations with others, give ideas, and exchange information. Hence,'' by speaking in the classroom, learners should work as much as possible on their own''.On the other hand teaching speaking is not an easy task in EFL context, it is hard for the teachers to help the students master their speaking , when they have poor English background and a short window of opportunity for practice .The only platform enabling students to voice their opinions and communicate in the target language; is the classroom, and that makes the student's ability to communicate less effective.

In speaking, students should master all the elements of speaking, such as vocabulary, pronunciation, grammar, and fluency in order to communicate.Many students have rich vocabulary and are good at grammar, but they still can not speak fluent English.

The speaking difficulties result from the lack of practice and limited speaking skills. the teacher's task is to find the right strategy to make the student scommunicate , using proper techniques.And one of those techniques is "the debate".

Debate is presented as the valuable learning activity that can build a unique set of skills, helping studen analyze problems, think critically, synthesize arguments and present these ideas in a convincing manner. As stated by Almasri & Ahmed (2013, p. 148), "debating can be brilliantly to boost up students" speaking skill. Furthermore, we can say the emphasis on the skill of debating in mass media and the great portion of studies that have been conducted to integrate debates in ESL/EFL curriculum is what motivate us to tackle this study. As well debate nowadays is intertwined with our life because it helps us to defend our belief, express our opinions and present arguments in a formal way and in a disciplined manner. Alfred Snider (2011) believes that, "we can improve our societies by raising up a generation of debaters to become new generation of citizen."we can say that this strategy can involve all students to be active, not only the debate performer.

In debate, students are given some topics to discuss . One or two students would present their opinions and arguments concerning the topics. The next step, they respond to the students questions and comments.

Debate provides an experience by which students can develop competencies in researching current issues, preparing valid arguments, listening to others perspectives, differentiating between subjective and evidence-based information, asking questions, integrating relevant information, and formulating their own opinions based on evidence.

1.2 Statement of the Problem:

Our momentous aim of this study is to exploring the effectiveness of using debate at the secondary school level to improve EFL learners' speaking skill .

1.3 Questions of the Study :

The problem that will be discussed in this study can be stated as follows:

1. How does the application of debate activity in the secondary school level affects on learners' speaking skill ?

2. what are the students and teachers' attitudes toward the implementation of debate technique in the classroom ?

3. Does the use of debate activity improve students' speaking skill and motivate them ?

1.4 Hypotheses of the study :

After carefull thinking about the proposed researh questions, we tend to think that the following hypotheses may answer the above :

1.If the teachers apply the debate activity they would enhance their students'speaking skill, motivate them and enrich their vocabulary.

2. If the students are given the chance to express themselves, produce and work together, then they should be satisfied by the implementation of the communicative activity (debate) which may conduct to ameliorate teaching of speaking .

3.The use of debate activity in the classroom will brilliantly help in the improvement of students' speaking skill, motivate them, and encourage them to speak orally.

1.5 Purpose of the study :

The expected objectives of this study is to encourage teachers to use debates in EFL classes in order to develope learners' speaking skill and provide them with more opportunities to practise the target language (English). Also to discover learners and teachers' problems that constrain them to teach and learn speaking through debate in the secondary school level.

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1.6 Structure of the work :

The research work is composed of three chapters structured as follows :the first chapter provides a theoretical overview of the key concepts related to speaking skill ; its definition, elements, and factors.It decsribes also the teaching of the speaking skill, and sheds the light on the speaking difficulties that the Algerian students face,with mentioning the role of the teacher in speaking class.It as well cite0p000s various speaking activities such as :information gap activity, discussion, communicative games, and the important one which is dabate.

The second chapter mainly focuses on the debate technique and its notions ,starts with: definition of debate, types of debate, and the charactiristics of debaters. Also it deals with the strengths and weeknesses of teaching speaking through debate .Moreover, this chapter discusses the procedures of teaching speaking through debate, the use of debate at school, the advantages and objectives of debate, the parts of debate,formats of debate, and some steps of debate in developing speaking skill ,ending with motivation and debate in EFL classe and activities before debating.

The third chapter and the last one is mainly dedicated for the practical part of this research.It provides a briefly description of the sampling and the data collection, the tools of the research, and the data analysis. Moreover, it describes and interprets the results and the finding provided by data gathered to check whether the hypotheses are proved or not, it also includes some recommendations.

Chapter one

Theoretical background of the speaking skill.

1.Introduction

The English language is the most widely used language in the world; it is very important for students to be able to communicate in foreign language. However, many of them are afraid to talk in the English language despite the fact that they might have been learning it since their early childhood. The speaking skills can help learners to better understand the language and to be good communicators in the target language. But we have noticed that this later is the most neglected skill in language teaching.

In this chapter we will shed the light on the theoretical background of the key concepts related to speaking skill ;its definition, elements, factors, and we want to describe and evaluate the teaching of the speaking skill, and investigate the reasons behind the Algerian learners' speaking difficulties, then we will set up some of the roles of the teacher in speaking class, also we will mention some speaking activities, such as : information gap activity, discussion, communicative games, and debate which is the most important activity that we will focus on.

1.1. Definition of speaking skill

In a world dominated by communication, the importance of mastering the speaking skill is of no doubt. Speaking is a crucial part in foreign language learning, and one of the main language skills besides listening, reading and writing, Ur states that one of the main reasons of the importance of the speaking skill is that:

> *. . . of all the four skills (listening, speaking, reading and writing), speaking setively the most important: people who know the language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. (Ur, 1996:120)*

Therefore, the main aim of EFL learners is to be able to speak and communicate in the language. According to Chaney (1998: 13) speaking is: *"process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts"*.

Burns and Joyce (1997: 42) put forth that *"speaking is an interactive process of constructing meaning that involves producing and receiving and processing information"*. In

the same respect Nunan (2003: 48) defines it as the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.

In the light of these highlighted definitions, speaking is considered as the basis of all human relationship within learning a language and as a major skill. It is an interactive process of communication and an art of sharing and carrying out ideas and feelings orally.

1.2. Element of speaking

In order to enhance speaking in EFL classes and to speak the second language fluently and accurately, learners need to know some elements which are very important to develop this skill. Harmer (2001: 269-271) states and explains these elements that are characterized through language features and process of language and information.

1.2.1. language features

- **Connected Speech:** According to Harmer a good speaker is the one who is able to produce and use fluent connected sounds not only individual phonemes. These sounds may be modified, omitted, added or weakened. For that reason, teachers are requested to involve their students in activities designed specifically to improve their connected speech.

- **Expressive Device:** students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators. Native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning.

- **Lexis and Grammar:** This element refers when students use the same lexical structure during the performance of certain language function. It is necessary for the teacher to give certain words and language functions, such as agreeing and disagreeing, surprise, and so on.

- **Negotiation Language:** Through the negotiation of language, learners attempt to seek clarification and show the structure of what they are saying, they often need to ask for clarification when they are listening to someone else .in addition learners should know how to make their utterance well structured, understood and clear especially when they can see that the other interlocutors did not understand them. In the other hand teachers should provide them with the proper expression they need.

1.2.2. Mental / Social Process

- **Language Processing :** This means the ability of the learners or the speakers to process the language in their brains by putting it in a coherent order so as to be understood and clear in conveying the meaning that are intended. In addition, speakers should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

- **Interacting with Others:** This element is concerned with the student ability to involve and interact with one participant or more. That is to say, an effective speaker should be able to listen and understand others' speech and feelings then react through turn-taking or to allow others to do so.

- **Information Processing:** Students when they interact in the foreign language context, they should be able to process the information provided to them rapidly, and they need to be ready to respond to others' talk.

1.3. Factors of speaking skill

The mastery of the speaking skill in a foreign language and especially in English depends on how fluent and accurate speakers are in their speeches. Richards and Rodgers (2001: 157) mention that *"fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context"*. Therefore , Hedge (2000: 61) makes the important point that *"The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary."* Learners then, should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

1.3.1. Fluency

EFL teachers' objective is to achieve oral fluency in teaching the productive skill of speaking which is the skill in which learners performance is evaluated and assessed. (Hughes 2002:113) has been defined fluency as « *… the ability to express oneself intelligibly reasonably, accurately and without too much hesitation, otherwise the communication will break down because listeners will lose their interest.* ». In achieving this goal teachers are asked to engage their learners in the learning process by giving them the opportunity to speak freely and interact during classroom courses, and through encouraging them not to be afraid of making mistakes. Ellis (2003: 342) provides that *"fluency is the extent to which the language produced in performing a task manifests pausing, hesitation, or reformulation"*.

Hughes (2002) supports also *that "fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together ina coherent way"*. Speech rate and speech continuity are the key indicators of coherence. Many of second language speakers think that fluency is the ability to speak fast, that is why they speak rapidly without pauses. Thornbury, (2005) argues that "*speed and pause are important factors in fluency, because speakers need to take breath".* Thus, though foreign language learners refer to fluency as the ability to speak fast and rapidly, pausing is according to Thornbury a necessity. In addition to that, native speakers need also to pause from time to time to make the interlocutors grasp what they said. However, He suggests what is called "production strategies", which is the ability to fill the pauses. This later can be used when learners face difficulties in speaking. The most common ones are "uh" and "um", vagueness expressions such as "to sum up" and "I mean". And the repetition of one word when there is a pause.

1.3.2. Accuracy

Accuracy as well as fluency are necessary for successful communication. Most English teachers nowadays highlight the term of accuracy in their teaching because learners seek more to be fluent and they neglect the importance of accuracy in their speech. According to (Bryne, 1988).accuracy refers to the speakers ability to use a correct form of sentences and produce them grammatically without making errors. (Skehan 1996 : 23 cited in Ellis and Barkhuizen 2005: 139) define accuracy as ''referring to how well the target language is produced in relation to the rule system of the target language.''

Accuracy therefore, is the grammar structures that learners need to develop. According to International English Language Testing System (2001, p. 15 cited in Hughes 2002) "*The grammatical accuracy refers to the range and the appropriate use of the learners grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses"*. So, learners should focus in their production of the spoken language on the grammatical structure, and vocabulary and apply them. In this sense, it is necessary to know about the language rules . However, the know-how to use them in authentic situations is of a paramount importance.very important. According to Yuan and Ellis (2003: 02), accuracy in speaking is "the extent to which the language produced conforms to target language norms", so it is the extent to which correct grammar, pronunciation and vocabulary are used. Without structuring accurate speech,

speakers will not be understood and they will lose their interlocutors interest , they should be able to form complex structures and sentences as well as long accurate sentences, and Paying attention to correctness and completeness of language form.

1.3.2. Grammar

According to (I ELTS), 2001: 15 cited in Hughes 2002) the grammatical accuracy refers to the Use of the appropriate utterance and the ability to arrange word in sentence ,the use of a subordinating clauses and using tenses correctly.

Grammar plays an effective role in learning the structure of any language. However, EFL learners can make mistakes in their spoken English even if they are good enough at grammar in reading and writing. As Larsen (2001: 34-41) stated, "it is rather difficult for EFL learners to transfer the correct grammar to their speaking". The grammar of speech differs of the writing one, that is why it is important to teach grammar in a spoken context rather than a written one. In order to facilitate the understanding of the language. Mumford (2008: 1) defines Spoken Grammar '…as those aspects of English which are almost always associated with the spoken language or its written representation, as recorded in the new corpus based grammars…'. Thornbury (2005) lists the following features of spoken grammar. First, the clause is the basic unit of construction, and clauses are usually added (co-ordinate). Also, direct speech is favoured, a lot of ellipsis and many question tags as well. Another key features of spoken grammar are the use of head- body- tail construction, and the use of performance effects (hesitation, repeats, false starts, incompletion, syntactic blends).

1.3.3. Vocabulary

Vocabulary in (Oxford Learners' Pocket Dictionary, 2008: 495) is defined as "a list of words with their meaning especially in a book for learning a foreign language".
Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. The writer Lewis (1993) asserts that "language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks".

Students sometimes find difficulties when they try to express what they want to say, and they do not find the appropriate vocabulary, also ,they sometimes use words incorrectly like

in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

In the same time, teachers have to offer direct instruction of techniques or procedures for developing a broad and varied vocabulary in order to help them develop their knowledge by providing original practice, and instruct them by giving practical information and vocabulary as well as developing the ability to produce correct grammatical forms and logically connected sentences that are appropriate to specific context . "If the receptive vocabulary is rather limited, learners can hardly put the receptive vocabulary knowledge into productive use…..without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (Nation, 2001: 129).

1.3.4. Pronunciation

English language has been considered as a difficult language because of its pronunciation, for both native speakers and non native speakers .pronunciation is the way of speaking the language in which learners produce clearer language when they speak. As Hornby (1984:670) stated "pronunciation is a way in which a language is spoken, person's way of speaking a language or words of a language". The good pronunciation of a word makes the interlocutors get the intended meaning. While, mispronouncing a sound may be the primary source of unintelligibility,and this due mainly to the fact that their mother tongues differ a lot in sound systems from English. These differences may cause big troubles in their speaking.

Goh (2007:129) stated that "Pronunciation plays an important role in intelligibility". Zhiqin (2013: 111) warned that "mispronouncing a single sound causes the listener's misunderstanding, and various uses of stresses as well as intonations result in totally different meanings". Learners should primarily practice pronunciation and be aware of the different sounds and their features. They have also to be aware of the stress, when to use rising intonation and when to use a falling one. These laters help them achieve the goal of a better understanding of spoken English.

1.4. Teaching Speaking

C. Richards (2008, p.2) demonstrates that speaking *"in traditional methodologies usually meant repeating after the teacher, memorizing a dialogue or responding to drill."* However, these approaches do not help students to enhance their communicative skill or lead them to produce the language fluently. So, students should learn to speak the second language by interacting with others, and master several speaking components such as comprehension, pronunciation, grammar, vocabulary, and fluency, because only in that way ,they can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

Teaching speaking is to teach learners to:

➢ *Produce the English speech sounds and sound patterns.*
➢ *Use word and sentences stress, intonation patterns and the rhythm of the second language.*
➢ *Select appropriate words and sentences according to the proper social settings, audience, situation and subject matter.*
➢ *Organise their thoughts in a meaningful and logical sequence.*
➢ *Use language as a means of expressing values and judgments.*
➢ *Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan 2003)*

1.5. Learners' Speaking Difficulties:

For EFl students Speaking is considered as the most difficult skill among the four skills, they face many problems and difficulties in their attempt to speak the language. They suffer from weaknesses in their performance and often, they stammer and hesitate while speaking. Because they are unfamiliar with the language since they use it only within the classroom with their teachers and classmates and lack opportunities to use it outside the learning setting.

Teacher must know what are the constraints or difficulties which may meet the learners to develop their speaking performances, Parrott (1993, p. 105) asserts that "*teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantage of the classroom opportunities in order to speak English effectively*".

Researchers point out some difficulties that could be an obstacle for EFL students in speaking the foreign language. Ur (2000, p121) mentioned four main problems which are: inhibition, nothing to say, low uneven participation, and mother tongue use.

1.5.1. Inhibitition

Inhibition appears closely related with students' shyness and fear of making mistakes as well as criticism. This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. They become ashamed when attempting to talk and they are cautious about making errors in their talk; so they prefer to reduce their speaking time and participation. Ur (2000: 111) stated that *"learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts"*.

Effective teachers never leave a room for inhibition in their classes since inhibition and anxiety may be the most common factors that invade the foreign language contexts easily , and that what Littlewood (1999: 93) tried to prove saying that *"it is too easy for a foreign language classroom to create inhibition and anxiety   ''*. Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority.

1.5.2. No thing to say :

The foreign language learners feel uncomfortable to take part in classroom interaction because of many reasons such as; the lack of vocabulary. For, instance, when they are unable to think of anything to say in a classroom speaking practice, they simply say: "I do not know", ''I have no idea' 'or ''no comment' 'and others keep silent. In some cases, even fluent students feel unable to share their opinions or to formulate relevant sentences. Baker and Westrup (2003: 28) stated that *"it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say"*.

Also, students could not carry out the discussion on topics that are not interesting for them. To remedy the situation, Rivers (1968:122) suggested that *"teachers should opt for congenial topics and known subjects to motivate their students to interact with their classmates, otherwise they will be incapable to express themselves neither in their native language nor in a foreign one"*.

1.5.3. Low or uneven participation

This problem appears when the opportunities to participate are not provided because of the large number of students in the class or the amount of each student's time of talking. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Rivers (1968) claims that *"some personality factors can affect participation in a FL and teachers then should recognize them".* There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. In this regard, teachers have to be aware of a fair distribution of students' talking time. Belahbib (2015: 16) stated that *''classroom discussion is dominated by a minority of talkative participants and contributions are not evenly distributed. This may be due to the mixed ability groups''.* Harmer (2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation.

1.5.4. Mother tongue use

Student have little exposure to the English language so learners who have same first language use it because they feel more comfortable and less exposed to the target language ,and less stressed while speaking their native language . Lado (1957:02) indicated that *" individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and cultures to the foreign language and culture".* Therefor learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue.

Another cause of mother tongue use can be teachers themselves. If, they frequently use the student's language (whether or not they themselves are native speakers of that language), then students will feel comfortable doing it too. Teachers need, therefore, to be aware of the kind of example they themselves are providing. (Harmer, 2001, p. 131).

1.6. The role of the teacher in speaking class

The teacher is considered as a source of knowledge for many students. Therefore, he has to be sensitive to his learners' needs to stimulate and conduct the learning process in effective and adequate conditions. He plays a very crucial role in motivating and creating interest in the topics. The basis of the communicative approach is this capacity of the teacher to adapt himself,

to change roles. . Hedge (2000, p. 26), in her book Teaching and Learning in the Language Classroom, identifies the most important roles that the teacher can play in the classroom by mentioning the teacher's ability to change his roles according to the students' needs. In this sense, she states:

> *As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words[…]; as organizer in giving instructions for the pair work, initiating it, and organizing feedback; as prompter while students are working together; and as resource if students need help with words and structures during the pair work.(pp. 26-27).*

1.6.1. Controller

Being a controller in the classroom is the most comfortable role for teachers who consider themselves as *"knowledge supplier"* and *"the authority of the class"*. When the teacher plays this role in the classroom, he/she will reduce the opportunities that students may have to speak because when the class is acting as a whole group, the great amount of speech is taken by the teacher since he can provide his students with other possibilities and modes of learning that make students enjoy that learning. Harmer (2001) asserts that *"the teacher job here is to transmit knowledge from himself to his students"*.

The teacher is acting as a controller when s/he in charge of the class; impose orders to the learners like what they are expected to do, how to do and when to speak…etc. Harmer (op.cit, p58.) states that *"controllers take the roll, tell students things, organise drills, read aloud and in a various way to exemplify the qualities of a teacher-fronted classroom"*.

1.6.2. Assessor

The teacher in order to be as an assessor, he should provide his students with feedback regarding their performance and grades them in distinct ways. He should also tell them how and for what reason they are being assessed and what he, is looking for; he has to state the objectives of an activity that students will reach at the end of the lesson, and show the learners that their accuracy will be developed; Harmer (2001) says that *"this is done through giving correction or by praising them"*. The students have to know how they are being assessed; the teacher should tell them their strengths and weaknesses, the students, then can have a clear idea about their levels and what they need to concentrate on. The assessor teacher should pay attention also to the learners' reactions and how to deal with them.

1.6.3. Organizer

It is the most important role –according to Harmer (2001) ,The teacher, when plays this role he should organize students in the classroom when doing different tasks ; grouping them and explaining how the activity will be done ,he should give them instructions to follow when they are working in pairs in order to make them involved, benefit from the activity and more interested in their participation, he also has to check their understanding to make sure that everyone is on task , and finally stopping everything when the time is over.   Once the students are involved in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, give feedbacks, exchange views and why not correct each other's too. Harmer summarized the role of theteacher as an organizer as follows:

Engage, instruct (demonstrate)   , initiate   , organize feedback.

1.6.4. Prompter

Sometimes the learners struggle to find correct words or coherent phrases and cannot think of what to say next due to the lack of vocabulary, or in some other way lose the fluency teacher expect of them, they are unable to produce a meaningful spoken communication with their teacher or their classmates. For example, when they are confounded in performing a play, they might be lost and cannot think creatively to handle the situation. The teacher's role here is to encourage his students to think creatively in order to be independent from the teacher. The role of prompter entails being sensitive, cautious and encouraging. As indicated by Harmer (2001, p. 60) "*When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If, on the other hand, we are too retiring, we may not the supply the right amount of encouragement.*"

1.6.5. Resource :

In this case the teacher plays more than one role, so he is supposed to answer his students' question. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information; here the teacher guides his students to look for information in one hand, and encourage them to use resource material for themselves in the other hand.

There are two other significant roles that the teacher needs to adopt in a classroom interaction; the first one is the observer in which the teacher observe students actions and reactions in the classroom, especially when doing oral communication activities, he does not give feedback only, but also take notes about students performance in order to evaluate the success of classroom interaction in improving the learner's speaking skill through the activities that are given in the classroom. The second role is the performer, where the teacher performs different

styles in the classroom depending on the situation that he is in, like entertaining, explaining, and providing them with some suggestions that help them to do the activity (Harmer. 2001, p. 61).

1.7. Classroom Speaking Activities

In most EFL classes, teachers find difficulties to exchange information with their learners, and they always try to develop their learners communicative competence. However this can be reached through the diversity of activities in their classes, that invite to create and maintain learners motivation, increase their enthusiasm and make them eager to communicate, express their selves in speeches that are relevent, exchange information and opinions…etc.

A. Lazarton et al (2014, p.116) state, "EFL teachers need to be particularly adept at organising class activities that are authentic, motivated and varied.". Each teacher is going to select and adapt the suitable activity and strategy that meets his learners needs, interests and goals. Classroom speaking activities are one of the prospects that enable students to practise their spoken language proficiency. As well as it increases interaction, motivate learners and create an environment when both teaches and learners collaborate and cooperate with one an other to create safe, confortable and relaxed atmosphere for a perfect productive talk in classroom. According to Harmer (2001, p.271), there are many classroom speaking activities used in oral expression course that focus on the language function rather than grammar and vocabulary only. He introduces some major activities such as communication games, information gap activities, and discussion.

1.7.1. Role play

Role play is an enjoyable activity which provides the students with a variety of social roles and ecourages interaction in EFL classroom. It supports realistic conversation and communication. This activity is a kind of telling a story or acting out a situation where participants have to improvise. (Ur ,1984 p , 131) " Role plays is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves , and using the language appropriate to this new context"

It is not easy to to make students involve in the process of performing a role play and express themselves, the role of teacher here is to put the students in a particular social context giving them information about who and what they pretend to be. And provide them with some relevant vocabulary to help them act better. For example the teacher may ask the students to play the roles of a seller and a customer or a doctor and a patient. "These roles provide the students with authentic situations which keep their interests alive and enable them to be better listeners" (Sabry, 2016: 112). The rest of the students watch their classmates performance and listen to them. Later on they give them their feedback. This helps not only their interpersonal relations but they also learn to work together. Partin (2009) describes role play as: "The role play can arouse interest in a topic, as well as encourage students to empathize with differing viewpoints. Because students become totally involved in their roles"

This special speaking activity is a very useful technique for developing students oral proficiency, it has a positive impacts on learners in classroom ; It gives them empathy as they examine others' feeling and points of views.and exchange ideas ,it gives them a chance to practice their oral skills and interpretations as they use the foreign language to describe perceptions, emotions and reactions, it provides them with the opportunity to practice decision –making and problem-solving skills as they gain experience in an independent thinking and cooperative learning, it develops both speaking and listening activities . As it is presented by (Doff, 1988 p, 240)" Role play gives a chance to use language in new contexts and for new ttopic, because they are 'acting out' a situation .Role play encourages students to use natural expressions and intonation, as well as gesture".

Role play in EFL classroom can take many forms :

- **Role cards**

It is a role play technique when the learners are guided through instructions presented in cards for enabling them to act out what may occur. "Participant are given a situation plus problem or task, as in simulation, but they are allotted individual roles, which may be written out on cards"   (Ur, 2000, 132)

- **Simulation**

It is another role play activity which can develop oral fluency, created by the teacher in which students have a general view about the task or the activity to be performed, and be

completely involved in the situation as if it really exists "where student simulate a real life encounter as if they were doing so in the real world as themselves" (Harmer, 2000, 274).

It is similarly defined by (Ur,19984): "In simulation the individual participants speak and react as themselves, but the group role, situation and task they are given is an imaginary one" (132).

1.7.2. Communication games

An other type of activities, which is a kind of games designed by teachers in order to provoke communication between the students and create an enjoyable and relaxed atmosphere as well as to promote speaking proficiency, and involve the students in a verbal interaction "Activities in which people agree to abide by a set of conditions in order to achieve a desire state or end" (Shirts, 1972, cited in Sharan and Sharan, 1976: 188). This activities encourage them to enhance both their fluency and accuracy.

 Finocchiaro and Brumfit (1983) claimed that games can be used as "an enjoyable change of pace while reinforcing language". Thus , these activities teach students how to create and learn in positive ambience , they aim also at challenging the participants in a funny way by defeating their fear and being more confident when speaking in front the class.

 According to McCallum (1980:4) : When one considers the importance of communicative competence in the target language, 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. In addition games automatically stimulate students' interest a properly introduced game can be one of the highest motivating techniques.

 Here are some example of communicative games ; first "Describe and Draw" in which one student describes a given picture and the other one draws it. Second, "Describe and Arrange" one student describes a particular structure using oral language and the other reconstructs it without seeing the original one. Third, "find the difference" two students

have two similar pictures but with some differences, they must extract these differences through describing their pictures without seeing each others' pictures. Bygate (1987).

1.7.3. Information Gap Activity

Information gap activities are interactive activities where students are supposed to be working together having different information that should be shared to get the complet and correct information. According to (Harmer, 2002. p,88) "Where two speakers have different parts of information making up a whole ,because they have different information, there is a gap between them"

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. However, the information should be discovered and shared. Gower.et al (1995:211) *A situation where information is known by only one or some of those present, students use the language they have at their command to bridge the information gap, by asking question, giving information...etc.*"

Most information gap activities are strongly motivating and effective because of the nature of its tasks since it is mysterious and require students to find solution and solve problem. They prompt interaction and engage learners to exchange information and negotiate meanings. According to Scarcella 1992, information gap activities are probably ones which serve language development than other activities and produce bigger output.

There are many of information gap activities, for example ;"describe and draw" activity, in which one learner has a picture which mustn't be shown to the other learners , this learner should act as a guide for his partners, he only gives them instructions and descriptions. while the rest of the class has to draw the same picture without looking at the original one. (Harmer, 2002). An other example is when the teacher provides his learners with an unfinished story and the rest of the class have to guess and discuss the way it ends. In another gap activity, students are given incomplete dialogue and they have to complete it.

Overall, information gap activities are a widespread type of speaking skills practice which has several advantages These activities are seen by (Hedge,2000 : 281) to" have   their own advantages and limitations, they assist language acquisition, but they do not involve students in conversational strategies in the same way as role plays or discussion".

1.7.4. Discussions:

In EFL classroom discussion is one of the most important activities that help learners develop their communicative skill. It is considered as one among the best ways of presenting speech and it is an interesting form of oral practice in the classroom. "it can provide some of enjoyable and productive speaking in language classroom" (Harmer, 1995,46). Discussion, as a speaking task, can be seen as the most useful and interesting form of oral practice in the classroom since it offers opportunities for students to exchange their opinions, talk about their experiences and express their views to develop their communicative ability when using the target language (ibid 2001, p.272)

According to Hedge (2000, p.277), "discussion can provide important opportunities for developing certain aspects of fluency." Therefore, discussion ensures the use of language meaningfully, interactively and fluently, help learners to develop their communicative abilities since it gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions , to clarify or modify ideas , resolve differences and find alternative solution because through discussion , learners can bring their personal experiences and outside world into the classroom, where they tackle different topics and subjects which concern every individual. Littlewood (1981:47) states that: "it (discussion) provides learners with opportunities to express their own personality and experience through the foreign language".

Teachers should give learners enough time to think and generate their thoughts. This can be done through brainstorming in pairs. It is preferable to form groups of four or five students to work on a specific topic for a given time period. Learners discuss their ideas and become more confident, they should motivate and encourage them to speak spontaneously without being afraid from the error risk which make them reluctant to give their opinion in front of the whole class. Consequently , most educators agree "the best discussions in class are these that arise spontaneously, either because of something personal that learners report or because of a topic" (Thornbury, 2005. 102). That is ,teacher should be knowledgeable enough about reducing the students worries, through designing a discussion situation that students can enjoy.

Otherwise, they will face lwhat is named "discussion failure "(Harmer,2001,272). The reason of this later as he explains is that EFL learners are reluctant to give their opinions in front of the whole class because of the lack of self confidence, shyness and fear of

making mistakes, lack of adequate vocabulary and accurate grammar…etc. According to Harmer (2001) "one of the best ways of encouraging discussion is to provide activities, which force students to reach a decision or a consensus". He suggests a technique to realize a successful oral discussion and to avoid all the speaking difficulties and complexity which are: "Buzz group" and "instant comment". First, Buzz group when students are asked to talk in public, they have a chance for a quick discussion before in small group, and then they have a chance to think of ideas and language to express. In this case, the stress level of that situation for whole-class performance is decreased. It can also be used for whole range discussion. Such as, we might want the learners to anticipate the content of a reading text, or we might ask them to speak about their reactions to the reading passage. The second activity is named "instant comment" in which we can make the learners well trained to respond fluently in the classroom, this means showing photographs or presenting a topic at any stage or level and opting learners to say the first thing that comes to their minds. Harmer (2001, p.272).

1.7.5. Debate :

English language teachers and practitioners have already proved debating as an effective activity in teaching English which is a strong source of motivation for teachers who are yet to use debate in their classes.

. Debate is one of the effective strategies to improve speaking skills. It deals with a form of discussion, but in extent, it is a form of polemizing ideas between pros and contras. Ewbank and Auer (1947: 394) defines debate as "a parliamentary procedure designed to give proponents and opponents of measures as nearly equal opportunities as possible to present their evidence and argue their conclusions before the voters make their decisions ". It is a discussion as a cooperative attempt by two or more individuals, with stimulation and guidance by a leader, to find the best solution to a problem" (Balcer: 310).

Debate is a technique to motivate the students to be able to share their opinions and arguments freely and to express their feeling. The students are also trained to perform in front of class to fight their self-conscious to be confident. ." Maryadi (2008:16) said that "Debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves." Therefore, the design of debate was conducted to help students to practice their speaking skill and be confident to speak in front of class. Bambang (2006:125) defines it as an "activity which is used for understanding of the topic. It

is done by two groups. Every group consist of three or five students. It is "pro" group and "contra" group."

Debate reinforces all four language skills ; students will become involved listeners

and more effective speakers through their presentations, and they will enhance strong reading, writing, and note-taking skills during debate preparation.Debate can be used in EFL classes as a tool to make students practice skills of English language in reallife situations. As Krieger (2005) comments:

Debate is an excellent activity for language learning because it engages

students in a variety of cognitive and linguistic ways. In addition to

providing meaningful listening, speaking and writing practice, debate is

also highly effective for developing argumentation skills for persuasive

speech and writing. (p. 25).

To bolstering students' communication and critical thinking skill and motivate them in speaking English, teachers need to apply debates in the classroom because by doing this the students will be able to speak fluently and be spontaneous since it encourages thinking and creativity through negotiating the meaning.

1.8. Conclusion :

In this chapter we have tried to illusrate the speaking skill and its importance in EFL learning process, its various definitions, elements and factors.furthermore ,we have attempted to figure out students' weaknesses and difficulties that prevent them to speak English fluently, adding to that the contribution of the teacher in EFL classes. Also this chapter has stated some of the classroom activities that help to devolope learners'communicative competance and motivate them to inhance their speaking skill,ended with the most significant activity which is debate that we will focus on in the next chapter.

Chapter two:

Debate Technique

2.1.   Introduction

To help students enhance their communicative efficiency in speaking, there are many activities used in the classroom to hype the development of speaking skills in learners. In this part we shed the light on the most significant one which is debate, involving its concepts such as : definition of debate, types of debate, the strengths and weaknesses of teaching speaking through debate, procedure of debate technique, the use of debate at school, the advantages and objectives of debate, the parts of debate, formats of debate, Characteristics of Debaters, motivation and debate in EFL classes, and the activities before debating.

2.2. Definition of Debate

Debating is a formal method of interactive and representational argument aimed at convincing judges and audience. It can be used in EFL classes to make students practice skills of English language in real-life situations, and open up opportunities for them to use the language in the form of expressing their opinions logically. Researchers have made many definitions for debate,Burek and Losos (2014:50) defines debate as an organize public argument on a specific topic. It is a rhetoric practice in whichdifferent strategies of logic building as well as delivery are used to pull in the target audience to a conclusion on a controversial issue.

According to Somjai and Jansem (2015:28), debate is speaking situation in which opposite of view are presented and argued. Darby (2007:2), debates offer the opportunity to practice analytical and communication skills and debating is an effective pedagogical strategy. Shan (2005, p.21) debate is defined as "two groups of people on opposite sides of the issue discussing an agreed upon topic in the agreed upon rules, and the judges listen to both sides of the argument, choosing the winning team based on the reasoning and evidence provided."

Moreover, Halvorsen (2005) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. In the light of the above given opinions ,we can conclude that practicing debate activities in English in the classroom are very interesting and challenging because it requires many skills which ultimately lead and encourage students to speak English fully and explore their ideas in a good way.

2.3. Types of Debate Activities

Debating in the classroom can take many forms. The following debate activities can help the students to understand and get involved with the course. (Vargo, 2012:5-6) argues that there are five types of debate are: four-corner, role-play, fishbowl, think-pair-share, and meeting house.

1- ***The four-corner debate:*** which starts with a statement or a question in which Students are supposed to consider the statement and give their views according to the law . The four corners of the classroom are labeled "strongly agree," "agree," "disagree," and "strongly disagree." After personal consideration, the students move to the corner that most represents their position on the issue. The groups in each corner of the classroom then work together to come up with the best arguments for their position. After a specified time for group discussion, each group presents their strongest arguments to the other groups. This can be made in presentation form or through a more directed debate where the teacher or assigned students can moderate and direct time for each group to present and rebut. After the debate, students are permitted to switch sides if their personal views changed. This form of debate directly counters the argument of dualism, showing there are more than two sides to an issue, and often, variations of the sides

Figure 2.1. Layout of Four Corner Debate in Classroom (Claxton, 2008, p.89 modified by
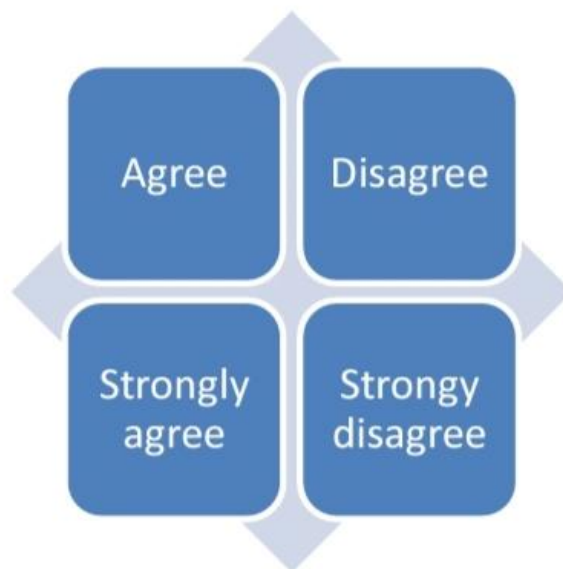
the researcher)

2- ***Role-play debates***: For this kind of debate, students are asked to play a stakeholder role that is appropriate for the topic. For instance, a debate about Banning mobile devices at school,

could involve roles such as a student, the teacher ,the director , Students' parents etc. Each student takes on the role and defends their point of view from the position that can be associated with that role. In this manner, the debate can bring up clashing arguments for and against a controversial topic. In the above example, a student playing the role of the principal will, necessarily, present arguments associated with a person in authority while considering the students' point of view. However, this type of debate could be seen as controversial if important perspectives like cultural issues and women's views were left out. Teachers should increase their students' sensitivity to diverse points of views as a preliminary task.
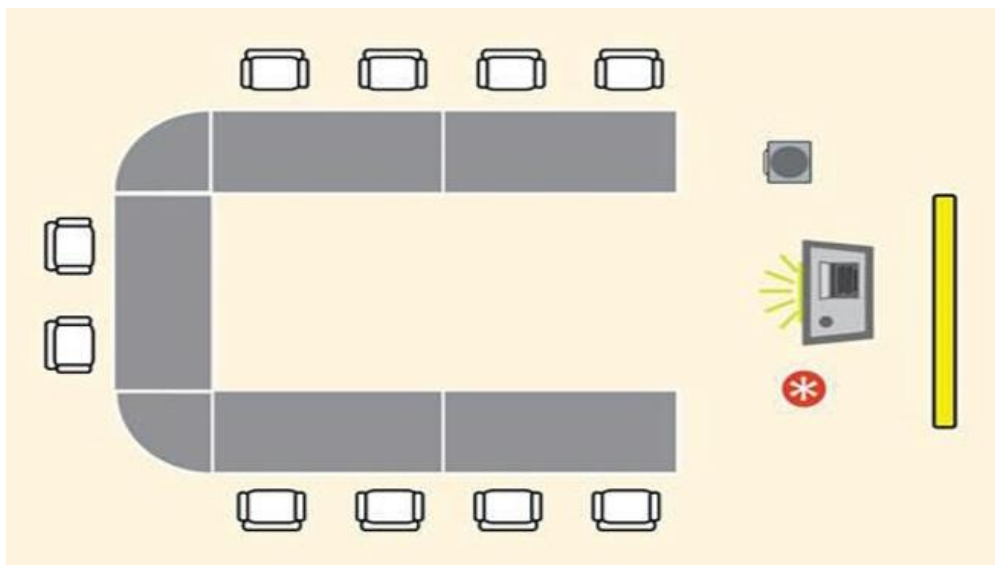
Figure 2.2. Layout for Role Play Type of Debate

(Retrieved from Https://blog.ampli.com/2014/3/)

3- *Fishbowl debates*: This type of debate can take different forms, students can be arranged in different ways. The first option is to put students in two groups, taking an affirmative or negative position on a resolution. Each group prepares their arguments, and engages in back and forth rebuttals. Another solution is to divide the class into three groups. Two groups gather the arguments for and against the topic, thereby becoming the expert groups, while the third one acts as the audience.
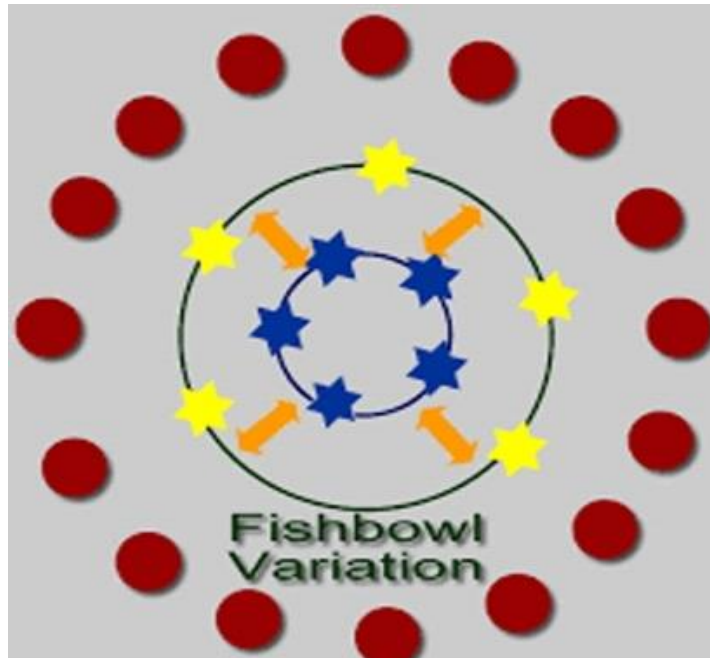
Figure 2.3.layout of fishbowl debate in the classroom

(Huynh, 2016, Retrieved from www.empoweringells.com/a7-teaching-harkness/)

 4- ***Think-pair-share debates***: This type of debate requires students to think and make notes alone about the issue. After personal reflection is completed, pairs are formed. The pairs then work together, comparing their notes and creating lists to support both sides of the issue. Once complete, the pairs of two are combined with another pair. The newly formed groups of four discuss the issue, choose a position, and edit their list down to their best arguments. Finally, the groups of four present their position and reasons to the class. 00SinceSince this type of debate starts from students' individual performance leading up to group work, it makes all students practice and develop their thinking, writing, listening, and speaking skills.

5**-**   ***Meeting-house debates***: There are variations of the Lincoln- Douglas debate model, This debate format references the way in which Abraham Lincoln and Stephen Douglas debated in 1858, for an Illinois senate seat. In a meeting house debate, each team makes an opening

argument. The class is then given the opportunity to question each side. The professor serves as a moderator, ensuring that each side gets an equal amount of time to argue. In order to encourage more class participation and limit certain students from dominating the questioning, the professor could assign cards to each student. After each question, the questioner gives up one card. Once a student is out of cards, he or she cannot ask another question until all other students run out of cards. Alternatively, if three cards are assigned, a questioner that has two cards remaining may be limited from asking another question until everyone else in the class has only two cards.

Figure 2.4. Lincoln-Douglass Debate in the Classroom

(Retrieved from: http://www.wikihow.com/Debate)

6- *Problem-solving debates*: This type involves eight students. Four students are assigned to each team. One student from each side presents a position based on historical and philosophical arguments. The next two students take the position on why changes are or are not justified. The third set of students proposes a plan that would carry-out their position. The final two students summarize the position of their team and provide a closing argument.

2.4. The Strengths and Weaknesses of Teaching Speaking through Debate Technique

Every technique that applied in process learning and teaching has strengths and weaknesses. It is also happens in debate technique.

2.4.1. The Strengths of Teaching Speaking through Debate Technique

Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Barkley, et al claimed that there are three benefits of debate for students which are :

- Debate can improve students' motivation to practice their spoken language.
- It can encourage students' in critical thinking, and develop students' speaking proficiency in communication.
- It grows and develops students' tolerance and appreciation to their friends' point of view.

This means that debate technique not only can improve students' speaking ability but also can encourage students in critical thinking, students' speaking proficiency in communication and students' appreciation to their friends' point of view.

According to Luckett there are great advantages of debate toward students. Firstly, the students become more active in small-group and class discussion. Besides, it will improve students' confidence while they are giving academic presentation. Finally, it is one of the effective ways for training both linguistic and intellectual abilities. Debate makes students more active in discussion, become confidence when they are giving presentation and build intellectual abilities of the students. Ericson et, al stated that debate has much strength to apply in teaching speaking towards students they are as follows

The ability to collect and organize ideas. A successful debate speaker is one who can absorb vast amounts of material and select from it those items that are the best to use in a particular debate. The ability to subordinate ideas. The ability to evaluate evidence. Skill in gleaning the most important evidence is a hallmark of an intelligent speaker. Not every statement, quotation, statistic, or idea in a debate is worth the trouble of refutation.

The ability to see logical connections. Aristotle once pointed out that the ability to see what is similar among dissimilar things is a mark of genius. The great mass of

data presented during most debates causes confusion among the hearers; therefore the speakers who can identify the relationship between items help to clarify the debate for the audience and thus improve their own chances of success.

The ability to think and speak in outline terms. Clarity is essential in a debate (and in any good communication, for that matter), during which the clash of ideas often confuses an audience. The debaters must have not only a perfectly clear mental outline of their entire case but also the ability to communicate the sense of that outline to the audience.

The ability to speak convincingly. An awareness of what an audience expects what it takes to convince that particular audience is absolutely essential, both in debate and in other types of speaking. The ability to adapt. Since a debate is a fluid situation, constantly changing as new ideas are introduced by various speakers, it places a premium on readiness of reply. In practice, this readiness means that you must be not only well organized, logical, analytic, and convincing but also able to react to new ideas quickly.

Teaching students through debate technique can also: Train the students to cooperate well with other friend. In debating, students are trained to work in team and hoped to have good cooperation each other. Train the students to express their opinion. Opinion is very needed in process of debating. Students are encouraged in expressing their opinion to defend their position. Students not bored, but very enjoy with debate activity. Every student takes a role in debating, so they are actively join the activity.

It also improves the students' speaking ability. Speaking skill automatically improved when students practice debating, because they have a lot of opportunity in practicing speaking. Although debate has many strengthens in learning process, it has many weaknesses too.

2.4.2. The Weaknesses of Teaching Speaking through Debate Technique

Although Debate has many strengthens in learning process, it has many weaknesses too.Zainul Muttaqin, (2008), p. 29 stated the following weaknesses:

1. Debate is only used for certain subject. Debate technique only can be used for specific subject, such as subject that related with agreeing and disagreeing and giving argument.

2. Debate needs long times and preparations.

3. Many preparations need in debating in order to make debate runs well. Students should prepare their arguments before debate to make them easier to attack the opponent's opinion.

 4. Make the students' emotional in defending their argument. Many students can't manage their emotion when they defend their argument.

2.5. Procedures of Debate Technique

Researchers agreed that the form of debate is differed in use, and the teacher was expected to use the procedures accurately in order to get the successful in teaching and learning process, so that the students can understand more the subject being learned.

In speaking classroom, as stated by Pederson (2002:.88-89). Debate can be taken such the following procedures:

1. Dividing students into two teams.

2. Selecting debate topic and assigning the two teams to debate the topic.

3. Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.

4. Presenting the topic and format of the debate.

5. An example format of the debate as following:

a. Side 1 presents opening arguments, with three members each giving a statement.

b. Side 2 presents opening arguments, with three members each giving a statement.

c. Side 1 has chance for rebuttal

d. Side 2 has chance for rebuttal

e. Side 1 has chance for a second rebuttal.

f. Side 2 has chance for a second rebuttal

g. Side 1 takes time for a conclusion.

h. Side 2 takes time for a conclusion.

As stated by Barkley et al (2005.p 193) in speaking classroom, debate can be taken such the following procedures :

1. Make two proposition, pro and contra

2. Give explanation to the students about the rules in the debate.

3. Divide the students into some groups which consist of four up to six students.

4. Give and divide the times to the students in each teams to

a. introduction their group (1 minutes)

b. presenting argument or rebuttal (3 minutes),

c. competing debate (10 minutes)

d. make a conclusion (2 minutes)

Debates are varied in use, usually consist of three or four members in every team, and sometimes it used based on the level and the number of students in the classroom. In debate technique both teacher and students should be well prepared in applying in the classroom because it is teamwork ,so need a good collaboration.

2.6. The Use of Debate at School

The debate technique in English is the activity that gathers all English language skills besides the skills of presentation and delivery. Debaters need updated information about current issues and concepts of different fields. Moreover, they need to conduct research on various issues. And to make the judges and audiences more convinced, debaters should require standard delivery skills while presenting their rationale and argument. When practiced in an EFL class, debating makes students use language and presentation skills.

The discussion that follows dwells on the utility of debating in learning the skills of English language as Alasmari, and Ahmed. (2013) stated.

1. Ice Breaking

In EFL,especially in the first classes where students are very often worried about using English language, ice breaking turns to be very difficult for teachers , In this case debating helps in several ways to ice-break. The teacher play a big role, he should be encouraging as well as motivating especially in the very first classes, sometimes teachers ask students to come in front of the classroom and speak which rather increases students' fear and they grow hatred towards English. But if teachers introduce simple but controversial topics to the class and ask

them to comment on those topics while sitting in their respective seats, students will feel encouraged to take part in discussion. Eventually, they will be encouraged to speak in English.

2. Listening

Students can improve their listening skills through practicing debate, and this by using listening assistances like radio, tape recorder, CD player and PC, learners will listen to audio clips e.g. conversation, speech, debate, talk shows and reports. They will watch video clips of debate sessions, speeches of famous speakers, talk shows, round table discussions, reports, and news. Teachers will give feedback on the discussion. In the feedback, teachers should focus on sounds, pronunciation, accent as well as use of words, technical words and jargons. In this case, teachers can use their notes on students' difficulty teaching learning process.

3. Speaking

The use of debate can help brilliantly in reinforcing students' speaking in English.Practices can be organized in various ways. A few of them have been discussedin this paper. In many EFL settings, students are found reluctant to speak in English, and this is due to the lack of vocabulary and the exiguity of practice . The use of debate, speech , conversation ,and the regular practice of debate in EFL classes can decreases the students' fear about English language and makes them improve their fluency, vocabulary and comprehensibility. Thus while practicing debate, speech and conversation in the class, students will practice many skills,enrich their background and collect information about many areas which all together will support their spoken English and strengthen their self-confidence.

4. Reading

Debating requires knowledge of many interrelated disciplines and areas which entails extensive study of current issues as well as social, economic and political theories and concepts. Studies into these disciplines enrich students' level of knowledge, enhance their reading habit and develop their vocabulary. If students get debate topics one or two days earlier, they usually collect information and discuss in groups. Thus, in the pretext of preparing for debating, students develop reading habit. Debating clubs organize study circles to discuss topics and theories that are relevant with debating. Students use many sources to gather data and information.

Teachers also introduce them to different sources of information e.g. local and international newspapers, magazines, books and websites. Students can collect information and

make wall-magazines based on different issues and occasions. Through these practices, students prepare themselves for taking part in debating.

5. Writing

The use of debate can also enhance learners' writing skills , and this by writing debate scripts. Because while writing these scripts students need to think creatively on the topics and take notes .Thus ,they learn how to write composition in an organized way ,think about a topic in a systematic manner and also to link between points. Debate-scripts are like argumentative essays. Thus they learn writing argumentative paragraphs and essays. Furthermore, students practice limiting topics and making them controversial enough for arguments and counter-arguments. When students make the final debate-script, they retain only the main points, not the details. In this way, they master limiting topics, writing topic sentences and also making outlines. To sum up, debating entices students to write composition in English and make them practice all skills of English language in real-life situations.

2.7. Advantages Of Debate Activities

According to Hyland (1993:25), Debate has several advantages to the teaching and learning process such as:

1. Debate can motivate the students since the students will be ensured that the communication acts they are doing have a real purpose instead of mere make believe.

2. Debate can develop the fluency in communication using the target language. Students are motivated to communicate using the target language because they are immersed in environment where language becomes a primary necessity, such as in debate.

3. It is a combination of the skills in the language. It gives opportunity for the students to apply their language skills and also develop cross cultural adeptness and second language capability.

4. It motivates the students to be active participants in the discussion among their friends.

5. It can reduce the student's anxiety since the students are not evaluated nor corrected in detail in relation to his/her capability in second language.

Moreover, Bellon (2000) in Somjai and Jansem (2015:28) stated that debate has some benefits in the teaching learning process, they are:

1. Debate equips students to learn and cope with both success and failure within both the social and the academic context.

2. Students are able to make and defend informed choices about complicated issues outside of their own area of interest.

3. Debate is not only a way to connect students with academic subjects; it can also connect the students to public life.

4. The policy that is used in debate specifically, can teach the students to adapt to multiple perspectives, which is described as one of the most important problem solving skills.

Additionally, Barkley, et al (2005) in Somjai and Jansem (2015:29) stated that thereare three benefits of debate for students, they are:

1. Debate can improve students' motivation to practice their spoken language.

2. It can embolden students' critical thinking and develop students' speaking ability in oral communication.

3. It grows and develops students' tolerance and recognition of their friends' opinion. This considered, it can be concluded that debate can be used to improve students' speaking skill within in the classroom.

Setiawan (2006: 79) stated some other benefits to be gained through debating activity as the following:

Increase self-confidence and the effort of achievement.	Good capability in convincing others.
Ability to describe problems in clear and indepth detail.	Capability to debate well and defend argument well.
Debating is a sport of mind and voice, it can create the skills you need for success, debate can give the power to change things.	Capability to foster rational thinking in terms of minutes.
Capability to build a case in a meaningful way and to see through the arguments of the opponents, and the last is having good techniques in argumentation without being	Capability of formulating problems in structured way, in clear flow, by stating the problems, evidence and inferring the

drowned inemotion. In addition debate can improve the students speaking skill and motivation.	evidence to answer the initial problems without any difficulty in thinking,

Diagram 2.1 Debate advantages Setiawan (2006: 79)

Based on the above opinions we can conclude that by doing debate in the classroom the students'speaking skill will be optimalized since it can build the students self confidence to talk in the classroom and motivate them in studyingthe language.

2.8. The Parts of Debate

In the debate technical system, there is some provisions which relate to the debate process. Here are some of these items, Joe Bellon (2000):

A) Motion

Usually in debate technique the topic debated is called a motion. The motion stars with word like "this house" (TH) or "this house believes that ''(THBT). Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies a meaning that the motion should stand in the middle of neutral; it doesn't incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental education. So, both teams need to prove or justify whether e-book really can contribute for developmental education.

B) Definition

Debaters should be so deep and see the current issue happened in society. There is two ways to make the definition; either word by word definition or the general definition. In fact, the word E-book is rarely heard' thus we need to define it first. Or anyway, when we heard motion, "that sex education must be socialized in the school" what we need to do is giving the global meaning on it.

C) Theme line

To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line is the underlying reason which answers the big question "why" one side of the house supports or opposes a motion. Theme line is what a team needs to prove, it is also the main reason why a team attacks the opponent's case.

D) Argument

We can say that a debate is a set of argument, in which each team stands on their position, attacks the opposite and defends their own case. The praiseworthy jobs can be done well by using critical and logical thinking. Argument is the fragment of thought to support the theme line.

E) Rebuttal

Debaters have to build a vivid case to attack their opponent's arguments and provide strong defense from any attacks in order to win the debate. That is why, rebuttal is one of the key to get the crown of victory. Basically, there are two kinds of rebuttal.
Global rebuttal: it is an attack against the main core of the opponent's case, the theme line. Consequently, their case is crumbling down. Detailed rebuttal: it is an attack towards each argument or example.

F) Sum-up/closing

Closing is simply concluding what has been through. A nice summary is preferable. Before start debating, debaters should know these parts of debate in order to be a good debater. It also hoped that debate will run success. The debate process involved planning and considerable time spent preparing the students for the formal debates. Students need to understand the debate process and terminology. On the other hand, in this research, the writer will use all of the parts of debate to conduct the activity of students in learning process. The parts of debate will be formulated to arrange a model design that consists of motion, definition, theme line, argument, rebuttal, and closing. And a model design will be develop by the writer to improve the students' speaking skill

2.8.1. Non-modified Debate

Some models have applied to conduct debate in classroom. The following are steps of Verner's model to apply debate in learning process :

1) Introducing the topic

Generally, all debates start with a motion or a topic. Often, this topic is a proposed course of action that one team will argue for and another will argue against. Choose a topic to

which your students can relate and perhaps one with practical application. You can make the topic less serious (*the cafeteria should includemore international dishes on the daily menu*) or more serious (*the U.S.government should reform its visa application process*). In any case,teacher have to make sure that his students understand the issue and any specialized vocabulary that goes with it (Verner, 2014).

2) **Assign the Affirmative and Negative**

There are two sides to any debate. Naturally, one will argue for and another against the resolution. With ESL students, teacher should divide his students into teams to research and argue the issue rather than expecting one student to do all the work. This way one student does not have all the pressure to perform and the other members of the group can help with comprehension and strategy. Ideally, break your class into four groups (you will want at least three students in each group) and assign two groups to each of two resolutions. Then assign one of each pair of student groups to the affirmative. This group will argue for the issues being presented. The other two groups will be the negative and will argue against the resolutions. During the debate, the other groups will act as the judges and decide which side presented a stronger case voting for the winners of the debate at its conclusion (Verner, 2014).

3) Give Time for Research

The teacher should give the students enough time to research the issue. Not only that, they will also need more instructions on the specific vocabulary that may be involved. He have to make sure all of his students understand any specialized vocabulary to make a strong arguments with a good comprehension. Encourage each group to form a strategy as to who will do most of the talking during the debate though remind them that all of them are expected to participate in the research and strategy of the debate. Then, during the preparation time in anticipation of the rebuttal ,the students should discuss with their teams the points the opposition made and decide how to refute them (Verner, 2014).

4) Keep Track of Time

If you are unfamiliar with formal debate , the speakers follow a set of orders. The following is the most basic of debate structure. First, the affirmative group receives two minutes to present their case to the audience. The negative group then receives two minutes to present their case. After both sides have a chance to speak, both teams receive two minutes to prepare their buttal and summarya. The order of speech is reversed now and the negative side presents their rebuttal and summary for the first two minutes. The last to speak is the affirmative team

who then presents their rebuttal and summary for two minutes. The debate is now concluded (Verner, 2014).

5) Make a Judgement :

In debate, the winner is the one who has presented the strongest case. ForESL classes, the overall purpose of speaking is more important than the specificoutcome of the debate. Still, your students will probably want to know who won.To determine the winner, have the audience vote on which team they thoughtmade the most convincing argument. With this, weigh your own opinion as towho communicated clearly and refuted the opponent's arguments best. Thiscombination will identify your winners (Verner, 2014).

| 1. **Teaching Learning Process** a. The students were also given knowledge about the role of debate b. There was no practicing. | 2. **Introduction the topic** a. Informal topic b. The students did not determine the topics, the teacher gave the topic directly. | 3. **Assign the affirmative and negative team** a. The students were give known how the role of debate and the duty of each speaker. |
| 6. **Make a judgment** a. The researcher with two rater determined the winners of debate b. There were two the winners of debate performance | 5. **Keep track of Time** a. Practicing the debate b. Doing the true debate. | 4. **Give time for research** a. The students were given a few minutes to research the issue. issue. |

Diagram 2.2. Non-modified Design of Debate *(Asian-Australian Parliamentary Debate; Verner's design)*(verner 2014)

The diagram above shows that in non-modified debate design, the researcher does not give practicing in speaking. The researcher gives informal topic but the students do not determine the topic. The time is also appropriately based on the original design.

2.8.2. Modified Debate

From the non-modified debate design that is designed by Verner's design in Asian-Australian Parliamentary for Debate, the writer finds the weaknesses of the design. They are:

1) Teacher does not give brainstorm about concept, setting and format debate.

2) Teacher does not show an example of doing debate.

3) Teacher does not give a chance for students to practice before they do debate.

   Since this model still has weaknesses, the writer tries to develop this model with adding the design in his model. The steps are added:

1) Teacher gives knowledge about concept, setting and format debate.

2) Teacher gives opportunities for students to differ debate and discussion.

3) Teacher shows the sample of debate from the video of true debate to students to brainstorm them how debate applies in classroom.

4) Teacher gives opportunities for students to practice their speaking by giving arguments or opinion before the students do the true debate.

5) Teachers give long time for each group to find more material about the motion.

   From the modified design, it can be seen clearly in the diagram below:

1. Teaching Learning Process
a. Practicing the students' speaking skill
b. Practicing the students to practice giving.
arguments

2. Introduction the topic
a. Informal topic
b. The students are given opportunities to determine the topic.

3. Assign the affirmative and negative team

a. The students are given a known how the role of debate and the duty of each speaker.

6. Make a judgment
a. The researcher with two
raters determine the winners of debate
b. There are two the winners of debate performance and one the
best debater.

5. Keep track of Time
a. The students are given an opportunity to practice debate before doing the true debate
b. Doing true debate in the next meeting.

4. Give time for Research
a. The students are given longer to research the issue.

Diagram 2.3. **Modified Design of Debate** *(Modified design of debate by the researcher)(verner 2014)*

From the diagram and the activities above, it can be seen that there are differences between both of designs.

2.9. Formats of Debate

There are many various debate formats with distinct steps, the three main formats are (Goodnight,1993,P.16):

A**- Standard Debate Format**: which is used most often by beginning debaters.

B-The Cross-examination Format: which is used for most tournaments at the high school and college level.

C- **The Linclon Douglas Format**: which is a popular format for debating value issues.

D- **Simplified Debate Format**: which is used most often with non-native speakers.

In the following study The researcher will focus on the simplified debate format because **first**, it is a two-person debate team. **Second**, using simple debate topics allow the students to sidestep the common stumbling block of EFL learners trying to translate complex thoughts from their native language to their second language.

Simplified debate format appeals to a lot of teachers in various teaching-learning levels and stages as follows,

2.9.D.1. Defining the Simplified Debate Format

A basic format for the Simplified Debate According to Lustigova (2011) includes the following:

1- Affirmative team speech.

2- Opposing team speech.

3- Affirmative team speech.

4- Negative team rebuttal.

5- Questions/ answers from teams, field questions from audience.

6- Affirmative closing argument.

7- Negative closing argument.

8- Audience assesses arguments' persuasiveness.

9- Teacher provides constructive feedback.

2.9.D.2. Simplified Debate Methodology in Practice

Lustigova (2011) argued that when teaching debate to averaged and lower classes, it is better to start with the straight forward process of formulating and caring about their own opinions, while introducing a number of language structures, grammar issues and new vocabulary meanwhile.

As quoted in Lustigova (2011), Harmer (2007:84) clarifies that "simplified debates concentrate the content of the EFL/ ESL learner's speech, thus allowing the students to focus on improving their skills by using knowledge already grasped."

2.9.D. 3. Assessing Simplified Debate

Lustigova (2011) argued that when assessing simplified debate you should follow the following steps:

- Emphasis on the organization, the use of arguments, the use of examples and facts.

- Provide feedback primarily from the language use point of view.

- How language was used and why.

- Improved opinion- indication phrases.

- Increased diplomatic approaches and referencing of external opinions to support individual opinion.

2.10. Characteristics of Debaters

Most students are afraid of speaking in front of their classmates because they are not involved in this kind of situations. However, if they understand how to use their voices, gestures, and body they Will be more comfortable and find the experience more pleasant than they thought, and their presentation will be more effective. Snider (2011) described some important characteristics that debaters need to have in order to be more successful when speaking in the classroom by projecting energy, enthusiasm, commitment, and variety in his/her discourse (p. 102).they are :

- ➢ **Voice**: one of the most important communication tools for students. In a presentation, tone of voice plays an important role because they can communicate concern, joy, fear, or curiosity. Also, there are important features to be taken into consideration such as volume (to appropriately fill the acoustic space you will be speaking in), pitch (to indicate emotional state), and speed (to emphasize key points).

- ➢ **Face**: being one of the most expressive parts of the body, the face makes Students pay more attention to arguments that could be highlighted by facial expressions. It is important that facial expressions match the points being put forward, and in this way, the audience will not be confused.

- ➢ **Eye contact**: In most cases, establishing and maintaining eye contact is considered an indicator of honesty. Arguments will appear stronger if students look at their audience. In addition, good eye contact gives you valuable feedback from the audience, such as if they understand, enjoy, or agree with your speech or not.

- ➢ **Body movement**: The body presents the debater as a whole being. Therefore, body movement should be varied according to the topic presented. A phrase will capture audience attention not only if it is important, but also if it is emphasized by appropriate body movements.

- ➢ **Gestures**: this factor is very important because gestures energize and animate the presentation. In addition, they punctuate the presentation with meaning. Gestures can signal that you are numbering, sequencing, and emphasizing, demonstrating, illustrating, or comparing information. When a presenter uses natural gestures, the efficacy of gestures will depend on their variation, but they should be contextually appropriate to avoid distracting the audience.

2.11. Motivation and Debate in EFL Classes

Dörnyei (1998) said that "motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning (l2)" (p. 117). Motivation is an essential requirement for learners because it creates a satisfactory learning environment. The fundamental ail of motivation is to stimulate and to facilitate learning activity, In other words, a motivated student is able to learn faster than others.

The author argued that the key to success in any situation is motivation, so, for this reason, the teacher must be aware that before starting any class he has to motivate his students to use the language, beccause if he does not motivate them at the beginning of the class, students will feel bored, and as a result, they will not learn anything. Dörnyei (1998) stated that there are four important subcategories inside motivation; which are: extrinsic, intrinsic, instrumental, and integrative.

a- Extrinsic motivation occurs when students are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment, such as when a student wants to get a good grade or to take part in a competition to win a scholarship.

b- Intrinsic motivation occurs when students want to participate in a sport because they find the activity enjoyable, or playing a game because you find it exciting and you encounter satisfaction within the activity itself.

c- Instrumental motivation occurs if a student wants to learn a foreign language, and they just want to pass the exam to get jobs, and to use the language for holidays in another country.

d- Integrative motivation occurs when a student takes interest in knowing more about a foreign language knowing about the culture and values. (p. 120).

Teachers should take all this aspects mentioned into account because students do not have the same interests, some of them do not like English and they learn it only because it is obligatory or only to earn credits. The role of teachers here is to do their best to motivate students. In addition, in order to achieve success using debates, teachers have to design some interesting activities and create situations according to their students' needs to make them feel an affinity with the English language and acquire it more quickly. According to Harmer (2007), "motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (p. 120).

2.12. Activities Before Debating

Stewart and Pleisch recommended some activities before holding a debate that can enhance students' speaking skills, such as fluency, vocabulary, and so on (as cited in Vásconez, 2015). These activities will make students more willing to use the language; the recommended activities are:

First activity, For and against fluency pairs: Learners are arranged in pairs to practice for and against arguments. This kind of activity helps the student to be engaged in exchanges and build confidence and fluency.

Second activity, Classification Tree: This is a brainstorming technique in which learners are placed into groups and given a topic, and then write all the details to support their argument. The main contribution of this activity to the debate is that it helps to organize ideas and thoughts, so students can express and write their opinions with greater ease.

Third activity, Argument/Counter-argument: Learners have to be able to confront their classmates by using counter-arguments. They can record or listen to their classmates. Then, they have to take notes about the information and be able to present a counter-argument to the class. This activity helps learners organize the presentation of their arguments.

Fourth activity, Paraphrase and counter: This activity helps learners control the language they need to present materials effectively, clarify research findings to partners, synthesize information, and reach conclusions quickly. Learners work in groups and each one gives an argument and responds to a counter-argument.

Fifth activity, The hot seat: This activity develops academic language skills, fosters peer collaboration, and trains students to perform under difficult conditions. Students practice formulating, anticipating, and responding to possible debate questions created by one member of the group. When using these activities debates will be carried out in a meaningful context, learners appear to participate in a highly motivated way, and speak more freely, without forcing explicit grammar or vocabulary. Indeed, working with tasks fosters a particular quality of learning satisfaction. In some other cases, in addition this methodology has appeared to enhance other language skills such as listening, reading, and writing.

2.13. Conclusion

To conclude this chapter, we have attempted to provide a clear insight concerning some key concepts related to the debate activity which is considered as a crucial part of EFL learning process since it plays a big role in improving Students' speaking skill. The chapter has dealt with debate technique definition, its types, the Strengths and Weaknesses of Teaching Speaking through debate technique, teacher's and students' problems in teaching and learning

speaking through debate technique. Moreover, we try to figure out some   procedures of debate technique, the use of debate at school, the advantages and objectives of Debate, the parts of debate technique, formats of debate, we try to shed some of the light on characteristics of debaters and their motivation. Finally, we provided some activities that have to be done before debating.

Chapter Three

Methodology of the Study and Data Analysis

3.1. Introduction

The present conducted research is based mainly on finding out the effectiveness of using debates at the secondary school level to improve EFL learner's speaking skill, by eliciting teachers and students opinion since they are the main variables of this study, Their views and opinions are very crucial to test the stated hypothesis. This research aims also to investigate whether teachers apply classroom debate as a significant technique to improve learners" speaking ability.

This current chapter is mainly devoted for the practical part of this research. It discusses the sampling and the data collection, the tools of the research, and the data analysis. It also provides both description and analysis of the instruments used to gather data; the questionnaire for the learners besides the teacher's interview.

3.2. Description of Sample Population

In this research the targeted total population consists of forty students from two classes of third year FL ,and six English teachers in two different secondary schools in (Theniet El Had). The population has been chosen randomly in order to make the data more valid and to be able to generalize the findings.

3.3. Data Collection Methods

This extended essay is an exploratory case study dealing with third year secondary school learners. It aims to investigate the effectiveness of debate in improving students' speaking skill, two different methods are used, questionnaire and interview ;a students' questionnaire since it is the useful method for gathering data and geting a vivid information in a short period and with less energy .the second method is a teachers' interview,in order to gather the data that enable to provide the glue that holds the research project together and gain a lot of valuable information.

3.4. Description of the Questionnaire

The questionnaire is purposed to gather data about learners' attitude towards the effectiveness of using debate technique to improve their speaking ability. This questionnaire includes thirteen question posed randomly on forty student from « Theniet El Had » secondary

school. It consists of close-ended questions requiring from the students to choose "yes" or "no", or to tick the appropriate answer from a set of choices, and two open-ended questions in which students are required to give their own answers and justify them. The questionnaire composed of three parts ; the first part is about learners profile and personal information. In the second part the respondents were asked to give their opinions about English and the speaking skill, and the last parts is about the use of debate in classroom and its importance .

3.5. Analysis of the Questionnaire

Part 01 :personal information

Question 01 :age ?

Age	Participants	Percentage
16-18	30	75%
19-22	10	25%
Total	40	100%

Table 3.1. The Students' Age

16-18 19-22
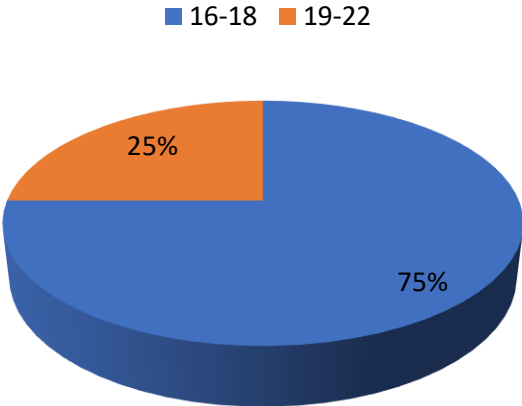
Figure 3.1. The Students' Age

The results obtained from the answers revealed that their ages vary from (16) to (22), and the majority of them are between seventeenth and eighteenth.

Question 02 :gender ?

Gender	Participants	Percentage

Male	13	32%
Female	27	68%
Total	40	100%

Table 3.2. The Students' Gender
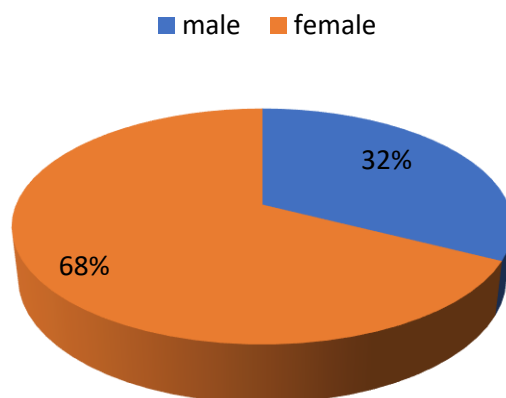
Figure 3.2. The students' gender

From the previous chart and diagram, one may notice that most of the sample respondents are females with percentage of 68%, whereas males represent 32% from the sample.

Question 03 :how do you assess your level in English ?

Level	Participants	Percentage
weak	3	7%
average	10	25%
good	22	55%
Very good	5	13 %
Total	40	100%

Table 3.3. Students' level in English.
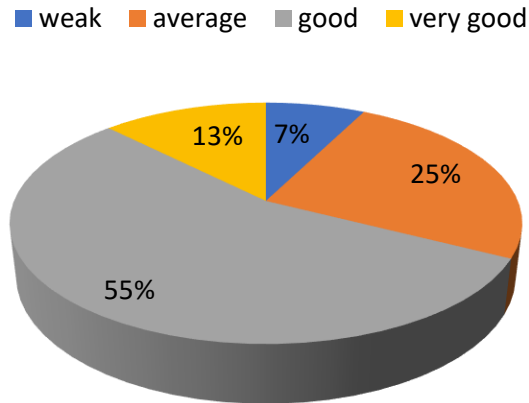
Figure 3.3. The students' level in English.

According to the results demonstrated above, it can be seen that (13%) of the participants have admitted that their level in English is very good. (55%) of participants have perceived that their level is good, however (25%) believed that their level is average and only (7%) classified themselves as weak in English, this indicates that these learners have certain speaking difficulties.

Question 04 :pick the skill that you need to improve the most.

Options	Participants	Percentage
listening	6	15%
reading	4	10%
writing	7	17%
speaking	23	58%
Total	40	100%

Table 3.4.The most important skill to be developed.
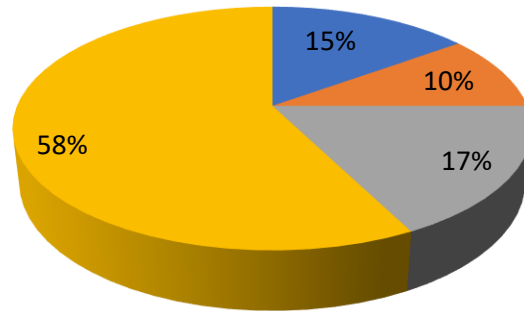
Figure 3.4.The most important skill to be developed.

It can be seen from the graph that (58%) of the participants considered speaking to be the most important skill to be improved, because to communicate effectively they need to speak first. Some of the participants claimed that speaking is an important skill; we use it to express our ideas and opinions as well to interact with each other. (17%) have opted the Writing skill as an important since it is more required in most academic activities and their level usually assessed by the writing process. Unlike the other skills, just (15%) have admitted that listening should be improved, since we need to listen before we speak or write. Insofar, reading is concerned, just (10%) believe that reading skill needs to be improved first.

Part 02 :participants' opinion about English and speaking skill.
Question 05 : do you agree that in order to learn the language you have to speak it ?

Options	Participants	Percentage
agree	17	42%
Strongly agree	22	55%
Disagree	1	3%
Strongly disagree	0	0%
Total	40	100%

Table 3.5. Students' opinions about effectiveness of Spoken English
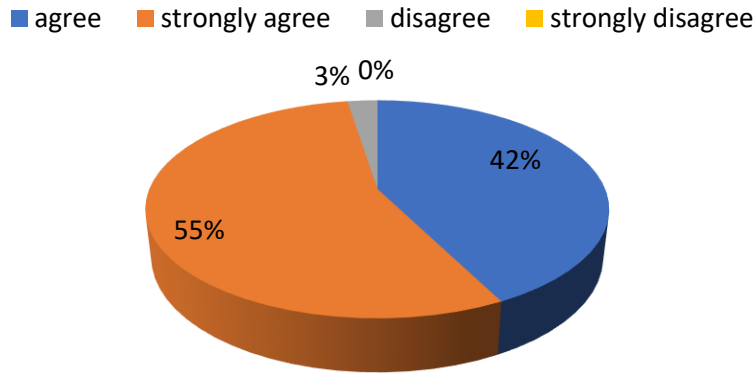
Figure 3.5. Students' opinions about effectiveness of Spoken English

According to the results recorded in the table, we can notice that the majority of students (55%) do strongly agree that speaking is very important to learn a language. We can notice that they are aware of the importance of speaking in learning the language. (42%) also agree. However, (3%) state that they disagree and that they don't have to speak a language in order to learn it, while (0%) affirmed that they strongly disagree with this opinion.

Question 06 : do you think that you are satisfied about the hours devoted to study oral session ?

Options	participants	Percentage
yes	9	22%
No,we need more	31	78%
Total	40	100%

Table 3.6. Students' Satisfaction With The Oral Session Time.
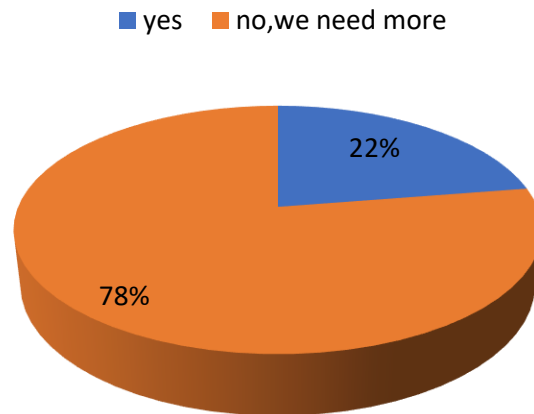
Figure 3.6. Students' Satisfaction With The Oral Session Time

In consequence of this question , we found that (22%) of them answered that the amount allocated to oral session is sufficient. Whereas the majority (78%) mentioned that the hours devoted to Oral session is insufficient and that they need more attention to develop the speaking skill which is of a great importance.

Question 07 : do you face obstacles while speaking ?

Options	Participants	Percentage
No	0	0%
Yes, it's due to :the fear of making mistakes	6	22%
The lack of vocabulary	11	41%
The lack of practice	7	26%
The lack of self confidence	3	11%

Table 3.7. Students' Inability to speak.

Figure 3.7. Students' Inability to speak.

The results are reported on the table above, show that (22%) of the participants indicate that they do not speak in the classroom because they are afraid of making mistakes, whereas (41%) have responded that it is because they have deficient vocabulary. Besides,(26%) think that their weaknesses in speaking the foreign language because of the lack of practice and (11%) have admitted that it is due to the lack of self-confidence.

Question 08 : does your teacher give you the opportunity to express your ideas ?

Options	Participants	Percentage
Yes	22	61%
No	14	39%

 Table 3.8. The given Opportunity to Speak.
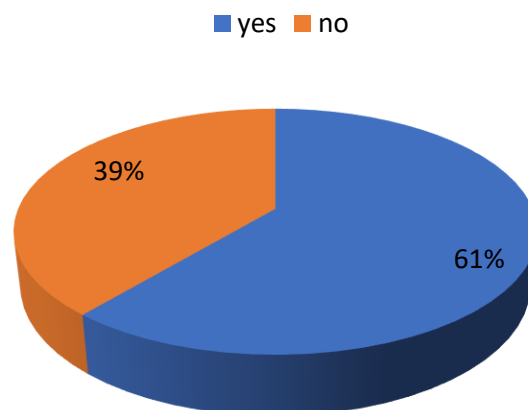
Figure 3.8. The given Opportunity to Speak.

Since the teachers' encouragement plays a major role in enhancing the learning process, and as it is shown in the table and the chart we notice that the majority (87%) of teachers give opportunity for their students to speak in classroom while (13%) do not.

Part 03 :the use of debate in classroom and its importance ?

Question 09 :which of the following technique do you enjoy best ?

Options	Participants	Percentage
Discussion	22	67%
Role-play	7	21%
Information gap activity	3	9%
Debate	1	3%

Table 3.9. kinds of Techniques Used for Teaching.
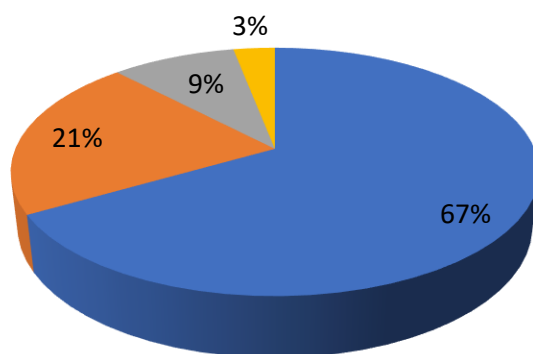
Figure 3.9. kinds of Techniques Used for Teaching.

The data from figure and table 09 show that there are (66%) of students enjoy in discussion followed by role play with (21%). (9%) of them consider role-play as technique that enjoy best and only (4%) see that debate is the most enjoyable technique. As well as no one has suggested other techniques. Because speaking is an oral message and what is important is that the listener can understand what you are saying though you make some mistakes.

Teachers should focus on fluency that facilitate the steady flow of ideas whereas accuracy can hinder communication, but both are important in the learning process.

I focus on both but in order to enable Students overcome their fear of making grammar mistakes, I do not focus on accuracy , I allow them to express their thoughts and engage in the

conversation with someone without interruption them because in my opinion a student who is more fluent than accurate

Question 10 :does your teacher use debate in classroom ?

Options	Participants	Percentage
Yes	19	47%
No	21	53%

Table 3.10. The use of debate in classroom
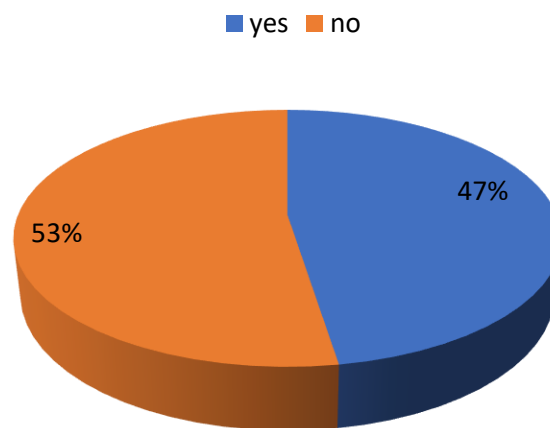
Figure 3.10. The use of debate in classroom

As we notice in the table above (47%) of students have reported that their teachers use debate in classroom. However, (53%) of them do not use debate in classroom perhaps they follow other techniques and activities.

Question 11 :do you think that the use of debate in classroom enhances your speaking skill ?

Options	Participants	Percentage
Yes	38	95%
No	2	5%

Table 3.11. Students Evaluation of Debate in enhancing their Speaking Skill

yes ■ no

5%

95%
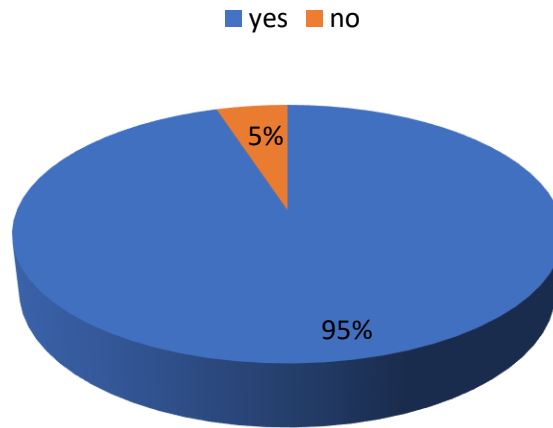
Figure 3.11. Students Evaluation of Debate in enhancing their Speaking Skill

The graph reveals that a large number of students (95%) have found that the use of debate in classroom is useful tool that should be practiced in classroom because it helps them to improve their speaking skill. (05%) think that debate is not useful tool.

➢ If yes explain why ?

Options	Participants	Percentage
If yes , comment	29	73%
No comment	11	27%

Participants' explanations :

we notice that (73%) of participants who agree that debate technique enhance their speaking skill, comment on the question as follow:

❖ They said that debate enriches their level of knowledge.

❖ It improves their fluency and vocabulary.

❖ It helps them to drive out fear about English.

❖ Working together gives them the chance to express their views freely.

❖ Also, it support them drive out the shyness and build self-confidence.

Question 12 : the use of debate might help you to improve your ?

Options	Participants	Percentage
Vocabulary	9	22%
Fluency	15	38%
Accuracy	0	0%
Confidence	16	40%

Table 3.12. The role of debate in developing some competences.
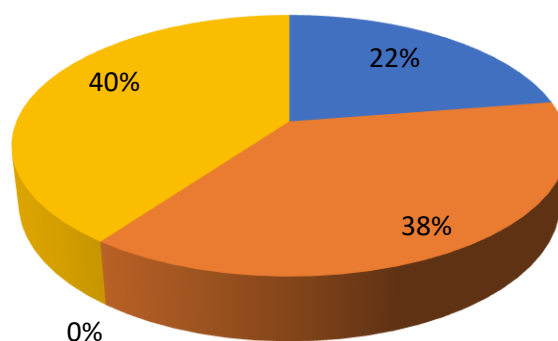
Figure 3.12. The role of debate in developing some competences.

One can notice from the results shown that(40%) of the participants find that debate technique help them to improve their confidence, while (38%) of them see that fluency is the competence improved when using debate. (22%) indicate that using debate inrich their vocabulary.

Question 13 : do you think that such technique (debate) should be practiced ?

Options	Participants	Percentage
Yes	39	97%
No	01	3%

Table 3.13. Students' attitudes on implementing Debate in Classroom.
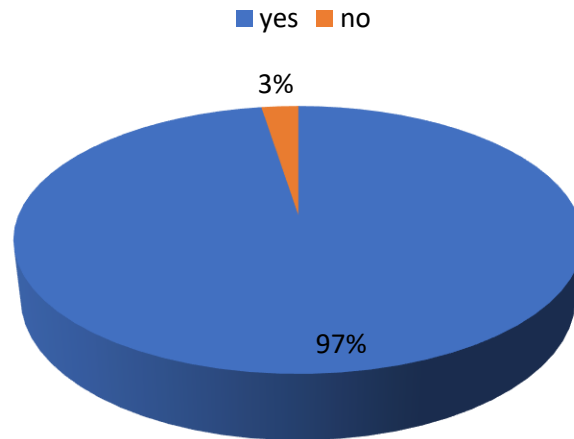
Figure 3.13. Students' attitudes on implementing Debate in Classroom.

Through this histogram we can see clearly that the most participants(97%) agree that such technique (debate) should be practiced in EFL classes, since it is very important in improving the speaking skills of learner's. Only one participant (3%)thinks that it should not be practiced.

➢ If yes explain why ?

Options	Participants	Percentage
If yes , comment	24	60%
No comment	16	40%

Participants' explanations :

They said that debate technique should be practiced because :

- It encourages cooperation and makes the students confident speakers.
- It improves their fluency and accuracy.
- Teaches them how to express their opinions and views freely besides consider others opinion with respect.
- Enlarge their vocabulary
- Discover their mistakes with the support of their classmates and teacher.
- It motivates learners and activate their memory.
- Create a communicative atmosphere.
- it develops their critical thinking and make them acquire cognitive skill.

- They also added that through this technique they can both listen and speak to each other.

3.6. Data Interpretation of Student's Questionnaire

The analysis of the collected data from the students' questionnaire helped to draw a set of results concerning the improvement of speaking skill and the vital role of debate activity. According to the data analysis , the majority of third year English students who took part in providing their views to fulfil the questionnaire proposed, showed their awareness about the importance of Debate activity to enhance their speaking skill.

Initially, the Students' questionnaire begins with the Students' profile where the majority of them were females their age though ranged from 16 to 22 years and their level in English was average to good.

The analysis of questionnaire revealed that the most of students considered speaking to be the most important skill to be improved, and agree that in order to learn a language they have to speak it , because speaking is of that much importance, most students see that the time devoted to study oral section is not sufficient and they need more time.

In order to develop their speaking skill students need to communicate in the language more than any other thing, but it was the most difficult skill to be developed because they face some difficulties such as the lack of vocabulary, the lack of practice, the fear of making mistakes, and the lack of self-confidence.

In the next question most of the respondents said that teachers do really encourage them and give them the opportunity to speak English, since the encouragement by teachers plays a big role in enhancing the learning process
Furthermore, communicative activities create a joyful atmosphere and great ambiance in the classroom which make the learners motivated to learn, students were asked about the activities used in the classroom by teachers and which one they enjoy best, the majority of them chosed discussion, others preferred role play as an enjoyable activity,others preferred information gap activity and only few students chosed debate because teachers often use it. The most respondents said that debate is not used by the teacher, we deduce that participants have showed great interest to the debate technique considered it as a direction to broaden their

horizon in foreign language. Hence , they agreed that it helps them to improve their fluency, confidence and vocabulary.

Participants have showed great interest to the debate activity and their answers took the cover on the value of these activity which can successfully lead them to reinforce their speaking skill and achieve different communicative goals should be practiced in their classes. Last but not least, we can say that the students' questionnaire results revealed that debate strategy is indeed helpful in oral expression.

3.7. Description of the Interview

In order to carry out this research, structured interview is used as a second method, its purpose is to know the teachers' opinion about the importance of the speaking skill and about their students' level in speaking as well as to have an idea about the techniques used to teach this skill in EFL classes, yet to know if they use debate technique during the oral session and if it improves learners speaking performance. Seven teachers were requested to answer twenty one open ended question where the teachers are requested to give explanation or specifications.

Our interviewees were asked at the beginning about their teaching period in order to know about their experience in teaching, they were asked about if they use only English while speaking in class, also they were asked about the benefits of the speaking skill in making learners good users of English language in comparison with the other skills whether the time devoted for teaching speaking is sufficient, and if they give their students the opportunity to speak and what are the problems they face when speaking. They were asked also about the speaking activities they use, and if they focus on fluency or accuracy when teaching, they were asked to suggest some ideas for learners that can help them improve their speaking performance.

In addition, teachers were asked if they use debate technique in classroom, and if it should be practiced, And how often they do use it, also they were asked whether the use of Debate improve the Students' speaking skill, and whether they find it demanding on them. Moreover, our interviewees were asked to list the steps they follow when implementing debate in the classroom, and whether they find difficulties with the number of students. Furthermore, the interviewees were asked if the materials in the textbook are compatible with the students' needs,

and if they face obstacles when preparing their speaking lesson using debate technique. Finally, teachers were asked to suggest some themes for debate.

3.8. Analysis of the interview :

Question 01 : for how many years have you been teaching ?

Options	Participants	Percentage
01year -15year	2	29%
16year -30year	5	71%
Total	7	100%

Table 3.14. Teaching Experience.
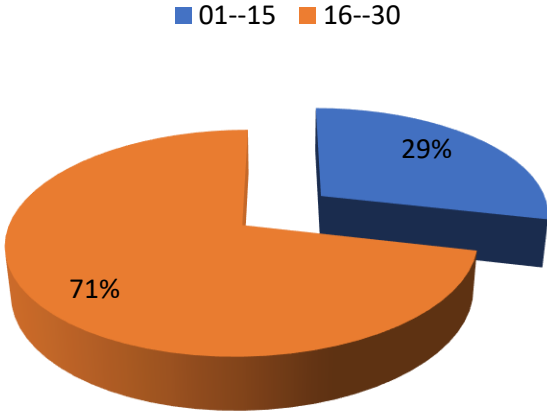
Figure 3.14. Teaching experience.

Most of the teachers (Five teachers) respond that they have a long teaching period, this indicates that they are experienced teachers, However, only two teachers has a short teaching experience , so they are less experienced teacher since one of them has taught just for three years and the other for six years.

Question 02 : do you speak only English in class ?

Teachers' response	Participants	Percentage
yes	0	0%
No	2	29%
No + comment	5	71%

Table 3.15. The use of the target language.

The results recorded in the table show that there is no teacher use only English in the class. Whereas, all of them use sometimes their mother tongue (Arabic) or French especially when the students do not understand or cannot receive the message. Teachers explain that they first use gestures, if the students do not understand they speak in French or Arabic.

Question 03 : how much can the speaking skill help the learner to be a good user of English language in comparison to the other skills (listening, reading and writing ?

Teachers responses show that speaking skill helps a lot and enables the learner to interact and use the target language fluently, it is the most important skill in learning any language because when the learner speaks English he reflects all his knowledge and background, it gives him a self confidence

Other teacher sees that the speaking skill is the most important skill in comparison with the other ones in the learning process simply because language is speech, it can help a lot the learner to be a good user of English language since it helps to improve one's fluency, besides it reflects Students' thoughts and personalities while transmitting message. This skill is a good practice of the foreign language.

Question 04 : do you think that the time devoted to teach the speaking is sufficient ?

Teachers' response	Participants	Percentage
Yes	0	0%
No	7	100%

Table 3.16. The time devoted to teach speaking.

According to the results, the common shared answer between all the teachers is that the time devoted to teach speaking is not sufficient (only ten minutes devoted to oral expression), and they affirm that this point should be taken into consideration, and that more time would be needed for practicing speaking,

Question 05 : do all your students participate in the class ?

Teachers' response	Participants	Percentage
Yes	0	0%
No	3	43%
No +comment	4	57%

Table 3.17. Students' motivation in classroom.

Regarding teachers' answers, they state that not all of learners participate in class and the most of them are not motivated. In addition to the crowdedness of classes and the noisy Students who hinder the Students participation in the Classroom and do not give the chance to those who are interested to express themselves.

Question 06 : what is the importance of communicative activities in EFL learning process ?

Our interviewees' answers are as follow :

➢ Communicative activities encourage the production of meaningful and real communication at all levels.
➢ They require a learner to speak with and listen to other learners about real life situations.
➢ Communicative activities are great opportunities for learning.
➢ They can help to improve learners' speaking skill, better their fluency and enrich their vocabulary.
➢ They are of a great importance not only for Students by making them more confident, but also for teacher by helping them to know their learners' mistakes (vocabulary, grammar and pronunciation…) and correct them,
➢ They motivate learners and help them improve their fluency, pronunciation, and performance when using English for communication.
➢ They are an opportunity to express opinions and ideas, and being creative.

Question 07 : do you give your students the opportunity to express their ideas ?

Teachers' response	Participants	Percentage
Yes	4	57%
No	0	0%
Yes +comment	3	43%

Table 3.18. giving Students opportunity to express their ideas.

From the teachers' responses, we can deduce that all the teachers give opportunities to their students to speak in classroom because learners are considered as the central part in the learning process, they motivate them by creating a suitable atmosphere for learning and giving them the chance to ask questions freely or express their ideas, But giving Students opportunities to express their opinions sometimes depends on the number of students in the class.

Question 08 :what are the frequent difficulties that your students face when speaking using EFL during classroom lesson ?

Teachers we have interviewed declared that the major students' speaking difficulties are mainly related to the students lack of vocabulary, shyness and poor listening practice since the students do not read a lot in order to increase their amount of vocabulary which will help them to reduce their anxiety and anxious feelings, students are supposed to speak and listen more than to write and read, alsopronunciation difficulties which is really a hurdle in the process of learning , let alone the deficiency in grammar rules and shortage of lexicon. In addition to the psychological obstacles ; while students are afraid of making mistakes when expressing themselves, therefore, the lack of vocabulary they and the linguistic luggage when Students cannot find the suitable words and expressions.

Question 09 : which of the following technique do you use ?

Options	Participants	Percentage
Discussion	7	100%
Role -play	4	57%
Communication games	3	43%
Information gap activity	3	43%
Debates	1	14%

Table 3.19. kinds of Techniques Used for Teaching.

As far as the results obtained we notice that all teachers (100 %) use discussion in their classes during the speaking section, (57%) of them use role play , (43%) of teachers see that information gap activity is the suitable technique for their learners, also (43%) of them agree that communication games are better for their learners, while only (14%) of teachers use debate when teaching.

Question 10 :what should teachers focus on Fluency or accuracy ? Why ?

Options	Participants	Percentage
Fluency	4	57%
Accuracy	1	14%
Both	2	29%

**Table 3.20. Skills that teachers should focus on.**
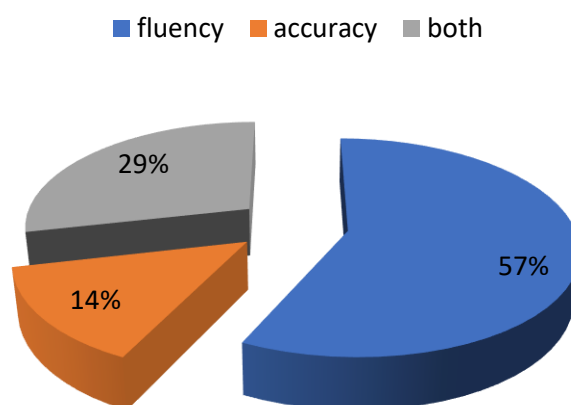
Figure 3.15. Skills that teachers should focus on.

A high percentage of teachers (57%) believe that fluency is more important than accuracy, as teachers justified that they cannot interrupt learners every now and then for not being precise, what really matters is that the message is conveyed and that students have the ability to express their ideas in different ways, they added that fluency facilitates the steady flow of ideas, whereas accuracy can hinder communication, but both are important in the learning process. (29%) of teachers see that bother fluency and accuracy are important in speaking since they go hand in hand and one cannot separate from another.   While the rest of teachers (14%) see that accuracy is mor important than fluency, because fluency comes through practicing , so learner should be accurate in speaking a foreign language before being fluent.

Question 11 :what do you suggest to learners to improve their speaking performance ?

Teachers provide a variety of suggestions :

- ➢ Reading a lot in order to enrich their vocabulary.
- ➢ Listening to native speakers.
- ➢ Be good listeners first then engage vocabulary in discussions with English speaking persons.
- ➢ A lot of practice outside and inside the classroom.
- ➢ Using social network.
- ➢ Listening to music and watching movies in English, (BBC news and CNN).

- ➢ Attending lectures regularly.
- ➢ Doing a lot of efforts when preparing an oral presentation and not being afraid to talk.
- ➢ Practicing all what they have learnt in the oral expression.
- ➢ Speaking English in their daily life.
- ➢ Study phonetics and knowing the sounds of phonetic symbols in order to avoid mispronunciation.
- ➢ In the classroom : encourage peer interaction classroom set in a (U) shape .
- ➢ Invite shy students to speak encourage them to use dictionary and watch British talk show.

Question 12 :do you use debate technique in classroom ?

Teachers' response	Participants	Percentage
Yes	6	86%
No	1	14%
Total	7	100%

Table 3.21. Using debate technique in the classroom
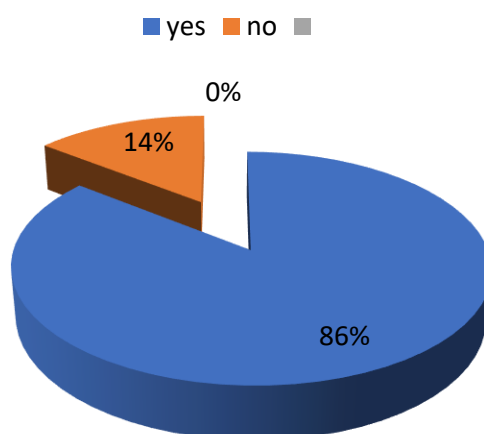

Figure 3.16. Using debate technique in the classroom.

According to the teachers' responses we can notice that most of them use debate as a technique in the classroom, three of them often use this technique especially if the class includes good students , besides three others rarely use it but they find it effective. While only one teacher do not use it at all.

Question 13 :do you think that such technique (debate) should be practiced ?

Teachers 'response	Participents	Percentage
yes	3	43%
No	0	0%
Yes +comment	4	57%

Table 3.22. The obligation of practicing debate in the classroom.

   The answers to this question reveal that all teachers agree that such a technique should be practiced since it can help the learner provide the opportunity to express views and argue them, gain a lot of knowledge, and improve their vocabulary as well as their pronunciation, taking into account the type of the lesson and the learners' ability.

Question 14 :how often do you use debates in your classroom ?

Teachers' response	Participants	Percentage
sometimes	2	29%
Rarely	4	57%
never	0	0%
always	1	14%

**Table 3.23. The frequency of using Debate in the classroom.**
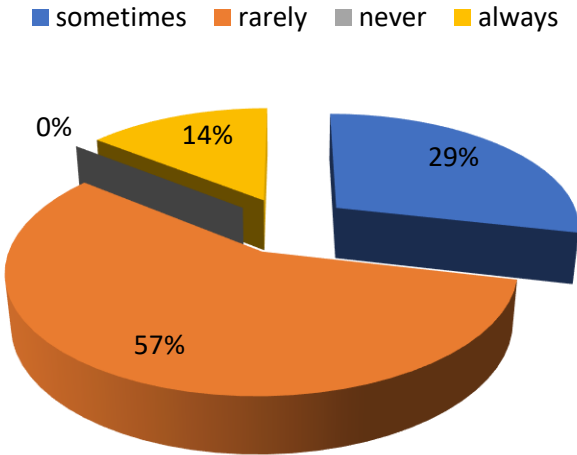
Figure 3.17. The frequency of using debate in classroom.

From the figure 17, a clear notice might be taken that the majority of teachers (57%) rarely use debate in their classes, and (29%) of them sometimes use debate and they explain that it depends on the Students'needs, motivation and the theme tackled that is why they use it when they find it suitable for their teaching. Only one teacher (14%) see that using debate is of a great importance and use it frequently, especially when the students are familiar with the topic and have sufficient lexicon to be able to express their views clearly.

Question 15 :do you think that the use of debate in the classroom improves the students speaking skill ? How ?

Teachers' response	Participants	Percentage
Yes	2	29%
Yes+commnet	5	71%
No	0	0%

Table 3.24. The role of debate in improving Students' speaking skill.
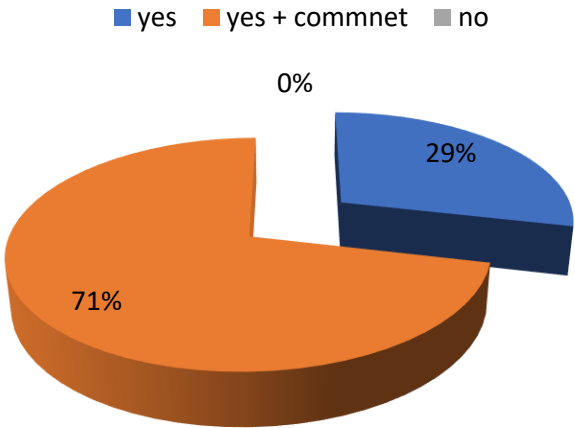
Figure 3.18. The role of debate in improving Students' speaking skill.

All teachers confirm that the use of debate improves the student' speaking skill, some of them (29%) say only yes and the others explain that the use of debate in the classroom improves the students speaking skill through

➢ motivating them and instilling confidence and self-esteem.
➢ expressing oneself opinion and ideas freely.
➢ debates make them more active and enable them to communicate and give arguments in English.

- They improve students' critical thinking skills by enhancing learners' analytical, research and note taking skills.
- Debates improve learner's ability to use reasoning and evidence
- they nurture rational thinking citizenship manners organization of thoughts, persuasion and public speaking,
- are a great device for engaging students and bringing life to the classroom
- give Students the opportunity to test their thoughts and views against that of their peers
- Help them to be persuasive speakers and good thinkers

 but when Students are motivated and do not show their interest nothing will be improved.

Question 16 :do you find debate activity demanding on you as a teacher ?

Teachers' response	Participants	Percentage
Yes	1	14%
No	1	14%
Yes +comment	5	72%

Table 3.25. The debate difficulties.

yes ■ no ■ yes + comment
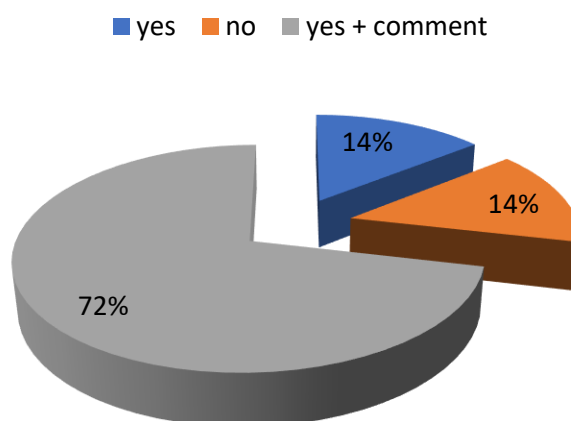
Figure 3.19. The debate difficulties.

Based on data gathered from the table above, a clear view may be drawn which States that only one teacher finds that the debate activity is an easy task to do. While the other teachers find it demanding on them because debate activity requires a great deal of preparation so as to

guarantee its effectiveness. They see that to organize and guide a debate it is a hard task especially When dealing with slow learners.

Question 17 :what are the steps to implement debates in the classroom

According to the interviewees answers we can derive the following steps :

First of all deciding about the purpose of the debate ,then the choice of the topic (interesting, reliable, up to date) after that , making a pre-debate activity to introduce the topic ; brainstorm ideas and organizing them then choosing the students who are motivated to perform and organize the rest of the class (classroom's environment) and the last step is the debate performance with the teacher guidance, after Finishing the debate it is time to draw a conclusion.

Question 18 :do you have problem with the number of the students in the classroom ?

Teachers' response	Participants	Percentage
Yes	3	43%
No	0	0%
Yes +comment	4	57%

Table 3.26. The number of students in the classroom.

Without any surprise, unanimously, the respondents declared that they have problems with the number of students in the classroom, crowded classes consume time, energy and effort and cause disorder in addition to the noise in class, and the most important thing is that the with more students in the classroom interaction becomes less and less.

Question 19 :are the material in the textbook compatible with the students need in learning speaking ?

Teachers' response	Participants	Percentage
Yes	0	0%
No	3	43%
Yes +comment	2	28%
No +comment	2	29%

Table 3.27. The compatibility of the textbook with the Students' needs.
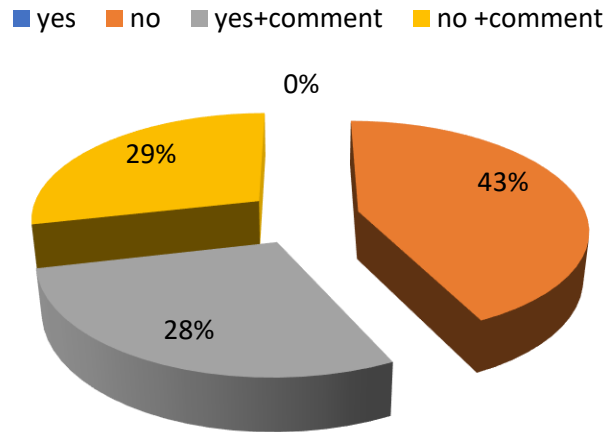
Figure 3.20. The compatibility of the textbook with the Students' needs.

Generally, the answers to this question are divided into two views, teachers who see that the material in the textbook are compatible with the students' needs in learning speaking, and that the students' needs are always changing. While the others see that it is compatible.

Question 20 :do you face any problems when preparing your speaking lesson using debate technique ?

Teachers' response	Participants	Percentage
No	1	14%
Yes +comment	5	72%
No +comment	1	14%

Table 3.28. The difficulties that face teachers when preparing their lesson using debate.
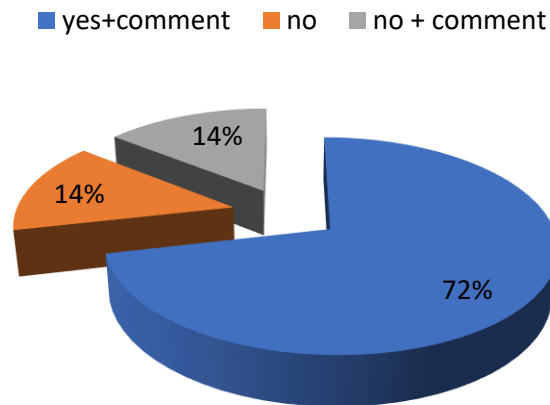
Figure 3.21. The difficulties that face teachers when preparing their lesson using debate.

We can notice from the chart above that the most of the interviewees face problems when preparing their speaking lesson using debate technique. The problems are listed as follow :

- time management.
- Level of students.
- Lack of interest.
- Time consuming.
- Lack of team work, empathy and support between Students.
- Discipline problem.
- Not enough time to plan.
- Debates are not suitable for large classes.
- Students incapability in terms of their background knowledge and English fluency ; these two factors can be a real disincentive to student participation.

Question 21 :do you have certain themes for debate ?

Teachers' suggestions :

- Are men equal to women ?
- Are parents always right ?
- Education in the light of the internet.
- World economic crisis.
- All the people should have the right to own guns !

- ➢ The death penalty should be banned.
- ➢ Banning mobile devices at school, with or against ?
- ➢ Technology makes people smarter , Yes or no ?
- ➢ Democracy is the best form of government.
- ➢ Drugs addicts, do they need help or punishment ?
- ➢ Should parents decide which career their children will pursue ?
- ➢ Can people save nature using technology or destroy it ?

3.9. Data Interpretation Of Teachers' Interview

Based on the data gathered and analyzed from the teacher's interview above, some facts were revealed concerning teachers attitudes towards implementing debate technique to improve EFL students speaking skill.

First of all, almost all teachers have a long teaching period, they have enough experience, only one of the respondents has taught for six years and the other one for three years. They all stated that they do not use only English when teaching but they also use the mother thang and some teachers use French too.

Moreover, the majority of EFL teachers agreed that speaking skill is considered to occupy the lion's part in EFL learning process in comparison to the other skills since it helps the learner to be a good user of English language. But all of them agreed that the time devoted to teach oral expression is not enough.

Approximately, all teachers, said that their Students are not motivated and do not participate in the classroom and this is due to the crowdedness which can hamper what is called classroom interaction.

They all stated different points which show the importance of communicative activities in EFL learning process, the majority of them give the opportunity to their learners to speak and encourage them, they use the collaborative learning technique, where students work in groups and share knowledge, but sometimes they face some speaking problems and basically are those related with inhibition because of shyness, anxiety, lack of vocabulary, and fear of making mistakes.

Concerning the speaking activities which most of teachers use to enhance the speaking skill for their students, all teachers state that they focus on discussions, role plays, communication games and information gap activities. But the debate technique they rarely use it despite its importance in improving Students speaking ability.

Teachers mentioned also the aspects they do focus on more while teaching oral skills which are : fluency and accuracy because students need to deliver their messages accurately and fluently to be fully understood by others, and to provide meaningful utterances when having any sort of conversation. In addition, teachers mentioned the techniques of developing speaking performance their responses were confirming on Reading a lot, listening to native speakers, Listening to music and watching movies in English, (BBC news and CNN), using social network. Practicing outside the classroom and speaking English in daily life…

As far as debate is important in language learning, most teachers admit its value and say that they often use it , only feu teachers who said that they sometimes use it , while all of them agreed that such technique should be practiced because of its great importance in improving Students' speaking skills. They also confirmed that the debate is a hard task to do and takes time to be prepared.

Teachers suggested some steps to implement a debate , First of all deciding about the purpose of the debate ,then the choice of the topic after that , making a pre-debate activity, brainstorming ideas and organizing them, organization of the class and finally the debate performance. Some teachers saw that the textbook materials are compatible with the students' needs while others confirmed that their needs are always changing so the materials are not compatible.

Teachers mentioned some problems they face when preparing their speaking lesson using debate, such as time management, Students' level, lack of team work... They also suggested some themes for debate as it is mentioned above.

3.10. Discussion of The Main Results

Since the English Language acts as a "lingua franca" , much emphasis is placed on enhancing the speaking skill in EFL learning process. That enables them to function appropriately in the target situation. Therefore, educators attempt to find the most efficient ways to make this improvement happen with the knowledge needed to achieve effective

communication. On the one hand , students have shown their awareness about the importance of speaking skill according to the data collected from the questionnaire addressed to respondents. In addition, they are mindful about the prominent role of debate activity in reinforcing their oral proficiency. In this regard, students claim that this activity should take place in the oral section to overcome their speaking problems by devoting more time. On the other hand, the results of the interview addressed to teachers have shown also their agreement that speaking skill is of great importance in EFL learning , it is a tiresome process which requires much time. Similarly , assessing debate activity is seen to be beneficial in enhancing the speaking skill. But unfortunately it is not used by all teachers, although both learners and teachers agree that debate is a very important activity in improving Students' speaking ability, it is neglected by teachers.

All the previously mentioned findings strengthened more the background ideas of this research work. They seem to confirm the three hypothesis that say if teachers apply the debate activity they would enhance their students' speaking skill, motivate them and enrich their vocabulary. Also if the students are given the chance to express themselves, produce and work together, then they should be satisfied by the implementation of the communicative activity (debate) which may be conducted to ameliorate teaching speaking, finally, The use of debate activity in the classroom will brilliantly help in the improvement of students' speaking skill, motivate them, and encourage them to speak orally.

3.11. Recommendations

In the light of the results and conclusions of the study,we find that it is important to propose some recommendations for both teachers and students in order to devolop students' speaking skill.

a. The teacher should provide more opportunities to the learner to practice the target language in order to grow their confidence and fluency.

b.The use of English has to be maximized, since the only chance for students to speak English is in the classroom.

c. the teacher should Create a supportive, friendly and enjoyable atmosphere to make the students participate and speak freely in front of their classmates .

d. The students should be interested and try to involve speaking activities not only in class but also out of the classandminimize the use of mother tongue.p

e.The teacher should solve the problem of the overcrowded classes,in order to give the chance to all the students to speak and share their opinions.

f.Teachers should encourage shy students to participate orally by using different activities of debates that depend on team work.

3.12. Conclusion

In general, the results of the third chapter which rely on learners' questionnaire and teachers' interview show that the speaking skill is very important in EFL teaching. It also reveal that using appropriate activities and principles can help the teachers to develop the speaking skill of their students, and help the learner's to overcome the difficulties they face when speaking and become more fluent and confident with the support of their teachers.

General conclusion

Learning a new language is to be able to speak the target language fluently. The speaking skill is such a prominent part of the English language and it is also the skill which has often been neglected in EFL classrooms. In addition, oral performance appears to be one of the most difficult skills to evaluate since there are many constraints to overcome by the teachers and the learners. The teacher is obliged to possess knowledge of how to improve students' proficiencies in an efficient way, and psychological basics are indeed demanded in learning speaking.

Due to this facts, a prime activity was proposed on behalf of reinforcing the speaking skill inside and outside the classroom for further competence. This activity is debate, it

was suggested for oral expression achievement and to approach knowledge with more energetic and motivated students who will certainly trust their own abilities and become positive . The current work was motivated by our personal desire to learn about how to teach and improve English speaking skill to third year secondary school students. Thus, the main objective of this investigation was to exhibit adequate understanding of the importance of using debate activity as a tool to improve English speaking skill of third year secondary school students.

In addition , the study concerns also the existing relationship between the speaking skill and successful communication. In this vein, the research was divided into three chapters : the first one dealt with theoretical consideration on speaking skill, whereas the second chapter tried to give an overview of the debate technique and its aspects, in addition to the practical part of this extended research in the third chapter in which data were collected, analysed then provided the main findings. The research work ended with some suggestions and solutions for teachers and students. The fundamental objective was to make EFL students improve their communicative abilities in English as the focus of foreign language education is communication, and oral language is central for the students at all levels. While

Through conducting and designing an exploratory case study and after the analysis of data gathered from different sources using a set of research instruments (a questionnaire for learners and an interview with teachers), the results provided interesting insights into the EFL students' speaking competence and enabled us to draw the following conclusions ; the three hypotheses put forward were almost confirmed.The results revealed that the implementation of debate technique by teachers can help to develop the students communication and critical thinking skills. Hence,the students can be motivated to think in a short time and give their arguments, it is beneficial for students to enrich and update their vocabulary as well to be fluent in language. Eventually they will be challenged to talk and speak up during the debating activities . Teaching speaking through debate can be enjoyable experience for both teacher and student. These results partly validate the first and third hypotheses while they totally confirmed the second one.

In this study, many limitations and obstacles have been encountered. The researchpaper has been donewithin the confinement due to the coronavirus pandemic , and the schools and libraries closure. So,we were obliged to work from home.The Research was very limited , we

were unable to meet we were obliged to work through phone conversations and to knock on doors in order to get all the help needed for the research interview and questionnaire.

Finally,we end this dissertation by customizing the most considerable suggestions that we hope will help learners as well as teachers in the EFL class, to better discover the debate activity which is totally neglected , and utilize it when delivering their oral section. The suggestions which should be followed in all circumstances so as to motivate the learners and progress, is maintaining nice atmosphere, encouragement and giving a chance to everyone to experientheir own success and achieve their best.

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Appendices

Appendix A

Students' Questionnaire :

We would be so grateful if you could answer the following questions concerning the use of debate in classroom at the secondy school level and its effectiveness on devoloping learners' speaking skill. This research is conducted by second year Master students of Didactic of Ibn Khaldoun university of Tiaret. You are kindly requested to access the questionnaire as your answers will be of great contribution to this investigation.

1. Age ?

2. Gender ? ☐ male ☐ female

3. How do you assess your level in English?

☐ weak ☐ average ☐ good ☐ very good.

4. Pick the skill that you need to improve the most:

Listening ☐ reading ☐ writing ☐ speaking. ☐

5. Do you agree that in order to learn the langauge you have to speak it ? :

Ag☐ strongly agree ☐ disagree s☐nglydisagree.☐

6. Do you think that you are satisfied about the hours devoted to study Oral session ?

☐ Yes. ☐ No, we need more hours.

7. Do you face obstacles while speaking ? ☐ yes ☐ no

If yes , is it due to :

☐ a.the fear of making mistakes

☐ b.the lack of vocabulary

☐ c.the lack of practice

☐ d. the lack of self- confidence

8. Does your teacher give you the opportunity to express your ideas ? :

☐ yes   ☐ no

9. Which of the following technique do you enjoy best ? :

☐ a.discussion

☐ b. role-play

☐ c. information gap activity

☐ d. debate

10. Does your teacher use debate in classroom?   ☐ yes   ☐ no

11. Do you think that the use of debate in classroom enhances your speaking skill ?

☐ yes   ☐ no

Explain why :

………………………………………………

…………………………………………….

………………………………………………

………………………………………………

12. The use of debate might help you to improve your ?:

☐ a. vocabulary.   ☐ b.fluency.   ☐ c. accuracy.   ☐ d.confidence

13. Do you think that such a technique (dabate) should be practice ☐ }s   ☐

b. if yes ,explain why

c. if no, suggest other effective techniques that you think are important.

…………………………..

If you have questions regarding the study , please contact as at :

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Appendix B

Teachers' interview:

Dear teachers

You are kindly requested to answer the following questions that aim to investigatethe effectivenessof using debates at the secondary school level to improve EFL learner's speaking skill. Yourcontributions are of a great importance to the fulfillment of our study.

Thank for your collaboration.

1. For how many years have you been teaching ?
2. Do you speak only English in class?
3. How much can the speaking skill help the learner to be a good user of English language in comparison to the other skills (Listening, Reading, Writing)?
4. Do you think that the time devoted to teach the speaking is sufficient ?
5. Do all of your students participate in the class?
6. What is the importance of communicative activities in EFL learning process ?
7. Do you give your students the opportunity to express their ideas ?
8. What are the frequent difficulties that your students face when speaking using EFL during classroom lessons ?
9. Which of the following techniques do you use?
   ☐ a. Discussion

   ☐ b. Role-play

   ☐ c. Communication games

   ☐ d. Information gup activity
   ☐ e. Dbates
10. What should teachers focus on ?   ☐   fluencyaccuracy   ☐

Why?

11. What do you suggest to learners to improve their speaking performance?

12. do you use debate technique in classroom ?

13. Do you think that such techniques (debate) should be practiced?

14. How often do you use debates in your classroom?

15. Do you think that the use of debate in the classroom improve the students speaking skill? How ?

16. Do you find debate activities demanding on you as a teacher?

17. What are the steps to implement debates in the classroom?

18. Do you have problem with the quantity of the students in the classroom ?

19. Are the material in the textbook compatible with the students need in learning speaking?

20. Do you face any problems when preparing your speaking lesson using debate technique ?

21. Do you have a sertain themes fo debate ?

Summary

The current research aimed to investigate the effectiveness of using debates to develop students' speaking skill in the secondary school level .Its objective is to encourage teachers to use debates in EFL classes in order to enhance learners' speaking skill. This study relied on a number of research instruments for data collection: questionnaire for learners and structured interview with teachers. The data collected were analysed quantitatively and qualitatively. The results of this research indicate that the implementation of debate technique by teachers can help to devolop the students communication skill ,and help them to enrich and update their vocabulary as well to be fluent in the target language (English).

Résumé

La recherche actuelle visait à étudier l'efficacité de l'utilisation des débats pour développer les compétences orales des élèves au niveau secondaire. Son objectif est d'encourager les enseignants à utiliser les débats dans les classes EFL afin d'améliorer les compétences orales des apprenants. Cette étude reposait sur un certain nombre d'instruments de recherche pour la collecte de données : questionnaire destiné aux apprenants et entretien structuré avec les enseignants. Les données collectées ont été analysées quantitativement et qualitativement. Les résultats de cette recherche indiquent que la mise en œuvre de la technique de débat par les enseignants peut aider à développer les compétences de communication des élèves, et les aider à enrichir et mettre à jour leur vocabulaire ainsi qu'à parler couramment la langue anglaise.

ملخص

يهدف البحث الحالي إلى التحقق من فعالية استخدام المناظرات لتطوير مهارة التحدث لدى طلاب الثانوي. والغاية منههو تشجيع المعلمين على استخدام المناقشات في فصول تدريس اللغة الإنجليزية كلغة أجنبية من أجل تعزيز مهارة التحدث لدى المتعلمين. اعتمدتهذه الدراسة على عدد من ادوات البحث لجمع البيانات :استبيان للمتعلمين و مقابلة منظمة مع المعلمين. تم تحليل البيانات التي تم جمعها كما و نوعا.تشير نتائجهذا البحث إلىأن تطبيق اسلوب المناظرة من قبل المعلمين يمكن ان يساعد في تنمية مهارات الاتصال لدى الطلاب،و مساعدتهم على إثراء و تحديث مفرداتهم وكذلك اتقان اللغة المستهدفة (الإنجليزية).