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Investigating the Impact of Debate as a Pedagogical Tool in Oral Expression Module: Case of Third-Year EFL Students at Saida University, Algeria.

A thesis submitted as partial fulfillment for the requirements of the master's
degree in Didactics.

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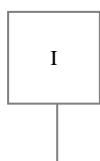
Declaration of Originality

I hereby declare that this work is my own work and has not been written by anyone else. All information contained in this thesis has been taken from other articles or websites, with the source and reference cited.

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Dedication

Praise be to Allah, who enabled me to complete this work and gave me strength and patience.

*To my beloved parents, who have always supported me, loved me, respected me, and appreciated my efforts, no matter how small. My sisters (**Khalida, Fatima**), my brother (**Abd Allah**), and my friends (**Buochra, Ines, Hasnaa, and Ikram**) are also grateful.*

Thank you for your constant love and support throughout my journey. I am grateful to all of you for your unwavering faith in me.

love you all.

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Abstract

Within the field of English as a Foreign Language (EFL), students seem to frequently encounter persistent challenges in oral expression courses, mainly, in developing speaking proficiency, enhancing fluency, and demonstrating self-confidence. These hindrances might significantly impede their communicative competence and hinder active classroom participation. Hence, provided that the foundational role of speaking skills in second language acquisition, there is a need for instructional methodologies that effectively address these issues. Therefore, this study investigates the pedagogical impact of integrating debate activities on improving EFL learners' oral skills, with an emphasis on speaking proficiency, fluency, self-confidence, and engagement. In this regard, a mixed-methods research design was employed, integrating both quantitative and qualitative approaches to endorse methodological triangulation and to foster reliability and validity of findings. Quantitative data were collected via a structured questionnaire administered to 60 third-year EFL Licence students at the University of Saida, Algeria. Moreover, qualitative data were gathered through semi-structured interviews with eight experienced oral expression instructors and six classroom observation sessions. The findings could reveal that debate activities are systematically implemented in oral expression courses and yield significant pedagogical benefits. Notably, the data suggest that classroom debates substantially improve students' speaking abilities, enhance linguistic fluency, strengthen self-confidence, and promote more dynamic classroom interaction. The study concludes by advocating for the integration of debate as a core communicative strategy in EFL instruction and recommends further longitudinal research to explore its sustained academic impact with more focus of rendering debate as an integral component of learner-centered approach that can promote students' engagement and critical thinking to become active and effective participants in the educational process.

Keywords: Classroom interaction, Debate activities, EFL learners, oral expression, speaking proficiency

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List of abbreviation

EFL: English as Foreing Language

EQ: Emotional Quotient

SC: Self-Confidence

ICT: Information Communication Technology

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Appendix A : Students' Questionnaire

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General Introduction

General Introduction

In the context of EFL, speaking is a crucial skill to develop and enhancing it is a key concept of language leaning, despite the challenges it may present. Despite its importance, especially in communication, speaking is often neglected and, when addressed, is often inadequate in EFL classrooms, especially if the teacher's approach is traditional, it focuses primarily on writing and grammar, with little emphasis on communicative or expressive activities. As a result, the majority of EFL students struggle with fluency, pronunciation, self-expression, and confidence when speaking English, especially in a classroom environment with peers and teachers. Addressing this problem requires adopting innovative pedagogical strategies to increase student's participation and interaction, as well as the appropriate and effective use of the language.

One strategy that has emerged for teaching language for speaking and communication is debate activities. Studies have proven the effectiveness of debate activities in improving students' oral fluency, pronunciation, and critical thinking. Debate is a form of discussion that allows learners the opportunity to reflect, participate, and construct their own opinions. It is not only for persuasion and expression, but also an effective method for listening, critically responding, and respecting other viewpoints. All of the above aligns with the goals of university-level oral language classes, where students are required to speak, participate, and demonstrate confidence, fluency, competence, present arguments, attempt to persuade, and communicate clearly in class.

This study aims to investigate the impact of debate as a pedagogical tool in the oral expression module in terms of their participation, fluency, and proficiency. It also aims to address the problem of their lack of confidence when speaking and their fear of participating, and to explore the reasons for this. The study offers some solutions to reduce stress on students and increase opportunities for participation and engagement in oral expression classes. It also aims to raise students' awareness of the effectiveness of debate activities in reducing anxiety and lack of self-confidence. The study also provides insights on integrating debate activities into teaching to support their students

To achieve these objectives, the study will focus on the following:

- A detailed study of debate activities.

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- The importance of debate activities in developing speaking skills, increasing participation, and enhancing self-confidence.
- Exploring the effectiveness of integrating debate activities into oral expression classes and adopting them as an educational strategy.

The study addresses the following research question:

- How can debate activities impact Third-Year EFL students' speaking skills, confidence, and increased participation in oral expression Classes ?

The researcher formulated sub-questions following the main research question to support and enhance the study:

- How do debate activities develop EFL students' fluency and proficiency?
- To what extent can debate activities enhance students' confidence in speaking English?
- How do debate activities affect students' willingness to participate in oral expression classes?

To answer this questions, the researcher hypothesizes:

- Debate activities may develop effectively EFL students' fluency and proficiency.
- Debate activities may enhance students' confidence in speaking skill.
- Debate activities may significantly affect students' willingness to participate in oral expression classes.

The research relies on a mixed-method approach, combining three distinct research tools to collect data from third-year Licence EFL students at Saida University. These tools include a student questionnaire, classroom observation, and interviews with English language teachers who have experience teaching the oral expression Module.

The research presents three chapters. The first chapter examines previous studies on debates, including their history, definition, types, and how they positively and effectively impact students. The second chapter discusses the study's methodologies, participants, and tools, along with an analysis of the data collected. It also discusses the ethical considerations and limitations the researcher faced during data collection. The third chapter presents an analysis of the teacher.

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interviews and a discussion of all the findings. It also offers some suggestions and recommendations for teachers and learners, as well as future research to help them develop speaking skills, increase participation, and enhance self-confidence.

Regarding the study results, the majority of participants reported that debate activities were effective in boosting their self-confidence. The majority of students and teachers also reported that debate activities significantly increased student participation in oral expression classes and increased speaking opportunities.

Chapter One:

Literature Review

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Chapter One: Literature review

1.1 Introduction

The English language plays a significant role in the globalization era. In the present time, everyone is required to communicate in English. In EFL classes, students are facing challenges when it comes to speaking, whether in pronunciation, grammar, or fluency, and the role of teachers is to follow a specific technique that helps students to speak and participate in class. One of these techniques is debate.

This chapter explains how debate activities can contribute to developing speaking skills, increasing participation, and boosting self-confidence. It will address some important titles related to integrating debate activities into oral expression classes and adopting them as a pedagogical tool.

1.2 History of debate

Debate is an art of persuasion. It is the use of arguments to convince others. The origins of debate go to ancient Greece; it was used in philosophy classes by Socrates. Debate as an educational strategy dates back more than 2,400 years, to Protagoras of Athens (481-411 B.C.), the "father of debate" (Combs & Bourne, 1994; Freely & Steinberg, 2005; Horin, 1986; Snyder & Schneier, 2002) (as founded in Kennedy, 2007). According to Freely and Steinberg (2005), "Greeks were the first who realized the importance of debate for individuals and communities" (p. 6). It means that people use conversations or debate considering its significance. In a similar vein, Erduran et al. (2006) claim that "Ancient Greeks used debating methods as a tool of teaching over 2000 years ago." This point shows that debate is a utility tool that can be used in education.

In EFL contexts, the use of debate is useful for students. Krieger (2005) stated that "debate is a splendid activity for language learning because it pushes students to use a variety of cognitive and linguistic ways" (as cited in Alasmari & Ahmed, 2025). Debate is used in departments of teaching English as a foreign language as a tool to develop speaking, enhance participation, and raise the student's self-confidence while sharing his opinion with his teachers and colleagues. It is also an effective way to encourage students and make them immersed in the topic of the debate, especially if the topic is good and has different points of view, so that students learn through their participation and listening to each other's opinions and arguments.

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1.3 Definition of debate

Debate is a technique commonly used by teachers in EFL classes. Oxford Dictionary (p. 114) defines debate as: formal discussion at a public meeting or in parliament. According to Alasmari and Ahmed (2012), debating is a formal method of reactive and representational argument aimed at convincing judges and audiences. He added that debate is a rhetorical practice in which different strategies of logic building as well as delivery are used to pull in the target audience to a conclusion on a controversial issue.

Debate is used when someone is going to convince and defend his arguments. Alasmari and Ahmed (2012) stated that debating is a practice that inspires learners to open their mouths, get into discussion, defend their own positions, place counterarguments, and also conduct research on related issues. According to Branham (2011), in his book Debate and Critical Analysis: "The Harmony of Conflict, he defined debate as the process by which opinions are advanced, supported, disputed, and defended."

Accordingly, a debate, according to these definitions, is two different ideas represented by two people or two groups to defend their opinion and convince listeners.

1.4 Methods of Debate

In-class debate can take five methods. Kennedy (2007) mentions five methods of debate: four corners debate, role play debate, think-pair-share, meeting house debate, and problem-solving debate.

1.4.1 The Four-Corner Debate

According to Kennedy (2007), in the Four Corners Debate, students think about their opinions on a topic and then divide into one of the four corners of the room, which are marked "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Students who have chosen the same angle then work together to present arguments that support their position on the topic. After each group has defended their position, students can switch angles if their opinions change. Each group then writes a paragraph summarizing the four strongest arguments for their position (Hopkins, 2003, as cited in Kennedy, 2007). The Four Corner Debate helps students in developing their writing skills through writing about their opinions.

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The four-corner debate contributes to developing the student's speaking skill. According to Renata et al. (2014, p. 921),

“The Four Corners strategy was dealing with debate skills, but it can be used to develop student speaking ability. This strategy treats the students to speak up confidently about many things and to state their position on the statement or argument they are labelled.”

In conclusion, the Four Corners Debate is a method of debate that helps students develop their speaking and writing skills and boost their self-confidence.



Figure 1.1 Layout of Four Corner Debate in Classroom

1.4.2 Role Play Debate

Sidney Duncombe (1988) uses role-playing scenarios in his lectures at the University of Idaho on American government. The professor wears different hats, such as a beanie (Small Toque) to represent the French multiparty system or a red, white, and blue straw hat to represent the American two-party system. In each debate, he uses about five hats from his collection of 30 different hats to represent different points of view.

The hats represent different figures, such as philosophers, politicians, and political leaders from the past, present, and future, or stakeholders in a particular issue, such as a police officer discussing gun control. The hats help his students know which side he is representing at any given moment in the debate. Rebuttal follows rebuttal as back and forth. His students

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ask questions and point out fallacies during the discussion, and he responds as the character he is currently playing responds (as quoted in Kennedy, 2007). What the teacher uses helps students participate critically by asking questions.

Hopkins states that many different opinions can be discussed in a role-play debate. Students act out different roles while presenting their opinions in the form of scenarios. For example, some participants could act out the role of parents in a debate about whether students should be required to wear school uniforms. Students are then invited to present their arguments based on their role-play (Quoted in Kennedy, 2007). According to Hopkins, role-playing allows students to see different points of view by acting out roles assigned to them.

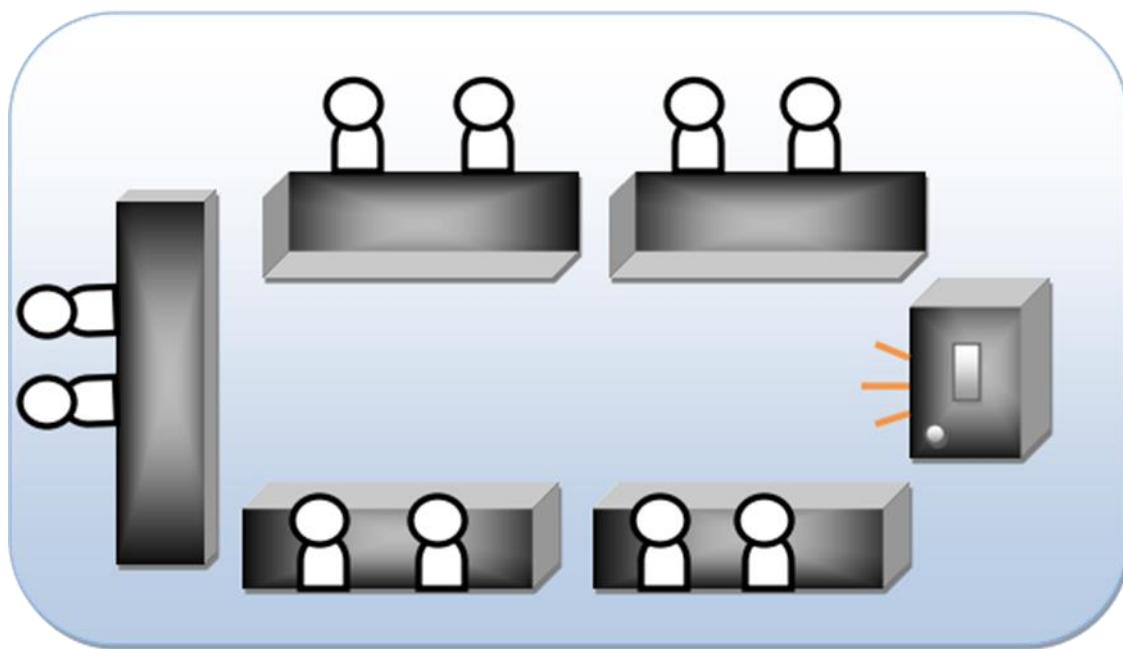


Figure 1.2 Layout of Role Play Debate

1.4.3 Think-Pair-Share

According to Kennedy (2007), students first think individually and take notes, then work in pairs to create lists of reasons to support their position on an issue. Then pairs agree to reach a consensus on which side they want to support. Finally, each group of four students shares their arguments and findings with the whole class to support their position. This strategy makes students use their thinking, listening, writing, and speaking skills.

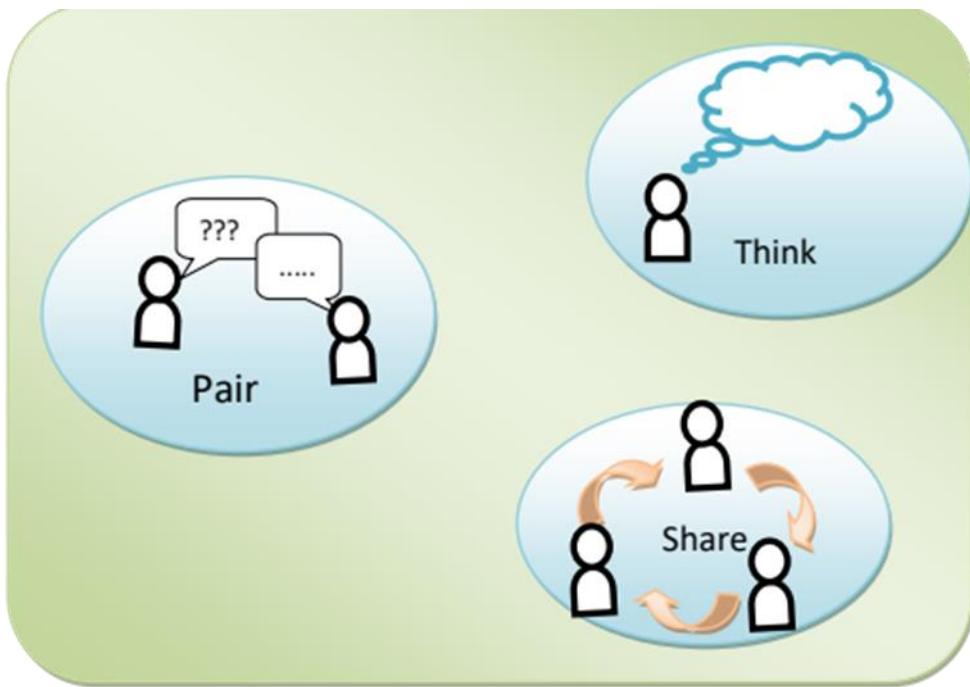


Figure 1.3 Layout Think-Pair-Share Debate

1.4.4 Meeting house debate

There will be a group of teams where each team will present their opening arguments. The rest of the class will ask a variety of questions or comments to the participants. The teacher as a mediator will try to get an equal number of questions from each side. At the end of the debate, each side will present their closing arguments (Chial & Riall, 1994) (Quoted in Kennedy, 2007). In this form of debate, teams present opening arguments and students participate by asking questions or adding comments, ensuring balanced participation before presenting concluding arguments.

1.4.5 Problem-solving debate

A problem-solving debate consists of eight participants, four on each side. The debate revolves around a question such as: "Should the death penalty be abolished?" Then two speakers each do the following: The first two speakers give information about the historical and philosophical background; the other two speakers give reasons for or against the changes; the third pair suggests a plan; and the final pair summarizes each team's position (Huryn, 1986). Their professors encourage writing assignments for students who have not participated orally. Moeller (1985) asks each student to submit a 250-word paper defending both the positive and negative positions; Temple (1997) asks for a written summary of the arguments

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presented by each side, and Landrum (1991) asks for a paper summarizing both sides of the issue and providing evidence to support their own position. (Quoted in Kennedy, 2007). In this debate, students are divided into two teams of four, with each pair discussing a specific section. Students who do not participate are asked to write a summary of the debate or defend both sides in an essay.

1.4.6 Fishbowl debate

According to Kennedy (2007), in a fishbowl debate, the teacher divides the class into two groups, and each group works together to formulate arguments for their assigned viewpoint. After each side has presented its arguments, the students are divided into three groups, with each side representing a particular issue and the remaining students representing the audience. Here, a group of chairs is arranged in a circle in the middle of the classroom to create a fishbowl, with the remaining chairs surrounding this circle. Each side has a turn to discuss the issue with their groupmates while sitting in the fishbowl, and then the audience group in the inner circle. The groups can alternate sitting in the fishbowl several times. One fishbowl debate format consists of ten chairs in the center circle, with each side of the issue taking three chairs and the remaining four representing the audience. The six opponents remain in the fishbowl throughout the debate, but those sitting in three of the other four chairs only stay for short periods of time until all students have been seated in the fishbowl. When someone in the audience hears something and wants to respond, they move forward to sit in the tenth chair, and then one of the other three must return to the audience until there is an empty chair again.

1.5 Function of Debate

Alasmari and Ahmed (2025) stated that:

"In the English language, debate requires mastery of all four skills in addition to presentation. Participants need information about topics, concepts, and research on different issues. While presenting their arguments and evidence, participants need presentation skills to persuade the audience. In the context of EFL, practicing debate makes students use both language and presentation skills".

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The quote highlights that debating in English requires mastering all four language skills along with presentation abilities. In EFL settings, it helps students actively use the language while improving their research, communication, and persuasive skills.

1.5.1 Ice Breaking

Debate helps break the ice in EFL classes. In the early classes, students are anxious about using English and are hesitant to speak in English. Icebreaking becomes difficult for teachers. In the first lesson, teachers ask students to come and speak in front of the class. This increases students' fear and hatred of English. However, if teachers present simple but controversial topics and ask students to comment on them from their seats, students will feel encouraged to participate in the discussion. Therefore, the teacher's role is to encourage and motivate them (Alasmari & Ahmed, 2025). ice breaking debate helps in English classes, where students feel nervous and avoid speaking. However, by presenting easy and controversial topics, the teacher can engage students by encouraging them to speak from their own perspective, making them more willing to participate. Here, the teacher's role is to motivate and inspire students.

1.5.2 Listening

Through debates, learners can enhance their listening skills. Through tapes, CDs, and personal computers, learners listen to audio clips such as talks, speeches, debates, and talk shows. They also watch videos of debate sessions, speeches by famous speakers, roundtable discussions, reports, and news. All these clips and videos can be found on TV channels such as BBC and CNN as a source of practicing English listening skills. Learners also listen to CDs of dictionaries to improve their pronunciation. They watch selected English films in class followed by group discussion. To get feedback, teachers focus on pronunciation sounds, accent control, use of words, and technical terms (Alasmari & Ahmed, 2025). Through multiple resources and guided feedback, English listening and speaking skills can be enhanced.

1.5.3 Speaking

Debate is used to enhance students' speaking ability. In many universities, especially in the English language environment, students are afraid to speak English when they are

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admitted. This is because they do not practice English, and their background knowledge is weak. Using debate and conversation in the classroom can eliminate the fear and hesitation of speaking English, and regular practice of debate can improve students' pronunciation, vocabulary, and fluency. Teachers will act as supervisors, monitoring speeches, pronunciation, accent, stress, and intonation, and selecting technical words and information appropriate to the debate topic. Thus, debate increases the opportunity to speak, improves pronunciation and delivery, and helps them learn new vocabulary and various information that help them enrich their English (Alasmari & Ahmed, 2025). Through debate classes, students can build confidence, increase their fluency, and increase their speaking skills.

1.5.4 Reading

The debate requires knowledge of all the interrelated disciplines that require the study of issues such as political, social, and economic issues. Studying these disciplines enriches the level of knowledge of students, increases their tendency to read, and increases their linguistic vocabulary. If students are informed of the date of the debate in advance, students can collect sufficient information through reading and then discuss it in groups. In this way, students develop their reading skills.

1.5.5 Writing

Debate also helps students develop their writing skills. When students write debate texts, they practice writing in a systematic way. To write these texts, students need to exchange ideas and conclusions about the topics while writing down points. In this way, students become able to think about the topics in a systematic way and connect the points written down. Especially when they know the debate date a day or more before, this helps them get the information and write the entire text. Debate is similar to argumentative essays, so students learn how to write essays and paragraphs, and they practice identifying topics and making them controversial, supporting them

with arguments and their opposites. When they finish writing the debate text, students retain the important points that help them master identifying topics, writing sentences, and outlining. In short, debate contributes effectively to enhancing the writing skills of English language students (Alasmari & Ahmed, 2025). Debates enhance students' writing skills through thinking, developing arguments, and organizing essays.

1.6 The Basics of Debating Skills

Inoun (1996:56) (Quoted in Baso, 2016) states that the kind of the basis of debating ability, namely:

1.6.1 Style

Styles the manner in which you communicate your arguments. This is the most basic part of debating to master. Content and strategy are worth little unless you deliver your material in a confident and persuasive way.

1.6.2 Speed

Speed It is vital to talk at a pace that's fast enough to sound intelligent and allow you time to say what you want but slow enough to be easily understood.

1.6.3 Tone

Varying tone is what makes you sound interesting. Listening to one tone for an entire presentation is boring.

1.6.4 Volume

Speaking quite loudly is sometimes a necessity, but it is by no means necessary to shout through every debate regardless of context. There is absolutely no need to speak any more loudly than the volume at which everyone in the room can comfortably hear you. Shouting does not win debates. Speaking too quietly is clearly disastrous since no one will be able to hear you.

Quinn (2009) states that volume is a significant component of vocal presentation. Perhaps the most important element of volume is that your volume should be appropriate for the context of your speech. For example, if you are speaking to a large crowd in a big hall, it is important to project your voice loudly; if you are addressing a small group in a classroom, it is far more effective to adopt a conversational tone. Some speakers feel that they always need to speak loudly and aggressively in order to appear confident and forceful. The ultimate goal with volume is to present a confident speech appropriate to the context and vary your volume where appropriate.

1.6.5 Clarification

The ability to concisely and clearly express complex issues is what debating is all about. The main reason people begin to sound unclear is usually because they lose the “stream of thought” that’s keeping them going. It is also important to keep it simple. While long words may make you sound clever, they may also make you incomprehensible.

1.6.6 Language

Cenecirond Chavez (2023) stated that a language teacher would prioritize linguistic features, and a subject teacher would prioritize the students' understanding of the material. Because of this, they frequently employ paper or digital grids to account for the many aspects of the learning process (Cinganotto, 2019). In terms of the learning process, one participant said debating “helped me understand my weaknesses” [Participant 7], pointing out his weakness in subject-verb agreement, especially while speaking and responding to questions.

1.6.7 Fluency

According to Ceneciro and Chevez (2023), frequent practice in debates contributes to increased fluency, which in turn leads to reduced anxiety when speaking. Students expressed feeling more confident and less anxious in constructing their sentences on the spot during debates. This improved fluency and confidence gained from debating can carry over to their

ability to respond to questions, as they become more comfortable with expressing their thoughts and ideas. Engaging in debates can have a positive impact on reducing anxiety levels when students are faced with the task of responding to questions.”

1.6.8 Use of Notes and Eye Contact

Inoun (1996:56) states that notes are essential, but they must be brief and well organized to be effective. There is absolutely no point in trying to speak without notes. Of course, notes should never become obtrusive and damage your contact with the audience, nor should they ever be read verbatim. Most people sketch out the main headings of their speech, with brief notes under each.

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When writing notes for rebuttal during the debate, it is usually better to use a separate sheet of paper so you can take down the details of what the other speakers have said and then transfer a rough outline onto the notes you will actually be using.

1.7 Kinds of debating

According to Mayuni et al. (1995:42), as founded in Asrida (2012), debates are of three types: six-person debates, whole-class debates consisting of two opposing sides, and two-person debates. By way of presentation, these debates can be classified as follows:

1.7.1 Parliamentary debates

In a parliamentary debate, three speakers from the government and the opposition, respectively, make long speeches in favor of or against a law, amendment, or proposal. Then comes the question time, where queries are directed to the prime minister, and the leader of the opposition has the right to reply. After that, the House votes, and the bill is accepted or rejected.

1.7.2 Formal debates

In a formal debate, there are three speakers for and three against. Each team gives a 7-10-minuts speech and is then evaluated by a panel of judges. The scores are then added up to announce the winning team

1.7.3 Oregon debates

This type of debate is similar to the formal debate; the difference is that each speaker has an additional task where the previous speaker is questioned for 3 minutes, and each team leader has the right to reply. Then each speech is evaluated in the usual way, and the winner of each questioning gets an additional mark, and then the winning team is announced by the judges.

1.7.4 Single Debate

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The single debate consists of only two speakers (one affirmative and one negative), where they compete with each other, and each has the right to respond. As usual, the speakers are evaluated, and then the winner is announced by the judges.

1.8 Debate activities and critical thinking

According to Asrida (2012), debate promotes communication and critical thinking in students well. Because students have to think in a very short time when speaking. They have to present their evidence, arguments, and ideas based on facts and evidence. Some experts have defined critical thinking as stated in Ennis (1985: 28), which defines critical thinking as reasonable thinking that focuses on what should be determined, what we should believe, and what we should do. Stahl and Stahl (1991: 82) defined that the common definition of critical thinking is the development of logical, coherent patterns of thinking and an understanding of the assumptions and biases underlying certain positions. Meanwhile, Jeff (1998: 126) states that in order for students to think critically, they must be able to examine the reasons for their actions, beliefs, and claims to knowledge, which requires them to defend themselves and question themselves, their peers, their teachers, their experts, and authoritative texts (quoted in Arisa, 2012). Asrida (2012) cited that it can be concluded that through debate activities, students can develop and raise their critical thinking skills in debate. This shows that they should think logically about an issue in debate. They should have facts and evidence when presenting their ideas to the opponent in debate. In debate activities, students can do the following steps in order to think critically in debate:

1. Identify and clarify the issue (interpretation)...
2. Gather and organize information about the issue (analysis)...
3. Evaluate that information for accuracy and applicability (Evaluation)...
4. Draw conclusions from the evidence (inference)...
5. Explain conclusions logically in the form of a debate (Explanation)
6. Critically appraise and examine one's performance (self-regulation).

1.9 Debate as a teaching strategy

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Kennedy (2007) states that students learn in a variety of ways, and therefore a variety of teaching strategies and assessment methods should be provided in higher education. Academics such as Oros (2007) and Jackson (2009) argue that debates can be incorporated into unit teaching. Oros (2007) states that debates can be integrated into course design and assessment and delivered to students from the beginning of a unit. For them, debates can be used to complement other teaching strategies and provide other ways to keep students actively engaged in the content. Jackson (2009, p. 253) argues that debate is not intended to be an end in itself, but rather a means to achieving desired learning outcomes to complement other teaching techniques and the student experience. (quoted in Brown, 2015).

For Myers and Jones (1993, in Kennedy, 2007), the use of debate as a teaching strategy engages and motivates students in the classroom, making them an interactive part of the learning process. Bonwell and Eison (1991, in Kennedy, 2007, p.183) argue that this form of engagement enables students to learn more effectively through active analysis and application of content in meaningful ways rather than passive absorption of information. In comparison, Walker and Warhurst (2000) argue that the use of debate as a strategy extends beyond student engagement. Debate takes lecturers back from presenting the content being taught and instead provides students with a space to educate each other. Students in Zare and Othman's (2013) research

Reported that the quality of debate depends on whether the questions are clear or not and that it does not favor one side of the argument (quoted in Brown, 2015).

Zare and Othman (2013) argue that debates are used to engage students in many different areas of study. Freeley and Steinberg (2005, in Kennedy, 2007, p.183) define debate as the process of considering multiple viewpoints and then reaching a conclusion. Gervey, Drout, and Wang (2009, in Zare and Othman, 2013) state that through debates, students acquire essential skills such as analysis, reasoning, and argumentation. The literature suggests that debates are used to master content, as well as critical thinking and communication skills (Kennedy, 2007; Zare and Othman, 2013). This is because students are seen to participate in debates “actively, broadly, deeply, and individually (Zare and Othman, 2013, p. 1507). Budesheim and Lundquist (2000) argue that students may change their views if they encounter a viewpoint that conflicts with their original viewpoint. (quoted in Brown, 2015). They suggest that students should consider and research both sides and should not be told which side of an argument to take in a debate

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To enhance student involvement further, the debates' assessment process can be managed by students, either with or without the involvement of the lecturer (Kennedy, 2007). Smith (1990) advocates student participation in grading debates as a form of peer-assessment. Walker and Warhurst (2000) believe that students can generate the criteria to assess and then make their own judgements based on these criteria. However, they advised that the debate itself should be the students' formative assessment, as summative peer-assessment may not be welcomed by students. Boud and Falchikov (1989, in, Walker and Warhurst, 2000, p.38) state "the link to learning lies in the notion that effective learners are learners who are able realistically to assess their own capabilities, and make 'sensitive and aware judgements of their own work'" (Quoted in Brown, 2015). Therefore, in considering involving students to the fullest extent, they should also be involved in the debates' assessment process

1.10 procedures of debating activities

There are some procedures of debate: according to Halvorsen (2005), there are six steps in debate (Quoted in Asrida, 2012):

- First, students should be aware of a debatable topic and a variety of possible positions that can be taken on it.
- Second, students should be given the opportunity and time to research the topic in some way and form their own opinions on the issue.
- Third, Pairs or small groups should be formed so that students with like-minded minds can share their opinions on the topic and get information from others. In this step students should be encouraged to anticipate possible arguments that will come from the other side and think about how to respond to these arguments.
- Four should take some form of debate where two, three, or four sides exchange their views and present their arguments. This form of debate can be a classic debate, where there are opening and closing arguments from both sides with time to respond, and all of this is done in a class. However, it can be in the form of small groups or pairs sharing their opinions and views with each other.
- Five, the teacher should track the opinions and points of view of both parties, summarize them, and evaluate their strengths and weaknesses.

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- Six, finally, the class and the teacher should be given the opportunity to express their opinions on the side that has presented the case convincingly. This step is very important because it helps the students understand that this type of debate and thinking can lead to real results and provides a sense of closure on the topic.

Dobson (1987) says that there are eight steps in debate procedure:

- First, introduce the debate topic, describe it, and ask students who wants to be for and against it.
- Second, choose an equal number of students to speak on each "team" of the debate.
- Third, allow the students sufficient time to prepare their argument.
- Four, have the two teams sit in front of the class so that the audience can see them.
- Five: sign one member as the team leader. The leader will present first and then summarize the team's views at the end
- Allocate three minutes for each presentation, with alternating presentations, with one presentation being presented by a member of the first team and the second presentation being presented by a member of the second team.
- After each team has presented, team leaders summarize the team's views.
- The last, end the debate if students get into a heated argument.

1.11 Advantages of Debate

As any strategy or teaching tool, debate has its advantages. According to Barseghyan (2023), after a discussion, they will identify the flaws they would like to improve in the coming period. Students demonstrate improvement in communication, leadership, critical thinking, problem solving, and empathy skills. Debating is an inspiring and stimulating activity in terms of intellectual level, preparatory work, research hours, and discussion outside of class.

1.11.1 Critical Thinking

All students reported that participating in debates enhanced their analytical and critical thinking, which is one of the most important skills that debaters learn, along with problem

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solving and creativity. Debating helped students gain a deeper insight into the power of asking good questions, presenting logical and well-thought-out arguments, and providing sound evidence behind a position or conclusion. As a result, they gained confidence to present the information they had gathered and organized in a convincing and well-structured manner.

1.11.2 Academic Skills

Students showed significant improvement in academic skills after participating in competitive debates. They excelled in oral communication, their reading comprehension improved, students became comfortable with new concepts and unfamiliar language, and they gained the ability to access new information on a variety of issues. They learned how to research and find facts and collect statistics to ensure the accuracy of their reports and arguments. Their presentation skills improved.

1.11.3 Mental and emotional maturity

Some advantages of debate is that it is not only fun, but it enables students to learn how others think, engage in serious topics in a mature environment, build strong relationships with their peers, and collaborate and resolve conflicts among themselves. Debates have increased students' self-confidence and self-esteem as they acquire the skills necessary to become competent adults. Debates have taught students how to handle disagreements in a polite manner, control emotions, show empathy, see and accept different points of view, and demonstrate intellectual humility.

1.11.4 Collaboration

Achieving goals and defeating opponents creates an atmosphere of cooperation, teamwork, and social interaction outside the classroom. The study results indicated that preparing for the debate was a small group-building task, and each student benefited from the input of his or her classmates. Collaboration led to creative and innovative solutions and developed leadership and time management skills. The collaborative approach led to a high level of exchange of ideas and reasoning and enabled the transfer of knowledge to different situations and new experiences that may benefit students in their future as well as in their professional and daily lives.

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Debate has other advantages. Hyland (1993:25) says that debating has several benefits for students (Quoted in Asrida, 2012), including:

- Debating motivates students so that they can be sure that the communication they are doing has a real purpose and is not just a show.
- Debating increases the level of fluency while communicating using the target language. Students are motivated to communicate using the target language because they are in an environment where language becomes a basic necessity, such as debating.
- Debating is considered a group of language skills. It gives students the opportunity to apply their language skills and also develop the skill through cultures and the ability of the second language
- Debating motivates students to be active participants in the debate among their peers. It reduces the level of anxiety among students so that the student is not evaluated or corrected in detail regarding his ability while using the second language.

As Setiawan (2006: 79) says, there are benefits that can be obtained through debate activities, which are:

Raising self-confidence, increasing the effort of achievement, good ability to persuade listeners, the ability to describe problems clearly and well and mention deep details, the ability to think rationally in terms of details, the ability to define problems in an organized way, clarity through stating problems and evidence with their conclusion to answer the initial problems without facing difficulty in thinking, the ability to conduct a good debate and defend arguments with good performance, the ability to build a case in a meaningful way and see through the arguments of opponents, and finally the presence of good techniques in arguments without falling into emotion (Quoted in Asrida, 2012). Debates enhance critical thinking, communication, and problem-solving skills.

Asrida (2012) added that debating improves students' speaking skills and motivates them. Other benefits of having debate in the classroom are that debating is a mental and vocal sport, debating can build the skills you need to succeed, and debating can give you the power to change things. From the above benefits, it can be concluded that having debate in the classroom improves students' speaking skills, increases their self-confidence, and motivates them to study the language.

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Debates have significant benefits in increasing active engagement and content mastery. Since debates require the evaluation of competing options by listeners and participants (Freeley & Steinberg, 2005), they follow Vygotsky's (1978) call for the type of social interaction that develops the student's first-order psychological aspect, as well as critical thinking skills by moving to Bloom's taxonomy (1956) (Elliot, 1993; Gazzard, 2004; Gorman, Law, & Lindegren, 1981; Jugdev et al., 2004) (Quoted in Kennedy, 2007). Debates are a teaching tool that increases classroom participation, expresses opinions, thinks logically, and chooses the logical side of an issue. It helps students understand and gain information, look at both sides, and get to know the issue in a comprehensible way. It also helps students share and learn from their opinions, express their point of view and arguments and master the skill of persuasion.

1.12 Conclusion

To conclude, debate is an ideal and useful tool for learning English. It is an effective activity for EFL students and an educational and entertaining activity that helps students acquire English skills, develop their weaknesses, overcome their fears of speaking, and increase their chances of participating in the classroom. It also contributes significantly to developing critical analysis, oral communication, sharing opinions, acquiring vocabulary, and building confidence.

Chapter Two:

Methodology,

Analysis and Interpretation

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2.1 Introduction:

While the first chapter was theoretical, the second chapter provides a detailed description of the research methodology and how it was conducted, including the data collection method and relevant tools. The chapter also provides a definition of the selected sample and the reasons for its selection, as well as an overview of the techniques used in this research. Furthermore, the chapter includes some definitions developed by scholars to explain the methodology used and the analyses of the data collection. Finally, the chapter points out some of the limitations faced by the researcher that may have affected the study in various ways.

2.2 Definition of Research

According to Swarooprani.k (2022), Research, in general terms, is an attempt to obtain information. Research is also described as a technical and effective search for information on a specific topic. Research has also been defined as the art of technical exploration. The Contemporary English Dictionary for Advanced Learners defines research as "careful investigation, especially through the search for new details in any branch of information." Redman and Murray, for example, define research as "a systematic attempt to gain new understanding."

Researchers and scholars in various fields have developed various definitions of research. According to the Oxford Advanced Learner's Dictionary of Contemporary English (1986: 720), research is "a systematic inquiry undertaken to discover new facts and obtain additional information." Saunders, Lewis, and Thornell (2003) define research as "an activity undertaken by people who seek to discover hidden facts in a systematic way and thereby increase their knowledge".

Walliman (2001) proposes that university students should understand the term research while trying to avoid any misunderstanding or ambiguity due to its use in different fields. He also states that research is an everyday term used in normal life to describe various activities, such as collecting a good amount of information, trying to discover and delve into obscure theories, and producing excellent new things (p. 6). Therefore, Walliman tries to define research from an academic perspective and to distinguish it from the many meanings it may carry in different disciplines. (As founded in Mehiri.R ,2018).

2.3 Research design and Research Methodology

Liddy (1997: 195) defines it as a study plan that provides the general scope for data collection. McMillan and Schumacher (2001: 166) define it as a method used to select participants and research sites and collect data to obtain answers to research questions. They also point out that the goal of a sound research design is to produce results that are credible. Durrheim (2004: 29) defines it as a strategic framework that serves as a link between the research questions and the implementation of the research strategy. As founded in University of Pretoria (2023) Chapter4 Research Design and Methodology 4.1 INTRODUCTION.

Schwardt (2007: 195) defines research methodology as a theory of how research is conducted. This methodology consists of steps that analyze the assumptions, principles, and procedures followed in the specific approach in which the research is conducted. According to Schwardt (2007), Creswell and Tashakori (2007), and Tedley and Tashakori (2007), methodologies provide clarity and specification of the types of problems that require research, what constitutes a problem that is the reason for research, as well as the hypotheses that are acceptable for testing, how to formulate the problem in a way that enables it to be researched and studied using specific designs and procedures, and how to select and develop appropriate data collection methods. As quoted in University of Pretoria. (2023). *Chapter 4: Research design and methodology*.

In this study, the researcher used quantitative and qualitative method. To obtain more precise data and to understand the impact of debate activities on EFL students in oral expression module.

2.4 Quantitative and Qualitative Research

2.4.1 Quantitative research

(Jay, Mills, & Ayrasyan, 2009) state that quantitative research is based on collecting and analyzing numerical data to describe, explain, predict, or control variables and phenomena of interest. Quantitative research differs from qualitative research in that it seeks to understand topics, situations, or events. Researchers seek to describe current events through quantitative research, as well as to identify relationships between variables and sometimes to explain causal relationships between them. This type of research focuses primarily on

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describing and explaining the phenomenon under study sometimes in a rather definitive manner (Creswell, 2005).

2.4.2 Qualitative Research

Unlike quantitative studies, qualitative studies collect non-numerical data about how people live, think, and interact with various situations. Therefore, qualitative studies can be conducted to infer opinions about people's experiences, behaviors, beliefs, motivations, and attitudes. These studies involve observing a population or sample, along with conducting in-depth interviews or focus group discussions (Korner et al., 2019).

Qualitative research is highly effective in obtaining specific information about the behaviors, values, opinions, and social contexts of a particular population. Qualitative research provides information about the "human" side of an issue—that is, individuals' behaviors, beliefs, opinions, feelings, and relationships—rather than providing quantitative numbers or estimates (Chole et al., 2019). (As mentioned in Oranga, J. and Matere, A, 2023)

In this study, the researcher relied on both quantitative and qualitative approaches. She used qualitative research to understand the impact of debate activities on EFL students at the oral expression module. Interviews were used as a research tool with teachers about their perceptions and thinking during debate sessions in the oral expression module, and their impact on students' fluency, proficiency, and self-confidence. She also used observation sessions that focused on students' participation, interaction, and speaking skills.

On the other hand, the researcher uses the quantitative approach using questionnaire to describe and explain students' performance, confidence or participation in the oral session when teachers incorporate debate activities.

2.5 Population and Sampling

Pollitt and Hongler (1999: 37) refer to population as a collection or aggregate of all beings, objects or individuals who actually conform to a set of specifications that are to be studied or researched.

(Lubiondo-Wood and Huber 1998: 250; Pollitt and Hongler 1999: 95) state that the process of selecting a portion of the population to represent the entire population is known as a "sample."

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The current study is directed at third-year LMD students at The University of Saida; Department of English, Algeria. These students are taking classes for the academic year 2024-2025. The study was conducted on two out of four groups. The total number of participants in this study was approximately 60 students, which represents the sample for this study. The reason behind choosing this group of sample is that Third-year EFL students have already studied oral expression and have a good understanding of what oral expression session include. Also, they are familiar with the challenges they confront and face when participating and try to talk and share their ideas or improve their oral skill. In addition to that, eight (8) experienced teachers of the oral expression module were selected to provide reliable feedback to the research.

2.6 Data Collection Tools

In this study, the researcher used three tools to collect data: questionnaires, observations, and interviews:

2.6.1 Questionnaire

According to Hussain, (2022) "A questionnaire is a set of questions that are formulated in a standard and logical manner, directed to a sample to record data".

Questionnaire was administered to third-year EFL students and included both close and open-ended questions. This helped the researcher understand the students' opinions, feelings, and experiences with debate activities in oral expression classes.

2.6.2 Description of the students' Questionnaire

The present questionnaire consists of (18) questions. This questionnaire is a semi structured questionnaire because it is composed of closed and open-ended questions. For open ended questions students are required to justify their choices.

The students' questionnaire is divided into four sections; each one of them is devoted to a particular aspect related to the research. Section One contains Two questions about General information which are Gender and Level of English proficiency. Section Two is composed of (6) questions dealing with CEO and Oral skills Integration. The Third Section contains (6) questions under the title of Debate and CEO classes. The last section is the

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relationship between debate and Self-confidence, and this section revolves around the psychological aspect of the student during the debate.

2.6.3 Non-participant Observation

According to Staphy (2023), "Observation is a data collection tool used by researchers to collect data through the senses of observation in controlled situations or events".

Observation sessions were also used with third-year students to observe students' behaviors and interactions with the teacher during debate classes, as well as their language and fluency, and the psychological aspects of whether a student was comfortable, uncomfortable, shy, or enjoying the debate topic.

2.6.4 Interviews

According to George (2022), "An interview is a qualitative research tool used by researchers, and it is a question-based tool for collecting data."

Interviews were conducted with teachers who have experience teaching oral expression classes to obtain their opinions about their students, their behaviors, and interactions during classes, as well as their general opinions about the inclusion of debate classes in the classroom. These tools effectively help the researcher gain a clear picture of debate, its impact on EFL students, and its effectiveness in oral expression classes.

2.7 Ethical Consideration

According to Bahandari (2021), "Ethical considerations in scientific research are a set of principles that guide research designs and practices. Therefore, scientists and researchers must follow and adhere to specific codes of conduct when collecting data from people". Also, the goals of human research often include understanding real phenomena, studying effective treatments, investigating behaviors, and improving people's lives in other ways. Therefore, what you decide to research and how you conduct it involve fundamental ethical considerations.

Ethical considerations are of paramount importance to researchers when conducting research involving participants, especially students. In this study, all student participants will be made aware of the research objectives and procedure and their right to withdraw at any

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time. The same applies to observation sessions and interviews with teachers, who will have a general understanding of the research and understand that their answers will be used for academic purposes. Strict confidentiality will be maintained through the use of codes or even pseudonyms, and data will be stored securely. Furthermore, the researcher will maintain objectivity and avoid any form of bias or coercion, especially in academia, to ensure reliable, valid, and valid results related to the research topic.

2.8 Analyses of the Students' Questionnaire

Section One: General Information

Question 1: Gender

Gender	Respondents	Percentage
Male	12	20,0%
Female	48	80,0%
Total	60	100%

Table 2.1: Students' Gender

This question aims to identify the students' gender, as shown in the figure above. Sixty students participated in the survey, 48 of whom were female, representing 80% of the total sample, compared to 12 males, representing 20% of the total sample.

Question 2: What is your level of English proficiency?

Option	Respondents	Percentage
Beginner	3	5,0%
Intermediate	46	76,7%
Advanced	11	18,3%
Total	60	100%

Table 2.2: Students English Proficiency Level

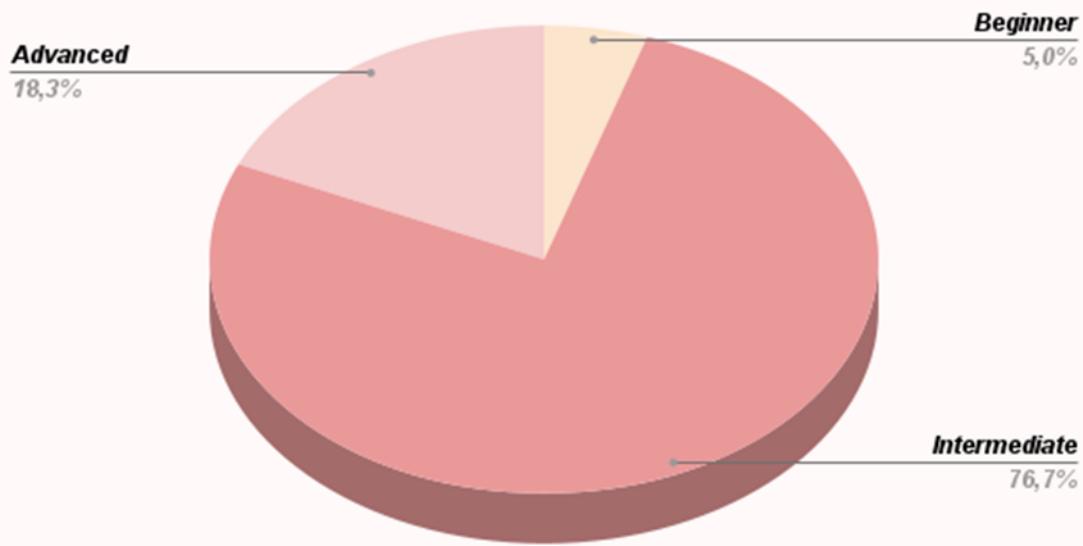


Figure 2.4: Students' Level of English Proficiency

The figure above shows that the majority of students have an intermediate level of proficiency in English, at 76.7%, compared to 18.3% for the advanced level, and the lowest percentage was for beginners, at 5%. This indicates that the majority of students do not have a high level of proficiency, except for a few of them.

Section Two: CEO and Oral Skills

Question 1,4,5

Questions	Options	Respondents	Percentage
Question 1: How do you evaluate your oral skill?	Very Good	8	13,33%
	Good	37	61,67%
	Average	13	21,67%
	Poor	2	3,33%
	Very Poor	0	0%
Question 4: How do you evaluate your	Very Good	5	8,33%
	Good	38	63,33%

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level in speaking?	Average	14	23,33%
	Poor	3	5%
	Very Poor	0	0%
Question 5: How do you evaluate your level in listening?	Very Good	16	26,67%
	Good	30	50%
	Average	13	21,67%
	Poor	1	1,67%
	Very Poor	0	0%

Table 2.3: students' evaluation of level in Oral skill, listening and speaking

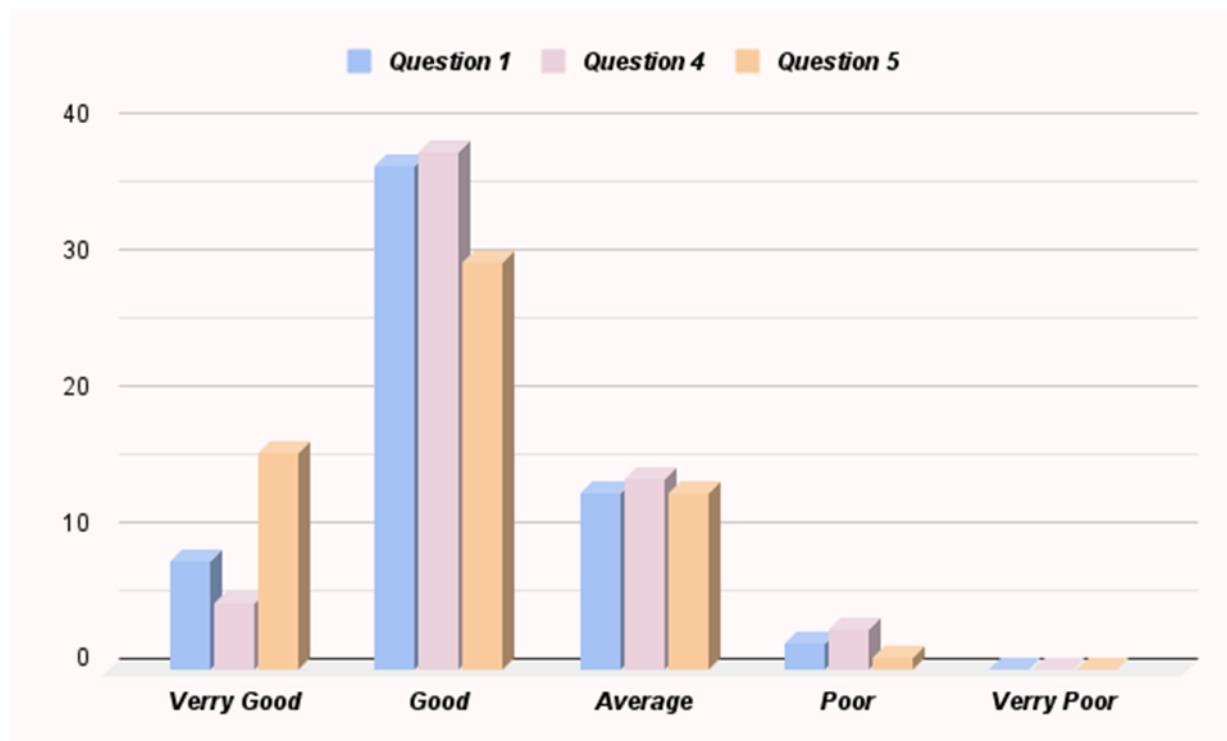


Figure 2.5: students' evaluation of level in Oral skill, listening and speaking

The figure above shows students' ratings of their oral skills, listening, and speaking levels. In the first question, 61,67% out of 60 students reported that their oral skills were good, followed by 21,67% out of 60 students who reported that their oral skills were average, 13,33% who reported that their oral skills were very good, and only 3,33% who reported that their skills were weak. As for the fourth question, "How do you evaluate your level in speaking?", 63,33% out of 60 students reported that their speaking was good, 23,33% reported that it was average, 8,33% reported that it was very good, and only 5% reported that it was poor. In the fifth question, regarding listening, 50% reported that their listening was

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good, 26,67% reported that it was very good, 21,67% reported that it was average, and 1,67% reported that their listening was poor. This indicates that most students can participate in oral activities as they have acquired good oral, listening, and speaking skills.

Question 2,3

Question	Options	Respondents	Percentage
Question 2: Do you enjoy attending CEO Classes?	Sometimes	24	40%
	Always	31	51,67%
	Rarely	5	8,33%
	Never	0	0%
Question 3: How often do you participate in the CEO Module?	Sometimes	35	58,33%
	Always	22	36,67%
	Rarely	2	3,33%
	Never	1	1,67%

Table 2 .4: Students' Attendance and Participation in CEO Classes

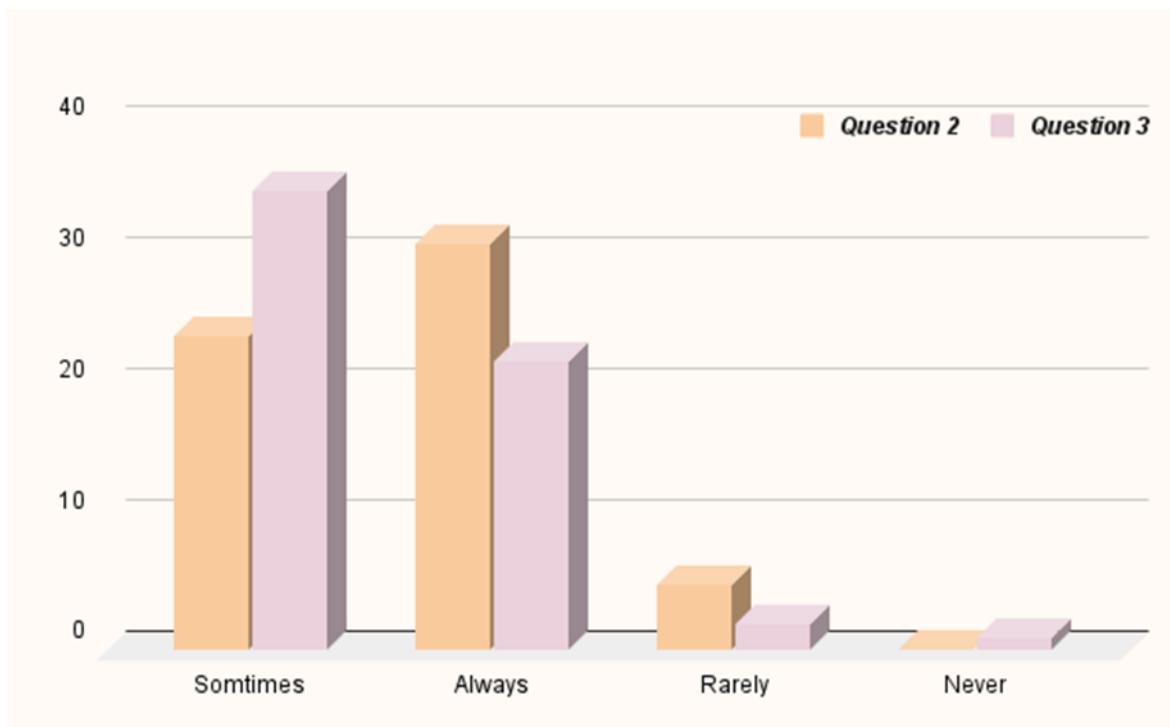


Figure 2.6: Students' Attendance and Participation in CEO Classes

The figure represents students' attendance and participation in oral expression classes. The second question asked about students' attendance and enjoyment. 51,67%, the majority, reported always attending, while 40% reported attending sometimes, and 8,33% reported attending rarely. The third question indicated that 36,67% always attended oral expression classes, 58,33% attended sometimes, 3,33% rarely attended, and only 1,67% never participated.

Question 6: What can you suggest to make the CEO module Effective in your oral skills?

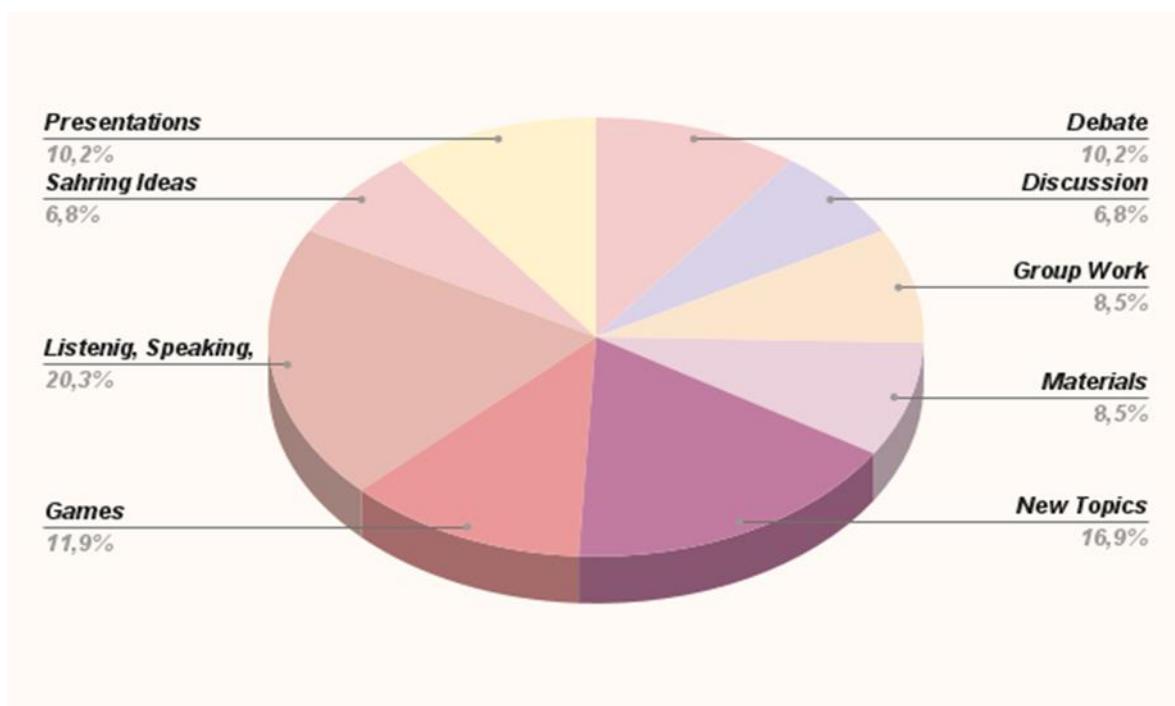


Figure 2.7: Students' Suggestions for Making the CE Module Effective in Their Oral Skills.

The circle represents students' suggestions for making oral expression classes effective for their oral skills. 20.3 % of students suggested that speaking, listening, and reading activities were effective, while 16.9% suggested new topics. 11.9 % of students reported that games were effective in oral expression classes, 10.2% reported that debates were effective, and the same percentage reported that presentations were effective. 8.5 % reported that group work was good, and the same percentage reported that the use of materials such as data shows and audio-visual tools was effective. Finally, 6.8 % reported that discussion and sharing ideas were effective and good for each of these two suggestions.

Section Three: Debate and CEO Classes

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Question 1,2,3,4,5

Question	Options	Respondents	Percentage
Question 1: Does your teacher implement debate activities in the CEO Classroom?	Sometimes	23	38,33%
	Always	35	58,33%
	Rarely	2	3,33%
	Never	0	0%
Question 2: Does debate encourage you to participate more in the CEO Classroom?	Sometimes	25	41,67%
	Always	30	50%
	Rarely	5	8,33%
	Never	0	0%
Question 3: How often do you engage in debate activities in CEO classes?	Sometimes	28	46,67%
	Always	20	33,33%
	Rarely	10	16,67%
	Never	2	3,33%
Question 4: Do you enjoy debate activities?	Sometimes	18	30%
	Always	31	51,67%
	Rarely	9	15%
	Never	2	3,33%
Question 5: Do you think debate activities help you in improving your speaking skill?	Sometimes	10	16,67%
	Always	47	78,33%
	Rarely	2	3,33%
	Never	1	1,67%

Table 2.5: Students' Perceptions of Debate Activities in CEO Classes

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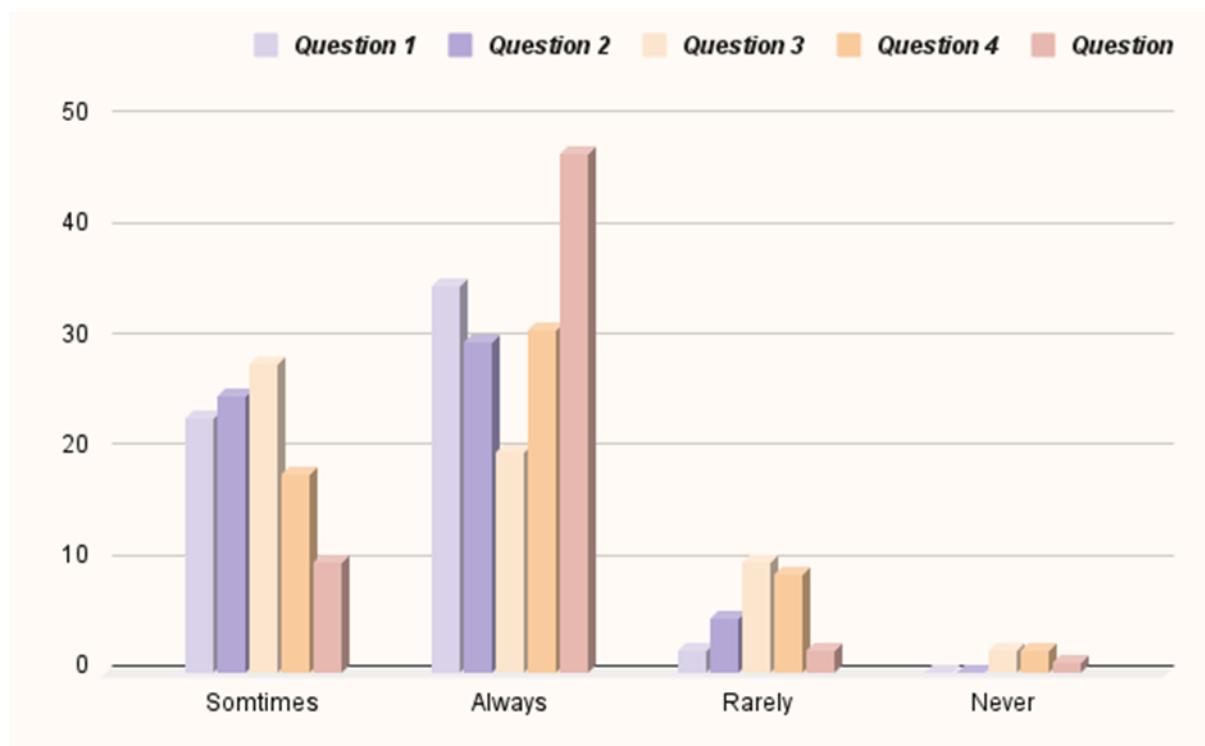


Figure 2.8: Students' perceptions of Debate Activities in CEO Classes

The figure above represents five questions about students' opinions about debate activities. Regarding the first question, about whether teachers incorporate debate activities into oral expression classes, 58,33% indicated that they always do so, 38,33% indicated that they sometimes do so, and only 3,33% indicated that they rarely do so. Regarding the second question, about whether debate encourages students to participate in oral expression classes, 50% indicated always, 41,67% indicated sometimes, and 8,33% indicated rarely. The third question about how often students participate in debate activities in oral expression classes. 46,67% indicated sometimes, 33,33% indicated always, 16,67% students indicated rarely, and only 3,33% indicated never. Regarding the fourth question, which addressed students' enjoyment of debate activities, 51,67% indicated always, 30% students indicated sometimes, 15% indicated rarely, and 3,33% indicated never. Finally, the fifth question addressed the extent to which debate activities contributed to developing students' speaking skills. 78,33% indicated always, 16,67% indicated sometimes, 3,33% indicated rarely, and only 1,67% indicated never.

As for the fourth question, it was followed by a justification, meaning that the researcher asked the students to state why they chose that answer. This is evident in the Following figure:

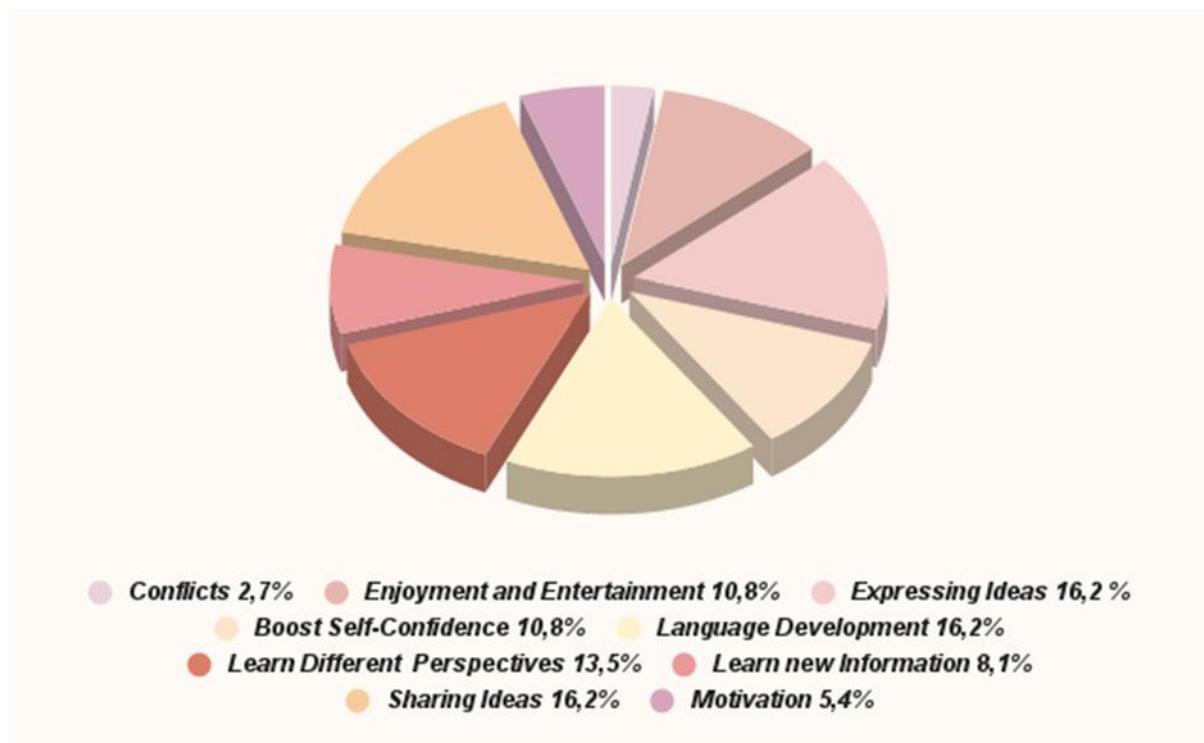


Figure 2.9: Why Students Enjoy or Do Not Enjoy Debate Activities

The reasons for students' enjoyment or do not enjoy debate activities can be seen in the figure. Of the students who stated that they always enjoy debate activities, 16.2 % stated that it helps them express their ideas. Another 16.2% stated that it helps them boost their self-confidence, and the same percentage stated that it helps them develop their language skills. 16.2 % stated that they enjoy debate activities because they share their ideas with others. 13.5 % stated that it helps them learn and explore different perspectives. Of those who stated that they sometimes enjoy debate activities, 2.7 % stated that it is only sometimes, but not always, due to conflicts between students. 8.1% stated that it sometimes helps them learn new information, and 5.4 % stated that it sometimes helps them feel motivated.

The following table shows why students reported that they rarely enjoyed debate activities, and students who reported that they never enjoyed them.

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Rarely	Never
<ul style="list-style-type: none">1- I don't know How to express my ideas.2- Boring topics3- I don't like some student's attitudes4- Debate take a long time.5- I don't like debate activities.6- I rarely participate in debate.7- I hate debate.	<ul style="list-style-type: none">1- Students do not give chance to each other to listen to opinions.2- I don't have ideas about that topic.

Question 6: What do you suggest in order to make debate activities more effective?

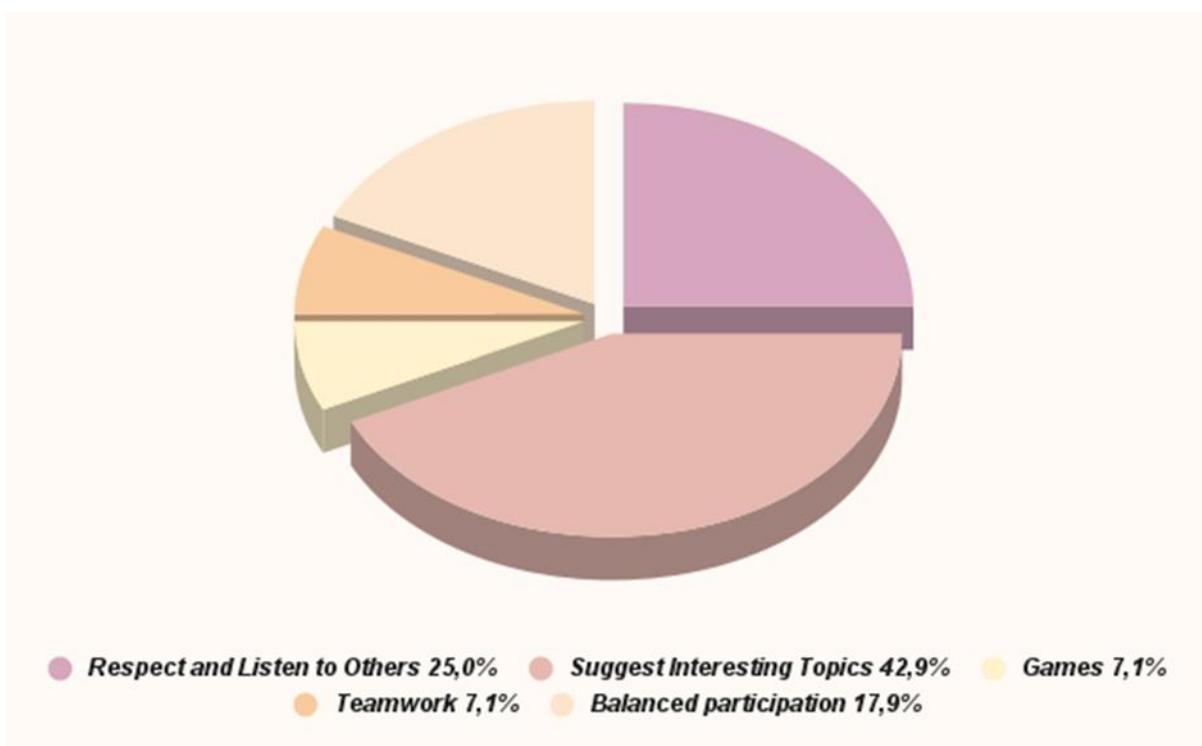


Figure 2.10: Students' Suggestions for Making Debate Activities More Effective

The figure above shows students' statements about making debate activities more effective. 42.9% of students stated that suggesting interesting topics makes debates more effective, while 25.0% of students stated that respecting and listening to others makes debates effective. 17.9% of students stated that balanced participation makes debate activities effective, meaning that all students have the right to participate and express their opinions through balanced participation. 7.1% of students stated that teamwork makes debates more effective, and the same percentage stated that games also make debate activities effective.

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Section 4: The Relationship between Debate and Self-Confidence

Question One: Does participation in debate raise you Self-Confidence?

Question	Options	Respondents	Percentage
Question: Does participation in debate raise you Self-Confidence?	Sometimes	15	25%
	Always	43	71,67%
	Rarely	1	1,67%
	Never	1	1,67%

Table 2.6: Debate and SC

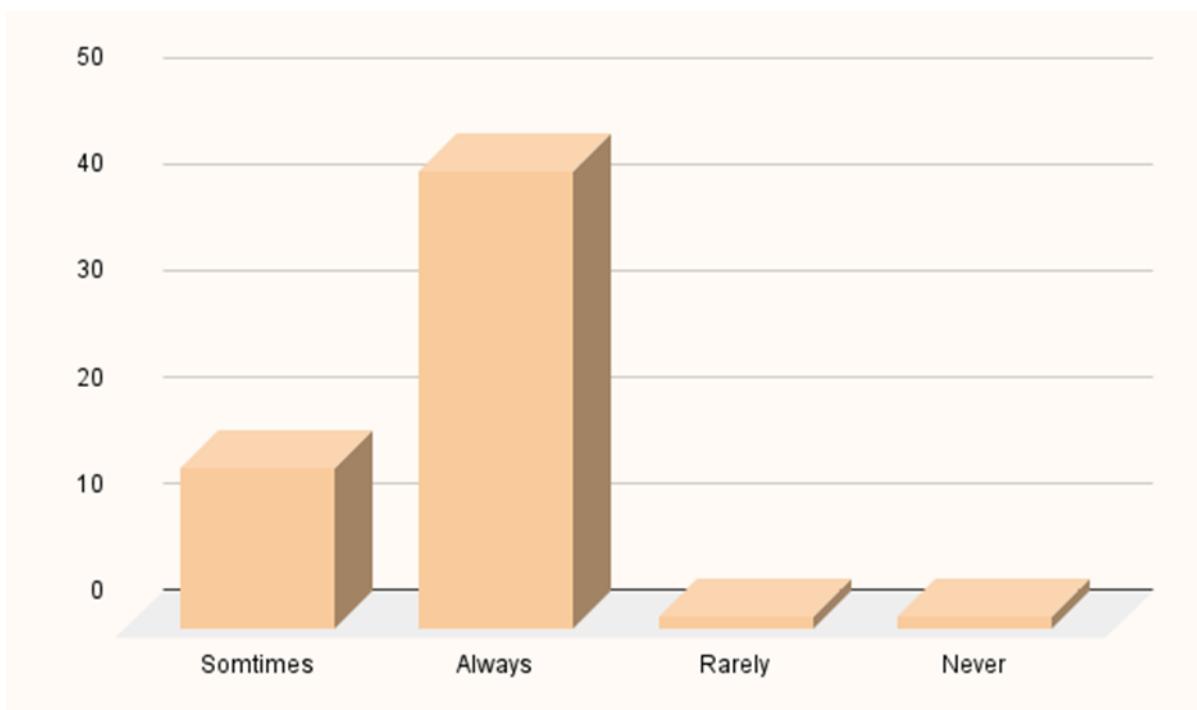


Figure 2.11: Debate and Self-Confidence

The figure above illustrates the effect of debate participation on self-confidence. 71,67% reported that it always boosted their self-confidence, while 25% reported that it sometimes boosted their self-confidence. 1,67% reported that it rarely boosted his self-confidence, and 1,67% reported that it never boosted his self-confidence. Thus, debate participation significantly contributes to students' self-confidence. Like students showed a higher degree of self-confidence which seems to enhance their emotional quotient (EQ). This promotes their ability to perceive, guide and manage their attitude and motivation to effectively confront various situations while debating with their peers

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Question Two: What kind of difficulties prevent you to participate in debate activities?

- You can select more than one suggestion.

Question	Options	Respondents	Percentage
Question: What kind of difficulties prevent you to participate in debate activities?	Lack of Self Confidence	13	17,57%
	Fear of making mistakes	22	29,73%
	Fear of speaking in front of your classmates	11	14,86%
	Anxiety	13	17,57%
	Poor of Vocabulary	15	20,27%

Table 2.7: Difficulties That Prevent Students to Participate in Debate Activities

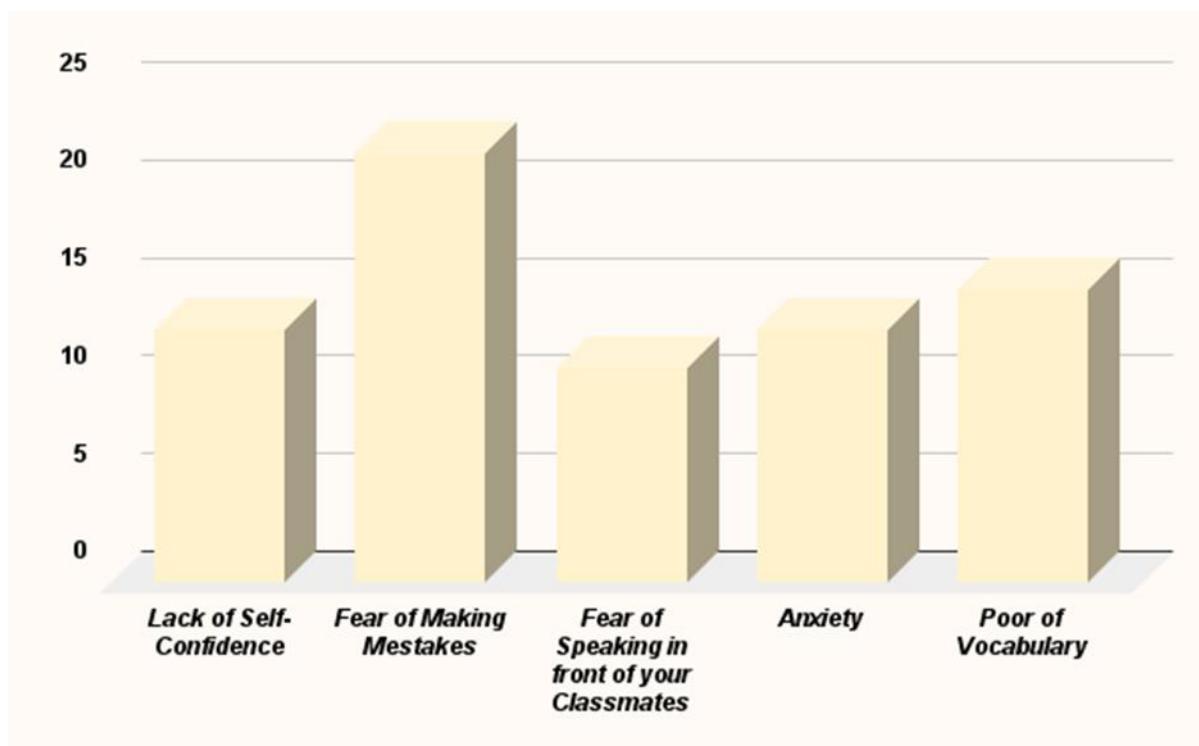


Figure 2.12: Difficulties That Prevent Students to Participate in Debate Activities

Through this question, students revealed the difficulties that prevent them from participating in debate activities, as shown in the figure above. 29,73% stated that fear of making mistakes prevents them from participating in debate activities. While 20,27% stated

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that their poor of vocabulary prevents them from participating and expressing their opinions in debate activities. 17,57% stated that lack of self-confidence prevents them from participating, and also 17,57% stated that anxiety is an obstacle to their participation in debates. Finally, 14,86% students stated that fear of speaking in front of their peers is an obstacle for them.

Question Three: In your opinion, what is the important skill debate develops to improve Self-Confidence?

- You can select more than one suggestion.

Question	Options	Respondents	Percentage
Question: In your opinion, what is the important skill debate develops to improve Self-Confidence?	Public Speaking skills	38	61,3%
	Persuasion Skills	8	12,9%
	Critical Thinking	16	25,8%

Table 2.8: The Skill That Debate Develops to Improve Self-Confidence

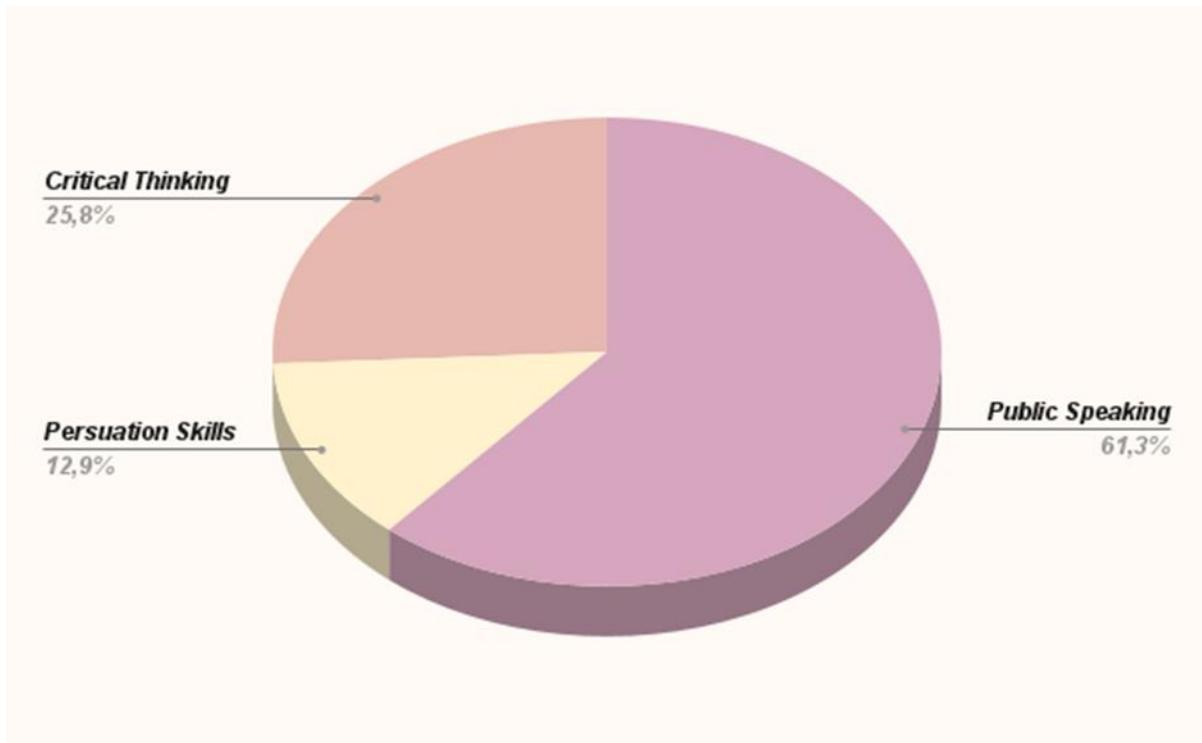


Figure 2.13: The Skill That Debate Develops to Improve Self-Confidence

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The figure above represents the most important skill that debate can develop in order to increase self-confidence. 61,3% reported that debate can develop their public speaking skills, which helps them boost their self-confidence. Another 25,8% reported that debate helps develop critical thinking among students. Finally, 12,9% students reported that debate contributes to developing persuasion skills, which increases their self-confidence.

2.9 Observation Analysis

The researcher attended six (6) sessions with two groups of Third-Year License Students in the oral expression module, three sessions for each group, the session lasts 1 hour and 30 minutes and both groups are taught by the same teacher. The researcher sat at the back during all sessions to closely observe the group.

In the first session, with the first group, the teacher divided the class into several groups, each group had 4 to 5 students. The total number of groups was 9. The teacher gave each group a topic so that the group would discuss the topic given to them, and each member of the group would provide evidence and proof about the topic to try to convince the others. The teacher also observed and went to each group and checked their opinions about their topic. He also alerted them if there was anything that needed attention, He also offered several suggestions that could benefit them, and did the same for each of the groups. The first class went on in this way just to gather their ideas and discuss them with their groups.

In the second session, the students entered and the teacher sat down. For seven minutes, everyone talked about their topics and chose who would present the topic to their classmates or other groups. Not just one individual was chosen; the entire group came forward and began presenting their topic. The first group consisted of four students. One student began presenting their topic. When the group finished, each student presented their evidence and position on the topic. When the group had presented their evidence, the teacher gave each student the opportunity to express their opinion or ask a question. The teacher always remained neutral. The discussion with each group lasted approximately 8 to 12 minutes, and everyone listened to their classmates' opinions in a civilized manner. As for the teacher, he always intervened if he felt any sensitivity or conflict and tried to end the discussion calmly. The session ended with four groups presenting their topics, and the teacher asked the remaining groups to present their topics in the next session.

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In the third session, the teacher asked the students to remind him of the groups that had not presented yet. Then, before starting, the teacher took the students' names to register attendance. After that, the groups began presenting their topics. Each group went up and started defining their topic as in the previous session. Then, they began presenting arguments and evidence that matched their topic. When the session was over, the discussion began and the teacher and classmates posed questions. The third session was almost the same as the second session; everyone was excited about the topics presented by the remaining groups, and everyone shared their opinions and side of the topic. As for the teacher, he always took a neutral stance until the session ended.

The fourth session served as the first session for the second group. The teacher used the same activity he used with the first group, dividing the students into groups, but this time the group size was smaller. The teacher was able to divide the entire class into 6 groups, each group consisting of 3 to 4 people. The teacher gave each group a topic, and each member of the group presented their opinion and provided evidence to support their topic. When the teacher finished dividing the topics, he began to look at each group to see the details of the discussion taking place among the individuals in each group. Sometimes he would give his opinion as a form of support and sometimes he would correct any mistakes if any were found. The session ended with the group organizing ideas and no group had presented their topics. Before the end, the teacher took the names of the attendees and the first session ended.

During the fifth session, the teacher first took the names of the students present and then asked them to sit in groups to present their topics. The first group started presenting their topic, one member introduced the topic and then the others presented all the evidence and proofs to convince their colleagues. When the session was over, the whole class started asking questions and discussing. This continued with all groups, but sometimes there were heated discussions about some topics. However, the teacher always calmed the atmosphere by giving his opinion, which was always neutral, or stopping the discussion and moving on to the next group. The fifth session ended in this manner and all groups presented their topics.

In the sixth and final session with the same group, a few students attended. The teacher didn't divide the class as usual, but sat at his desk and let everyone talk among themselves for a few minutes. He then asked them about a topic, and everyone began to interact, each expressing their opinion. The session continued in a question-and-answer format. Sometimes the teacher would ask questions, and the students would answer them and

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share their opinions and ideas, and sometimes the students would ask the teacher for his opinion on the topic. Everyone was able to participate and express their opinions, and everyone listened to each other until the session ended.

2.10 Limitations

The researcher encountered some limitations while collecting data. During data collection from the questionnaire, not all students were eager to answer. Some only answered closed-ended questions and left open-ended questions unanswered, while others did not respond at all. The researcher also encountered difficulties conducting interviews with teachers due to time constraints and the limited availability of all teachers. The importance of mentioning these limitations is the need to be cautious in interpreting the results as well as to show aspects that should be considered in future research.

2.11 Conclusion

In conclusion, this chapter covers the methodology adopted by the researcher to study the impact of debate activities on EFL students at oral expression module. The research design and methodology are described, as are the quantitative and qualitative research, the participants, and the rationale for choosing the sample. The researcher also mentioned the data collection tools such as questionnaires, observation, and interviews to determine the impact of debate activities on students' proficiency, fluency, confidence, and speaking skills. All tools are analyzed to extract the research findings, which are discussed in the final chapter. To conclude the chapter, the researcher discusses the ethical considerations and limitations faced while collecting the research data.

Chapter Three :

Discussion and Recommendations

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Chapter Three: Discussion and Recommendations

3.1 Introduction

This chapter provides the analysis of the third tool which is teachers' interview. Also, a comprehensive interpretation of the research through the results obtained through data collection. It also aims to answer the research question and hypotheses formulated in this study related to the impact of debate activities on English language students' speaking skills, participation, and increased self-confidence, all within oral expression classes. This chapter also presents recommendations that contribute to enhancing the use of debates in English language classes, given their effectiveness and positive impact.

3.2 Analysis and Interpretation of Teachers' Interviews

The teachers in the table above stated that their students' proficiency and fluency levels vary from one student to another. Some students speak easily but make grammatical errors, demonstrating fluency but lacking accuracy. Others speak more accurately and proficiently but exhibit hesitation. This is due to a limited vocabulary, poor grammar, or poor pronunciation. One teacher also indicated that the change in time leads to a shift in proficiency and fluency levels. Older students, or the older generation, tend to focus on grammar, meaning they try to speak without compromising on grammar. The younger generation, or current students, are more fluent but less accurate. However, teachers agree that consistent practice and increased activities, such as debates, help improve students' speaking skills, proficiency, and fluency.

Teachers reported that their students' participation in oral classes varied due to various factors. One teacher stated that students participated regularly, while others noted that their students' participation was low, with some being active and others hesitant. One factor mentioned was that students' fear of making mistakes made them avoid participating even though they knew the answer. Other teachers confirmed that student participation improved depending on classroom tasks such as debates, role-playing, and problem-solving tasks. Sometimes teachers gently encourage students to participate by creating a comfortable and supportive environment. It can be concluded that participation varies from student to student, but it improves and increases through a stimulating environment and interesting activities.

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Most teachers stated that they incorporate debate activities into their oral expression classes. Many teachers (Teachers 2, 3, 4, 5, 7, and 8) supported the use of debates because of their role in improving students' speaking, critical thinking, argumentation, and participation. Teachers used structured debates by dividing the class into groups and giving students time to think and prepare their arguments. They were then asked to present and respond to opposing views. Others used inspiring and interesting topics and debate to stimulate thinking and boost motivation. Others preferred debates because they related them to real-life situations to make them more effective. However, one teacher (Teacher 1) dismissed debates, finding them useless compared to other communicative activities. Another (Teacher 6) emphasized that he did not favor open debates but preferred structured debates. Overall, most teachers agreed that debates are a good method and an effective strategy, especially when they are structured and tailored to students' interests.

Most teachers confirmed that debate activities encourage students to participate in oral expression classes. They believe they create interaction and motivation, making students feel willing to participate and express their opinions. They also help improve speaking, increasing fluency, communication, and confidence. Some teachers stated that even shy and quiet students tend to participate more when they are grouped and given time to prepare. However, one teacher (Teacher 1) stated that debates should be used occasionally, not constantly, and that students should be engaged through other activities. Another (Teacher 5) emphasized that teachers should be open to students' opinions, as otherwise limiting student participation and increasing their anxiety.

All teachers agreed that debate is an effective tool for teaching students speaking skills. It increases students' fluency, boosts their confidence, improves their vocabulary, and helps them express their ideas clearly. Some teachers indicated that it develops their critical thinking, which leads them to participate and speak in class debates. Debate is seen as a useful tool for practicing speaking. However, one teacher (Teacher 1) emphasized that it is an outdated method and should only be used occasionally. Nevertheless, the majority agreed that debates are highly valuable in oral expression classes and an excellent tool for developing students' speaking skills.

Teachers offered suggestions on various strategies for enhancing students' speaking skills through debate. Teacher 1 emphasized the importance of teamwork, and one teacher advocated for creating a suitable environment for debate, such as asking students to suggest

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their own topics for debate or encouraging them to express their agreement or disagreement with others (Teacher 2). (Teacher 3) stated that he designs his own lessons to help students stay motivated and engaged in the class, drawing on his own experiences to encourage greater participation. Teacher 4 suggested that preparing students before a debate is important, as is teaching them what debate is and how it works for good results. He also suggested preparing in advance of a debate to use the time to research and organize arguments (Teacher 7). (Teacher 5) stated that gamification as a strategy reduce stress levels and make the atmosphere less formal and more engaging. (Teacher 7) also suggested giving each student a turn in the debate to keep everyone involved. (Teachers 7-8) also agreed that prior feedback helps students evaluate each other. Through this question, everyone suggested supportive and motivating strategies for students, their active participation, and the development of their speaking skills

Teachers reported several challenges and obstacles when incorporating debate into oral sessions. The primary problem mentioned by teachers (teachers 2, 5, 8) was student participation, especially shy students who struggled to speak in public. Teachers also faced difficulty managing the class, especially if the class size was large and not everyone had the opportunity to participate (teachers 3, 4, 7). Infrastructure also poses a challenge for teachers, as they cannot provide an ideal environment for debate due to limited space and seating arrangements (teacher 4). Conflict during debates is also a challenge for teachers, as heated discussions can occur between students, especially if the topic is sensitive or controversial. This forces teachers to try to defuse tensions (teachers 1, 3, 5, 6). Furthermore, students' inability to express their ideas also hinders debate (teacher 7). Therefore, teachers should strive to create a positive environment and avoid conflict in the classroom. They should also choose topics that encourage students to engage and participate, leading to effective debates.

3.3 Discussion of Findings

From the data, it can be seen that the majority of the sample was female, representing 80%, and the majority of them determined their proficiency in English at an average score of 76.7%. This indicates that their language level is appropriate for expressing themselves in oral classes and that they can participate in oral tasks such as debates. Even if their level is not excellent or good, they can participate and express themselves at an average level, as they possess a sufficient vocabulary to support their expression and participation

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Speaking and listening skills were also assessed by students in the average and good categories. This encourages and confirms their ability to participate effectively in debate activities in oral expression classes, as these are considered the most important skills that help students participate, express their opinions, and listen to the opinions of others.

Students were asked about their attendance at oral expression classes, and a large percentage of students reported attending and enjoying the classes. Many of them attend regularly, even if their participation is relatively low. This confirms their enjoyment of oral classes and their interest in the topics presented during classes, which may motivate them to participate if the topic is particularly interesting. This positively impacts the student learning environment, especially in oral expression classes, which enhance attendance, enjoyment, and student participation.

Students were also asked about how to make oral classes effective, and several ideas and strategies were suggested, including debates, games, group work, and the use of educational materials. Students' suggestions reveal the extent to which they understand the value of communication in oral expression. These suggestions are considered means of communication between students, most notably debates, which rely on arguments, evidence, and attempts at persuasion. Through these debates, students can communicate with each other, share their opinions, and learn from each other's ideas.

Regarding debate, many students confirmed that their teachers regularly incorporate debate activities into oral expression classes, and the majority confirmed that it encourages them to participate actively. Forty-seven students confirmed that debates consistently improved their speaking skills, confirming their effectiveness as a means of learning and practicing English and developing speaking skills. Students stated that they enjoyed debating because it allowed them to express their opinions and ideas, increase self-confidence, improve their language skills, and benefit from the perspectives of others.

However, some students did not enjoy debating activities due to factors including uninteresting or boring topics, some classmates' lack of respect for others' opinions, and feelings of anxiety or discomfort while speaking in front of others. This can be due to a lack of vocabulary, fear of making mistakes, or even shyness or fear of being ridiculed by classmates.

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Although debates are highly effective, these concerns indicate that the success of a debate depends on knowledgeable topic selection, mutual respect among students, and attention to the psychological aspects related to confidence and shyness, which ensure effective participation and interaction during the debate.

Regarding debate and its relationship to self-confidence, 43 students confirmed that debate is extremely beneficial and boosts their self-confidence. They also confirmed that debate boosts their self-confidence by developing speaking skills. This means that when a student speaks skillfully and fluently during debate activities, this leads to enhanced self-confidence. This is followed by critical thinking, meaning that debate helps develop students' critical thinking. Finally, persuasion, as debate, helps develop the art of persuasion. This indicates the role of debate in personal growth and improving speaking and communication through critical thinking and persuasion.

Despite all these positive statements, there are many obstacles that hinder students' participation in debates, the most important of which are fear of making mistakes, limited vocabulary, anxiety, and low self-confidence. This confirms that paying attention to the psychological aspect is very important, as it is a challenge that students still face. Linguistic challenges are also highlighted by students' statements about fear of making mistakes. Despite their awareness of the effectiveness of debate, these obstacles pose a significant challenge to students' ability to benefit from debate. Therefore, teachers must provide support by creating a comfortable environment for the student so that he can participate and express his opinion, despite making mistakes and feeling anxious. However, support from the teacher can benefit the student.

In general, students find debate a highly beneficial activity for improving oral skills, participation, and self-confidence. However, any obstacles to its importance and effectiveness must be considered, while providing an appropriate environment for students to increase their participation and overcome the challenges they face during debate in oral expression classes.

Through observation sessions, data revealed that the teacher used debates in all oral expression classes with his students. He also used activities systematically and thoughtfully to enhance student engagement during classes. He also adopted a group work structure whereby group members discussed the topic, followed by the development of arguments, evidence, and ideas. The topic was then formally presented to the teacher and peers to create an interactive

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atmosphere in the classroom. This approach led to students' confidence, the sharing of their opinions, and the development of their speaking skills.

During all debate sessions, it was observed that the teacher played a significant role by facilitating and encouraging students, as well as allowing them to express their opinions independently within the groups. He also continuously monitored the groups and provided guidance when necessary. His constant neutrality and efforts to create a respectful, conflict-free environment greatly contributed to students' comfort, allowing them to express their opinions clearly, and enhancing their critical thinking and participation by responding to diverse viewpoints.

The students demonstrated significant engagement with the debate activity through their active participation, especially during the presentation and discussion phases. All group members participated, not just one, and they shared their opinions and evidence on their topic, demonstrating a respectful and accepting tone. Thus, the debate activities were effective in increasing students' fluency, improving their speaking skills, and fostering cohesion among group members. They also fostered discussion and interaction.

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Observation sessions during the final sessions, especially the sixth, showed a small number of attendees, which led to a relaxed atmosphere in the classroom, spontaneity among students, and a great deal of ease in speaking. Although the session was largely informal, students demonstrated a sense of participation and interaction, demonstrating the impact of debate as a communicative practice and activity.

Overall, debate had a positive impact on students' self-confidence, speaking and listening skills, and critical thinking. Furthermore, it was confirmed that debate contributes to increased participation and even fosters respect among others. The method used by the teacher led to positive results, as he was able to create a good environment centered around learning through the topics presented and his integration of debate activities, which are considered an effective tool, especially in oral expression classes.

Interviews with eight teachers provide valuable insights into their perceptions of their students' proficiency and fluency, their participation and use of debate in oral expression classes, the effectiveness of debate activities, and the challenges they face during debates in oral expression classes.

Most teachers agreed that students' proficiency and fluency vary from one student to another, with some demonstrating good fluency but lacking grammar, while others demonstrate high speaking accuracy. This variation in fluency and proficiency reflects students' needs, particularly vocabulary and grammar. Generational differences were also observed, with older students focusing on grammatical accuracy, while current students are fluent but lack grammar and make frequent errors. Teachers also emphasized that regular practice and classroom participation impact students' performance in oral expression classes.

Teachers differed regarding their students' participation. Some reported active student participation, while others indicated that students hesitated to speak for fear of making mistakes or peer reactions, as well as a lack of motivation. Participation increases with the teacher's knowledge of classroom management, either through intervention or the use of engaging, interactive, and communicative activities. Debates, role-playing, and problem-

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solving activities also increase student participation, especially when the environment is appropriate and supportive, encouraging student participation.

Most teachers confirmed their integration of debate activities into oral expression classes, especially organized ones. They considered them effective activities that contribute to student participation and enhance speaking and critical thinking skills. Teachers also used various methods and strategies, such as dividing the class into groups, allocating time for brainstorming, and using controversial and realistic topics. However, one teacher stated that debate was an outdated method and a less interactive activity. While another confirmed that pre-organized debates are more effective than open debates, the majority confirmed that debates are a teaching tool, especially when integrated into oral expression classes.

Data from the interviews show that debates enhance student participation in oral classes. They encourage students to share their opinions, and they also encourage quieter students to participate, especially if they work in groups and are given time to prepare and complete. They also provide an opportunity to speak spontaneously and even build confidence. However, it was stated that debates should not be overused, which is considered a limitation. The teacher also plays a significant role in the effectiveness of debates, as the more open the teacher is to their students' opinions, the greater the opportunity for participation in debate activities.

The interviews with teachers indicated that debate is very effective in strengthening students' speaking skills. They emphasized that it contributes to fluency, vocabulary acquisition, mastery of argumentation, and even critical thinking. Through it, students can express their ideas, thus enabling them to speak and communicate in the classroom. However, one teacher viewed debate as an ancient art that should be used regularly. Despite this assumption, the majority confirmed the extent to which debate contributes to and develops students' speaking skills and that it is a useful strategy for learning to speak.

Teachers suggested several strategies to increase the effectiveness of debate activities in oral expression classes. These strategies included group work, gamification, and creating a suitable environment for debate and encouraging students to express themselves. Others emphasized that suggesting simple and easy topics supports student participation and builds their self-confidence. It was also suggested that debate rules be taught before integrating them into the classroom to ensure good results.

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Teachers have confirmed that there are some challenges and obstacles they face, the most important of which are the large class size and the huge number of students, as well as the infrastructure of the classrooms. Negative students who cause conflict during debates, especially when the topic is controversial, are also considered an obstacle for teachers. However, some have confirmed that debates can sometimes be beneficial, as they develop critical thinking in students, but only under the supervision of the teacher. The limited time and the layout of the classroom seating also affect the effectiveness of debates.

Through the studies conducted and the results obtained, the questionnaire, observations, and interviews confirmed the research question: How can debate activities impact Third-Year EFL students' speaking skills, confidence, and increased participation in oral expression Classes ?.

Through the questionnaire, specifically Question 2, which focused on student proficiency, the large number of students were at the intermediate and advanced levels, confirming that the students' proficiency was good. The results also confirmed the overall research question, which is the impact of debate activities on students' speaking skills, self-confidence, and participation. This was confirmed by Questions 1, 4, and 5 of the second section regarding speaking skills, as well as in the third section, specifically Question 5. Regarding participation, the questionnaire confirmed in the second and third sections that debate activities indeed help students develop a desire to participate, as evidenced in the second and third sections. Regarding the second section, questions 2 and 3 confirmed the extent of their enjoyment and participation in oral expression classes. Regarding the third section, both questions confirmed that debate activities help increase participation. Finally, regarding students' self-confidence, debate activities play a role in enhancing it, as evidenced by the fourth section, specifically Question 1. Most students confirmed that debate activities do indeed increase their self-confidence.

Observation sessions confirmed the impact of debate activities on students' speaking skills, participation, and self-confidence. Almost all sessions demonstrated that debate activities had a positive and effective impact on students. By adopting debate activities as an educational strategy, they contribute to developing speaking skills, increasing participation, and raising self-confidence.

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Through interviews with oral expression teachers, the majority of teachers confirmed that debate contributes to developing and building students' fluency, proficiency, and critical thinking, as well as participation, which in turn increases students' self-confidence. This is evident in questions 2 and 4 regarding participation, and questions 5 and 6 regarding speaking skills. From their responses, it can be concluded that debate activities are effective in increasing students' self-confidence through their participation in classes and sharing their opinions on proposed topics.

The results support the research hypotheses, including the first hypothesis: Debate activities develop effectively EFL students' fluency and proficiency. Debate activities develop fluency and proficiency, which makes students' speaking skills good and improving. The same applies to the second hypothesis: Debate activities enhance students confidence in speaking skill. The results confirmed the second hypothesis; students confirming that they feel more confident and their participation rate increases when the activity involves a debate, especially when they receive support from the teacher and are provided with a comfortable environment. Finally, the third hypotheses: Debate activities significantly effect students' willingness to participate in oral expression classes. Students and teachers confirmed, and this was verified through observational sessions, that debate activities do indeed contribute to student participation in debate classes through their willingness to share their opinions, inquire, criticize, or even offer support.

3.4 Pedagogical Implementations and Recommendations

Through the analysis and the interpretations of the current research findings which confirmed the research question and research hypothesis, a number of recommendations can be set:

3.4.1 For Teachers

- Integrating debate activities into oral expression classes:

Teachers should incorporate debate activities from time to time into oral expression classes due to their positive impact on students' fluency and confidence. Teachers should also design these activities with clear formats and an organized framework to maximize their effectiveness.

- Providing training for teachers on debate-based teaching methods:

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Workshops or training classes must be organized and teachers invited to learn the methods of managing debates and how to work with them. As well as how to choose appropriate topics and how to manage classes that consist of a large number of students.

- Use a preparatory framework to support all learners:

Students may experience difficulties such as anxiety or lack of vocabulary, so teachers should prepare a framework in advance of the debate that includes vocabulary lists, models, and arguments to increase participation and performance and reduce stress.

3.4.2 For Students

- Adapt debate topics to learners' interests and proficiency levels:

Topics should be carefully selected to suit students' age, language level, and fluency. Their culture should also be taken into account and topics chosen that are relevant to real life situations to ensure engagement and motivation. Students can even be asked to suggest topics based on their personal experiences.

- Peer Learning in the Classroom:

Collaborate with classmates by sharing opinions and vocabulary, as well as learning from others' opinions and expressions, in preparation for debate and good performance.

- Practice Outside the Classroom:

Join clubs or online chats to gain experience and reduce stress levels when speaking.

3.4.3 For Future research:

- Encourage Further Research and Reflection on Debate Use:

Future research could explore the long-term effects of debate on language proficiency and speaking skills, as well as its impact on specific groups of students, such as those who are introverted, shy, or have low confidence and proficiency. It could also examine whether debate contributes to character building, self-development, and increased fluency and performance.

- Examin Gender, Culture, and Background

Chapter Three: Discussion and Recommendations

Conduct studies and research on whether debate affects male and Female differently, and also how cultural background can affect debate performance and attitudes.

- Teachers should integrate ICT tools such as online debate platforms, video conferencing apps, and collaborative digital tools e.g Googl Docs to enhance the effectiveness of debate activities in the oral expression module. These technologies can create more engaging and inclusive debate environment, especially for shy or less confident students, by allowing them to prepare, record, or participate synchronously.

3.5 Conclusion

In conclusion, the results confirm the research question and hypotheses, as debate activities improve speaking skills, boost students' self-confidence, and motivate them to participate in oral expression classes. They also positively impact students and teachers alike through their integration of debates into their classes. However, some challenges faced by both students and teachers must be considered and addressed in order to achieve excellent outcomes from debate activities. This chapter also highlights future research to explore the long-term effects of debates on language improvement and learner identity, as well as some recommendations for students and teachers in the context of English as a foreign language.

General Conclusion

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General Conclusion

Debate activities are one of the most important strategies to integrate into education, especially in the context of English as a foreign language. University students need to practice debate, and teachers should integrate these activities into oral expression classes because they provide students with the necessary skills to lead to success. This study explored the extent to which debate activities have a positive and effective impact on EFL students' speaking skills, increased participation, and increased self-confidence.

The research results showed that debate activities have positive effects on students, increasing their fluency, proficiency, and self-confidence, as well as enhancing their speaking and even listening skills. However, there are some barriers and fears that students face, even those expressed by teachers, but these do not hinder the effectiveness of debate. The data indicated that debate activities help them participate, speak, share their opinions, and listen to others, increasing their self-confidence and improving their speaking skills. Regarding barriers, some cited fear of making mistakes and fear of speaking in front of others.

The interview results confirmed that debate effectively helps students engage and develop vocabulary and critical thinking. This is achieved through careful topic selection and the creation of a comfortable and appropriate atmosphere that makes students feel comfortable while participating and speaking. This increases motivation and confidence.

Previous studies have revealed the role and effectiveness of debate activities in teaching, particularly in the English language field, especially during oral expression classes. This research was distinguished by its contribution to improving students' oral expression skills, including speaking, listening, fluency, competence, participation, self-confidence, and even critical thinking.

Preparing a research is extremely important and challenging, especially for those who lack research experience. Despite the difficulties, they motivate the researcher to work harder and diligently to achieve the desired goals of the research. However, this research journey is not without constraints.

Time was the biggest obstacle for the researcher, as the time available to the researcher and the teachers for conducting the interview did not match the time available to the researcher. Likewise, regarding the questionnaire, the researcher encountered difficulty

General Conclusion

collecting the questionnaire from the students. This was because students did not respond fully to the questionnaire and sometimes provided incomprehensible answers that were unrelated to the question. Furthermore, the majority of students did not answer the open-ended questions, even though there were only three. However, the researcher did not achieve the desired results from the questionnaire. Regarding the observation sessions, the first sessions were successful, but the last session was unsatisfactory. It was held during Ramadan and the number of students was small, as most of them spent time with their families. Therefore, the researcher found it unconvincing.

Despite these limitations and obstacles, the research was conducted, data was collected, conclusions were drawn, and a comprehensive study was obtained on the impact of debate on EFL students. Finally, this study was conducted, which confirmed all the hypotheses and also the extent of the positive impact of debate as a pedagogical tool in the oral expression module.

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Appendices

Appendix A: Students Questionnaire

Appendix A: Students Questionnaire

Dear Students, we invite you to share with us your important answers through some suggested questions about Investigating The Impact of Debate Activities on EFL Students at Oral Expression Module. Your answers will be highly valuable and will greatly help in conducting this research and achieving the study objectives. Also, all answers will remain confidential and will be used for academic purposes only.

Section One: General Information

Q1- Gender:

Male Female

Q2- What is your level of English proficiency?

Beginner Intermediate Advanced

Section Two: CEO and Oral Skills Integration

Q1- How do you evaluate your oral skill?

Very Good Good Average Poor Very Poor

Q2- Do you enjoy attending CEO Classes?

Sometimes Always Rarely Never

Q3- How often do you participate in the CEO module?

Sometimes Always Rarely Never

Q4- How do you evaluate your level in speaking?

Very Good Good Average Poor Very Poor

Q5- How do you evaluate your level in listening?

Very Good Good Average Poor Very Poor

Q6- What can you suggest to make the CEO module effective in your oral skills?

Appendix A: Students Questionnaire

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Section Three: Debate and CEO Classes

Q1- Does your teacher implement debate activities in the CEO Classroom?

Sometimes Always Rarely Never

Q2- Does debate encourage you to participate more in the CEO Classroom?

Sometimes Always Rarely Never

Q3- How often do you engage in debate activities in CEO Classes?

Sometimes Always Rarely Never

Q4- Do you enjoy debate activities?

Sometimes Always Rarely Never

And Why?

.....
.....
.....

Q5- Do you think debate activities help you in improving your speaking skill?

Sometimes Always Rarely Never

Q6- What do you suggest in order to make debate activities more effective?

.....
.....
.....

Section Four: The Relationship between Debate and Self-Confidence

Q1- Does participating in debate raise your self-confidence?

Sometimes Always Rarely Never

Appendix A: Students Questionnaire

Q2- What kind of difficulties prevent you to participate in debate activities?

Lack of Self-Confidence Fear of making mistakes Fear of
speaking in front of your classmates Anxiety Poor of vocabulary

Q3- In your opinion, what is the important skill debate develops to improve Self-Confidence?

Public speaking skills Persuasion skills Critical thinking

Appendix B: Teachers' Interview

Appendix B: Teachers' Interview

Questions:

Q1- What is your opinion about your students' fluency and proficiency?

Q2- How often do your students participate in your oral classes?

Q3- Do you integrate any debate activities? If yes, How?

Q4- Do you think that debate encourages students to participate more in the oral expression module?

Q5- Do you find that debate is an effective tool for teaching speaking skills?

Q6- As a teacher of oral expression module, would you suggest some strategies related to debate that may enhance your students' speaking skills?

Q7- What challenges or obstacles did you face when integrating debates into oral expression classes?

Teachers' responses:

Question 1: What is your opinion about your students' fluency and proficiency?

Teachers	Responses
Teacher1	... There are two categories, the old generation and the AI generation. The first generation used to be focusing more on grammar but they were not that fluent. The second generation is fluent but making too many mistakes in grammar that is related to proficiency...
Teacher 2	Not all students have a good fluency, they are not fluent because they lack grammar, they lack vocabulary; as well as they lack also pronunciation. But few of them are really good speakers of English
Teacher 3	Students' fluency and proficiency vary from one student to another. ... understanding the concepts, the topic helps students to develop their fluency and proficiency.
Teacher 4	I think the classroom is mixed with different levels, some students seem to be excellent so their fluency and proficiency is very good and their ability to use language is very developed. others struggle with the

Appendix B: Teachers' Interview

	simplest grammatical mistakes and how to structure a sentence.
Teacher 5	It depends. There are some excellent students, there are some medium or average students and there are some weak students. However the majority, they have low fluency, unfortunately
Teacher 6	Proficiency is broader than fluency. Yes. Most of them are fluent, and they speak fluently. Doesn't mean they speak accurately.... They are fluent to a certain point, but not accurate. Proficiency is about fluency and accuracy.
Teacher 7	my student fluency and proficiency vary depending on their background and exposure to English. Some students communicate with ease, while others struggle with fluency due to limited vocabulary or hesitation. However, consistent practice, especially through interactive activities like debates, has helped them improve over time.
Teacher 8	it varies because some students show, high level of fluency but lack accuracy, while others are more hesitant yet, correct in matters of grammar.

Table 3.9 : teachers' perceptions about students' fluency and proficiency

Question 2: How often do your students participate in your oral classes?

Teachers	Responses
Teacher 1	Most of the time students do not participate. The teacher needs to include them because they are quite intrinsic students, they may have the idea, they may have the answer, but are ashamed of making mistakes ... So, they just avoid participating.
Teacher 2	when they are some motivated students, they participate tasks to make them involved and immerse in the class.
Teacher 3	All my students participating in the oral classes, because the teacher somehow trying to design activities that will engage all of them without differentiation.
Teacher 4	Yes, my classes are engaging, some most students participate and those who do not participate I push them to do many times.
	I'm not really happy with their participation... but generally, the

Appendix B: Teachers' Interview

Teacher 5	number of students i work with and who they are active in the classroom, it is very few compared to what I expect.
Teacher 6	Yeah. Most of the time. And, if they don't participate, I have to invite them to participate because it's their job. ... So, we try to engage them to be motivated and then participate if not they are obliged but in a flexible way to participate so they have to participate most of the time.
Teacher 7	Participation depends on the activity and the student's confidence levels. While some students actively engage in discussions, others tend to be more reserved. I encourage participation by creating a supportive environment and incorporating engaging activities such as problem solving, tasks, and debates.
Teacher 8	Participation is fairly regular, but sometimes it increases when the activities are interactive, especially, when there is a debate or role playing.

Table 3.10: teachers' responses about their students' participation in oral sessions

Question 3: Do you integrate any debate activities? If Yes, How?

Teachers	Responses
Teacher 1	Debate are the last task that I think about because i think that it is quite passive. ... I think that we should involve students in more communicative tasks rather than ask them to debate. ...
Teacher 2	Yes, I integrate by imposing of them real-life debates, because students, when integrating real-life tasks, they will have ideas, they will have something to communicate about.
Teacher 3	it is more than effective. And I think it is very important to use debate. So, students need to build their critical thinking with debate.
Teacher 4	Yes, I was integrating debate activities.... I give students some topics that are debatable to open the controversy and open discussion and they are motivated to participate.
	I do, actually. Especially when I teach oral expression... It depends on the activity, because sometimes I just bring up the topic, and I make

Appendix B: Teachers' Interview

Teacher 5	sur that is not a taboo topic, but sometimes controversial. I have to make sur that this topic has two opinion, One for and One against. I tend to do it Via games also. I like gamification. I think it is the most effective way to enhance debates, in my classroom, especially in oral expression.
Teacher 6	Yes. Sure. I do not like those open debates when you just bring a topic and then you ask your learners to discuss the different ideas in the exchange... so I prefer those structured debates.
Teacher 7	Yeah. Exactly. I use debates as structured activity to enhance students' speaking skills. Assign topics relevant to their interests and field of study, divide students into opposing teams, and provide time for preparation. During the debate, each student presents their argument, responds to counterarguments, and defends their stand, which promotes critical thinking and spontaneous speaking.
Teacher 8	yes. Obviously, I do. usually, I introduce structured debate after students have learned how to build arguments. For example, I sign topics. I divide students into teams, groups, and then give them time to prepare something, to prepare ideas, to prepare arguments, for instance, before presenting in class.

Table 3.11: teachers' integration of debate activities

Question 4: Do you think that debate encourages students to participate more in the CEO module?

Teachers	Responses
Teacher 1	No, I think that debate should be like ahh done like one per month only. And I think that the teacher should include other passive students in a way or another... the teacher should split the students into groups in order to make the whole class talk.
Teacher 2	Yes, of course. Debate have a crucial part in oral expression classes. The classes are based on debates.
Teacher 3	Yes, especially controversial topics that make the student react in a good and violent way.
	Yes, I absolutely think so. It really improves communication,

Appendix B: Teachers' Interview

Teacher 4	interactivity, exchange of opinions, and this will surely enhance their fluency and proficiency.
Teacher 5	Definitely. But it depends on the teacher himself. Because, there are many students who would like to engage in the debate, but maybe the mentality or the acceptance of the teacher is not... There are some teachers who do not like students to debate, simply. And I think this makes them stressed, anxious, and less participating and less engaging in the debate activity.
Teacher 6	Yes. They are. especially when the topic is of interest.
Teacher 7	Yeah. Debates create an engaging and dynamic atmosphere that motivates students to express their opinions since debates involve augmentation and reason. Students feel a sense of responsibility to contribute, making them more active in class.
Teacher 8	it is very helpful. Debates give students a purpose to speak and challenge themselves. Some quiet students and even quieter students become more engaged when they work in groups, usually when they have time to prepare. Usually, they are able to participate, when they have time to prepare something.

Table 3.12: Teachers' opinions about debate activities and whether they encourage students to participate in the CEO module

Question 5: Do you find that using debate is an effective tool for teaching speaking skills?

Teachers	Responses
Teacher 1	No, on the opposite, I think that debate ... is now an old-fashioned strategy of teaching and should be used only like once a month at least.
Teacher 2	Yes, it is an effective tool to teach oral expression skills.
Teacher 3	it is more than effective. And I think it is very important to use debate. So, students need to build their critical thinking with debate.
Teacher 4	Yes, because when you practice debate you are practicing your speaking skill because you need to express your opinion with word, with language.
	Yes, of course.... because through debates activate what is called

Appendix B: Teachers' Interview

Teacher 5	critical thinking, and through critical thinking people start speaking and express themselves. So, they have to express their opinions. And this is why if we do debates, the critical thinking will be activated. Then, their participation, then activity, then engagement.
Teacher 6	Sure. Yes.
Teacher 7	Absolutely. Debates help students develop fluency, confidence, and persuasive communication skills. They also enhance critical thinking and the ability to articulate ideas clearly, which are essential for effective spoken English.
Teacher 8	Definitely. Yeah. It improves not just fluency, but also encourages or boosts critical thinking and critical analysis. It helps with the use of vocabulary, and the ability to respond quickly and clearly.

Table 3.13: Teachers' opinions about the effectiveness of debate activities as a tool for teaching speaking skills

Question 6: As a teacher of CEO would you suggest some strategies related to debate that may enhance your students' speaking skills?

Teachers	Responses
Teacher 1	The most working strategy is teamwork.
Teacher 2	Yes, for example, sometimes I suggest a debate; I ask students to suggest their own debates and other times when I recognize that some students or the majority of the students are silent, I ask them whether they agree or disagree with the students. So here I create an environment that is debateful and effective.
Teacher 3	I designed my own lectures. I try to create a lecture that will motivate students, engage them in class ... I plan a whole lecture based on my own experience to motivate students to participate, and they all take part in the activity.
Teacher 4	I think before starting debate, we need to teach them what is debate and How does debate work. And this strategy will surely improve their engagement, participation and positive contribution.
Teacher 5	Yeah. As I said, I rely most of the time on gamification because gamification gives the impression for my students that this is not a

Appendix B: Teachers' Interview

	formal setting and less enhanced. There will be less stress and less anxiety. So, they would feel more comfortable to debate, to speak generally.
Teacher 6	Yes. Yeah. There are plenty of, we'll say strategies. I use Intelligence Squared Debates. Intelligence squared debate where we have, emotion, you know, emotion, an opinion, like, working women are more successful in their family than, different forms of, this is emotion. And then you invite your learners who are for the motion and who are against. And then you count. How many is for. How many are against it... So, it would be kind of everyone is going to give their point of view and it's a kind of debate.
Teacher 7	I can suggest some of the strategies, that should be included in order to develop their speaking skills. I would like to suggest that structured debates provide clear guidelines on format and timing, the topic selection, and choose engaging thought-provoking topics. Pre-Debate preparation, allows students time to research and organize their arguments. Role assignment, assign different roles, such as moderator, rebuttal speaker, or researcher to keep all students involved. The use of evidence encourages students to support their arguments with example statistics or real-life cases. Peer feedback has students assess each other's performance constructively.
Teacher 8	You can start with simple topics to build confidence. You can use peer feedback. You can record debates too so students can reflect on their own performance.

Table 3.14: Teachers' suggestions strategies related to debate that may enhance students' speaking skills

Question 7: What challenges or obstacles did you face when integrating debates into oral expression classes?

Teachers	Responses
Teacher 1	passive students, inequality among students, the teacher does not take control of the class, ... second, the atmosphere, means the shape of the classroom, so you cannot force the student to work in an

Appendix B: Teachers' Interview

	environment which is discouraging... There's another point, which is the stillborn students. When they want to debate on a topic and they have an opinion on it, they will not accept the different opinion from others; so, they will end up fighting instead of discussing ...
Teacher 2	Yes, shyness, some students are timid, they cannot, thought they have allies. But they cannot communicate as well as it is challenging because you have to make efforts to make students talk and have debates.
Teacher 3	The number of students is very crucial, when the class is full it is impossible to have a two-sided debate ... so you cannot give the chance to all students to participate. And sometimes conflicts between students but is very good for me; when there is a conflict, you are motivating critical thinking.
Teacher 4	The main challenge is the classroom setting, the classroom does not have the right infrastructure. For example, the U shape can help more but we don't have the right classroom... If I shape the classroom, I will spend Half hour just arranging the chairs. Second, the large number of students, students' number of students is very huge. You cannot give the chance to all your students to participate because of the number. Conflicts between students also sometimes can happen especially when it comes to sensitive topics so we need as teachers to control the class if there is a situation like this.
Teacher 5	Well, it depends. Because sometimes, as I said, I like to bring up topics that are controversial. But sometimes it gets way too far. Sometimes even too far. And this needs to be controlled in a very sensitive way. Also, one of the limitations is that I have to engage shy students into debate, which is very difficult. Because I have to make them engage without putting pressure on them. But they have to engage because this is an oral expression session, so they have to participate, they have to speak, they have to talk in order for them to be evaluated.
Teacher 6	the first challenge is to find a topic which is really engaging. Second is when you have problems, conflicts, when conflicts occur between

Appendix B: Teachers' Interview

	your learners when they are discussing.
Teacher 7	Some students feel anxious or shy about expressing their opinions in front of peers. The second obstacle is limited vocabulary. Students may struggle to articulate complex ideas due to a lack of appropriate vocabulary, then we have time management. Ensuring that all students have equal speaking time can be difficult. The off-topic argument, some students may stray from debate topics requiring teacher intervention. Also, we have another obstacle, you know, that is very serious, the unbalanced participation. More confident students may dominate the discussion, so I implement strategies to involve wider students.
Teacher 8	some students struggle with fear of public speaking Others find it hard to build arguments in English. Also, balancing participation in group debates can be tricky. Some students might dominate the debate while others stay quiet or even choose to be quiet.

Table 3.15: Teachers' statements about the challenges and obstacles they face when integrating debates into oral expression

Appendix C: Classroom Observation

Appendix C: Classroom Observation

Observation Checklist for Classroom Interaction

Observer: Khadidja Bachir Cherif

Group: 2 groups/ Third-Year License Students.

Course: Oral Expression Module

Session: 6 Sessions Total (3 per group)

Date: 1st session: (3 February 2025), 2nd session: (4 February 2025), 3rd session: (10 February 2025), 4th session: (11 February 2025), 5th session: (18 February 2025), 6th session: (9 March 2025).

Time: 1h30min per session

Rating: (A= Always, S= Sometimes, R= Rarely, N= Never)

Rubric One. Observation of Teacher-student Interaction

Criteria	Rating
1- The teacher calls students by their names	A
2- The teacher explains the lesson and asks questions related to it	A
3- The teacher asks questions to the whole class	S
4- The teacher gives students time to answer questions	A
5- Students answer the teachers' questions	A
6- Students use body language to interact with the teacher	A
7- The teacher gives feedback to students' performance	S
8- Students request clarification	S

Appendix C: Classroom Observation

through asking questions	
9- The teacher negotiates the meaning of the content with students	A
10- The teacher debates with students about the topic	A
11- The teacher implements cooperative and collective learning	A
12- The teacher guides and monitors students in activities.	A

Table 16: Observation of teacher-student Interaction

Rubric Two: Observation of Student-Student Interaction

Criteria	Rating
1- Students share and exchange ideas, opinions, and informations	A
2- Students interact in whole class discussion	A
3- Students request clarification from their friends	S
4- Students explain the instructions of activities	S
5- Students speak and use body language to help meaning	S
6- Students correct each other's mistakes during discussion	S