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Teachers' and Students' Attitudes towards In-class Debate as a Learning Strategy for the Amelioration of Students' Oral Proficiency.

The Case of: second year LMD Students of English at the University of 8 Mai 1945, Guelma.

A Dissertation submitted to the Department of Letters and English Language in Partial Fulfilment of the Requirements for Master's Degree in Language and Culture.

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DEDICATION

First of all, we give our gratitude to the most Graceful and most Compassionate Allah the Almighty that has provided us with uncounted blessings to finish this work.

I dedicate this work to:

To my beloved parents who encouraged and advised me to reach my objective, my dear hand holder big brother who supported me to finish my studies, his wife Imene and his children Ilyane and Melina to All my family who helped me a lot & my friends particularly Rania and Narimene.

Bohra

DEDICATION

Above all, thanks to ALLAH who guided me on the right path.

I dedicate this work firstly:

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To my adorable sisters Salsabil and Amani, to my lovely brothers Zaki and Lamin for being my guardians and advisors during my educational career.

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ABSTRACT

The current study attempts to discover EFL students' and teachers' attitudes towards in-class debate as a tool to enhance students' oral proficiency. To fulfill this aim, a quantitative descriptive method was followed. Two questionnaires were designed and administered to check whether teachers and students have positive or negative attitudes towards the use of in-class debate as a learning strategy for ameliorating students' oral proficiency. The sample was composed of four teachers of oral expression from the department of English, university of Guelma and ninety-five second year LMD students from the same department. The results obtained indicated that both teachers and students have positive attitudes towards the use of in-class debate and its role in developing students' oral proficiency. On their part, teachers have shown how effective and fruitful the use of debates in oral classes could be; the analysis of teachers' questionnaire has demonstrated the cognitive, psychological, and educational benefits the use of debates brings about. Similarly, learners' answers have indicated their preference of these techniques as it allows them to speak up their minds and take stands. Learners and teachers support the use of debates because they allow enjoyable effective oral proficiency progression to take place. Therefore, teachers need to put on more effort in oral classes content and try to incorporate as much interesting elements to learners as possible. Students also need to work hard on their linguistic skills and behavioral ones, they need to trust themselves and act actively in classes.

Keywords: In-class debate, Oral proficiency, Communication, Speaking, EFL learners, EFL teachers.

LIST OF ABBREVIATIONS

CL: Collaborative Learning.

CLL: Cooperative Language Learning.

CLT: Communicative Language Teaching.

EFL: English as Foreign Language.

ESL: English as Second Language.

OE: Oral Expression

TBLT: Task-based Language Teaching.

TL: Teaching Language.

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GENERAL INTRODUCTION

Learning the English language requires mastering its language skills, which are reading, listening, writing and speaking. However, the speaking skill is considered as one of the important and challenging skills. Being a competent speaker in a foreign language is a major concern for many learners. Particularly, those who are keen on achieving higher oral proficiency and learn to communicate effectively with other users of the target language. Since in English as a second language (ESL) or English as a foreign language (EFL) classes, successful language learning is determined by the learners' oral ability.

In order to enhance learners' speaking ability and improve their communicative competence, it is necessary for teachers to help their students by using various effective oral teaching techniques and strategies. This kind of activity could propel students to learn the language effectively and successfully. As an attempt to get learners involved in that language, Debating is such an activity through which students filter their English spoken production. Since it is regarded as a crucial speaking activity, it serves as a key to success in people's personal as well as professional life.

Consequently, Teachers are responsible for creating a friendly motivating atmosphere where learners would be given the opportunity to participate and express themselves on the one hand. On the other hand, their language speaking skills would be constantly checked and corrected when needed by teachers. The use of classroom debate encompasses all the previous process; it enables teachers to oversee learners' progress and help them to practice the language throughout argumentation and reflection.

1. Statement of the Problem

There are a considered number of students at the department of English who have a low oral proficiency where their speaking production is poor comparing to writing

one. Therefore, they prefer to use other ways to share their thoughts, opinions or mainly they remain silent. This is due to many factors that inhibit the process of speaking. EFL classroom debates might have a role in influencing the learner's oral proficiency. In this respect, many students could have the chance to work on their speaking skill. EFL teachers and learners may have a positive attitude to use that strategy and advocate it as an effective one to enhance the learners' oral performance, while others do not, that is in-class debates have nothing to do with influencing the learners speaking skill, or their communicative capacities. So our research sheds the light on the following question: What is the attitude of EFL teachers and learners toward in-class debates in enhancing the learners' oral proficiency?

2. Aims of the Study

In the process of teaching English as a foreign language, it is important to focus on students' oral performance, where the majority of the students consider it as an obstacle. Also it is important for teachers to create a helpful atmosphere for the students to speak comfortably. Hence, choosing the appropriate technique to advance the students speaking production is a crucial task and this is what the classroom debates offer. In this respect, our research aims at collecting different views and attitudes of both EFL teachers and learners towards the role of classroom debate as a learning strategy and its influence on enhancing EFL students' oral proficiency.

3. Research Questions

The current research tends to investigate teachers and learners attitudes towards classroom debate in enhancing the students' oral proficiency. In that context, we attempt to answer the following questions:

Q1:What is the attitude of EFL teachers and learners toward that strategy in enhancing the students' oral proficiency?

Q2:Is in-class debates effective in developing students oral proficiency?

Q3:Does classroom debate involve the EFL students in comfortable atmosphere to speak better?

4. Research Hypothesis

The present study examines both teachers' and learners' attitudes towards debate implementation inside language class. Thus, it is hypothesized that:

H₁: if teachers and students have either positive or negative attitudes towards in-class debate, students' oral proficiency would be affected.

H₀: if teachers and students have either positive or negative attitudes towards in-class debate, students' oral proficiency would not be affected.

5. Research Methodology and Design

5.1. Research Method and Data Gathering Tools

The research is conducted through descriptive quantitative method, aiming at examining the teachers' and students' attitudes towards classroom debates and its role in increasing the learners' oral proficiency, through the use of two questionnaires, in order to collect different views to accomplish the objective of the present research.

5.2. Population and Sample of the Study

The sample of the research consisted of teachers and students at the department of Letters and English language, at the University of 8 Mai 1945 (Guelma). The reason behind choosing these two types of population is that the selected teachers are the most

experienced ones in teaching oral expression, thus they are aware of their students' capacities and what are the methods that improve their speaking abilities. Also, they are most fit for providing the needed data for analysis and interpretation. The choice of second year students as the second sample of the research was based on these learners relatively new experience with the use of debates in oral class; students are only initiated to debates after their first year. The main aim behind first year oral program is to check out learners level of command of both speaking and listening, and helping learners to get used to new techniques in language teaching such as audio types and roleplay. Hence, second year learners' views would be sincere and more reliable.

5.3. Data Gathering Tools

In order to verify the hypothesis, both teachers' and students' online questionnaires were used to carry out this research and provide us with the necessary information, about the teachers' and learners' attitudes towards in-class debates as a teaching and learning technique, to enhance students' oral performance.

6. Structure of the Dissertation

The present dissertation consists of three chapters. The first two chapters are theoretical while the third one is practical. Chapter one is devoted to EFL learner's oral proficiency. It tackles its definitions and different components in addition to various approaches of teaching. The second chapter is about classroom debate and the attitude of the teachers and the learners towards it. It traces the theoretical basis of this strategy and gives insights about its role on EFL learners speaking performance and the different opinions and views about its impact. Chapter three is entirely practical. It is about field work where it gives a detailed description, analysis and full interpretation of the findings and results from both

teachers' and students' questionnaires. This chapter also includes some limitations and pedagogical implications that suggest some recommendations for future research.

CHAPTER ONE

The Speaking Skill

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Introduction

In EFL classes or any other kind of language teaching class, mastering the target language requires mastering the four basic skills (speaking, listening, writing, and reading). Speaking is considered as one of the prominent productive skills; thus the main objective of EFL teachers' is to develop the learners' oral proficiency, and competence to communicate effectively using the language. Yet, teaching speaking is not an easy task. This chapter is devoted to the review of related literature about oral proficiency. It deals with the key concepts and notions underpinning oral proficiency. The chapter also refers to the main elements of the speaking skill, and discusses the main approaches to teaching speaking. Moreover, it sheds light on recurring learners' difficulties when speaking using English. Finally the chapter overviews some of the activities used to help learners overcome speaking issues.

1.1. The Speaking Skill

Speaking is the ability to combine parts of speech like words and phrases to convey certain meanings or messages; it is the backbone of communication and the basic element of human relationship building and understanding. In addition, people who master a certain language are judged through their level in speaking that language. Many experts in the field of language teaching and learning define speaking in different ways. The Oxford Advanced Dictionary (1990, p.58) defines it as the skill to communicate or convey views, feelings, ideas, and a wide range of other information through talking. That is to say, Speaking is the verbal use of the language to communicate better with others. Brown & Yule (1983, p.73) provided another definition of the term, they stated that "speaking is to express the needs-request, information, service, etc". In other words, speaking is a tool of communication and negotiation, by which one can express his thoughts, ideas and feelings. According to Bygate (1987, p.1) speaking is a skill that deserves huge attention as

much as other language skills because in EFL classroom, teaching speaking has a great role in the students' communicative achievements. Besides the big importance of speaking in several fields, he adds that it is highly required to deal with what makes the learner a good speaker regarding all the characteristics that enable the learner to speak fluently. However, speaking is not exclusive to only verbal means. There are other mediums to carry out messages than words and oral channels. Consequently, Chaney emphasized that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols into a variety of context" (1998, p.13). Therefore, speaking needs a lot of experience, practice and a wide range of knowledge about the skill itself and related skills.

1.2. Elements of The Speaking Skill:

Many students face difficulties with spoken production. In order to enhance speaking in EFL classes and help learners master the language, it is essential to know the main elements that speaking encompasses. In speaking, learners need to acquire some necessary elements to guarantee the success of communication. The following division is based on Harmer's (2001) work. He suggested two main elements for speaking, language features and mental/social processing; with sub-elements for each.

1.2.1. Language Features:

To have a meaningful speech, many elements are needed. Harmer enlisted these sub-components:

- **Connected Speech:** a good speaker is required to produce and use fluent connected sounds not only phonemes. These sounds may be modified, omitted, added or weakened.
- **Expressive Device:** Native speakers of English use a variety of strategies in speaking, such as pitch and stress of a particular part of utterance and many

other physical and non-verbal devices (paralinguistic). These devices would help speakers convey intended meaning across different situations.

- **Lexis and Grammar:** This element is related to the different forms a language could take in order to perform different functions. Speakers use these linguistic elements to express a variety of meanings moving from greeting to surprise when needed.
- **Negotiation of Language:** Negotiations in this context are presented through clarification and simplification speakers ask for when listening to others for better understanding. The forms needed to ask questions in relation to the context itself and the other participants must be known for the speakers. All that is relevant to the what and how and with whom must be taken into consideration by speakers so that the communication triumphs.

1.2.2. Mental/Social Processing:

Having knowledge about language skills in speech production only is not enough; because a successful speech necessitates also a processing skill, it includes the following:

- **Language Processing:** it is the ability of the speaker to process the language; chiefly through recalling specific words and phrases from the memory, and then using them to produce accurate and appropriate sentences to use while communicating.
- **Interacting with Others:** As the purpose of speaking is to interact with others, an effective speaker needs to be a good listener; be able to understand others' ideas, and respect the turn-taking while communicating.
- **Information Possessing:** It has to do with how fast and effective a speaker is when treating received messages, as they are supposed to respond and replay.

1.3. Approaches to Teaching Speaking

Teaching speaking to language learners is of significant value, it greatly benefits learners. Kayi (2006) provided the following list of the main advantages of teaching speaking to students. He claimed that teaching speaking would:

1. Teach the students to produce the English speech sounds and sound patterns.
2. Use word and sentence stress and intonation patterns and the rhythm of the second language.
3. Allow Students identify suitable words and expressions based on the appropriate atmosphere, public and the topic being discussed.
4. Coordinate the concepts in coherent and logical order.
5. Employ language to communicate views and attitudes.
6. Use the language quickly and confidently with few unnatural pauses (as cited in Asirda, 2014, p. 61).

Additionally, the traditional view of teaching speaking was merely limited to repetition, rote learning, or performing an oral activity. However, with the appearance of new methods and approaches, teaching speaking has now a wider scope. It became more “learner-centered” (Richards, 2008, p. 2).

1.3.1. The Communicative Language Teaching Approach

Richards (2006) argued that the communicative language teaching (CLT) approach firstly appeared in the late 70's. It substituted the traditional method when the significance of the latter was lessened. This approach brought new ways to teach language and it focused on developing learner's knowledge and skills to communicate properly in the TL. Accordingly, Richards and Rodgers (2001) asserted that “The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence” (p. 193). It places interaction

throughout different contexts at the core of language learning, it is both a means and a goal.

In the same line of thought, Harmer (2001, p.86) claimed that “The Communicative approach or communicative language teaching (CLT) has now become generalized ‘umbrella’ terms to describe learning sequences which aim to improve the students “ability to communicate.” This indicates that speaking proficiency is at the heart of this approach, as it aims to develop learners’ speaking skills to become communicatively competent. Additionally, Communicative language teaching mainly focuses on language as a means of interaction that plays different specific functions, through relying on grammatical, structural, and semantic features of the language (Richard & Rodgers, 2001, p. 155).

1.3.2. Cooperative Language Learning

Cooperative learning of languages (CLL) also referred to as Collaborative learning (CL); is one of the most prominent instructional practices. This approach involves teamwork techniques mainly by including students in small groups in the classroom, thus participating and learning from each other by exchanging ideas and thoughts in pairs or groups. In addition, CLL gives the students the ability to use the language in practical ways in learning the language. Oslen and Kagan (1992) defined Cooperative learning as:

Group learning activities organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his/her own learning and is motivated to increase the learning of the others.(as cited in Richard & Rodgers, 2001, p.192).

Slavin (1980, p. 315) described cooperative learning as the reinforcement of students performance through using group learning. Similarly; Artz and Newman (1990, p. 448) defined cooperative learning as “ a small group of learners working together as a team to

solve a problem, complete a task or accomplish a common goal.” Even though the goal of CLL vary in relation to learners, teachers, and contexts, its main goals include the following:

1. To provide opportunities for naturalistic second language acquisition using interactive pairs and group activities.
2. To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classrooms, mainstreaming).
3. To provide opportunities for learners to develop successful learning and communicative strategies.
4. To enhance learner motivation, reduce stress and to create positive and effective classroom climate.
5. To enable focused attention to particular lexical items, language structures, and communicative functions using interactive tasks. (Richard and Rodgers, 2001, p. 193)

1.3.3. Task-Based Approach

The use of learning tasks is what Task-based approach /task-based language teaching (TBLT) relies on as the main component of instruction in language teaching. Richards and Rodgers (2001, p. 223) believed that task-based language teaching is based on several principles that shaped a part of communicative language teaching. For instance, both approaches task-based language teaching and the communicative language teaching involve:

- Activities that involve real communication are fundamental for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- The language that is meaningful to the learner supports the learning process.

Nunan (2004, p. 467) described task-based language teaching as “a methodological realization of communicative language teaching”. In a similar regard, Edge and Garton (2009, p.108) defined Task-Based Approach as “a communicative activity in which students are given an outcome to achieve beyond just using language.” This entails that the TBLT focus is not merely communication, but rather what comes next. Its goal is to improve language learning by involving students in a number of activities and a variety of tasks that have a clear result. Thus, Freeman and Anderson (2011, p. 193) referred to TBLT as “a strong version of the communicative approach. TBLT requires students to interactively as well as authentically use the language keeping in mind the negotiation of meaning and meaningfulness of communication. Willis (1996) pointed out that “TBLT is a learner-centered teaching approach” (p. 123). It is designed to train learners to use language forms intentionally in a different context. In line with Willis, Richards and Rodgers (2001, p. 235) emphasized the TBLT role in offering learners authentic means to achieve suitable learning ends. They suggested that TBLT “provides for a more effective basis of teaching than other language teaching approaches.” Ellis (2003) stated the followings as the major characteristics of TBLT:

- Learner-centered rather than the teacher controlled learning.
- Task serves as the means of achieving natural use of the language (p.64).

1.4. Communicative Competence

The term communicative competence was coined for the first time by Dell Hymes to refer to the way of using the target language appropriately. It is about the ability to use language grammatical rules while effectively communicating (Hedge, 2000, p. 45). After he has criticized Chomsky's competence and performance for being very limited and idealistic, Hymes introduced his notion of communicative competence. He believed that

learning a language is not exclusively limited to learning its grammar, but also relating it to the cultural and social context and the other speakers (Saville-Troike, 2003, p. 18).

According to Longman (1983, p. 49), Communicative Competence is “the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom”. It contextualizes communicators within communication, giving them clues about the other participants and the message itself. Additionally, Xin (2007, p. 39-45) communicative competence refers to knowledge of a given language that enables individuals to communicate effectively and accurately in real contexts. Richard and Renandya argued that “the ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved” (2002, p. 201). Using another language for communication is not an easy task; it requires a considerable amount of attention to many related factors or what is known as communicative competence.

1.5. Components of Communicative Competence

Canal and Swain (1980) divided communicative into two main competencies: linguistic and psycholinguistic.

1.5.1. Linguistic Components

1.5.1.1. Grammatical Competence

The grammatical competence encompasses the “knowledge of lexical items and rules of morphology, syntax, sentence- grammar, semantics and phonology” (Shohamy, 1996, p. 143). In addition to knowing the grammatical rules related to word and sentence formation, language learners must be able to convey meaningful and well pronounced utterances to be grammatically competent.

1.5.1.2. Discourse Competence

Discourse competence is closely related to grammatical competence; it is chiefly concerned with maintaining cohesion and coherence when speaking or writing (Canale & Swain, 1983). Bachmen and Palmer (1984) emphasized the role that discourse competence plays in creating unified meaningful texts. In addition, Martínez-Flor, Esther, and Eva believed that discourse competence encompasses:

Knowledge of discourse markers (e.g., well, oh, I see, okay), the management of various conversational rules (e.g., turn-taking mechanisms, how to open and close a conversation), cohesion and coherence, as well as formal schemata (e.g., knowledge of how different discourse types, or genres, are organized) (2006, p. 147).

This entails that discourse competence covers the whole communicative event including not only the opening and closing, but also quality of the messages exchanged between the participants.

1.5.1.3. Socio-Linguistic Competence

According to Canale and Swain (1983), the socio-linguistic competence is related to the social, cultural, and spatial context in which the language is used. Similarly, Savignon claimed the socio-linguistic competence is related to the communicators' roles, the overall purpose of communication, and its nature (1983, p. 37).

In his definition of sociolinguistic competence, Tarone (1983, p.163) focused on the role the latter plays in initiating and maintaining social relationships. The socio-linguistic competence plays a vital role in the effectiveness of communication and compensation for any deficiencies that may lead to unpleasant ends (Bygate, 2006, p. 151).

1.5.1.4. Strategic Competence

As its name denotes, strategic competence is related to the strategies speakers use to overcome problems that arise while communicating. It helps speakers maintain and keep conversations going (Canale & Swain as cited in Hedge, 2000, p. 28). On their part, Dörnyei and Thurrell referred to strategic competence as the ability to ensure the communication's success and eliminating misunderstanding by producing effective messages (1992, p. 17). Both verbal and non-verbal communication strategies could be used to overcome communication breakdown (Canale & Swain, 1980, p. 30).

1.5. 2. Psychological Components

1.5.2.1. Knowledge

It refers to all that an individual knows about a language and the different aspects of its use for communicative purposes (Canale & Swain, 1983).

1.5.2.2. Skills

Canale (1983) linked their skills to Chomsky's performance; yet, made it strongly linked to competence or knowledge in this case. It is concerned with individuals' proficiency in using their linguistic knowledge in actual contexts.

1.6. EFL Learners' Speaking Difficulties:

Luoma (2004) stated "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop" (p. 1). Many difficulties arise when learning to speak a language, yet mastering this skill remains achievable. Brown (2000, p. 270-271) identified eight difficulties that may face students in their learning speaking process:

1.6.1. Clustering

Brown agrees that fluency in speech is phrasal and not word-by-word. However, many learners may face problems when clustering words and letters, or they may make a word-by-word speech by making pauses.

1.6.2. Redundancy

There are extra forms that distinguish the spoken language like: *I mean, well, you know* which learners repeat to link their ideas. However, sometimes they end up overusing some of these forms while speaking.

1.6.3. Reduced Forms

The English language is full of reduced forms such as phonological, morphological, syntactic or semantic ones. Since learners are taught the full formal forms of the target language, making connections between the different forms using them would be difficult for learners.

1.6.4. Performance Variables

Hesitation, pauses, backtracking and self-corrections is what characterizes a speech performance and make it distinguishable from other forms of speech. This is a lot to take in for beginner language learners. They need to be taught the way of thinking and how to formulate ideas and linking them using *uh, um, well* ...etc simultaneously with their performance.

1.6.5. Colloquial language

Teachers must teach their students about the colloquial language, the actual context of target language. However, like any other form of cultural bound forms, it would be hard for learners to learn these forms.

1.6.6. Rate of Delivery

The lack of comprehension and the ability to speak quickly or slowly is another difficulty facing English learners. Therefore, students should be taught to perform an acceptable and fluent speech.

1.6.7. Stress, Rhythm, Intonation

Pronunciation is another significant feature of the English language. Stress, rhythm and intonation are all included within pronunciation. They are very important as their use adds more meaning to the speech itself. Therefore, careful attention must be paid to teaching these features that are not relatively easy to be taught.

1.6.8. Interaction

In different language situations, interacting with different interlocutors helps learners to learn new words and develop their language. According to Hemerka (2009) “ the poor speaking performance is a big handicap, as it makes their ability to use the language for its most important purpose, the exchange of information is limited” (p. 9). She described several issues that can act as the main obstacles to the success of the learner’s speaking performance, which are:

- Not able to express their thoughts and opinions satisfactorily.
- Learners’ use of simplified language that does not match their overall acquired level
- Often make mistakes and slips
- Speak slowly and less fluently, making frequent pauses and thinking of suitable or correct words.
- Respond briefly, often using only one-word answers (Yes or No).
- Sometimes have nothing to say at all (Hemerka, 2009 p. 9).

1.7. Classroom Speaking Activities

The main aim of EFL classes is to develop the learners' communication skills. Teachers could reach this ultimate goal by designing appropriate activities that should create a comfortable atmosphere for the learners to communicate naturally, express themselves, and exchange opinions freely. Classroom speaking activities give the learners the opportunity to practice their spoken language effectively; as well as increasing their motivation through establishing good relationships between class members.

To break the silence of students and prevent what is called the monotony in the classroom, the teacher should vary speaking activities. He/ She needs to create and maintain learners' motivation as well as to increase their excitement towards communication. Lazarton (2014) stated, "EFL teachers need to be particularly adopted at organizing class activities that are authentic, motivated and varied."(p. 116).

Harmer (2001, p. 271) introduced a variety of activities that are used in oral expression courses, such as communication games, information gap activities, and discussion.

1.7.1. Communicative Games

Harmer (2001, p. 272) stated that this type of activities is presented in the form of games, which are designed to stimulate communication between students and create an enjoyable atmosphere to foster speaking proficiency. Moreover, these games encourage both co-operative and competitive elements during an oral class.

1.7.2. Information Gap Activities

According to Harmer (2001), This type of activities is used when two speakers have different parts of information that make up the whole image when related together. Each student has missing information, he is required to build up the missing parts he/she needs through communicating with another student. In most foreign language classes, the teacher uses this kind of activities to enhance sharing information between students.

1.7.3. Discussion

Discussion activities are interesting tasks and play an important role in oral because they allow students to exchange ideas and opinions, express their feelings and voice out their experiences. Hence, this use of foreign language in different situations and contexts develops students' communicative abilities.

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. Especially when students are introduced to a topic and they are asked to discuss it. They would be motivated and encouraged to speak freely, thus build a background about several topics for future discussions.

1.7.4. Role-play

Role-play is a very useful technique for developing students' oral proficiency. It is an authentic activity where students can use the language freely. Ur (1996, p.132) stated that this kind of activity gives the learners the chance to be creative, and provides them with the opportunity to practice a series of real-life situations at the same time. That role-play is a task in which students are required to hold a role different from themselves (in real life) and presume other personages (Harmer, 2001, p.275).

Ur (p133) claimed that there are two types of role-playing, which are "Role cards" and "Cue cards". Role cards is when the teacher distributes roles on participants and let them act freely without providing them with any speech. Whereas in cue cards, students need to follow what the teacher gives them such as, what to say, when to speak, etc. From another perspective, T. Hedge (2000, p.280) suggested two distinct types of role-playing: "Fictional and Professional role "which are based on the ability of the learners in regards to the role imposed and their reaction."

Conclusion

To conclude, the majority of EFL learners are aiming to achieve speaking fluency because Speaking is an important productive skill that enables individuals to express themselves. However, some obstacles may face them and their process of learning. Thus, overcoming such difficulties is one of the responsibilities of the teacher. This chapter reviewed speaking skill, starting with some definitions provided by many researchers. It dealt with some elements of speaking. Next, it introduced major approaches that help in teaching speaking. It also provided some activities used to develop the speaking skill. Besides, the chapter tackled the main factors affecting learner's oral performance and the difficulties they encounter.

CHAPTER TWO

The Classroom Debate

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Introduction

The classroom debate is a systematic way to actively involve students in the pedagogical process. The main objective of debate is to develop the learners' speaking skill, to strengthen their understanding through a variety of statements or arguments to make them analytical and critical. The present chapter is devoted to analyzing the main definitions of classroom debate, its types, and functions. In addition, it shows the basics of debating ability and its procedures. Besides, it helps us to explore the use of debate in classrooms as a technique to improve students' oral abilities. Then, it identifies the debate advantages and disadvantages and the different attitudes and views towards the debate as a teaching and learning strategy.

2.1. Definition of Classroom Debate

Paulette. D and Wolf J. C. (2000, p.176) claimed "debate is a speaking situation in which opposite point of views are presented and argued". One of the communicative interaction activities in classroom language learning is the debate in which learners share thoughts, express opinions and give genuine claims to disprove and convince others. According to the Collins Co-build Advanced Learner's English Dictionary, a debate is defined as a discussion or to discuss. It can be seen as a sort of dialogue between two or more individuals to talk about a particular topic and think from various perspectives. Besides, Snider, A (2008) "debate is about exchange because we have to be constantly involved in a struggle to improve our lives, our country, and our community"(p.13).The use of debate appears when we need to explain issues and clarify problems by presenting our point of view to reach an agreement .

Furthermore, through the debate method students have the opportunity to communicate their ideas and points of view. The class divides into two opposing parties during the

debate, in this regard, students are required to compete, support and clarify their arguments against the opposing class arguments. However, in the classroom discussion, the aim is different which is to solve problems and find the solutions collectively (Kurniawan, 2013, p.4). Another important aspect that Metsaki, M. (2012, p. space207) emphasizes that “debate also asks a person to be able to confirm facts, persuade an audience, or make an appeal regarding a topic”. In debating, the students must be accountable for their arguments, either for or against the proposal and to think critically to convince the public.

Additionally, the debate is often seen as a kind of play that provides students with the opportunity to share thoughts and opinions, it is a game based on facts in which students argue and justify their claims to a better understanding of the world and to improve their ideas (Lee & Nair, 2016, p.125). Zare and Othman (2013) reveal that since the debate activity needs speaking practices and verbal interaction between the participants through which the speaking ability can be improved.

Krieger (2005) quoted:

Many scholars think that debates are one of the suitable activities 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).

Debate is seen as one of the best ways for students to learn the language and to develop so many skills that allow them to deal with real life issues later on. It can be claimed that the debate is a process by which different ideas and opinions are presented by two opposing parties, who are seeking to justify and defend their points of view.

2.2. Types of Classroom Debate

Classroom debates differ in their form and frameworks, researchers have explained many types of debates. Vargo S.T (2012, p 5-6) claims that five types of classroom debate exist and provide each one with a format and main features, as follows:

2.2.1. Four-corner

In this type of debate, the four corners of the class are defined as being “agree,” “strongly agree,” “disagree,” and “strongly disagree.” Once everyone has selected a viewpoint, the students sit on one of these four corners and present their views in a paragraph. Students of the same position work together to advocate their position, they may change the corner at the end of the contest if their position has changed. Then all groups are asked to write a new paragraph summarizing their ideas and arguments.

2.2.2. Fishbowl

The teacher splits students either into two or three groups, and they have to contest together for their position. They are sitting in the middle of the class, in a circle of chairs forming a fishbowl, surrounded by the remaining students. The fishbowl may involve all the members. In the option of two groups, students will take a position on a resolution that is positive or negative. However, when they are separated into three groups, two groups are gathering arguments for and against the issue and are thus the expert groups, while the third group is the audience.

2.2.3. Think-pair-share

This kind of debate entails students thinking about something and taking notes individually. Pairs are created after personal reflection has been done. The pairs then work together to compare their notes and list the two sides of the problem. Then two pairs are combined with another pair once finished. The formation of new four-member groups

discuss the topic, select a position and edit its list for their major arguments. The four groups finally present the class with their positions and reasons.

2.2.4. Roleplay debates

Roleplay debate also helps to avoid models for dualistic debate by assigning students to argue for various characters in a situation. For example, students may be given various functions on the topic of national healthcare, for example, doctor, patient, etc. Every student assumes his or her position and supports the view that may be related to this role. In that way, the discussion will advocate for and against a complicated issue.

2.2.5. Lincoln-Douglas debate

It refers to the way Abraham Lincoln and Stephen Douglas had debated at the Illinois senate discussion of slavery in 1858 (Roy & Macchiette, 2005, p. 264). Meeting-house and problem-solving debates are versions of the pattern for the Lincoln-Douglas debate. In meeting house debates, an opening statement is made by each team. The class then has the chance to ask each side about it. The teacher acts as a moderator to ensure that each side has the same time to argue, to promote more class participation and to restrict other students' hegemony in the class participation. Each student may be issued cards by a teacher. The questioner gives up one card after every question. When a student is out of cards, he or she cannot place a second question until the cards are cleared to the other students. Alternatively, a questioner with two remaining cards can be assigned to three cards be limited to posing another question before everyone else has just two cards in the exam.

Problem-solving debates typically require eight students that are engaged in the debate. Each side has four students. Each student presents a viewpoint based on historical and philosophical arguments. The following two students decide whether an adjustment is

warranted or not. After that, a strategy to fulfill their position is suggested by the third group of students. The last two students sum up their team's position and present a final argument.

2.3. Functions of Debate

Classroom Debate needs all skills related to learning a language, as well as the skills of presentation and delivery. Students need to update their information about a new issue. While presenting arguments, debaters require standard delivery skills to convince the audience. There are five functions as claimed by Alsamari and Ahmed (2012, p. 148-149)

2.3.1. Ice breaking

In-class Debate is one of the most helpful tasks to warm up in EFL classes, especially when learners are worried about using the language at the beginning. Often, asking the student to express publicly can raise their anxiety and make them hate that language. However, it will be better if teachers introduce simple topics to their learners and ask them to comment on those topics. Therefore, learners will be more motivated to talk and discuss in English. Besides, the role of the teacher is to encourage students.

2.3.2. Listening

Alsamari and Ahmed (2012) said that using listening aids such as talk shows, radio and PC in debating could develop the learners' listening skill. Learners will listen and watch video clips of debate sessions, speech, talk shows, and news. In addition, teachers will comment on their discussion in which S/he should consider sounds and pronunciation, accent, the use of words and technical words.

2.3.3. Speaking

In EFL classes, learners' fear of using the English language while they speak is due to the lack of knowledge and practice. Debating, discussing and communicating in the class will reduce the students' anxiety towards language. In addition, it has a clear impact on the learners' fluency, pronunciation and vocabulary. Therefore, new technical terms and information would be learned. The role of teachers will be as moderators to facilitate the learning process by giving feedback focusing on all the aspects of language like body language, the information, vocabulary...etc.

2.3.4. Reading

According to Alsamari and Ahmed (2012), debating involves many disciplines and domains. It traces a wide study of new social, economic, and political issues. Being updating with those issues would improve many of the learners' capacities for instance reading skills and vocabulary. Learners can gather information and read widely about several controversial topics to be better prepared to engage in the debate and make discussion. Moreover, teachers can offer their students with different data sources.

2.3.5. Writing

Alsamari and Ahmed (2012) state that writing skills also can be enhanced through debating. The student will learn more effective strategies that develop his/her writing ability while preparing the scripts of the debate for example ordering the points depending on their priorities, thinking in the right way about the issues, outlining and learn more about writing argumentatively.

2.4. The Basics of Debating Ability

According to Inoue (1996, p. 56) the main basics of debate are:

2.4.1. Style

Style is the main basis for a master's debate. This is the way you articulate your thoughts. Content and strategy are of little value unless your material is delivered confidently and convincingly.

2.4.2. Speed

It is important to speak at a speed in which you sound clever and let you say what you want. However, when you talk slowly it is easy to be understood.

2.4.3. Tone

Using various tones during the debate, makes you seem interesting because listening to one tone for the whole presentation is tedious.

2.4.4. Volume

In the debate process, it is inappropriate to speak too quietly, because nobody can hear you. Using a louder voice when debating is very important, however, there is no need to talk loudly since the audience can clearly hear you.

2.4.5. Clarity

Explaining complicated topics in concise terms is what the debating ability about; the main reason why people tend to sound confused is that they lose the flow of thinking. Although long words can make you sound intelligent, they can also make you unclear. It is important to keep it simple.

2.4.6 Use of notes and eye contact

The use of notes is necessary when debating. However, it needs to be short and well structured in order to be accurate. Notes can never become overwhelming and harm the audience interaction, nor they should ever be literally read. Many people draw the principle

headings of their speech, along with short remarks. Often, when taking notes during the debate a different piece of paper should be used to write down what the other speakers have said and then insert an outline into your notes that you are currently using. (As cited in Baso, F. A, 2016, p. 163-164).

2.4. Debate Procedures

Halverson (2005) states that the form of debate is varied in use. In the speaking classroom, the debate can take the following procedures:

- First, a topic or an issue is selected to be debated by all groups;
- Then, the students should have enough time before hand to make a research about the topic, in order to state their viewpoints on the issue;
- Next, students must be divided into two separated groups to share ideas with each other and form opposing sides
- Besides, presenting the arguments and format of debate by the confronting sides
- After that, the teacher should assess students' strengths and weaknesses through the summary that he collected from the claims and opinions given by the opposing parties; finally, the learners and instructor should be allowed to express their opinions on which side made the case most convincingly. This step is essential which helps the learners understand that debate process. This can lead to real results and provide some sense of closure on the topic.

2.6. The importance of debate in the classroom

In order to make EFL students engaged enough to talk about something in front of others, Debating can be used in classroom as a tool to practice English skills in real-life situations.

Krieger, (2005,p.25) in that context comments that the use of debates in the classroom is very important because it encourages working in groups, and speaking skills improvement and engages students in a variety of cognitive and linguistic ways. Therefore, in-class debates are effective for developing argumentation skills for persuasive speaking and writing.

“Debating gives you the chance to meet new people and new ideas. Best of all, you have the opportunity to stand up and argue with someone in public, in a stimulating and organized dispute about real issues” (as cited in Quinn (2009, p.1). He argues that debates make students discuss their points of view or ideas in order to convince others. In addition, debating is an important tool to discuss any social issues. When students discuss a topic, they have to give arguments to defend their ideas. These authors refer to classroom debate as one of the best tools that English teachers should apply while working on developing their students’ oral skill.

Additionally, Salahuddin and Almasri (2013) declare that “the use of debate, speech and conversation in EFL classes will first of all push out the students’ fear about the English language”(p.147)that is to say, the practice of debate regularly, speech and conversation will improve the different skills of English like fluency, pronunciation or vocabulary.

As it has been explained before, the researchers stated that students should be familiar with some jargon and technical terms when conversing, so in this way students will learn more vocabulary. The role of teachers is being mediators, so they will facilitate the learning process. As a result, students will improve many of their skills, collect information about numerous areas, and learn more new words, in which all of them will enrich their speaking capacity, and obviously make them more confident during speaking.

2.7. Advantages and Disadvantages of Debate as a Teaching Technique

The classroom debate can be considered as a communicative activity. In which students improve their speaking skill through participating, listening, and even watching that debate in the classroom. Therefore, in-class debate has many advantages as cited in Bonwell & Eison (1991):

- A debate allows students to share information and cooperate with one another;
- It encourages their creativity;
- It makes Students more motivated to enjoy the activity;
- It can improve students' oral capacities ;
- It teaches students about responsibility;
- It builds up the students' critical thinking;
- It develops students' communicative skills. Because students spend long time practicing topics of national importance; and
- It connects students to public life in order to prevent them to feel alienated, thus, it does not restrict them with academic subjects.

Because of the previous advantages , the author argue that debate is needed to be practiced as a speaking activity because it is one of better ways to improve students' speaking capacity. In addition, through producing conversation among people, students can gain more confidence.

Definitely, students will improve their speaking skill through the use of debate because they will feel motivated and engaged to learn and master the English language. (Bonwell&Eison.1991, p. 183). Therefore, we can add that debates can be beneficial to the educational process.

Furthermore, the classroom debate can obtain many benefits for both teachers and students. It may help students to reach the outcome quickly. That is to say, students learn more effectively through, discussing, and analyzing such content in a meaningful way than by absorbing information introduced by the teacher. As Somjai&Jansem. (2015, p.29) affirm “debate has some benefits in the teaching and learning process”.

Although the debate has many strengths, also has several weaknesses. According to Bonwell&Eison, (1991) debate has some disadvantages during the learning process. First, debates require students to be controlled in defending their arguments, and many students cannot control their emotions when they defend their opinions, taking everything personally. Secondly, debating can only be used for specific subjects, such as those concerned with agreeing or disagreeing, and giving arguments. Finally, a debate requires a long time to prepare, in order to make sure it runs well, students should prepare their arguments before the debate to make it easier for them to discuss their points.

Despite these disadvantages, the classroom debate is still beneficial in the learning process.

2.8. Attitude towards debate

Debating can be used in EFL classes as a tool to make students more proficient in speaking the English language and use it fluently in daily life situations. It helps EFL teachers to make their students practice all the skills.

Pally claims: “[C]ritical thinking skills—including questioning information . . . are used widely in academic/professional settings” (2000 p. 4). When debating in the EFL setting, all the skills of the English language are used. Moreover, students require to master the pronunciation of words, stress, vocabulary, argumentation and rejection. Therefore, debating in English needs many skills, which lead them to learn English.

According to Timothy Stewart who declared that 75 percent of his passive and unmotivated students classified debating as their most preferable classroom activity (2003). Quoting Nisbett (2003, p. 210) “Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas.” In a study conducted by Fukuda (2003) with Japanese students, he found that before the practice of debate only 30.8 per cent of the students were expressing their opinions without fear. Whereas after the debate, the percentage rose to 56.7 percent. Additionally, he claimed that the knowledge and skills that came from the practice of debate led students to become more accustomed to expressing opinions.

In the same context Davidson (1995), Krieger (2005) declared that many students had high ability to express and defend ideas in debate and through practice; they quickly recognized each other's arguments.

Conclusion

To sum up, this chapter focused on debate as an essential technique in the development of the speaking skill. The teacher can improve the learners’ speaking ability through using debate because it offers an opportunity to motivate the learners to work in groups, to increase responsibility in the classroom, and engage learners in the course. Overall, the chapter tackled many points starting with some definitions of the notion. Next, it dealt with its types, functions, its basics, and the importance of debate in EFL classes, in addition to its procedures and its advantages and disadvantages as a learning strategy. Finally, the chapter dealt with some opinions and attitudes towards the strategy, and how it could create a positive classroom environment and reach a high level in oral performance.

CHAPTER THREE

Field Investigation

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Introduction

The present chapter is devoted to the practical part of this research. It starts with a brief description of the population upon which the research was conducted. It is also concerned with the analysis and the interpretation of the data gathered from students and teachers' questionnaire. Finally, this chapter offers some pedagogical implications, limitations of the study, and some recommendations for further researches.

3.1. Students' Questionnaire

The questionnaire serves as a data-gathering tool for this research. It is conducted in order to collect the necessary information. The first questionnaire is given to second year students to explore their attitudes towards the use of classroom debate to enhance their oral proficiency.

3.1.1. Population and Sample of the Study

The current research targets second year LMD students at the Department of Letters and English language of the University of 8 Mai 1945, Guelma. These students are registered in the academic year 2019/2020. The sample is composed of sixty-two (62) students out of one hundred ninety-five (195) (seven 07 groups) took part in the research. The reason behind selecting this population is that students of second year already studied oral expression and they got enough knowledge of what oral expression sessions are. As a result, they are aware of the difficulties that face them in speaking and developing their oral ability. In addition, this is the first time they will be introduced to classroom debates as they are supposed to know the basics of speaking and interacting.

3.1.2. Description of Students' Questionnaire

To identify the elements that this study is based on, the questionnaire was designed to explore and investigate students' views and their perceptions towards classroom debate as a learning strategy for the amelioration of students' oral proficiency. This questionnaire

consists of twenty 20 questions divided into four sections; each section focuses on a particular issue. The questions used in this questionnaire are either closed; requiring from the participants to answer by yes or no or to select the most appropriate answer from a variety of choices and multiple choice questions, or open; in which students need to express their opinions freely. These questions are answered through ticking the corresponding boxes, justifying or explaining where it is necessary. The first section concerns “students’ Background Information” (questions1 to3), to collect information about learners such as their level. The second section is entitled “Students’ Oral Proficiency”, it consists of eight (08) questions (question4 to11). These questions aim at discovering the learners’ capacities and preferences in speaking as well as their views towards this particular language skill. The third section “Using Classroom Debate”, contains five questions (question12 to16) and aims to know the extent of holding debates in the classroom. Finally, the fourth section(question17 to20) is about “Students’ Attitudes towards Classroom Debate”, which aims at exploring the learners’ perceptions towards that technique, whether it enhances their speaking skills or not.

3.1.3.Administration of Students’ Questionnaire

On August 30,2020,the questionnaire was administered to sixty two (62) second year students via Facebook due to the current situation circumstances and the global pandemic “SARS COV 2”. Although, the questionnaire was widely distributed and shared with many second year students, only sixty-two (62) of them have responded.

3.1.4.Data Analysis and Interpretation

Section One: General Information

Q 1- How long have you been studying English so far?

Table(3.1):Students' Years of Studying English

Option	Participants	Percentage
9 years	50	80.6%
More than 9 years	12	19.4%
Total	62	100%

One of the factors that affects to foreign language learners' level is the period of studying the English language. It is supposed that learners who have more experience in studying English will have a better level than others will. The data indicated that the majority of students(80.6%) have studied English for 09 years. Only (19.4%) of students have studied English for more than 09 years. The results confirm that the majority of the students have succeeded in their studies while just few of them may have failed at least one year. Nevertheless, it is believed that these years are enough for the students to master the basics of English language and have a clear idea about the topic under investigation.

Q 2-Was English your first choice?

Table (3.2):Students' Interest in English Language Learning

Option	Participants	Percentage
Yes	46	74.2%
No	16	25.8%
Total	62	100%

This question aims to perceive participants' willingness to study the English language. Learners were asked whether they have chosen to study English or not. According to the table above, the majority of the sample (74.2%) asserted that it was their choice to study English at the University. While (25.8%) of them claimed that it was not their

choice to study it. This indicates that most of the respondents are mainly expected to be motivated to learn English and choose it because they like it. Moreover, they seem eager to work hard and enhance their language skills.

Q 3- How do you consider your level in English?

Table(3.3): *Students' Level.*

Level	Participants	Percentage
Very good	08	12.9%
Good	46	74.2%
Average	08	12.9%
Weak	00	00%
Total	62	100%

According to the results demonstrated above, it can be seen that (12.9%) of the participants have admitted that their level in English is very good. The majority of students (74.2%) claimed that their level of English is good, and (12.9%) of participants have judged that their level as Average. However, none of them (00%) believed that their level is weak. This implies that students are still working to improve their level and achieve proficiency. Accordingly, it is worth mentioning that the chosen sample consists of good students who will help in valuing the results of the research.

Section Two: Students' Oral Proficiency

Q4- Which of the four learning skills do you prefer more to learn English.

Table(3.4): *Learners' Preference of the Four Learning Skills.*

Learning skills	Participants	Percentage
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Speaking	20	32.3%
Listening	17	27.4%
Reading	13	20.9%
Writing	12	19.4%
Total	62	100%

This question is designed to detect which of the four skills is more favored by students. The results showed that 20 (32.3%) students choose the speaking skill. This means that the speaking skill is the most preferable skill for the students. Then, listening comes in the second place (27.4%), while reading got (20.9%) of supports. However, writing is classified as the least favorite skill for learners with only (19.4%). This entails that there are many students who prefer to stay passive and just receive what their teacher says in the classroom, while the greatest majority like to be active and initiate a conversations with their teacher or classmates because their interest is in enhancing speaking ability rather than other skills (listening, reading, and writing).

Q5-Do you like Oral expression session?

Table (3.5): Students' Attitude Toward Oral Expression session.

Options	Participants	Percentage
Yes	54	87.1%
No	08	12.9%
Total	62	100%

According to the previous table, the majority of students (87.1 %) like the oral expression module since it is the only module in which they express their ideas freely. However, few of them (12.9%) answered by 'No' which means that they do not like

oral expression sessions because they think they are boring and uninteresting. This means that this minority of students do not enjoy this session or share their ideas because they may be introverts or dislike engaging in classroom discussions, While the others are eager to be active speakers.

Q6- Do you agree that in order to learn a language you have to speak it?

Table(3.6):*Students' Opinions About Speaking English and Its Relation with the Learning Process.*

Option	Participants	Percentage
Strongly agree	56	90.3%
Agree	06	9.7%
Disagree	00	00%
Strongly disagree	00	00%
Total	62	100%

This question was intended to explore the importance of speaking skill in EFL learning process. As the table shows, the majority of students (90.3%) strongly agreed that speaking is very important to learn a foreign language. That is to say, students are aware of the importance of speaking in learning the language. A small number of respondents(9.7%)also agreed on the existence of a relation between speaking the language and learning it. No one (0%) expressed his/ her disapproval with the previous claim. This demonstrates that speaking the language is necessary to learn and students consider going through this productive skill as essential to effective language learning. So, to master a language it is necessary to master speaking.

Q7- Do you encounter difficulties while speaking?

Table(3.7): Students' Difficulties when Speaking in Classroom.

Options	Participants	Percentage
Yes	44	71%
No	18	29%
Total	62	100%

This question was asked mainly to determine whether participants face obstacles while speaking English in classroom or not. Table(3.7) shows that the majority of respondents(71%) face difficulties while speaking in classroom. Therefore, they do not feel comfortable when they speak. The remaining respondents(29%) do not encounter any difficulties while speaking in the classroom so they are able to participate and express themselves easily. The next question gives us a clear vision on some possible reasons that may make speaking the foreign language hard.

- If yes, is it due to:

Table(3.8):Factors of Speaking Difficulties.

Options	Participants	Percentage
a- The lack of Vocabulary.	11	25%
b- The Fear of making mistakes (grammatical / pronunciation).	14	31.8%
c- The lack of Self-confidence.	9	20.5%
d-The lack of practice.	10	22.7%
Total	44	100%

As it is shown in the table above, (25%) of the participants indicated that they do not speak easily in the classroom because of the lack of vocabulary, whereas (31.8%) of them have claimed that it is because they are afraid of making mistakes. Nine (09) participants (20.5%) believed that their weaknesses in speaking the foreign language is the result of their lack of self-confidence, and (22.7%) have responded that it is because of the lack of practice. This indicates that learners' incompetence in the English language is mainly related to personality factors and shortage in vocabulary. These are the most important elements that affect students' oral performance.

Q8- Does your teacher of oral expression give you the opportunity to express your ideas?

Table (3.9):*The Students' Opportunity to Speak.*

Options	Participants	Percentage
Yes	60	96.8%
No	02	3.2%
Total	62	100%

As the table above shows, the vastest majority (96.8%) of the participants declared that their teachers allow them to express themselves in the classroom, whereas (3.2%) of them responded that their teachers do not give them the chance to speak in the session. This implies that the majority of students at this level are expected to be members that are more active; especially, in the LMD system which main goal is to create active students rather than passive ones. Also, this indicates that teacher whom allow for sharing and exchanging ideas between the students in the classroom are aware of about the nature of the module, which necessitates the creation of stress free environment for learning to proceed effectively and smoothly and vice versa for the minority teachers.

Q 9- What is the role that your teacher plays in classroom?

Table(3.10):Teachers' Role.

Options	Participants	Percentage
a. Controller	04	6.5%
b. Guider (organizer, prompter, participant, tutor)	58	93.5%
Total	62	100%

The results display that the majority of informants (93.5%) admit that their teacher plays the role of guider(organizer, prompter, participant, tutor, and observer) in the classroom. However, only (6.5%) avowed that their teacher plays the role of the controller. This shows that a considerable number of teachers tend to raise their students' autonomy and motivation, it offers them opportunity to take charge over their on learning. When fulfilling the role of a guide, the teacher would make learners feel at ease especially in these types of modules, and offer them the chance to take initiatives in the classroom and take part in the session.

Q10- do you agree that Pair and group work motivate students to learn and speak a foreign language?

Table (3.11):Students' Perception towards Pair and Group Work.

Options	Participants	Percentage
a- Strongly agree	28	45.2%
b- Agree	28	45.2%
c- Disagree	04	6.4%
d- Strongly disagree	02	3.2%
Total	62	100%

Table (3.11) demonstrates that (45.2%) of the sample do strongly agree that pair and group work motivate students to learn and speak a foreign language, and another (45.2%) agreed with the statement. Four (04) students (6.4%) disagreed and only two (3.2%) of them strongly disagreed that pair and group work motivates students to speak and learn a foreign language. This might be due to the fact that pair and group work creates a messy atmosphere in which these learners whom disagreed with the claim cannot learn well. Yet, the results has shown that the overwhelming majority support working in pairs and groups which creates a motivational atmosphere to learn and reduce students' anxiety. It also helps them overcome the fear of speaking as they are dealing with smaller numbers of people.

Q11- Which of the following techniques do you enjoy more?

Table(3.12): *Students' Favorite Activities in Classroom.*

Options	Participants	Percentage
a- Problem solving	06	9.6%
b- Role-play	05	8.1%
c- Discussion	35	56.5%
d- Debate	14	22.6%
e- Presentations	02	3.2%
Total	62	100%

Table (3.12) investigates students' preference of the activities that they had better learn with. As it is shown in the results, more than the half of the sample (56.5%) enjoy discussion. While, (22.6%) of students enjoy debate. Then comes problem-solving with (9.6%), while (8.1%) of participants consider role playing as an enjoyable technique, and only two learners opted for presentations. No respondent has suggested other options.

These percentages indicate that the majority learn better if they can freely exchange ideas and discuss to see things from different perspectives, ask and answer plenty of questions, and find solutions.

Section Three: Using Classroom Debate

Q12- Does your teacher of oral expression hold debate in the classroom?

Table (3. 13): *Holding Debates in Classroom.*

Options	Participants	Percentage
a- Yes	60	96.8%
b- No	02	3.2%
Total	62	100%

The majority of respondents(96.8%)said that their teachers hold debates in the classroom, while only two (02) students (3.2%) said they do not have debates in the class. The results entails that most of the teachers use debates in the class in order to build active learners who are ready to discuss and initiate argumentations in plenty of topics for a variety of purposes. Mainly, developing communicative and oral proficiency.

Q13- How often does your teacher use debate in class?

Table(3.14):*The Frequency of Using Debate in Classroom.*

Options	Participants	Percentage
Often	34	54.8%
Sometimes	26	41.9%
Rarely	02	3.2%
Total	62	100%

From the results obtained, it can be noticed that more than half of the sample (54.8%) have responded that often their teachers use the debate in the classroom. While (41.9%) of them picked sometimes, only (3.2%) admitted that they rarely use debates. The results indicate that there are many teachers who appreciate classroom debate and give it high importance, because it is a very beneficial learning technique that may help in enhancing many other skills other than speaking like communication and thinking skills.

Q14- How Do you find in-class debate?

Table(3.15):*Students' Attitude toward Debating in Class.*

Options	Participants	Percentage
a- Boring	04	6.5%
b- Enjoyable	58	93.5%
Total	62	100%

The results indicate that the majority of respondents (93.5%) enjoy while engaging in debate. A minority (6.5%) have claimed that they find debating boring in the class. All in all the class debate is an enjoyable task and a useful technique for the learners to express feelings and personalities all of them give their opinions on a given topic. Thus, the chosen sample is quite aware of the importance of in-class debates and perceives it correctly.

Q15- Do you think that debating in the classroom is more interesting than other activities?

Table(16):*Degree of Students' Interest in In-class Debates*

Options	Participants	Percentage
Yes	50	80.6%
No	12	19.4%

Total	62	100%
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The aim of this question is discovering whether students find in-class debates more interesting than other activities. Most of the informants (80.6%) answered 'Yes', debates in the classroom are the most important strategy rather than the others. However, few of them (19.4%) answered by 'No'. This means that they think that there are other activities more interesting than classroom debate. In the light of students' responses, it can be deduced that students appreciate classroom debate as an important learning strategy that achieve enough goals.

Q16- Does your teacher raise your awareness of the skills of debate?

Table(17):*Raising Students' Awareness toward the skills of Debate*

Options	Participants	Percentage
Yes	46	74.2%
No	16	25.8%
Total	62	100%

The aim behind asking that question was mainly to find out whether teachers raise the students' awareness toward the classroom debate or not. Forty six respondents(74.2%) answer "Yes" which indicate that their teachers do raise their awareness toward the skills of debate in the classroom. Conversely, (25.8%) stated that their teachers do not raise their awareness of the necessity of debate as a learning technique. This finding indicates that the effectiveness of this method to the extent that most of teachers appreciate it, raise their students' awareness of the necessity of debate, and support them to participate in establishing an effective debate with each other.

Section Four: Students' Attitudes Toward In-class Debate

Q17- Having debates as an activity motivate you to speak more?

Table(18):*Learners' Motivation to Speak*

Options	Participants	Percentage
Agree	54	87.1%
Disagree	08	12.9%
Total	62	100%

As the table above indicated, the majority of participants (87.1%) did agree with the idea that having debates as an activity motivates them to speak more. This implies that those learners prefer in-class debates because they get motivated to practice the language. While (12.9%) of them disagreed with it. This indicates that those learners did not get motivated to speak when debating in the classroom.

Q18- Does debating create a friendly atmosphere in the classroom?

Table (19):*Creating Friendly Atmosphere through Debating*

Options	Participants	Percentage
Yes	38	61.3%
No	24	38.7%
Total	62	100%

In this question, learners were asked if debating in the classroom create a friendly atmosphere or not. As it is shown in the table, (61.3 %) of the participants believe that in-class debate creates a friendly setting. This implies that the majority of students feel comfortable while debating. Most of respondents (38.7%) claimed that the classroom

debate does not create a comfortable atmosphere. This may indicate that some students are not convinced yet by this strategy, and prefer to learn through other methods.

Q19- Do you think that in-class debates enhance your speaking skill?

Table (20):*Enhancing Students' Speaking Skill through Debates*

Options	Participants	Percentage
Yes	58	93.5%
No	04	6.5%
Total	62	100%

As it is seen in this table, in-class debates enhance students speaking skill. Fifty-Eight informants presented by (93.5%) answered by 'Yes'. That is to say, students have more chance to express their opinion when using debate as a technique and this definitely improve their speaking ability. Only four (04) of the respondents (06.5%) said 'No'; this means that debate does not improve their speaking skill. Based on the results, most of the students find debating beneficial to develop their speaking ability, which may imply that they consider it essential technique in the process of learning.

Q20- Do you think that classroom debate should be practiced as a learning technique?

Table(21):*Students' attitudes on Applying Debate in Classroom*

Options	Participants	Percentage
Yes	56	90.3%
No	06	9.7%
Total	62	100%

Learners were asked this question mainly to see their attitudes toward the implementation of debate in the classroom. In response to the 21st question; almost all the respondents (90.3%) agree that debate should be practiced as a learning technique in the classroom. However, (9.7%) of them see that such technique should not be practiced because they think that it is not an effective strategy. The results presented above show that the majority of the students advocated the implication of the debate in the class, i.e. they believe that classroom debate has many values that can help them and facilitate their learning process. The aim of the LMD system is to create active members in the classroom. This can be totally achieved through implementing this strategy and make students involved within it.

c-If yes, explain why?

d-If no, what are other effective activities that you think are important in enhancing speaking skill?

Table (22):*Students' Clarifications*

Options	Participants	Percentage
Positive comment	52	83.9%
Negative comment	06	9.7%
No comment	04	6.4%
Total	62	100%

These two open questions aimed at exploring the participants' points of view and their clarifications toward applying classroom debate as a learning strategy. As it is shown in the table, in-class debate was supported to be practiced in the classroom, (83.9%) of the informants comment as follow:

- ✓ They said that debate facilitates the learning of process.
- ✓ It gives the chance to express themselves and discuss others points.
- ✓ It develops their speaking ability.
- ✓ They learn how to argue and respect others opinions.
- ✓ It helps them to drive out fear about English and build their confidence.
- ✓ They think that it improves their critical thinking by listening and responding to others' opinions.

Based on the students' clarifications, it can be deduced that the in class debate affect positively their skills; it is not just a theoretical issue, but rather, its advantages are discovered in reality.

However,(9.7%) were opposing them; they do not agree that debate should be practiced in the classroom because:

- ✓ They believe that it is a waste of time; there are other effective activities like role playing, discussion and group work.
- ✓ They prefer games, solving problems, watching movies, and listening to music in order to improve their vocabulary and their pronunciation.
- ✓ Other students suggested that dialoguing and having more conversation provide them with more opportunities to speak in class.

The clarifications provided by those students indicate that they are highly aware of this strategy and its advantages on the students' different learning skills; some students commented that classroom debate is not an effective method since there are other effective strategies that teachers should employ in the class. It is worth mentioning that (6.4%) of the whole population did not comment on both cases.

3.1.5. Summary of Results and Findings from Students Questionnaire:

The responses gathered earlier from the students' questionnaire helped to investigate the hypotheses because it provided us with the needed information concerning the students' views and attitudes about the classroom debate and its importance on developing and enhancing their oral proficiency.

As mentioned earlier, this study is based on a sample population of second year students of English department who have been learning English for at least nine (09) years, in which the majority of them choose to study it and consider their level as good.

Besides, discussing the answers concerning the students' perception towards their oral proficiency. Despite the fact that the majority of the learners prefer the speaking skills and all that make them practice the language because they believe that in order to learn a language you need to speak it, almost all the students face some difficulties while speaking. This is due to several reasons such as the lack of Vocabulary, the fear of making mistakes (grammatical / pronunciation), the lack of Self-confidence, or the lack of practice. As the interpreted data revealed the majority of the students have the chance to speak where the teacher is the guide in the EFL class. The second year learners claimed that the most favored in-class activity to them to express and speak more is discussion followed by debating. This implies that they prefer free conversations.

Moreover, discussing the notion of using debate in the classroom and students' attitudes toward it. The participants highly consider the importance of holding in-class debates to achieve proficiency in speaking the English language. The data gathered also revealed that the majority of second year learners claimed that their teachers do often use debates. When they are asked about the advantages of this technique, they see it enjoyable and beneficial strategy since it creates a friendly atmosphere. As they claimed, they widely benefit from

the classroom debates especially in developing their speaking abilities. Therefore, in sum EFL learners are advocating this strategy to enhance their oral proficiency to be practiced in the classroom.

3.2. Teachers' Questionnaire

3.2.1. The Population of the Study

The second target sample for this study was nine (09) teachers of oral expression module at the Department of Letters and English Language, at the University of 8 Mai 1945, Guelma. The choice of this population was not done at random, as most teachers with experience in teaching oral expression to second year classes were targeted. The sampling was based on the assumption that these teachers are in a position to provide the needed information about the topic under investigation since they are first familiar with the module and the students. Second, they know the different tasks and methods of teaching speaking skill.

3.2.2. Description of Teachers' Questionnaire

The teachers' questionnaire consists of fifteen (15) questions tackling each of the research variables. These questions are varied in nature between closed questions where teachers are requested to pick up the appropriate answer from a number of choices or to answer by "yes" or "no"; and open-ended questions where they are kindly asked to provide some justifications or explanations to their answers. The questionnaire is divided into three main sections; the first section includes three questions (from Q1 to Q3). This section attempts to gather personal information about teachers, like their gender, specialty, and experience in teaching oral expression. The second section comprises of six questions (from Q4 to Q9), the aim of this section is to investigate teachers' opinions towards the speaking skill and oral proficiency. Finally, the third section consists of five questions (from Q10-

Q15). The objective behind the questions of the last section is to obtain information about the use of debates in oral classes and getting to know teachers' attitudes towards the use of such a technique to develop students speaking skill.

3.2.3. Administration of Teachers' Questionnaire

The administration of the questionnaire lasted for about two weeks, starting from August 11th, 2020 to August 26th, 2020. It is worth mentioning that the questionnaire was sent to nine (09) teachers of oral expression module at the department of English, University of 8 Mai 1945 Guelma, but only four (04) teachers responded. The questionnaire was sent via e-mail because of the current circumstances of COVID-19 pandemic, this was the major obstacle that faced the researcher because no response has been received from more than the half of the informants.

3.2.4. Data Analysis and Interpretation

3.1.4.1. Analysis of Results and Findings from Teachers' Questionnaire

Section one: General Information

Q1-Specify your gender.

Table (3.23): Teachers' Gender

Options	Number of teachers	Percentages
Male	1	25%
Female	3	75%
Total	4	100%

The table above shows that the majority of the informants being asked are females (75%), whereas (25%) of the respondents are males. This would generate a multitude of views concerning the topic from both genders, which would fortify the validity of the research.

Q2- What is your specialty?

Table(3.24) :Teachers' Specialty

Specialty	Number of teachers	Percentage
Linguistics	1	25(%)
Literature	1	25(%)
Civilization	1	25(%)
Translation	1	25(%)
Total	4	100%

In this question, teachers were asked about their specialty. The table of results illustrates that (25%) of the respondents are specialized in linguistics, while, (25%) of teachers are specialized in literature. Equally, (25%) of them specialized in civilization and (25%) are specialized in translation. The different fields of specialty of teachers affects the way they teach whether oral expression sessions themselves or other modules. The divergence in teaching views and methods would give us a variety of answers concerning the topic in quest.

Q3- For how long have you been teaching oral expression module?

Table (3.25): Teachers' Period of Teaching Oral Expression Module.

Period	Number of teachers	Percentage
Less than 10 years	2	50%
More than 10 years	2	50%
Total	4	100%

This question is designed to reflect teachers' experience in teaching oral expression. According to the above-mentioned results, (50%) of teachers of the sample have taught oral expression module for less than 10 years (six and eight years to be precise). While the rest of the participants (50%) declared that they spent more than 10 years in teaching oral expression. This entails that all teachers spent considerable time teaching oral classes, they are then qualified enough and could be regarded as a reliable source for valuable information about the research topic.

Section Two: Teaching Oral Proficiency

Q 4- Do you follow any specific program in teaching oral expression?

Table (3.26): *Teaching Program of Oral Expression.*

Options	Number of teachers	Percentage
a- Yes	3	75%
b- No	1	25%
Total	4	100%

The table indicates that (75%) of the participants declared that they are using a specific program in teaching oral expression or an adapted personal version. So to not get confused and keep focused on the main aims of the oral teaching program, which are: helping students learn the language through listening and speaking activities on the one hand. On the other hand, working towards integrating intercultural competence along with the communicative one. The use of a unified syllabus would ensure consistency of teaching and fairness to all learners. However, only one participant claimed she does not follow any predetermined program, she creates a program in which learners' expectation and wants and cultural proficiency are taken into consideration. She believes that learners are different and have a variety of interests, so using the same program to all learners is not

fair and it limits their creativity and hinders their learning. All in all, the participant teachers show a high level of attention to their learners be at the level of content selection, evaluation, or academic achievements.

Q 5- Do your students enjoy oral expression sessions?

Table (3.27): *Teachers' Views on Students' Interest in Oral Expression Session.*

Options	Number of teachers	Percentage
a- Yes	4	100%
b- No	0	0 %
Total	4	100%

When asked if their students enjoy the oral expression session, all the teachers (100%) argued that their students find oral activities enjoyable. This entails that students like oral classes and that these teachers know how to deal with students and make them enjoy oral classes. In addition, the nature of the module itself requires teachers to create a friendly atmosphere for students to feel at ease and take part in the course, apparently, they have succeeded.

Q 6- How do you consider the students' participation during your session?

Table (3.28): *Teachers' Evaluation of Students' Participation During OE Session*

Options	Number of teachers	Percentage
a- High	2	50%
b- Moderate	2	50%
c- Low	0	0%
Total	4	100%

It is demonstrated that (50%) of teachers evaluated students' participation as high. Another (50%) of the informants consider students' participation as moderate. However, no one opted for low participation. The overall attitudes towards students' taking part in class work is positive. This entails that the students are interested in oral classes and that teachers are doing a great job in attracting learners' attention and boosting their motivation.

Q 7- What are the difficulties that you face with your students when teaching oral expression?

Table (3.29): *Teacher's Difficulties in Teaching Oral Expression.*

Options	Number of teachers	Percentage
a- Lack of motivation	0	0%
b- Lack of vocabulary	3	75%
c- Lack of equipment	1	25%
d- Lack of participation	0	0%
Total	4	100%

The highest percentage (75%) represents those teachers who stated vocabulary as a major difficulty because vocabulary could be easily diagnosed due to the nature of tasks performed and topics discussed in oral classes. For (25%) of the population, the lack of equipment is one of the main difficulties, as it affects developing oral proficiency because teachers need to present audio tapes to listening, which would help, in addition to enhancing listening, in developing pronunciation and speaking skill. Besides, teachers could make use of videos to which learners would react and discuss, but with the shortage in equipment, varying tasks and methods in oral classes would be extremely difficult. Not

surprisingly, none of the participants selected the lack of motivation and participation as an obstacle in teaching oral expression.

Q 8- Do Pair and group work motivate students to learn and speak a foreign language?

Table (3.30): *Teachers' Attitudes Towards Pair and Group Work.*

Options	Number of teachers	Percentage
Strongly agree	1	25%
Agree	3	75%
Disagree	0	0%
Strongly disagree	0	0%
Total	4	100%

This question seeks to investigate teachers' view if pair and group work motivate students to learn and speak a foreign language. As the results in the table demonstrate, the majority of the informants (75%) agree with the claim in the question while (25%) of them do strongly agree with it, pair and group work tasks are very good for students of different learning styles and personality types as they would all be put together at the end of the day. They find themselves in a situation where they need to cooperate and overcome their fears and weaknesses as far as communication and expressing oneself is concerned, this would help students develop their level in language and oral proficiency, and most importantly their argumentation and discussion techniques.

Q 9- what speaking activities do you use?

Table (3.31): *Teachers' Favorite Activities in Classroom.*

Options	Number	Percentage
a- Roleplay	4	100%
b- Storytelling	3	75%
c- Discussion	4	100%
d- Debates	4	100%
e- Games and simulation.	1	25%
f- Presentations	4	100%

As it is shown in the table above, role play, discussions, presentations, and debate are the most used speaking activities, all the participants have opted for these choices. Moreover, three of the participants have selected storytelling as a preferable activity. While games, simulation and presentations were chosen only by one teacher. This implies that teachers make use of a variety of different tasks each with a given educationally attractive features to accomplish the learning objectives.

Section Three: The Use of In-class Debate for Teaching Oral Proficiency

Q 10- Do you hold in-class debates?

Table(3.32) : *Holding In-class Debates*

Options	Number of teachers	Percentage
a- Yes	4	100%
b- No	0	0%
Total	4	100%

In response to question 10, (100%) of teachers reported that they hold classroom debate in oral expression sessions, which reveals their interest and awareness of benefits of debating.

Q 11-How often do you use this technique?

Table (3.33): *Frequency of Using In-class Debate*

Options	Number of teachers	Percentage
a- Frequently	4	100%
b- Sometimes	0	0%
c- Rarely	0	0%
Total	4	100%

The table of results indicates that all teachers (100%) hold in-class debates frequently. This means that teachers of oral expression are familiar with the positive outcomes of these techniques, thus they are using it almost constantly and predominantly to enhance learners' speaking skill and their oral capacity. Chiefly, because debates are believed to enable learners to communicate their ideas and thoughts, enhance learners speaking skill as well as their oral capacity, and promote their ability to think logically and coherently. In other word, the use of debates with this frequency entails that teachers are well aware of the value of such teaching tool.

Q 12-what kinds of topics do you use in classroom debate?

Table (3.34): *The kind of Topics Discussed in Classroom Debate*

Options	Number	Percentage
a-Controversial topics	4	100%

b-Argumentative topics	4	100%
c- Other	4	100%

The previous table demonstrates that all teachers make use of controversial and argumentative topics in their oral classes. This shows teachers' tendency to introduce topics that would develop students' ability to think, reflect and learn new terms and expressions, as well as developing their critical thinking ability. Respondents also suggested that they deal with other kinds of topics in the classroom varying from political, social, historical ... and the majority said they leave room for the students to suggest topics that interest them, which will increase their learning outcomes and enhance their creativity. The analysis shows teachers keenness on using a variety of topics to offer learners as many opportunities as possible so to enlarge their vocabulary and develop their language use on the one hand. On the hand, the use of similar topics would increase students' ability to think critically and consistently.

Q 13-Through your experience, what are the benefits of in-class debates?

Table (3.35): *Benefits of Classroom Debate.*

Options	Number of teachers	Percentage%
a. Developing critical thinking skills.	1	25%
b. Present knowledge to learners.	0	0%
c. Increase self-confidence.	0	0%
d. Improve learners'	1	25%

vocabulary, grammar, and pronunciation.		
e. Create active learners.	0	0%
F. All of the above	3	75%
Total	4	100%

As the table shows, one teacher believes that debates develop the cognitive and educational level of students. Whereas the majority of teachers (75%) went for all of the above, they believe that the use of in-class debate is highly beneficial at all levels for students of oral expression. As it is based on confronting, argumentation, evidence, expressing, etc., it would help learners develop many skills. Hence, these results show the value teachers accord to in-class debate.

Q14- Do you agree that classroom debate should be followed in teaching oral expression module?

Table (3.36):*The Use of Classroom Debate in Teaching Oral Expression.*

Options	Number of teachers	Percentage
Strongly agree	2	50%
Agree	2	50%
Disagree	0	0%
Strongly disagree	0	0%
Total	4	100%

According to the previous table, (50%) of the reporting teachers strongly agreed that in-class debate should be used in the oral expression module. While (50%) of them asserted that they agree with the assumption that classroom debate is good and should be followed in teaching oral expression. The participants provided explanations for their position; they claimed that it is important to help students learn how to speak their minds, to express clearly their ideas, feelings, convictions...etc. The debate technique is very helpful as it turns learning into a pleasant experience. Also, debates open the door to learning a foreign language through self-confidence. Moreover, such activity provides the learners with the opportunity and motivates him/her to actively engage in classroom interaction, the fact that would enhance their listening and speaking skills, develop their communicative capacities, enrich their vocabulary, develop their critical thinking and put into practice all the aforementioned elements. Another teacher mentioned that in addition to the elements that are already mentioned above in Q13, debates also improve active listening. These results further foster the effectiveness and noteworthy role this tool plays.

Q 15- Do you think that debating in classroom improve students' speaking skill?

Table(3.37):*Teachers' Perceptions Towards the Importance of Debating in Improving Students' Speaking Skill.*

Options	Number of teachers	Percentage
a- Yes	4	100%
b- No	0	0%
Total	4	100%

The results clearly show that all the respondents (100%) have positive attitudes towards the use of debating in the classroom to improve students speaking skill. They avowed that

through debating students will get used to speaking and would overcome their shyness and hesitation of speaking, and they would be less afraid from expressing themselves. This kind of activity raises motivation, which later would improve participation and classroom engagement. At the same time, when a student speaks the others are listening and learning and vice versa, so there sure would be tremendous exchange of vocabulary and ideas by learners and the more topics are discussed the greater the number of words learned would be. This is how by the end of the debate many students will benefit from each other's contributions.

3.2.4.2. Summary of Results and Findings from Teachers' Questionnaire

The results obtained from teachers' questionnaire, have shown that the gathered information is varied between males and females point of view. Moreover, they have different specialties, which gave the research more reliability. Additionally, half of the sample (50%) have less than ten (10) years of experience in teaching oral expression module, while, the other half of the sample taught it for more than ten (10) years. Which denotes that they are experienced and well qualified in dealing with students' needs. The majority of teachers asserted that they modify the official teaching program of oral expression module in order to make the students more motivated and engaged in oral tasks. Thought, only one teacher affirm that she does not follow any specific program, she tries to meet her learners' expectations and interests. All teachers confirm that their students enjoy the oral expression session. Concerning the teachers' evaluation of the students' participation during oral classes, (50%) of them claimed that their students have high level in participation and (50%) of them evaluate students' participation as moderate. From the results gathered, most of teachers assert that the lack of vocabulary is one of the major difficulties that they encounter in teaching the oral expression module, however, few of

them mention that the lack of equipment is the main difficulty they face while trying to make students more engaged in the classroom.

The analysis has also revealed that the majority of teachers strongly agree with the claim that pair and group work raises students' motivation and learning a foreign language. In order to fulfill the previous claim, teachers make use of a variety of oral teaching techniques which are: role-plays, discussions, presentations, and debate. Consequently, all teachers declared they hold classroom debate in their oral expression classes. They use this technique frequently, which shows their awareness of the importance of the implementation of debates, and the benefits this practice would bring about. Furthermore, all the participants confessed they discuss plenty of interesting diversified topics with their learners with the purpose of introducing them to numerous expressions and patterns of language use. In addition to developing learners' language skills and enlarging their vocabulary background, all the informants affirmed that the debate also boosts learners' self-confidence and improves their thinking. All the respondents support the employment of in-class debate in teaching oral expression, claiming that with the use of classroom debate teachers will give students the opportunity to express themselves freely and develop their speaking activities. Finally, they all assumed that classroom debate plays an important role in improving students' speaking abilities, as it increases their motivation, interaction, and confidence in speaking the English language in the class as well.

Conclusion

The third chapter was entirely devoted to the research's practical part. It has discussed the tools and target samples of the study; it provided a description for both teachers and learners' questionnaire, and specified the number and reason for sample's choice. Also, the chapter has dealt with findings and analysis.

The results obtained from this study, did confirm the positive attitude of the EFL learners and teachers toward in-class debate on the amelioration of the students' oral proficiency. From the analysis of both students' and teachers' questionnaires , learners claimed that using debates in classroom do enhance their speaking abilities and they advocate it to be practiced as learning technique in EFL classes . Moreover, teachers confirms learners' views to a certain extent. The analyzed data indicates that teachers were made aware of the important role of in-class debate to improve students' oral proficiency. Therefore, debate is a communicative activity which helps students to improve their speaking skill to be orally proficient.

3.3. Pedagogical Implications

Oral classes are very interesting to language learners, thus teachers need to put on more effort in speaking tasks' construction and organization as this would greatly foster learners and enhance their learning. Since classroom debate is considered as a crucial activity for enhancing students' communicative skills and it serves as a key to success in people's personal and professional life, the following suggestions and recommendations are proposed for both teachers and students:

3.3.1. Teachers' Role

- Teachers should provide their students with more opportunities to practice the target language in the classroom through delivering different interesting topics to discuss .
- They should also encourage their students to practice the target language on a daily basis in the classrooms and raise their awareness toward the importance of speaking skills in EFL classes.

- Teachers should be flexible that is to say provide their students with topics that meet their needs and interests to increase their motivation to speak and express their opinions easily.
- Students should be constantly motivated and more confident that is why teachers should take into consideration their students' feelings and emotions when interacting in the debate and correct their mistakes.

3.3.2. Students' Role

To develop their communicative skills students should:

- Get involved in different speaking activities such as oral presentations and taking enough time to speak and express their ideas.
- Practice the target language efficiently both inside and outside the classroom through interacting with classmates.
- Maintaining their self confidence, avoid shyness and anxiety.
- They should learn the rules of debating, and how to discuss others points in respectful way.
- They should know that only studying grammar rules would not improve their speaking abilities but also should speak using that language.
- They should develop their background through reading books, watching videos to gain more vocabulary and learn about the target language culture and situations; how and when they use that language.

3.4. Limitations of the Study

It is obvious that in the process of conducting any research a number of limitations always encounter the researcher. The current study has faced so many problems and issues, although it was successfully conducted and reached its desired aims and objectives. First,

this research was meant to be conducted through two main research instruments (students' questionnaire and teachers' interview) due to the current circumstances of COVID-19 pandemic only one tool was used an online questionnaire for both teachers and students. Second, the lack and unavailability of printed sources we just relied on e-books, articles and journals. Finally, lack of response from many respondents, which led to resending the questionnaire to other teachers of oral expression. The same problem was faced with students who were not very cooperative in answering the questionnaire. Yet, gratitude is extended to all teachers and students who did respond and who were not able to respond due to whatever reasons.

GENERAL CONCLUSION

The current research has been designed to investigate teachers' and students' attitudes towards the employment of in-class debate, as a learning strategy, to ameliorate English language learners' oral proficiency. The main objective of this study is to investigate teachers' and students' attitudes towards debate as a learning strategy to improve oral proficiency. To further explore the research topic, three chapters were put forward. The first chapter was devoted to the review of literature related to the notions of speaking and oral speech production. It has roughly discussed relevant teaching methods and approaches, and characteristics of speaking. The second chapter attempted to set theoretical grounds of debates first as learning tools, and second as factor for developing students' oral performance. The last chapter, however; was devoted to the practical part of the study; it had dealt with the analysis and interpretation of data. In order to test the research hypothesis and answer its main questions, two online questionnaires were administered to both oral expression teachers and second year students at the English department at the University of Guelma. The results revealed that both teachers and learners perceive classroom debate as an effective teaching-learning tool. It was shown that teachers and learners have a positive attitude towards the use of this technique, they genuinely believe it could improve learners' language use and interaction skills and help them reach a higher communicative competence. Teachers' answers analysis affirmed the latter and indicated that the use of classroom debate could also help students overcome their participation problems in oral expression sessions.

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Appendices
Appendix A
Students' Questionnaire

Dear students,

The purpose of this study is to explore the students' beliefs towards In-Class debates in enhancing EFL learners' speaking skill. This study is being conducted at the English department, University of 08 of may 1945 Guelma. This questionnaire enquire about your PERSONAL attitude about how students develop their speaking skill through debating in the class. Your responses will be anonymous and will never be linked to you personally.

Thank you for your cooperation.

BISKRI Bochra

HAMDI Romaissa

Department of Letters and English Language

University of 8 May 1945, Guelma

2019/2020

Section One: General Information:

Q1-How long have you been studying English so far?

.....

Q2- Was English your first choice?

a- Yes

b- No

Q3- How do you consider your level in English?

a- Very good

b- Good

c- Average

d- Weak

Section Two: Students' Oral Proficiency

Q4- Which of the four learning skills do you prefer more to learn English?

a- Listening

b- Speaking

c- Reading

d- Writing

e- Whatever your choice is, please justify,

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Q5-Do you like Oral expression session?

- a- Yes
- b- No

Q6- Do you agree that in order to learn a language you have to speak it?

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

Q7- Do you encounter difficulties while speaking?

- a- Yes
- b- No

- If yes, is it due to:

- a- The Fear of making mistakes (grammatical / pronunciation).
- b- The lack of Vocabulary.
- c- The lack of practice.
- d- The lack of Self- confidence.

Q8- Does your teacher of oral expression give you opportunity to express your ideas?

- a- Yes
- b- b- No

Q9- What is the role that your teacher plays in classroom?

- a- Controller
- b- Guide (organizer, prompter, participant, tutor)

Q10- Do you agree that Pair and group work motivate students to learn and speak a foreign language?

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

Q11- Which of the following techniques do you enjoy more?

- a- Discussion
- b- Role-play
- c- Problem solving
- d- Debate
- e- Others

If others, Please specify

.....

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.....

.....

Section Three: Using Classroom Debate

Q12- Does your teacher of oral expression hold debate in classroom?

- a- Yes
- b- No

Q13- How often does your teacher use debate in class?

- a- Often
- b- Sometimes
- c- Rarely

Q14- How Do you find in-class debate?

a- Enjoyable

b- Boring

Q15- Do you think that debating in the classroom is more interesting than other activities?

a- Yes

b- No

Q16- Does your teacher raise your awareness towards the skills of debate?

a- Yes

b- No

Q17- Having debates as an activity motivate you to speak more?

a- Agree

b- Disagree

Q18-Does debating create a friendly atmosphere in the classroom?

a- Yes

b- No

Q19- Do you think that in-class debates enhance your speaking skill?

a- Yes

b- No

Q20- Do you think that classroom debate should be practiced as a learning technique ?

a- Yes

b- No

c- If yes, explain why?

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d- If no, what are other effective activities that you think that are important in enhancing the speaking skill?

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Thank you for your help.

Appendix B

Teachers' Questionnaire

Dear teachers,

The following questionnaire aims to explore the teacher's attitudes towards the use of debate as a teaching and learning strategy to enhance the learners' oral proficiency. Your collaboration will help us to continue our research, would you please read and answer the following questions.

Thank you for your cooperation.

BISKRI Bochra

HAMDI Romaissa

Department of Letters and English Language

University of 8 May 1945, Guelma

2019/2020

Section One: Background Information

Q1- Specify your gender.

- a. Male
- b. Female

Q2- What is your specialty?

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Q 3- For how long have you been teaching oral expression module?

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Section Two: Teaching Oral Proficiency

Q 4- Do you follow any specific program in teaching oral expression?

- a. Yes
- b. No

-If yes, could you please explain.

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.....
.....

Q 5- Do your students enjoy oral expression sessions?

- a. Yes
- b. No

Q 6- How do you consider students' participation during your session?

- a. High
- b. Moderate
- c. Low

Q 7- What are the difficulties that you face with your students when teaching oral expression?

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

Q 8- Do pair and group work motivate students to learn and speak a foreign language?

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

Q 9- what speaking activities do you use?

- a- Roleplay
- b- Storytelling
- c- Discussion
- d- Debates
- e- Games and simulation.
- f- Presentations

Section Three: The Use of In-class Debate for Teaching Oral Proficiency

Q 10- Do you hold in-class debates?

- a. Yes
- b. No

Q 11- How often do you use this technique?

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

Q 12- What kinds of topics do you use in classroom debate?

- a. Controversial topics
- b. Argumentative topics.
- c. Other.

Q 13- Through your experience, what are the benefits of in-class debates?

- a. Developing critical thinking skills
- b. Present knowledge to learners
- c. Increase self-confidence
- d. Improve learners' vocabulary, grammar and pronunciation
- e. Create active learners
- f. All of the above

Q14- Do you agree that classroom debate should be followed in teaching oral expression module?

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

d. Strongly disagree

-Whatever your answer is, please justify

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Q 15- Do you think that debating in classroom improve students' speaking skill?

a. Yes

b. No

- Please justify your answer,

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Thank you for your collaboration. Feel free to add any comments or suggestions.

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Thank you for your contribution.

RÉSUMÉ

L'étude actuelle tente de découvrir l'attitude des étudiants et des professeurs d'anglais langue étrangère à l'égard du débat en classe comme outil pour améliorer les compétences orales des étudiants. Pour atteindre cet objectif, une méthode descriptive quantitative a été suivie. Deux questionnaires ont été conçus et administrés pour vérifier si les enseignants et les élèves ont des attitudes positives ou négatives à l'égard de l'utilisation du débat en classe comme stratégie d'apprentissage pour améliorer les compétences orales des élèves. L'échantillon était composé de quatre professeurs d'expression orale du département d'anglais de l'université de Guelma et de quatre-vingt-quinze étudiants de deuxième année de LMD du même département. Les résultats obtenus indiquent que les enseignants et les étudiants ont une attitude positive vis-à-vis de l'utilisation du débat en classe et de son rôle dans le développement des compétences orales des étudiants. De leur côté, les enseignants ont montré à quel point l'utilisation des débats dans les classes orales pouvait être efficace et fructueuse ; l'analyse du questionnaire des enseignants a démontré les avantages cognitifs, psychologiques et éducatifs que l'utilisation des débats apporte. De même, les réponses des apprenants ont indiqué leur préférence pour ces techniques car elles leur permettent de s'exprimer et de prendre position. Les apprenants et les enseignants sont favorables à l'utilisation des débats car ils permettent une progression agréable et efficace des compétences orales. Par conséquent, les enseignants doivent faire plus d'efforts sur le contenu des cours d'oral et essayer d'intégrer autant d'éléments intéressants pour les apprenants que possible. Les étudiants doivent également travailler dur sur leurs compétences linguistiques et comportementales, ils doivent avoir confiance en eux et agir activement en classe.

Mots-clés: Débat en classe, Compétence orale, Communication, Parler, Apprenants de l'EFL, Enseignants de l'EFL.

المخلص

تحاول الدراسة الحالية معرفة موقف الطلاب ومعلمي اللغة الإنجليزية من المناقشات في الفصل الدراسي كأداة لتعزيز المهارات الشفوية للطلاب. وقد استخدمت طريقة الوصف الكمي لتحقيق هذا الهدف. وقد تم وضع واستحداث استبيانين للتحقق مما إذا كان للمدرسين والطلبة موقف إيجابي أو سلبي إزاء استخدام المناقشة في الفصل كاستراتيجية تعليمية لتحسين المهارات الشفوية للطلبة. وتتألف العينة من أربعة أساتذة للتعبير الشفوي من قسم اللغة الإنجليزية في جامعة قلمة، وخمسة وتسعون طالبا في السنة الثانية من نفس القسم. وتشير النتائج إلى أن الأساتذة والطلاب يؤيدون استخدام النقاش في الفصل الدراسي ودوره في تنمية المهارات الشفوية للطلاب. وأظهر المعلمون، من جانبهم، مدى فعالية استخدام النقاش في الفصول الشفوية؛ وأظهر تحليل استبيان المعلمين الفوائد المعرفية والنفسية والتعليمية التي تعود على المناقشات. وعلاوة على ذلك، أشارت ردود الطلبة إلى أنهم يفضلون هذه الأساليب لأنها تسمح لهم بالتعبير عن آرائهم واتخاذ مواقفهم. ويؤيد الطلبة والأساتذة استخدام المناقشات لأنها توفر تنمية ممتعة وفعالة للمهارات الشفوية. وفي هذا الصدد، ينبغي للأساتذة أن يبذلوا مزيدا من الجهود لمحتوى الدورات الدراسية الشفوية وأن يحاولوا إدماج أكبر قدر ممكن من العناصر المثيرة للاهتمام بالنسبة للمتدربين. ويجب على الطلاب أيضا أن يعملوا بجد على مهاراتهم اللغوية والسلوكية، وأن يكونوا واثقين من أنفسهم وأن يعملوا بنشاط في الفصل الدراسي.

الكلمات الرئيسية: نقاش في الفصل الدراسي، مهارة شفوية، اتصال، محادثة، تلاميذ، معلمون.