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Ministry of Higher Education and Scientific Research  
University of Chadli Bendjedid El-Tarf  
Faculty of letters and Languages  
Department of English



**EFL Students Perception towards the Use of In Class  
Debate in Enhancing their Speaking Skills**  
**Case study of Master Two Students at Chadli Bendjedid  
University**

**Dissertation submitted to the Department of English in Partial Fulfillment  
of the Requirement for the Master Degree in English Didactics**

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## **Dedications**

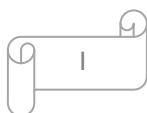
I would like to dedicate my work to the greatest persons in my life:

My parents who keep praying for me all my life time

My dearest brothers: Saddik and Amar.

My precious people: Nouredine, Asma.

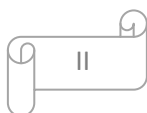
**SAHTOUT SABRINA**



## Acknowledgements

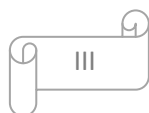
All praise and thanks to Almighty Allah who donated me the power to carry out this work.

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## **Abstract**

Nowadays English has become the most used language in the whole world, it is used not only in academic field but rather in all other fields, one of which is communication, inside or outside the classroom; however, most of the students still encounter some difficulties with the English language especially in speaking. It is one of the most important skills, it is said to be an active and a productive one that needs to be developed through an appropriate strategies. The current study shows the role of in class debate and how second year master EFL students at Chadli Benjdid University react towards its use as a developer of their speaking skills. In order to conduct this research and check the validity of our hypotheses one data gathering tool was used: students' questionnaire which was the only way to check students perception towards the use of in class debate to enhance their speaking skills. The main objective of this research is to confirm or disconfirm students' acceptance to use in class debate as a beneficial strategy that improves students' oral performance. The analyses of the questionnaire indicated that students reacted in a positive way concerning the use of in class debate in developing their speaking skills and they agreed on including it in their learning process. This study recommended checking the effectiveness of in class debate on students oral performance using experiment.



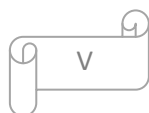
## المخلص

في الوقت الحاضر أصبحت اللغة الإنجليزية هي اللغة الأكثر استخدامًا في العالم كله، فهي تستخدم ليس فقط في المجال الأكاديمي بل في جميع المجالات الأخرى، أحدها هو التواصل، داخل أو خارج الفصل الدراسي. ومع ذلك، لا يزال معظم الطلاب يواجهون بعض الصعوبات في اللغة الإنجليزية خاصة في التحدث. يعتبر التحدث من أهم المهارات الأربع ، ويقال إنه نشاط فعال ومثمر يحتاج إلى تطوير من خلال الاستراتيجيات المناسبة. تُظهر الدراسة الحالية دور النقاش التطبيقي وكيف يتجاوب طلاب السنة الثانية ماستر في جامعة الشاذلي بن جديد مع استخدامها كمهندس لمهاراتهم في التحدث. من أجل إجراء هذا البحث و التحقق من صحة فرضياتنا، تم استخدام أداة واحدة لجمع البيانات و هي إستطلاع الطلاب، و هو الطريقة الوحيدة لفحص إدراك الطلاب لاستخدام النقاش لتعزيز مهاراتهم في التحدث. الهدف الرئيسي من هذا البحث هو تأكيد أو عدم تأكيد قبول الطلاب لاستخدامه كاستراتيجية مفيدة تعزز الأداء الشفهي للطلاب. تحليل الاستطلاع أكد أن الطلاب تجاوبوا بطريقة ايجابية نحو استخدام النقاش كاستراتيجية فعالة لتحسين مهاراتهم في التحدث و قد وافقوا على دمجها في مسارهم الدراسي. هذه الدراسة اقترحت تجريب فعالية النقاش على الكفاءة الشفهية للطلاب باستخدام الطلاب.

## List of Abbreviations and Acronyms

**EFL:** English as Foreign Language

**L2 :** Second language



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## **General Introduction**

### **1-Statement of Problem**

During in class debate, Master two English students of Chadli Bendjedid University are put in a very challenging situation where the main concern is the speaking skills, the in class debate is viewed also as a very effective way in enhancing their speaking abilities since it involves peer interactions.

EFL learners usually have difficulties while speaking. The in class debate is considered to be better than direct instructions given explicitly by the teacher in classroom.

The implementation of the debate in EFL classrooms is said to be important to strengthen students' speaking skills. The aim of this study is to focus on the problem of speaking development that students face and confirming that the class debate can be a highly effective means of motivating students to use language.

### **2- Research Questions**

In class debate is undoubtedly a powerful means of instruction that brings rapid change in the way students learn speaking skills. The above discussion leads to find answers to the following research questions:

1. According to EFL students, does the use of in class debate strategy improve their speaking skills?

2-How do EFL students perceive the idea of in class debate in developing their speaking skills?

### 3- Hypotheses

According to the questions introduced previously, it has been predicted the following hypotheses:

1. Students see the use of in class debate as an effective tool in enhancing their speaking skills.
2. EFL students accepted to use of in class debate to enhance their speaking proficiency.

### 4- Significance of the Study

The main concern of this dissertation is to investigate the relationship between in class debate and the speaking skill. In other words, there were focus on the importance of in class debate on developing students' speaking skills.

This study aim to show how can students make use of debates inside classrooms to improve their speaking abilities, and how do students perceive the idea of class debate as a strategy of developing their speaking abilities.

The significance of this research is to show the effect of different kinds of in class debates and discussions, that occur in classroom, on students'speaking skills.

### 5- Research Methodology

**Method:** This study is based on the descriptive method. It is used to describe characteristics of a population or phenomenon being studied, it does not answer questions about how/when/why the characteristics occurred. Rather it addressed the what question.

**Instruments:** The study will include students questionnaire. Aiming to confirm the hypotheses and get the information from the participants. This questionnaire will help to

clarify the role of in class debate in enhancing speaking abilities, the outcomes will be tabulated, described and analysed.

**Participants:** The participants of this research will be randomly selected. A sample of thirty-two (32) Master two students from the department of English at Chadli Bendjedid University, during the first semester, will be picked because they have sufficient experience to answer the questions.

## **6- Structure of the Dissertation**

This research is divided into two main chapters. The first chapter contains two sections: section one is concerned with the speaking skill, background information about speaking, definition, its importance, difficulties students' facing while communicating, factors affecting students' speaking abilities, theories about speaking skill and teacher as a motivator to push learners to speak. Section two is concerned with the class debate or discussion among students and its relation to the improvement of students' speaking skills. The second chapter is devoted to the analyses and discussions of students' questionnaire and some suggestions and recommendations for further research related to this topic.

## Chapter one: Literature Review.

### Section One: Speaking Skills

#### Introduction

Widdowson(2008) declared that language is internalized as an abstract knowledge in the human mind, and the only way to make this occur is through experiencing the language. In other words, language could not be in the mind of learner as an abstract knowledge unless it was performed by him/her in the society.

Learning a language depends on the mastery of the four skills: speaking, listening, reading and writing. Bygate(1987) suggested two ways that allow us to define or to identify the skill, which are the motor-perceptive skills and the interactive skills. First, he claimed that motor-perceptive involves perceiving, recalling and articulating, the order of these processes should be respected. This kind of skills was suggested by the audio-lingual approach and adopted in language teaching for many years. Bygate added "it is the context-free kind of skill" which means that the learner is going to train him/herself without any interaction with others,as soon as the learner is good at driving alone, so the skill is there. Second, the interaction skills which involve decisions making concerning communication, like: what and how to say, and whether to develop it, in accordance with one intention, while maintaining the desired relations with others (Bygate, 1987). Unlike the motor-perceptive skills, the interaction skills involve as the name indicates interaction and communication with others.

The above explanations were about the skill in general. Concerning the speaking skill, most of students can hardly speak a foreign language as Thornbury(2005) wrote: "no wonder speaking represents a real challenge to most language learners"(p. 6). So there are some factors that researchers found in order to enhance learners' proficiency of oral production.

## **1-Definition of the Speaking Skills:**

Speaking is the act of interaction between listener and speaker, as Widdowson(2011) explained "speaking is part of a reciprocal exchange in which both reception and production play a part"(p. 59), he clarified that "the skill of speaking involves both receptive and productive participants"(p.59).

Bygate(1987) agreed with Rivers(1981) about the reciprocal interaction "the person are speaking to is in front of us and able to... show agreement and understanding or incomprehension and disagreement". To clarify, speaking needs at least two interlocutors, the speaker and the listener, while the speaker delivers a speech, the listener is receiving and at the same time is judging the speaking by agreeing or disagreeing, and this judgement or reaction is taken in consideration, so the speaker can adjust speech in order to satisfy the listener. Furthermore, Bygate declared that interaction skills include reaching a decision concerning communication, deciding about the message, the way it was delivered, the process of developing it, matching all of these processes with the persons objectives to reach specific relations with others as Fulcher in Hidri (2018) confirmed "speaking is the verbal use of the language to communicate with others" (p. 87).

Mackey in Bygate (1987) summarized speaking or oral expression as follows: "oral expression involves not only(...) the use of the rightsounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning "(p. 5). To clarify, Mackey repeated the word 'right' several times that is to mean, in order to be a good speaker, doing things right is the perfect way to achieve that goal. In other words, choosing the right words, putting them in the right order, producing the correct forms in order to look like a native speaker.

Hall in Fulcher (2014) "speaking is an ability that is taken for granted, learned as it is through a process of socialisation through communicating"(p. 22). To clarify, children are born with this ability that permit them from a very early age to communicate with their parents and with the society. This point was confirmed by Levelt(1989) who said that "speaking is usually an intentional activity, it serves a purpose the speaker wants to realize"(p. 20). Hall 1995(in Fulcher2014) agreed by saying: "the ability to communicate and the steady development of speech are so natural that most people find it unremarkable"(p.22).

To simplify, the oral production skill is necessary and needs to be developed and ameliorated through different ways. Even though it is said to be a an easy task for native speakers but it can not be ignored in learning a second or foreign language.

### **1-1- Importance of the Speaking Skills**

Bygate(1987) declared that speaking skills or interaction skills can be used for different purposes "interaction skills involve the ability to use language in order to satisfy particular demands"(p. 7). Language aquisition is one of the essential demands that speakers tend to acheive through the speaking " Speaking skill is very important in learning a language... especially second and foreign language"(BenTahir, 2013, p. 7). Goh and Burns confirmed saying "for children to learn their first language, they must be "exposed" to the language". They added that this exposure is represented by the daily conversations that occur between expert speakers ( adults, caretakers) and children. Through speaking, learner can express his/her thoughts, opinions and feelings easily in the shape of words in meaningful way since the meaning can be attained without taking into consideration grammar.

Many researchers affirmed that speaking can lead students to discover a gap between what they say (produce) and what they hear (receive). Then, finding that some of their grammar is not correct. Speaking also permits the learner to test hypotheses qwhether

confirming or disconfirming them. So, many scholars confirmed that the use of target language while communicating has many advantages like learning or mastering the language and attracting the audience 's attention.

According to Kingen in Ounis (2017,p 96) "speaking helps to fulfill the following twelve functions:

- 1- Personal: expressing personnel feeling, opinions, beliefs and ideas.
- 2- Descriptive: describing someone or something real or imagined.
- 3- Narrative: creating and telling stories or chronologically sequenced events.
- 4- Instructive: giving instructions or providing directions designed to Pproduce an outcome.
- 5- Questionning: asking questions to obtain information.
- 6- Comparative: comparing two or more objects, people, ideas or opinions to make judgements about them.
- 7- Imaginative: expressing mental pictures of everything.
- 8- Predictive: predicting what will happen.
- 9- Interpretative: exploring meanings, formulating explanations.
- 10- Persuasive: changing others' views and attitudes towards anything.
- 11- Explanatory: explaining, clarifying and supporting ideas and opinions.
- 12- Informative: sharing information with others.

Harmer (2007) declared that while communicating, speakers can manipulate their speech the way they wantsince they have a big amount communicative choices or possibilities

to use. Without mentioning the obvious use of the word, in order to highlight the most important words or to attract listeners' attention to a specific word, the use of intonation and stress would help and it would be beneficial while conveying the speakers' attitude also.

### **1-2-Factors That Cause Speaking Difficulties to EFL Learners**

Speaking is the most difficult skill among the other skills, it is considered to be difficult to be mastered for the majority of EFL learners

Al Hosni(2014,p.23) mentioned that Ur(2006) declared four factors that cause difficulties in speaking:

- 1- Inhibition: making mistakes is the students biggest worry, after that being criticized by the teacher, or they are simply shy.
- 2- Nothing to say: when students have no interest in the topic, nothing motivates them to talk.
- 3- Low and uneven participation: because of the large classes, the opportunity to talk is not available for everyone.
- 4- Mother-tongue use: learners tend to use Mother-tongue instead of the target language because through it they can express their thoughts easier, especially when the learners share the same Mother-tongue.

Al hosni(2014) added "teaching strategies also contributes to this problem as they are inadequate, and they do not put emphasis on speaking"(p, 24).To clarify, teaching strategies did not mentioned the issue of speaking sufficiently.

Rabab'ah(2003,p 183) claimed that learners have difficulties in using English for communication due to several reasons like the lack of vocabulary, this causes interaction or communication break down

One of the most important reasons for the difficulties in speaking is the lack of motivation as Littlewood(1984) said "motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it"(p.53).

Motivation decides about the amount of interest of the learner about a given topic.

### 1-3- Elements of Speaking

According to Thordores (2001, p.23-26) there are two elements of speaking

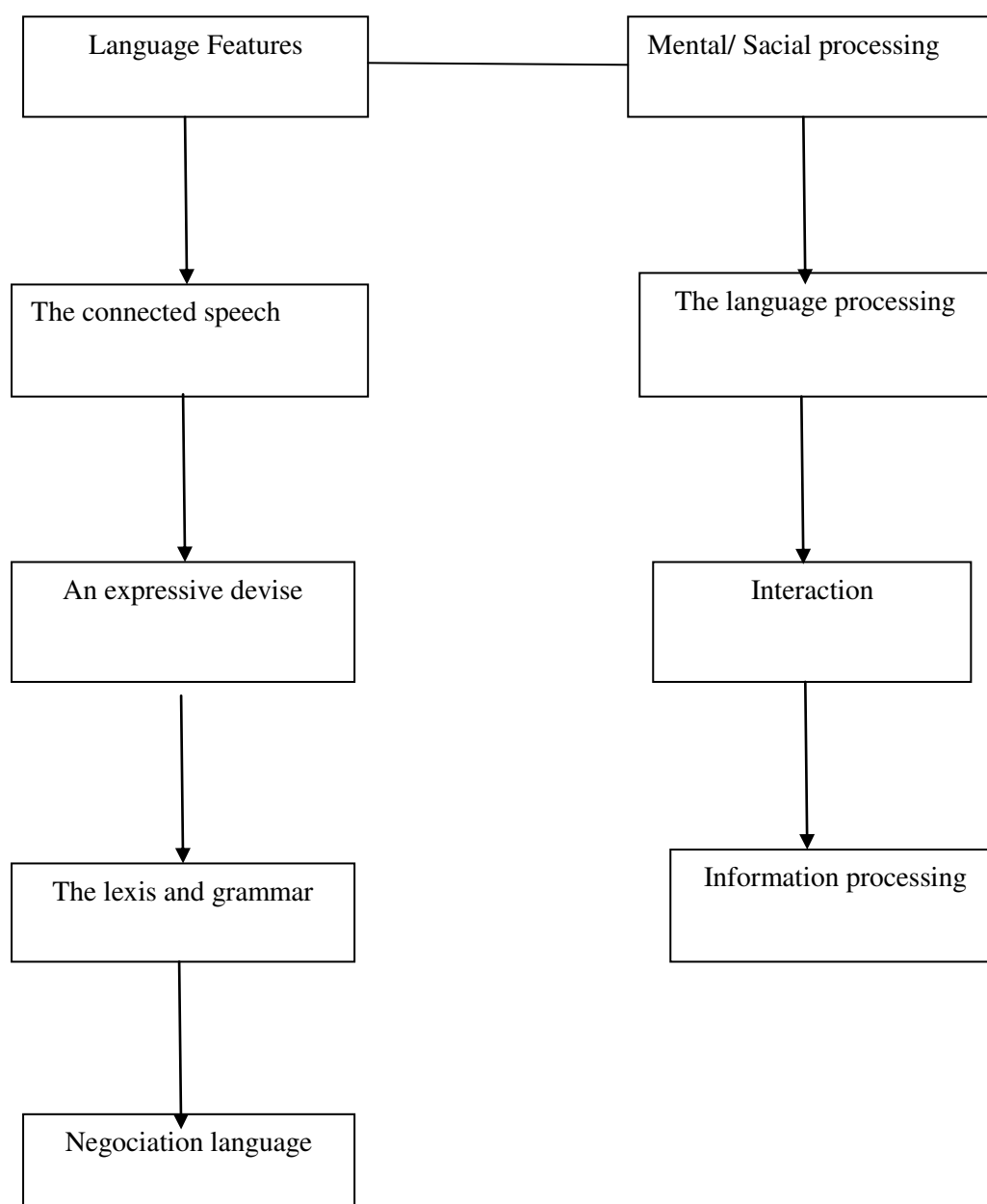


Figure1: Elements of Speaking by Thordores(2001)

According to language features the production of words only is not enough for EFL students to be effective speakers, it requires also connected speech. This latter should convey a certain meaning contributed by an expressive device, with the existence of lexis and grammar to express some language functions such as agreeing and disagreeing, surprise, and so forth. Those elements are enough to allow students to be able to communicate.

On the other hand, there are mental and social processing which are very effective in considering students as very effective speakers like language processing, interaction with others and information.

#### **1-4- The Notion of Teaching Speaking**

Second language(L2) should be taught through the interaction of students with others. In order for students to master many speaking components like: comprehension, pronunciation, grammar, vocabulary and fluency. L2 teachers are required to be creative while presenting the lesson, improving their speaking skill in a very exciting way, depending on the appropriate methods and techniques. The method used by the teacher is communicative approach.

Nunan(2003,p.48) clarified the meaning of 'teaching speaking' as teaching English as a Second Language (ESL) learner to:

- 1- Produce the English speech sound and sound patterns
- 2- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4- Organize their thoughts in a meaningful and logical sequence.
- 5- Use language for expressing and judging others speech.

6- Use the language quickly and confidently with few unnatural pauses which is called as fluency.

### **1-4-1- Principals of Teaching Speaking**

According to Kayi(2006) there are several principals for teaching speaking:

- 1- Group work activities allow students to use the target language and practice it more
- 2- Teacher tries to include student in speaking tasks
- 3- Give students the opportunity to speak by decreasing teachers' speaking time.
- 4- Comment on students' ansewers in a positive way.
- 5- Motivate student to speak more through asking questions like: what do you mean? How did you reach that conclusion?.
- 6- The written feedback is batter than the oral one.
- 7- Avoid immediate feedback in order not to distract student.
- 8- Involve student in speaking task inside or outside classroom.
- 9- Keep checking your students to make sure if they need your help in group work.
- 10- Help students with some needed vocabulary.
- 11- Determine students' problems while speaking, provide more trials.

### **1-5- Factors Affecting Students Speaking Ability**

There are several factors that influence teaching speaking whether in a positive or in a negative way. According to Ritchards and Reynanda (2005,p.205) there are four factors that affect students' oral communication ability:

#### a - Age or Maturational constraints:

Age is a factor that decides about the success or failure in foreign language learning. Many researchers determine that the acquisition of a language in a very early age permits them to achieve a high command of the foreign language better than those starting as adults. This fact shows that age can lead to the development or the limitation of the EFL learners' learning process.

#### b - Aural Medium

Listening has a great role in the L2 or foreign language acquisition. Speaking feeds on listening which precedes it. Both are related to each other because every speaker has two functions while interacting: speaking and listening.

#### c - Sociocultural Factors

Learners must know how language is used in social context because languages differ according to their rules of usage and also the use of non-verbal language leads to misunderstanding. This means that sociocultural factors affect oral communication.

#### d - Affective Factor

The affective side of a learner is one of the most significant influences on the success or failure of the foreign language learning. The affective factors are emotions, self-esteem, empathy, anxiety, attitude, and motivation.

These four factors are considered to be very affective in the foreign language learning, teachers should pay attention to them in order to develop their students' speaking skills.

## 1-6- Factors For Successful Speaking Development

Goh and Burns (2012,p. 6) suggested a figure to describe the most important factors that affect the speaking development:

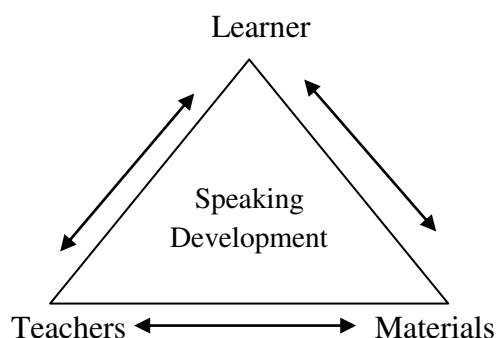


Figure2: Three Key Success Factors in Second Language Speaking Development.

The figure illustrates the interrelationship between the elements of a successful speaking development. Learners are in the top of the triangle, to indicate their importance, and learners can reach their goals only if they had a good and well-informed teacher with the use of effective and useful materials.

## 1-7- Activities to Promote Speaking In a Second Language

Kayi (2006) proposed a set of activities that promote EFL students speaking skills:

**Discussions:** aim to reach conclusions, solutions, and shared ideas about certain topics. The purpose of the discussion is stated by the teacher from the very beginning to avoid time wasting by students on irrelevant things. Discussions are like: agree or disagree discussions to give groups the opportunity to present, defend and justify their opinions.

**Role play:** students like role-playing in different social contexts. The role of the teacher is to give information to the students about the personalities they are going to be.

**Simulations:** are more sophisticated than role plays since they involve the creation of the realistic environment. Simulations aim at amusing and motivating students.

There also other activities or ways of getting students to speak such as: information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing and find the differences activity.

## **Conclusion**

The previous section contained definition of speaking and many other elements that are related to this skill. It has been concluded that the skill of speaking has several advantages on the learning process of a language especially for EFL learners who face some difficulties concerning this skill. This later could be enhanced through many strategies proposed by teachers.

## **Section Two: Debate**

In order to enhance their speaking skills, students tried to use several types of strategies. Teachers also used to use many tools and strategies one of which was in class debate.

### **1-8 -Definition of Debate**

According to Oxford English dictionary(2010) debate is a discussion on a specific issue on a group meeting in which students are opposing each others' points of view using their own arguments.

According to Krieger(2005)" debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways"(p, 1). In addition, Halvorsen(2005) claimed that debate obliges students to take into consideration many sides of an issues, and it focuses on students' interaction more than the topic itself.

"Debate is a form of oral controversy consisting of the systematic presentation of opposing arguments on a special topic" (Ericson, Murphy & Zeuschner(2003) in Roy & Macchiette(2005,p. 265). Roy and Macchiette(2005) added "words and language are the foundations of the debate process"(p. 266). They also mentioned the Roman Orator Cicero who created three main criteria that should appear in the debater:

To be clear; to make others get your point

To be interesting; to attract the audience attention

To be persuasive and convincing; to have the audience's agreement

(Roy&Macchiette,2005,266)

### **1-8-1- Formats of Debate**

There are many debate formats, Goodnight(1993) proposed three formats which are:

- 1- Standard debate format: used by beginners.
- 2- The cross-examination format: used by high level students.
- 3- The Linclon Douglas format: used for big deal issues.
- 4- Simplified debate format: used by non-native speakers.

Simplified debate is the format used by EFL teachers, since it involves the non-native speakers

#### **1-8-1-1- Simplified Debate Format**

According to Lustigova (2011,p.21) the Simplified debate format includes the following:

1. Affirmative team speech

2. Opposing team speech
3. Affirmative team rebuttal
4. Negative team rebuttal
5. Questions/answers from teams, field questions from audience
6. Affirmative closing argument
7. Negative closing argument
8. Audience assesses arguments' persuasiveness
9. Teacher provides constructive feedback.

### **1-8-1-2- Simplified Debate Methodology in Practice**

Lustigová(2011,p.21) argued that when teaching debate to lower and intermediate classes, teachers should go step-by-step in formulating their own points of view and introducing some Language structures, grammar issues and new vocabulary at the same time.

Harmer(2007,p. 84) declared that "simplified debates concentrate the content of the EFL/ESL learner's speech, thus allowing the students to focus on improving their skill by using knowledge already grasped"(as quoted in Lustigová, 2011,p.21).

### **1-8-2- Types of Debate Activities**

There are several types of debate as Vargo(2012, p. 5-6) mentioned which are : four corner, role-play, fishbowl, think-pair-share, and meeting house.

The four corner debate: the four corners of the classroom are classified to “strongly agree,” “agree,” “disagree,” and “strongly disagree.” After asking a question or a statement , the students move to the corner that represents their point of view. After creating groups at

each corner, they will work together on strong arguments in order to give them later on to defend their opinion against other group. If students were convinced with the other team argument, they are allowed to switch to that team's corner.

Role-play debates: in this type of debates, students are required to take turns while arguing and debating instead of others, acting and performing in real life situations. By doing so, students' understanding of this situation will be wider.

Fishbowl debates: is usually done by putting chairs in circle shape and leaving one empty chair inside the circle for someone else from the outside( the audience) to enter and ask a question or give arguments.

Think-pair-share debates: starts with the individual thinking of students and making notes, then forming pairs in order to compare their notes and form a list of arguments. After that, pairs join other pairs to create a group. The members of this group work together and adjust their previous lists, and pick the best arguments.

In a meeting house debate: involves teams, each team provides an argument, which will be questioned by the class with the presence of the teacher who make sure that all teams have equal time and motivate all the class to participate using cards each time a member wants to ask untill the whole class finishes. Teacher uses this strategy to limit same students domination.

Problem-solving debates: involve eight students. Four students for each team. One student from each side presents a statement based on arguments. The next two students take the position on why changes are or are not justified. The third set of students propose a plan. The final two students summarize the statement of their group and provide a final argument.

### 1-8-3- Benefits of Debate

"The benefits of debate are enjoyed most by the people they actually do it"( Trapp, Zompetti, Motiejunaite & Driscoll, 2005, p.187)

There are lots of benefits for the use of debate inside classrooms:

- 1- "Students can improve their speaking skills after being taught by debate technique" (Arung, 2006,p.76)
- 2- Through debate, people learn to listen and respect others' points of view.
- 3- While participating in debates, students will get rid of the fear of public speaking.
- 4- Debate technique helps developing communication skills.
- 5- According to Roy and Macchiette(2005) "using debate is an exercise in developing critical thinking"(p.265). Furthermore, Nisbett(2003) said "debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's side"(p. 21).
- 6- Krieger(2005,p.1) declared that "debate is an excellent activity for language learning".
- 7-In class debates provide learners with the opportunity of making new relationships as Quinn (2009) said "participating in organized debates gives you the chance to meet new people and new ideas" (p. 1).
- 8- While debating, Quinn(2009) added that students have the chance to defend their beliefs and opinions in a real situation dispute which means that students can discuss issues and try to convince others with their own point of view to gain others attention.

## **Conclusion**

The previous chapter focuses on speaking skills and debate activities and clarifies the essential role that debate plays in order to develop students speaking proficiency through giving the chance to students to work together in group work. Debate has many advantages like increasing students' speaking critical thinking and enhancing student's speaking proficiency. Teacher has a great role in motivating students to learn in an entertaining way.

## Chapter Two: Analyses of students ' Questionnaire

After finishing the literature review. This chapter is an essential part in the study of Students' perception towards the use of in class debate in enhancing their speaking skills.

### 3-The Students Questionnaire

#### 3-1-The sample

Thirty-two (32) students of Master two in the English department of Chadli BenJdid University have been participated in this research

#### 3-2-Description of Questionnaire

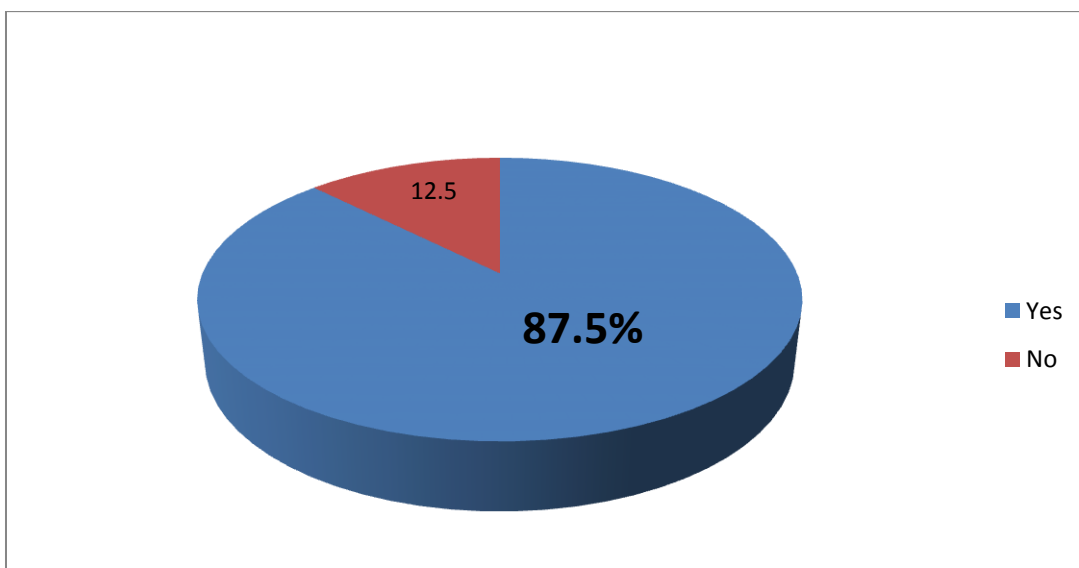
The students questionnaire were devided into two sections. The first one was concerned with speaking, and the second one was concerned with in-class debate.

Question 1 :

Table1: Students' choice of studying English.

Options	Number	Percentage
Yes	28	87.5%
No	04	12.5%
Total	32	100%

Figure 3: Students Choice of Studying English.



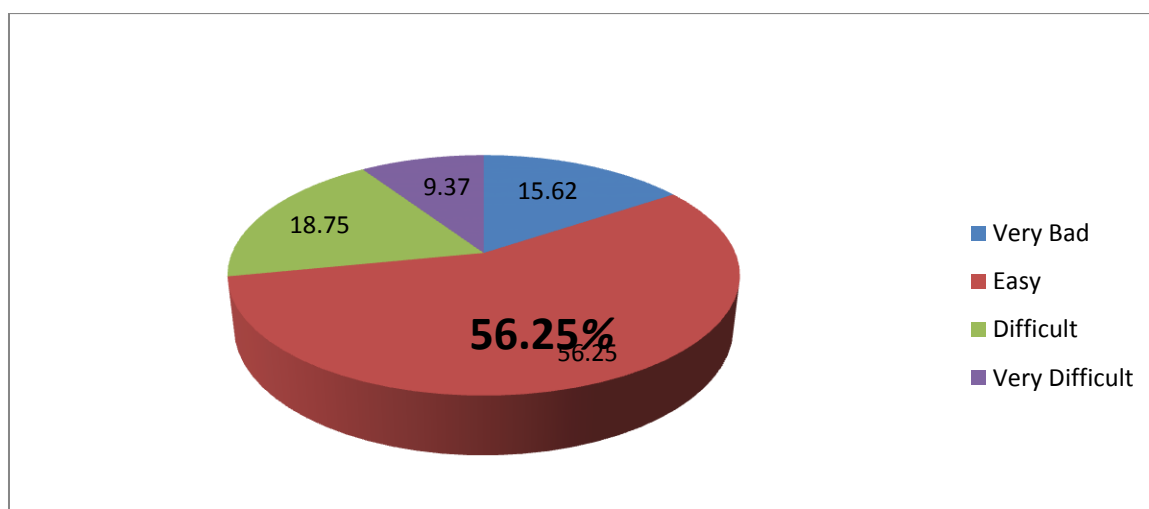
The analysis of 1st question indicated that the majority of the participants (87.5%) choosed to study English. We asked this question in order to know if EFL students are really interested in studying English from the beginning. Since they choosed studying it, so we predict that they will be motivated to develop it through any available tool or strategy. On the other hand, there were only 12.5% of the whole who didn't choose to study English. They were obliged to study it for several reasons one of which is that it was their only choice after passing the baccalaureate exam with a non-sufficient average for their desired speciality.

Question2 :

Table2: Students' views of English Speaking.

Options	Number	Percentage
Very bad	05	15.62
Easy	18	56.25
Difficult	06	18.75
Very difficult	03	9.37
Total	32	100

Figure 4: Students' views of English speaking.



The analysis of 2nd question showed that the percentage of students who said that speaking English is easy was the highest (56.25%). We asked this question to know how EFL students see speaking English. However, only 15,62% said that speaking English was very

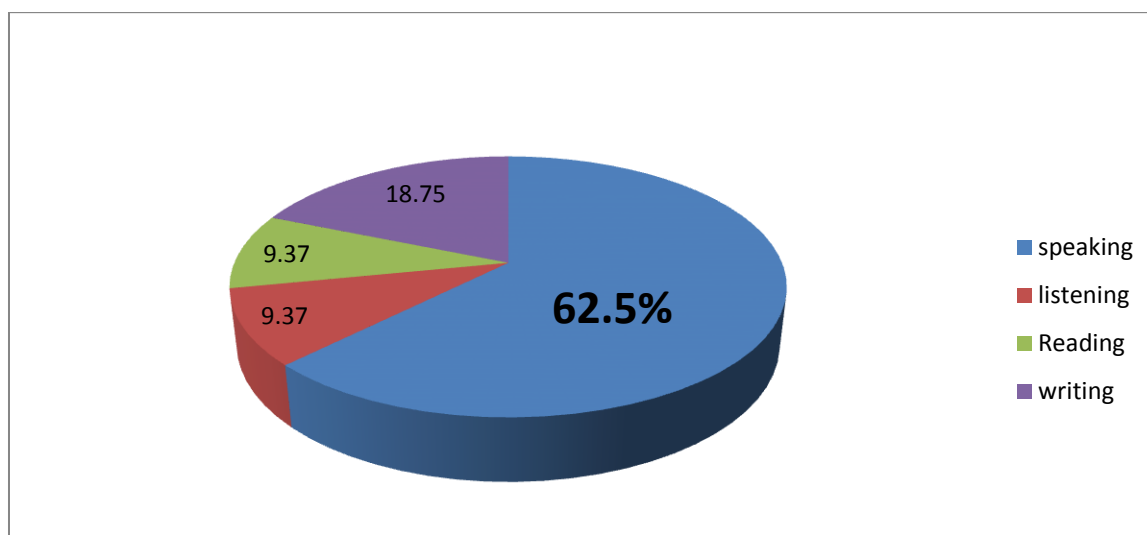
easy. 18.75% said it was difficult and 9.375% said it was very difficult. We conclude that EFL students face difficulties while speaking English.

Question 3 :

Table3 : Students' Most Important Skill to be Developed.

Options	Number	Percentage
Speaking	20	62.5%
Listening	03	9.37%
Reading	03	9.37%
Writing	06	18.75%
Total	32	100%

Figure 5: Students' Most Important Skill to be Developed.



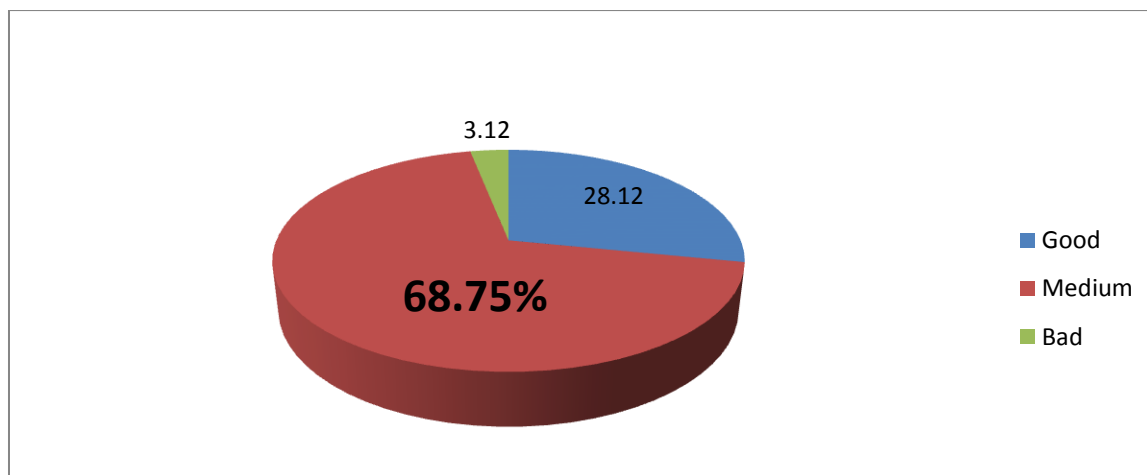
The results of 3rd question showed that 62.5% of master2 EFL students were interested with the speaking skills which they need to develop the most because of its importance in their social, educational and professional life, however, only few of students were interested in the other skills like listening(9.375%) reading(9.375%) and writing (18.75%), thinking that the rest of the are skills less important compared with the value and function of speaking.

Question4 :

Table4 : Students' English Oral Performance.

Options	Number	Percentage
Good	09	28.12
Medium	22	68.75
Bad	01	3.12
Total	32	100

Figure 6 : Students English Oral Performance.



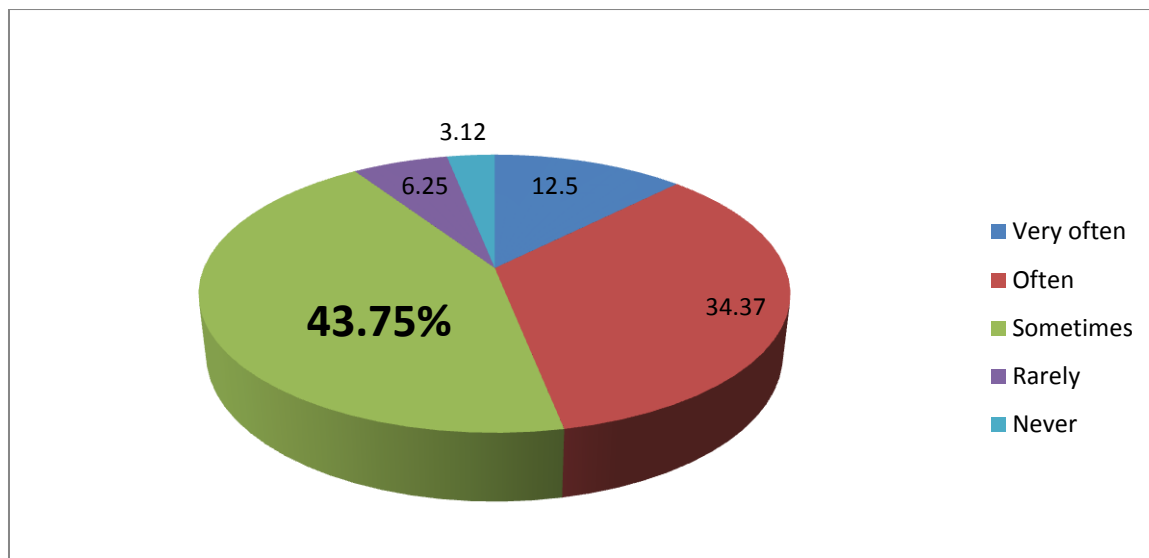
The analysis of question 4 indicated that the majority of students declared that their oral performance was medium (neither good nor bad) (68.75%). We noticed that the students who saw speaking as the most important skill that needs to be developed are almost the same students who declared that their oral performance is medium or bad, however, only 28.125% mentioned that they have a good oral performance.

Question5 :

Table 5: Students' Frequency of Using English Inside Classroom

Options	Number	Percentage
Very Often	04	12.5
Often	11	34.37
Sometimes	14	43.75
Rarely	02	6.25
Never	01	3.12
Total	32	100

Figure 7: Students' Frequency of Using English Inside Classroom.



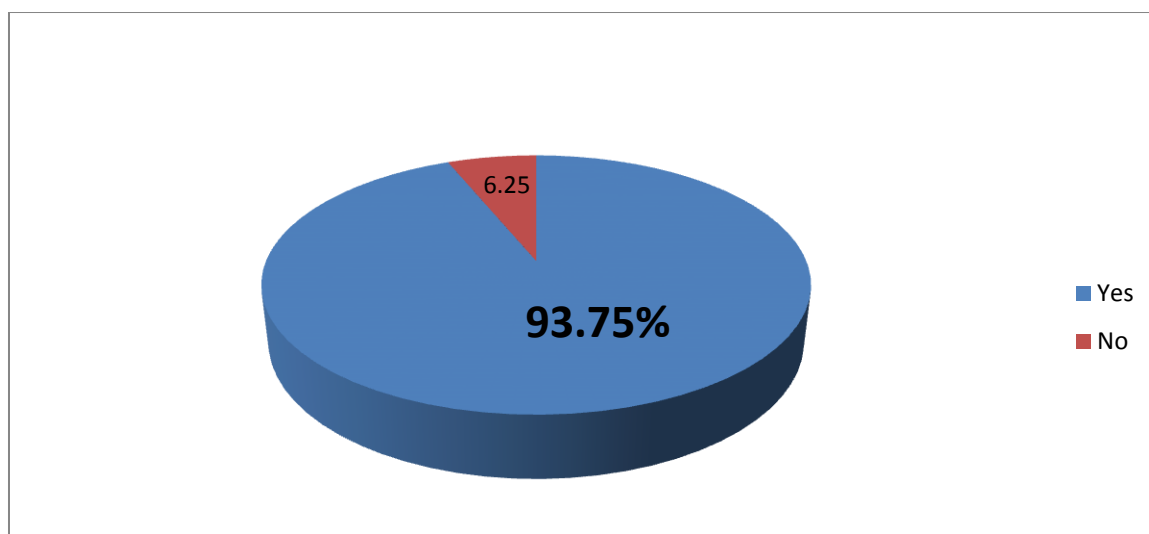
The results of question 5 indicated that only 42.5% of students use English very often inside classrooms and 34.375% of them use English often inside classrooms , however, a percentage of 43.75% use English sometimes inside classrooms. Again we noticed that the students who use English sometimes and rarely are those who declared that oral performance is difficult for them that's why they do not participate very often. There is a small percentage of 3.125% of those who never participate for several reasons like: anxiety, fear of public speaking, fear of making mistakes, hate to be criticized.

Question6 :

Table6 : Students' Attitude towards the Idea of in Class Debate.

Options	Number	Percentage
Yes	30	93.75
No	02	6.25
Total	32	100

Figure 8: Students' Attitude Towards the Use of in Class Debate.



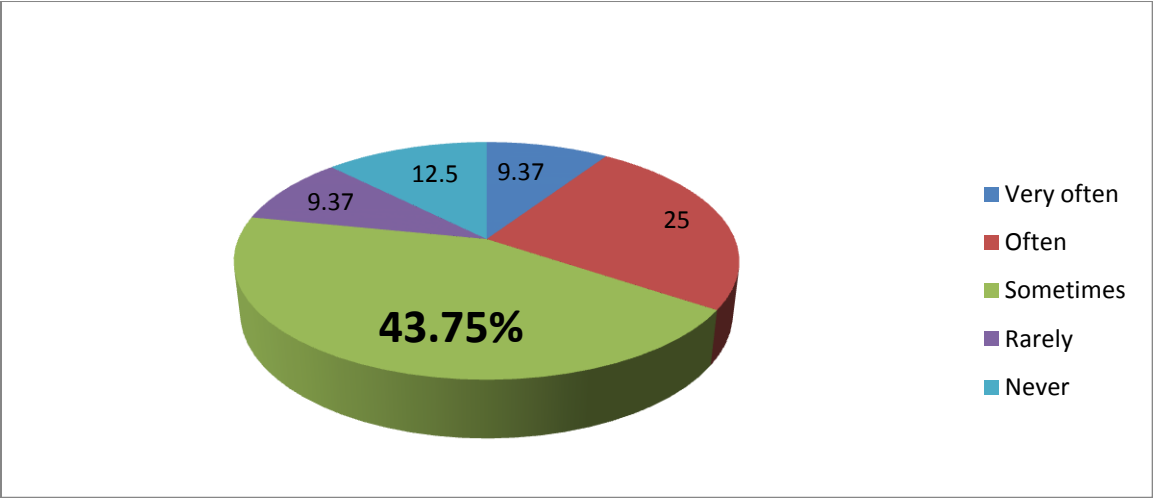
The analysis of question 6 showed that the majority of master2 EFL students (93.75%) supported the idea of using in class debate, because they think it is an entertaining way of education and they were already exposed to this strategy and they found it helpful in the process of learning. On the other hand, only 6.5% of master2 EFL students were against this idea because either they had a bad debate experience or they had never been involved in one.

Question7 :

Table7 : Students' Frequency in Participating in Class Debate.

Options	Number	Percentage
Very often	03	9.37
Often	08	25
Sometimes	14	43.75
Rarely	03	9.37
Never	04	12.5
Total	32	100

Figure 9: Students Frequency in Participating in Class Debate.



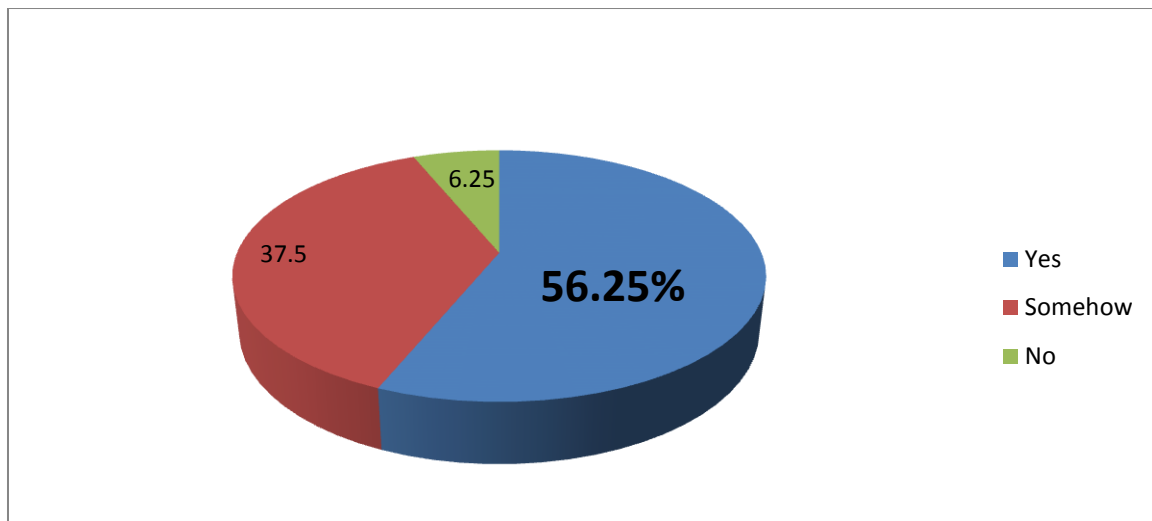
The analysis of the 7th question showed that a percentage of 43.75% of students participate sometimes in classroom debate, we found out that some of these students are those who want to develop their speaking skills, however, 9.375% of students participate rarely because they had a bad oral performance. But, the 12.5% are those students who never participate for many causes like: the lack of good oral performance or they are simply introverted students. And those who participate very often (9.375%) and often(25%) are those who have a good oral proficiency and also have the desire to develop their speaking more and more through the interaction with others.

Question8 :

Table8 : Students' Changement in Level After Participating in Cassroom Debate

Options	Number	Percentage
Yes	18	56.25
Somehow	12	37.5
No	02	6.25
Total	32	100

Figure 10: Students' Change in Level After Participating in Classroom Debate



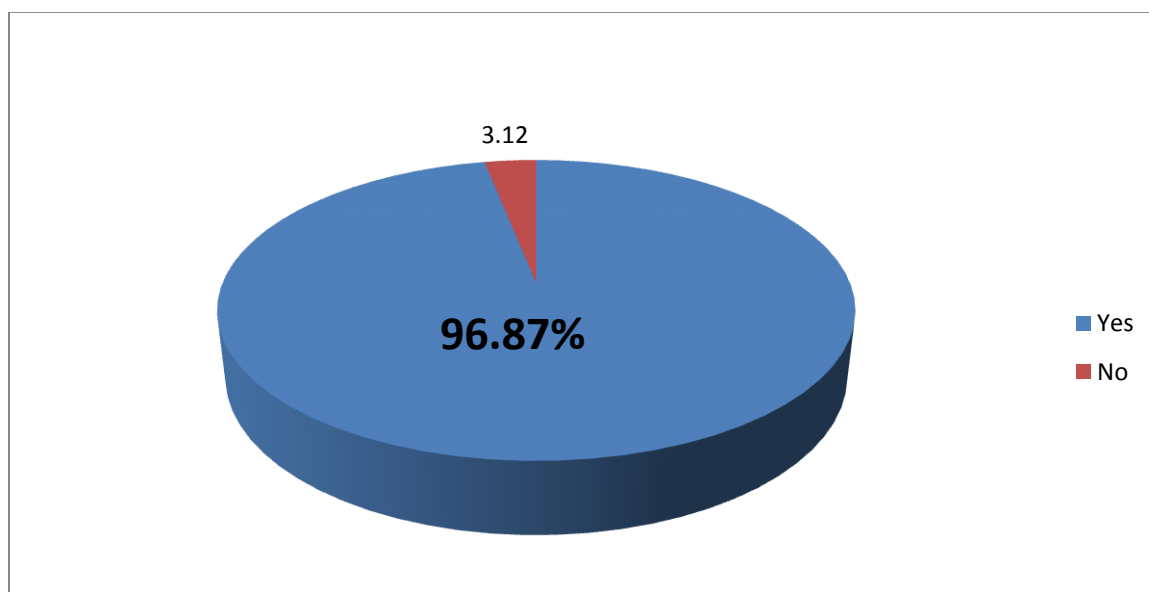
The results of the 8th question declared that 56.25% of students witnessed some changes in their oral performance after participating in debates because they were interested in the topics proposed and 37.5% of them have not a big change in their oral performance. The rest of students (6.25%) declared that there were no change in their oral performance level, because they were not interested in the topics.

Question9 :

Table9: Students' Attitude towards the Role of Classroom Debate in Overcoming the Anxiety

Options	Number	Percentage
Yes	31	96.87
No	01	3.12
Total	32	100

Figure 11: Students' Attitude Towards the Role of Classroom Debate in Overcoming the Anxiety.



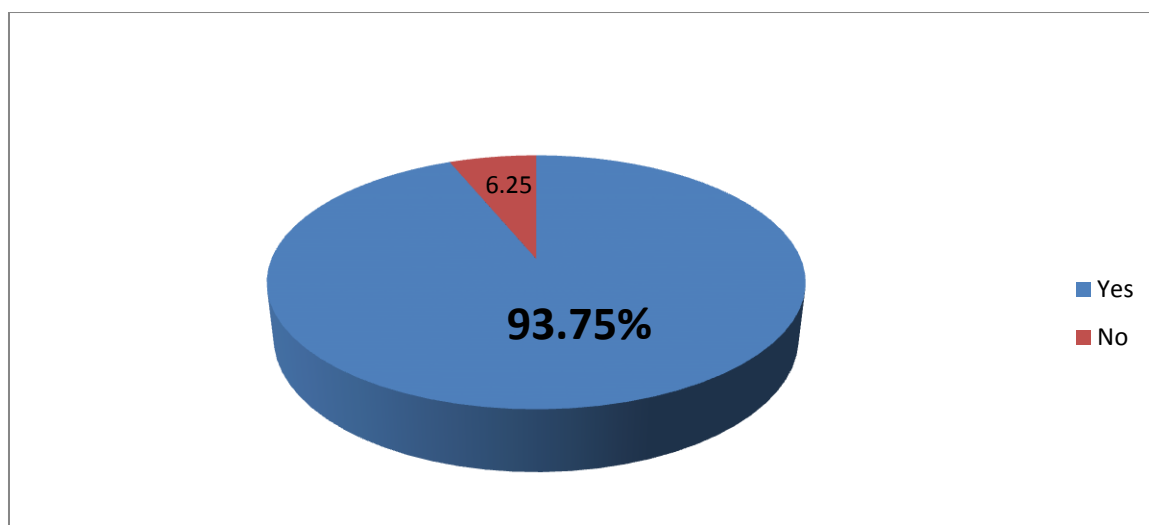
The results of question 9 indicated that the majority of EFL students support the idea that debate is helpful for them to overcome the anxiety, because they were suffering from this problem until they were involved in classroom debate where they were able to share their ideas, points of view freely prodding them with arguments in order to defend their positions, and a few percentage 3.125% ignored the role of debate as a solution to overcome the anxiety.

#### Question 10

Table 10 : Students' Attitude towards the in Class Debate Being Beneficial.

Options	Number	Percentage
Yes	30	93.75
No	02	6.25
Total	32	100

Figure12: Students ' Attitude Towards the in Class Debate Being Beneficial



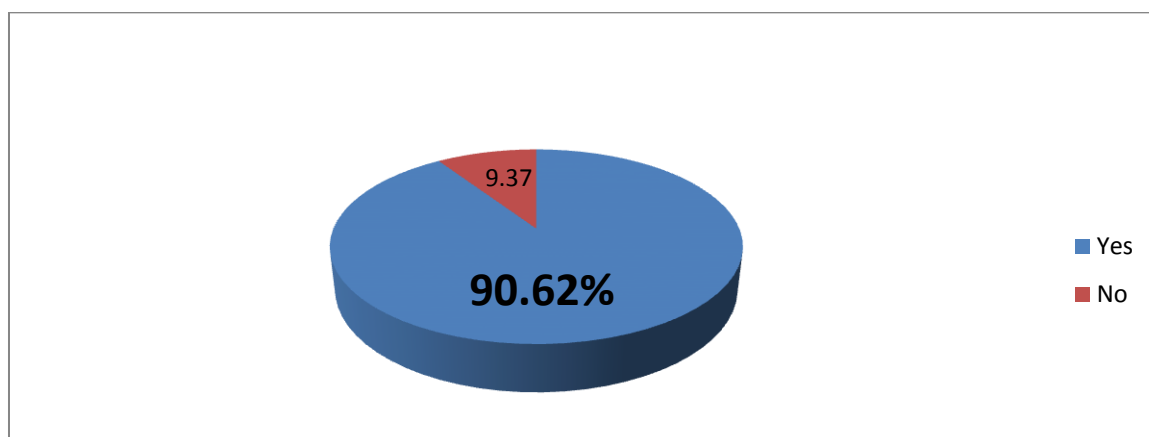
The results of the 10th question showed that a big percentage (93.75%) of students agreed on the beneficial of classroom debate in developing their speaking skills, because this strategy involves thos skill a lot and students are required to defend their opinions, the repetition of this strategy again and again permits them to enhance their speaking proficiency. The few precentage that is left( 6.25%)are against the role of classroom debate as speaking skills developer.

Question11 :

Table11: Student's Perception towards the Application of in Class Debate in the Learning Process

Options	Number	Percentage
Yes	29	90.62
No	03	9.37
Total	32	100

Figure 13: Student's Perception towards the Application of in Class Debate in the Learning Process



The analysis of the last question indicated that 90.625% of students agreed on the application of classroom debate in the learning process because it was a helpful strategy that develops their speaking skills and decrease their anxiety, however, 6.25% of them disagreed on the application of classroom debate in the learning process because they did not have the opportunity to participate or develop their speaking abilities.

### **3-3-Suggestions and Recommendations**

In the light of the results we have. It has been found that it is necessary to provide some recommendations in order to enhance learners' speaking proficiency.

In our study, we checked students perception towards debate as a strategy to develop students' speaking skills. Our sample was 2nd year master EFL students. We recommend that this strategy will be generalized to all EFL students' levels in order to check their perception towards this strategy.

#### **To teachers:**

- Teachers should shed light more on the productive skills like speaking while planning the syllabus.

- Teachers should make more efforts in motivating introverted students to participate in group work.

- Equal opportunities for students to express their thoughts were given by teacher.

- Teachers should raise their students awareness about the necessity on in class debate in enhancing their speaking skills.

- Teachers should start debating in order to raise the relaxed atmosphere.

- Teachers should permit shy students and dominant students to work together in order to learn from each others.

- Teachers should prevent students from using their mother tongue in an English classes.

Teachers need to suggest some books (that focuses on speaking) for reading through in class debate.

- Teachers should depend on several techniques and strategies in order to develop speaking.

#### **To students:**

- Students should speak in English as much as possible even while tackling personnel issues.

- Students should avoid the fear of making mistakes, since mistakes are the natural part of learning.

- Students should be more active in class.

#### **Recommendations for further studies:**

To researchers who want to conduct a research on the same area and same topic:

- Researchers can conduct a study with the same strategy but different skill( listening, writing, reading).

- Conduct a research in which the researcher checks the effectiveness of in class debate as a strategy to develop students speaking skills using an experiment method, and testing on a sample of EFL students from any level at the university.

## **Conclusion**

In this chapter, we clarified the methodology used to carry out this research and the data gathering tool used which is a questionnaire for students, the population and the sample of population of our study. From the analysis of students' questionnaire, we realized that the majority of students have difficulties in the skill of speaking and they are aware of using in class debate as a strategy to overcome these difficulties and develop their communication abilities and decreases the level of anxiety. In addition, there were some suggestions and recommendations for both teachers and students for further research concerning either the same field or other topics related to the same topic.

## **General conclusion**

After going through the literature review, and working with the different elements of speaking and debate, the use of in class debate was used by many researchers and it was accepted by EFL students as a strategy to develop their speaking skills. The application of in class debate has many benefits like enhancing EFL students' speaking skills. In class debate is beneficial in helping students facing the real world conflicts and issues, defending their points of view while debating with others. Students agreed on the use of in class debate in the learning process. This later is confirmed by the results obtained from the data gathering tool the students' questionnaire. It was very useful to work with the descriptive method in order to check students' attitude towards the use of in class debate as a tool to enhance their oral proficiency. The answers of students were sufficient to confirm that the majority of master two students accepted the idea of in class debate, and they agreed on including it in the learning process as a strategy for developing EFL learners speaking skills. Furthermore, suggestions and recommendations were added for further research and to confirm also the effectiveness of in class debate in the speaking skills development, recommendations were for both teachers and students.

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