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Division of English Language

MASTER DISSERTATION

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THE ROLE OF CLASSROOM DEBATE IN INCREASING EFL LEARNERS' ENGAGEMENT

The Case of Second Year Students at Mohamed Kheider University of Biskra

Dissertation submitted to the Department of Foreign Languages as partial fulfillment of

the requirement for the degree of Master in sciences of Languages.

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Declaration

I, Bari Hanane, do hereby declare that the work I presented in this dissertation is my own, and has not submitted before to any other institution or university. This work was carried out at Mohamed Khider University of Biskra.

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Dedication

*In the Name of **Allah,** Most Gracious, Most Merciful*

This modest work is dedicated to:

My dear father, the person I love more than everything and everyone in this world, you are my idol,

God bless his soul.

To my mother,

A strong woman who helps me a lot to complete my work.

To my family,

*To my brothers: **Khaireddine, Abde El Djaoide and Okba,***

*To all **my friends and my students,***

To all the people who love me everywhere.

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I am also grateful to master two students, with whom I have spent unforgettable memories.

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Abstract

Engagement is considered to have a significant impact over the students' academic achievement. However, many English students are disengaged in their studies due to the lack of effective teaching strategies used by their teachers. Accordingly, this study aims to investigate the effectiveness of adopting in-class debates in enhancing EFL students' engagement at the section of English in the University of Biskra. More specifically, this research is intended to highlight the importance of implementing classroom debates as a teaching strategy among EFL students. In this regard, we hypothesized that implementing classroom debates can help enhancing students' engagement. Methodologically, we adopted a qualitative research approach accordingly. In order to confirm the hypotheses, the present work put into practice two data collection tools, namely, students' questionnaire and teachers' questionnaire. After the interpretation of the obtained data, the results showed that the use of debate can result in increasing EFL students' engagement rates. As a conclusion, we found that the study's hypotheses were validated and confirmed. Accordingly, we put forward several practical implications and recommendations for teachers and students as well as decision makers.

Keywords: EFL students, in-class debates, student engagement.

List of Abbreviations

&: and.

EFL: English as a Foreign Language.

Et al.: et alia (and others).

Q : question.

H : hypothesis.

% : percentage.

p.: page.

LMD: License Master Doctorate

(n.d.): No Date

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General Introduction

Introduction

It is well known fact that English is now a widely spoken language all over the world. As a result, learning English as a foreign language (EFL) has become an essential component curriculum. EFL learners must be psychologically prepared and engaged in the learning process in order to achieve higher levels of language achievement. However, EFL learners' psychological factors can have an obvious impact in their learning achievement. As a result, many researchers stress the significance of EFL learners' psychology in learning.

The modern era of pedagogy is concerned with the psychological and cognitive status of the students and also their behaviors in the EFL classrooms. In addition, how these factors influence their learning. As a result, it tries to figure out what makes some students perform better than others. Furthermore, it attempts to suggest strategies for overcoming psychological problems that may obstruct the process of learning. For that, it has demonstrated that engagement in learning is essential for advanced achievement.

Since a significant number of educators have become interested in improving EFL learners' engagement, many research studies have been conducted in order to find ways for improving EFL learners' engagement. One of those ways is to adopt classroom debates to enhance learners' involvement and engagement.

1. Statement of the Problem

Students' engagement has been considered as an essential element in the language learning which combines motivation, active learning and participation. Due to the lack of some strategies and the rare use of many effective teaching techniques, EFL students, in Biskra University, find it difficult to be engaged during the learning process. In order to overcome this problem, several researchers suggested different techniques to actively engage the students in the learning process. Thus, the present study suggests the adoption of in-class debates as a teaching strategy to foster EFL learners' engagement and involvement.

2. Significance of the Study

This research study aims to identify the importance of in-class debates for different purposes. One of them is to explore its effectiveness in increasing students' engagement and; consequently, it will improve their academic achievement. Also, it seeks to encourage EFL teachers to adopt this technique during the learning process for promoting learners to be engaged.

3. Aims of the Study

Increasing students' engagement is the purpose of many EFL teachers. Thus, the use of debate in classroom can help in achieving this purpose. In conducting this study, several aims are planned to achieve as the following:

- Encourage teachers to apply this technique as a solution to engage their students.

- Stressing the effectiveness of using debate in EFL classroom

- Investigating the impact of using debate in EFL classroom to increase learners' engagement.

4. Research Questions

The present study seeks to answer the following research questions:

Q1. Is the focus on in-class debate works as a good strategy that increases students' engagement in the learning process?

Q2. To what extent does the integration of in-class debates stimulate EFL learners to be fully engaged in their learning?

5. Research Hypothesis

Based on the question stated earlier, we will propose the following research hypotheses:

✓ We hypothesize that if the in-class debate is implemented, it will work as a good strategy to increase students' engagement.

✓ We presuppose that if the classroom debates are integrated, EFL learners' motivation, active learning and participation rates will be enhanced.

6. Research Methodology

6.1 Procedure and Data Collection

To set out this research, we have adopted the descriptive method. The tools that we have used for collecting data are semi-structured questionnaire for teachers and students. Those two research instruments helped us to investigate the role of using in-class debates for increasing EFL learners' engagement. Moreover, the study aims to validate the suggested hypothesis seeking relation between two variables, namely, the use of in-class debates as the independent variable, and students' engagement as the dependent variable.

6.2 Sample and Population

The present study took part in department of foreign language, division of English at Mohamed Khider University of Biskra, by using semi-structured questionnaire for second year LMD students. As a representative sample, we dealt with thirty students chosen randomly out of the total population. Also, the research involved 5 oral expression teachers from the Division of English in the same university to help us gauge their views about the topic under study.

6.3 Data Collection Tools

Two research instruments were used to test the hypothesis stated earlier. A semi-structured questionnaire will be given to oral teachers to explore their views concerning the use of debates as a technique to increase students' engagement. Then, the second questionnaire was administered to second year students during their oral session.

7. Structure of the Dissertation

Our research consists of two main parts. Theoretical part and practical part, with a total number of two chapters. Firstly, the theoretical part provides an overview about the student engagement and classroom debate. Also, it tries to display the literature review and the previous

researches that have been conducted on that topic. However, the practical part is about the analysis and the discussion of the data collected from the tools stated earlier. In other words, the The first chapter presents an overview about the students' engagement and in-class debate. The first section, which is mainly devoted to the student engagement, its definition, its relationship with motivation and active learning. Also, it presents the major dimensions of the student engagement and its importance, and finally the main steps to strengthening their engagement. In the other hand, the second section addresses the classroom debate definition, its historical background and its different formats as well as its effectiveness while the second chapter is devoted to analyze and discuss the data gathered from the two data collection tools; namely, students' questionnaire and teachers' questionnaire. In addition, this chapter presents some recommendations.

CHAPTER ONE:

LITERATURE REVIEW

Section One: Students' Engagement in the EFL Context

Introduction

One of the EFL teachers' aims in the learning process is to enhance their students' engagement and consider it as an effective factor that should be taken into consideration for improving their comprehension. This section will include the main issues related to the student engagement: the definition and its essence, its dimensions and strategies to enhance students' engagement while the second section presents a brief definition of classroom debate, its history, abilities required for a great debate and its effectiveness in engaging students.

1.1 Conceptual Framework of Students' Engagement

The concept of students' engagement is considered to be the concern of different researchers and teachers. It is their main focus during their classes; however, for engaging students in the learning process, many definitions have suggested by several scholars.

1.1.1 Student Engagement Definition

the student engagement is considered to be the goal of many teachers and scholars that should be reached in the learning process. Student engagement defined by Bomia (1997) as the "student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process" (as cited in Fletcher, 2007, para.2) and as the "individual's interest and enthusiasm for school" (Olson & Peterson, 2015, p.1). In other words, making the students participating in their classroom activities. Furthermore, Leonard (2008) state that the active engagement of the students will affect their academic achievement positively (as cited in Manisah & Noorfaziher, 2018). On the other hand, Barkley (2010) defines student engagement as "a process and a product that is experienced on a continuum and results from the synergistic interaction between motivation and active learning" (p.8). the great school partnership (2014) defines it as "the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to

learn and progress in their education" (as cited in Olson & Peterson, 2015, p.1). In the other hand, Manisah and Noorfaziher (2018) describe it like "Engagement can be seen in various terms such as student participation, academic participation, student involvement, academic involvement, involvement in school assignments and involvement" (p. 2162). In addition, Morse, Christenson and Lehr (2004) assert that, "Engagement is one of the factors that can prevents students from displaying negative behaviors" (as cited in Manisah & Noorfaziher,2018, p. 2162). Similarly, Saleh et al. (2013) describe it like "Desire, need, the will of the students to engage in routine school activities such as attending classes, assigning teachers' assignments and following teachers' instruction in the classroom" (p. 2163).

1.1.2 Dimensions of Student Engagement

Student engagement in the learning process composed of three major factors, behavioral, emotional and cognitive engagement that are related to one another.

1.1.2.1 Behavioral Engagement

Fredricks, Blumenfled and Paris (2004) state "the behavioral engagement domain concerns questions regarding, student conduct in class, student participation in school related activities, and student interest in their academic task" (p. 62). In other words, it involves student's participation, taking responsibility and involvement in the school activities. Besides, Skinner and Belmont (1993) have added that behavioral engagement includes participation and involvement in the classroom activities that combines attention, concentration, and contributing in the discussions (as cited in Fredricks et al., 2004). To sum up, "it is all about student conduct in class, participation in school activities, and student interest in the academic field" (Nguyen, Cannata & Miller, 2016, p.2).

1.1.2.2 Emotional Engagement

In the classroom, students are able to emotionally engaged because of several reasons. According to Cornell and Wellborn (1991) this kind of engagement includes anxiety, happiness and other affective reactions (as cited in Fredricks et al.,2004). Besides, Fredricks et al. (2004) stated that the reason behind this affective reaction during the learning process is vague. For that, students are not able to control their emotions and feelings in their classrooms. In the other hand, teachers should keep their students motivated and emotionally engaged for better participation and involvement.

1.1.2.3 Cognitive Engagement

The definition of cognitive engagement developed from two fundamental bodies of literature. One is the mental investment in learning that defined by Newman (1989) as a want to go past the necessities of school and appearing an inclination for challenge (as cited in Jonas,2016). Also, Skinner and pitzer (2012) state that the conceptualization of cognitive engagement incorporates adaptability in issue tackling, inclination for difficult work, and positive adapting within the confront of disappointment, same definitions of cognitive engagement includes consideration, concentration and eagerness to go past what is needed (as cited in Jonas, 2016). In addition, Pintrich and Degroot (1990) add that the learning literature sees cognitive engagement in terms of being vital or self-regulated, and utilizing meta-cognitive techniques to arrange and assess cognition when finishing assignments (as cited in Jonas, 2016). Moreover, Fredricks et al. (2004) noted that the mental venture definitions in learning are similar to the definitions in the motivation literature; for instance, intrinsic motivation and the aims of learning. However, Trowler (2010) pointe out "cognitively engaged students would be interested in their learning, would seek to go beyond the requirements, and would relish challenge" (p.5).

1.2 Engagement: Motivation and Active Learning

1.2.1 Engagement and Motivation

Increasing EFL students' motivation is not an easy task. Barkley (2010) states that unmotivated students have less enthusiasm toward learning. It is "the feeling of interest or enthusiasm that makes somebody want to do something" (Barkley,2010, p.9). Also, it is the combination of values and insights that is developed gradually (Barkley,2010). In the same vein, Brophy (2004) asserts, "motivation to learn is an acquired competence developed through an individual's cumulative experience with learning situations" (as cited in Barkley, 2010, p.9).

However, Olson and Peterson (2015) state it is clear that student motivation linked to engagement. Nonetheless, these two terms are not interchangeable. It is defined by Brophy (1998) as "a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior" (as cited in Olson&Peterson, 2015). Although both cover a wide range of student activities, motivation is focused on goal-directed behaviors, whereas student engagement encompasses all positive student behaviors as well as the psychological experience of students.

As a result, Barkley (2010) conclude that motivation is the gateway engagement, it is the reason behind the students' involvement and the unmotivated student has emotionally and psychologically checked out of the learning process.

1.2.2 Engagement and Active Learning:

Barkley (2010) defines active learning as a process in which "students are dynamic participants in their learning and they are reflecting on and monitoring both the processes and the results of their learning" (p.17). In the other hand, it means "the mind is actively engaged" (Barkley,2010, p.17). However, when students connect the existing knowledge to old ones, they will be actively engaged and it is a part of deep learning (Barkley,2010). Additionally, active learning is essential for engaging the students because highly-engaged students will consciously make logical connections between their prior knowledge and the new ones, ask questions, and

participate in long-term deep learning (Barkley, 2010). Besides, the teachers may be confounded between focusing on the motivational or active learning features of their students' interaction (Barkley,2010). Actually, they are both necessary because a classroom full of enthusiastic and motivated students.

Consequently, motivation and active learning are essential elements for promoting and increasing the level of engagement, in which they work together in the learning process (Barkley,2010).

1.3 The Importance of Students' Engagement

Coates (2006) states, "student engagement is concerned with the point of intersection between individuals and things that are critical for their learning" (p. 17). Also, it reflects the level of students' involvement in the learning process (Coates, 2006). In other words, highly engaged students are excited in their studies, they can do their activities with satisfaction. Besides, disengaged students are not able to create an effective relationship toward their studies (Coates, 2006). In addition, Martin and Torres (2016) state that:

> Student engagement is increasingly viewed as one of the keys to
>
> addressing problems such as low achievement, boredom and alienation,
>
> and high dropout rates. Engaged students are more likely to perform
>
> well on standardized tests and are less likely to drop out of school. The
>
> conditions that lead to student engagement (and reduce student apathy)
>
> contribute to a safe, positive, and creative school climate and culture
>
> (para. 2)

In addition, student engagement is essential in higher education because it benefits students, colleges, and education partners. The area of student engagement is more likely to grow

in the future as institutions implement improved strategies. Besides, it gives students the opportunity to learn and practice the skills they will need to succeed in the future. In the other hand, experts believe that student engagement creates awareness of true ownership principles and fosters a greater sense of duty in students while also improving their communication and negotiating skills. Student engagement also helps students appreciate governance within the institution's educational framework and creates stronger connections with other students, staff, and faculty. As a result, students' personalities are improved, and their skills for driving change are enhanced ("Unifyed", 2019).

To conclude, engagement affects the students' learning which combines students' participation, active learning and motivation. For that, higher levels of students' academic achievement are related to their engagement in the learning process.

1.4 Strengthening Student Engagement

In order to achieve high levels of productivity, teachers seek to engage the students through different ways. For that, the engagement-based learning and teaching approach (EBLT) supply the foundation which built through different principles and strategies (Jones,2008). According to Jones (2008) there are three dimensions that are provided by (EBLT) as follows (cognitive, emotional and behavioral) and throughout this approach, teachers and parents go hand in hand across these dimensions stated earlier. Jones (2008) asserts that EBLT covers six main objectives as follows:

1.4.1 Cultivate one-on-one Relationships

The relationship between the learner and teacher is the basic component that can lead to expanded learner inspiration and higher levels of engagement in school life.

1.4.2 Learn New Skills and Habits

Teachers can learn new abilities and habits that assist them to develop their already natural inclination to inspire and have interaction students.

1.4.3 Incorporate Systematic Strategies

Teachers can learn systematic techniques that facilitate student engagement. Students can increase behavioral skills and habits that lead to increased academic success and increased their involvement in the learning process.

1.4.4 Take Responsibility for Student Engagement Practices

It is particularly the teacher's responsibility to engage the student, as opposed to the teacher awaiting them to come to the classroom and automatically engaged.

1.4.5 Promote a Schoolwide Culture of Engagement

The appropriate way to advance high levels of engagement is to create and keep up a schoolwide activity that is committed to creating a culture of students' engagement.

1.4.6 Professional Development is an Important Part of Student Engagement

According to Jones (2008), staff development, combined with workforce ownership and recognition, is indispensable to creating and keeping a subculture of high quality of student engagement.

In addition, there are some actions that suggested for teachers to do for increasing students' engagement as the following (Zepke & Leach,2010):

- Enhance students' self-belief

- Enable students to work autonomously, enjoy learning relationships with other and feel they are competent to achieve their own objectives

- Recognize that teaching and teachers are central to engagement

- Create learning that is active, collaborative and fosters learning relationships

- Create educational experiences for students that are challenging, enriching and extend their academic abilities

- Ensure that institutional cultures are welcoming to students from diverse backgrounds

- Invest in a variety of support services

- Adapt to changing student expectations

- Enable students to become active citizens

- Enable students to develop their social and cultural capital. (as cited in Zepke, Leach & Butler, 2010, p. 4).

In the other hand, Lent (2014) suggests other practices that can implemented by teachers for supporting students' engagement as the following:

- Teachers create opportunities for active rather than passive learning.

- Teachers encourage autonomy and further independence through choice.

- Teachers create relevance in assignments and topics.

- Teachers value and use collaborative learning methods.

- Teachers use technology as a tool to increase learning opportunities and depth of study.

- Teachers employ multiple learning methods and texts.

- Teachers develop lessons and assignments that incorporate both challenge and success.

- Teachers create authentic assessments and offer timely and frequent feedback.

- Teachers develop a culture of inquiry within the classroom.

- Teachers differentiate and scaffold learning. (as cited in Olson & Peterson, 2015, p. 5).

Moreover, Barkley (2010) states that teachers must constantly learn from their classrooms. Teaching is an interesting career to work in because there is always something new to discover. I have yet to meet a serious teacher who believes they know everything there is to know about teaching and learning. In particular, the more experience a teacher has, the better One's own efficacy is likely to be questioned and each student provides an opportunity to learn something new about our profession while teachers are engaged in their teaching. Besides, classroom studies and teaching and learning scholarship are two ways to stay involved in teaching by focusing on how and what we can learn from our experiences.

1.5   Factors Contributing to Students' Engagement

Sahil (2010) claims that there are contextual factors that affect student's involvement such as family, peers and school environment (as cited in Manisah & Noorfaziher, 2018). Besides, they are among the factors that contribute to the engagement of students in their studies.

1.5.1 Family Factor

According to Marchant, Paulson and Rothlisberg (2001), families are the most important institutions in a society because they play such an important role in fostering harmony. The provision of a learning environment, as well as family involvement and support, will range from providing a learning environment to setting up a learning environment. Also, high educational aspirations, motivational support, and a role in the community. However, Marchant et al. (2001) state that controlling and tracking the development of children plays a crucial role. Parents are the most important people in children's lives because they are a family institution. Besides, parents' love, education, affection, and attention have an impact on their children's development (as cited in Manisah & Noorfaziher, 2018). Each family, on the other hand, is different due to the fact that children from various backgrounds have different needs and depending on their backgrounds people go through various stages of development. In addition, McInerney (2010) states there are three reasons why parents are involved in their children's education development. To begin with, parents believe that they have a role to play in their children's educational development. Second, parents believe that they can assist their children to be successful in school, and finally, the schools' opportunities and insistence. Parents may influence their children in addition to being responsible for their upbringing (as cited in Manisah & Noorfaziher, 2018). Moreover, Inman (2008) adds that parents can help their children learn better by showing interest in their assignment and ensuring that they complete their school's requirements. Furthermore, Sahil (2010) states parental support will assist in motivating and advancing children and it allows students to be cognitively, behaviorally, and emotionally involved (as cited in Manisah & Noorfaziher, 2018). In the other hand, Yazzie-Mintz (2010)   parental involvement in their children's education has an impact on their children's engagement in primary and secondary school (as cited in Manisah & Noorfaziher, 2018).

1.5.2 School Factor

The context of the school environment is an important factor in student engagement. The occurrence of an event is referred to as context, and the context of each school's environment is unique. The school environment has a strong impact on student participation and the creation of a sense of belonging in students even in the direction of school. Besides, Yazzie-Mintz (2010) adds that a positive school environment is one that supports students' learning by fostering fairness, mutual respect, security, and positive communication (as cited in Manisah & Noorfaziher, 2018). Furthermore, when the classroom environment is conducive to student engagement, during the school year, the student receives a lot of assistance and has high expectations from his or her teachers and peers. Bardin and Lewis (2011) state the "4CS" concept, which stands for society, community, curriculum, and co-curriculum, represents the context of the school environment (as cited in Manisah & Noorfaziher, 2018). According to Sahil (2010), teachers are one of the most important factors influencing students' perceptions of their academic environment. Teachers' support and encouragement are also important for students to actively engage themselves (as cited in Manisah & Noorfaziher, 2018).

1.5.3 Peer Factor

Poulin and Chan (2010) state that some researchers have started to see a link between academic behaviors like school engagement and peer-to-peer relationships, claiming that peers are important individuals who play an important role in an adolescent's psychosocial and educational development; however, adolescents communicate similar traits with their peers, such as autonomy, desire, and peer orientation. Peer relationships are extremely important in the lives

of adolescence, as evidence by this sharing (as cited in Manisah & Noorfaziher, 2018). In addition, Way and Greene (2006) point out that peer relationships, on the other hand, can evolve in terms of stability and quality over time. Also, according to the majority of research, the relationship between school engagement and peer relationships will often change over time (Poulin & chan,2010). Besides, some aspects of relationships may become less important, while others become more important (Manisah & Noorfaziher, 2018).

1.6 Student Engagement Styles

Coates (2007) suggests a typology of student engagement styles presented as the following (as cited in Trowler, 2010, p. 12)

1.6.1 Intense

Students who report a high level of commitment are very invested in their university studies. They perceive their learning environment as open, welcoming and demanding, and they perceive teaching staff as approachable.

1.6.2 Independent

A more academically and less socially oriented approach to research characterizes an autonomous form of engagement, students who report an independent study style see themselves as members of a welcoming learning group. They note as approachable, attentive to students need, and encouraging and motivating. These students are less likely to collaborate with other students in or out of class, or to be creative, taking part in educational programs and sports on campus.

1.6.3 Collaborative

Students who report a collaborative engagement style prefer social aspects of university life and practice over more strictly cognitive or individualistic ways of interaction. Also, students' high levels of general collaborative participation indicate their willingness to work together. Besides, they want to feel validated in their university societies particularly by taking part in variety of activities and interacting with other students outside of class talent growth events.

1.6.4 Passive

It is possible that students with passive participation styles rarely participate in every or general tasks and conditions associated with active learning. However, the terms "forms of interaction" and "transient states" are used interchangeably, Student attributes or styles it is not assumed; for example, that these are qualities that will last which maintained over time or through contexts in individual

Figure 1.1: Student Engagement Styles (Coates, 2007)

Section Two: Teaching
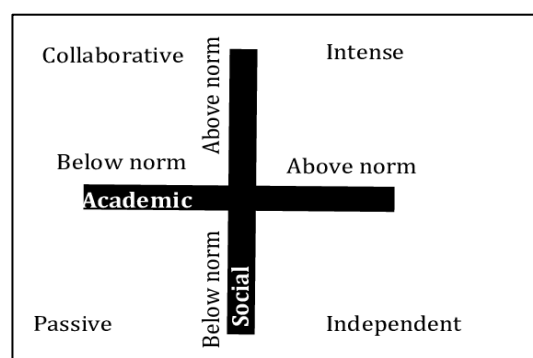
Classroom Debate as a Strategy

2.1 Definition of Debate

Debate is a fundamental strategy in engaging students in their classroom context. According to webster's online dictionary, debate is "a contention by words or arguments"; Cambridge English dictionary defines it as "a competition in which teams of people, often students, discuss a subject and the team that is judged to make the best argument wins". In addition, Jagger (2013) states "a commonly used teaching method to promote student engagement is the classroom debate" (p. 1). Moreover, Bonwell and Eison (1991) defines the classroom debate as "a powerful learning tool for promoting classroom interaction and the development of skills such as communication, argument-construction, discussion and critical analysis" (as cited in Jagger, 2013, p. 1). To conclude, class debate is the presenting of ideas or arguments by two different groups and it considered as an effective technique for increasing their engagement and interaction.

2.2 History of Debate

The concept of debate is known to the Egyptians since (2080 B.C), it uses as a teaching technique by Protagorus in Athens (481-411 B.C) who considers as debates' father (Combs & Bourne, 1994). Also, the philosopher Socrates use debate during his discussions to prove his ideas and he is the designer of debates' irregular education (Najafi, Motaghi, Nasrabadi & Heshi, 2016). Besides, Phajoohande (2001) states, "after Socrates, Aristotle was the first who found fame in this method because he conducted Socratic teaching style into methodological ones" (as cited in Najafi et al.). Recently, high schools and universities use debate in the united states specially the last three decades. It uses in the classes because it helps students to comprehend, analyze and exchange ideas from different perspectives.

2.3 The Process of Classroom Debate

In describing the format of debate, Worthen and Park (1992) state that:

First, a topic called resolution is given that will be debate by all teams. The
affirmative team is for the adoption of the resolution while the negative team is
against it. The affirmative team may take whatever position on the resolution that
they want. The only criteria are that the affirmative analysis remain within the
boundaries of the resolution, directly linked to it in some manner (p.6)

On the other hand, to prepare a debate with a class, the teacher divides the class into
groups and give them the topic's title to prepare for the discussion. After that, students need to
brainstorm and organize their ideas. Then, they structure the speech (point one, point two). The
last two steps are to prepare the speeches and prepare the rest of the class (noisy classroom, n.
d). Also, the nature of debate depends on the students' age and the topic should be interesting
for promoting your students' engagement in the classroom (Cox, 2016). However, Worthen and
Park (1992) state, "students can submit and vote on a topic that interests them" (p.11) because
this increases their motivation to understand the topic.

2.4   Formats of Classroom Debate

To assess the effects of classroom debate format on learning, four formats are separately
used in classroom. Besides, the choice of the format depends on the needs of the course itself.
The five types presented by Vargo (2012) are: four corner, role play, fishbowl, and think-pair
share and meeting house.

2.4.1   The Four-Corner Debate

It is an activity that needs the participation of all the students, each student takes a position
on a different statement. They present their ideas on a prompt given by the instructor. After that,
they move and stop under a specific corner of the room depending on their position: strongly
agree, agree, disagree, strongly disagree (Bennett,2019). It considered as a kinesthetic strategy

because it involves the students in the activity and encourages them to discuss their different positions in which it enhances their engagement. Bennett (2019) suggests different steps to form the four-corner debate as below: select an opinion statement, prepare room, read statement and give time, move to your corner, meet with groups, note-taker and share results.

2.4.2 Role Play

In this format of debate, students discuss different points of view related to a specific topic determined by the teacher. In other words, "students assume the roles of various stakeholders in a debate" (Hopkins,2003). In this activity, Hopkins (2003) states:

> Let students randomly draw an index card, then have student get together with classmates holding the same stakeholder cards. Those small groups of students are responsible for putting themselves in the position of their assigned stakeholder and formulating the arguments they will present in a classroom debate on the topic (para. 4).

2.4.3 Fish Bowl

In this type of discussion, students sit in two circles, the students who sit inside the fish bowl actively engage in the discussion. The students who sit outside the circle listen and concentrate to their classmates' ideas in the inner circle. After that, students in each circle change roles; for that, they all involve in the discussion and it does not take a long time of preparation to implement. Also, it permits students to contribute and interact in a group discussion (better lesson, n. d).

2.4.4 Think-pair share

Debate is one strategy of collaborative teaching. Students try to solve a problem in which they think individually and share their ideas with classmates. Its role is to engage students in

comprehending their studies and helps them to think individually on a specific topic ("Reading Rockets", n. d).

2.4.5 Meeting House

In this type of debate, each group makes an opening contention. The course is given the chance to inquire each part, and the instructor's role is a moderator guaranteeing each side gets an equal sum of time to contend. To motivate the learners, teachers can create cards to each learner, after every question the examiner gives up one card, when a learner is out of, he cannot ask another until all learners run out of this card.

2.4.6 Lincoln-Douglass Debate

In this format, two learners face one another like Abraham Lincoln and Stephen Douglas do during Illinois senate debate on slavery in 1858(Roy & Macchitte, 2005). Each student should give the arguments before a specific time. Kennedy (2007) calls this type "values debate" because it focuses on logical, ethical and philosophical issues.

2.5 The Basics of Debating Ability

Class debate is being broadly utilized by numerous teachers. Besides, they can have many troubles in accomplishing an effective debate. These challenges can be due the need of essential abilities to be a great debater. For that, a number of abilities is needed within the members to be a great debater.

2.5.1 Style

Style is considered to be a basic element of debating to learn, it is the manner of communicating your arguments and there are numerous factors that affect how the debater levels looks like as the speed, tone, notes and eye contact (Bali International School).

2.5.2 Speed

The way of talking should be quickly sufficient to sound intelligent and gives time to the speaker to say what he wants. Besides, the speech should be understood and pay attention to the listener's reactions.

2.5.3 Tone

The tone of voice makes the speech interesting, calm debate looks more interesting while the aggressive one is more difficult to understood by listeners.

2.5.4 Notes and Eye Contact

It is an effective element that should be organized and brief. It is not good to debate without making notes and organizing ideas. Also, the debater should pay attention to contact with the audience when using notes because it may damage the relation between them.

2.5 Content

Content is the essence of debate and it is the words or arguments that the debaters use in front of the audience to support his side and rebut the other side. Thus, its aim is to persuade the opposite side that your arguments are right. Sometimes, the content is clear and understood by the audience and sometimes is vague depending on the words selected each time.

2.6 Strategy

It is a technical element in debate. Besides, it is the application of all debate's essential element, such as role in debate, timing, structure, team work and participation. It is what distinguish the good debate from the inappropriate one.

2.7 The Cast Involved in Debating

Snachez (2014, p. 10.-12) states that Debating is a team sport, and as with all others, there are always people participating at all times. The front-end as well as the back-end as the following:

2.8.1 The Debaters

the debaters, also known as speakers or players, are on the front end. Debaters have a range of choices. To demonstrate their work in the three components of the decision -making process: design, substance, and timing material, as well as strategy. A debater's output is often based on analysis, material collection, and presentation of data, as well as arranging his or her argument.

2.8.2 Chairperson and Timekeeper

There is a chairperson for each debate. s/he assumes the role of moderator, presenting the participants. The order of the debate, the names of the teams, the speakers, and the judges are all listed. The information should be written on a chalkboard both the parties will benefit from the details. On who has recently talked and where we are in the conversation to the public and judges.

2.8.3 The Judge

The judge observes the debate and evaluates how well the teams performed. In terms of style, content, and tone, they play either proposition or opposition roles. The plan the judges fills out a score sheet and is allowed to provide both positive and negative feedback. For that, debaters offer objective input.

2.8.4 The Coach

The coach takes a step back from the case and the decision-making process, guiding the debaters toward the best approach to the subject. He or she assists the speakers in developing

their points, logic, and examples. He also assists in the establishment of a schedule planning sessions, encourage debaters to practice their speeches, and observe the discussion.

2.8.5 The Audience

It is beneficial for debaters to talk not only to the judges and teammates, but also the audience. As well as the audience in front of the judges, the audience can be seated.

2.8.6 The Tabber

Every competition has an individual or small group in charge of entering and tallying the results. Results are written on the judge's score sheets, and the team ranking is published after each round. As well as a speech ranking to determine the tournament's best speaker.

2.9 Skills of Debate

Many teachers use classroom debate as a teaching and learning strategy, they can; however, face numerous challenges in achieving a successful debate. These difficulties may be caused by a lack of students with the necessary skills to be successful debaters who can win a competitive debate.

2.9.1 Arguing

Hanes (2012) states that the aim of using argumentation in classroom debates is not always to get people to take action on the subject. Rather, it is intended to address topics in a rational and evidence-based manner. All types of arguments are made up of three parts named as "claim", "warrant", and "data". The first one represents the position which will be argued for, the second one represents the justification for taking this side, and the third one represents the

evidence that used to back up the claim (National Association for urban debate League 'NAUDL', 2007, p.5).

2.9.2 Speaking

It is important to be an efficient speaker and communicator during debates. A successful delivery boosts one's reputation and helps the audience remember what you said. For that, some communication skills should be learned, such as speaking clearly using plain precise and straightforward words, using a heard voice, often very loud to add emphasis on some concepts, using good word pronunciation, and being at ease without showing nervousness. It is also important to pay attention to nonverbal characteristics such as successful body language, which includes facial expression, eye contact, and movements. Most importantly, one should be prepared and secure in their acts (Snider, 2008, p.110).

2.9.3 Flowing

Flow sheeting or flowing is a term used in debates to describe the process of paying close attention and taking notes during the debate. To help recall the points made by the opposing side, the notes contain them. As a result, the speech will be focused on responding to and refuting the reported argument (NAUDL, 2007, p.7). Since people speak faster than they write, using symbols and abbreviations can make the process of writing a simplified and coherent collection of ideas simpler. Besides, Hanes (2012) adds a strong flow aids in simply and explicitly refuting the opponents. Furthermore, it is a major step toward rational logic and communication.

2.9.4 Research

One of the most important things to do before entering debate is to conduct extensive research on the topic. Since students are not experts, they must collect the required evidence to support their claims and persuade their opponents. It is also a good idea to quote experts' opinions

to back up your claims. Information can be gathered from a variety of sources, including the internet, databases, and library books, among others. However, before trusting in these statistics, it is appropriate to determine their accuracy and significance (Hanes,2012). On the other hand, Doody and Condon (2012) summarize the essential skills that a good debate needs. Participants in a debate must be able to: define the resolution under discussion, determine and interpret the underlying principles, analyze the validity and legitimacy of facts or proofs gathered, gather the various merits of each viewpoint, effectively deliver ideas and arguments, coordinate all arguments, and rely on reasoning, and finally, set one's own success as well as the teams.

2.10 Debate Procedures

According to Halverson (2005), there are some steps that need to take into consideration during debating illustrated as the following:

- Students must first be made aware of a debatable topic and of the variety of potential positions that can be taken on the topic. These topics can come from course materials, from classroom discussion, or from the local community.

- Students should then be given an opportunity to research the topic somehow and form their own opinions on the issue.

- Next, pairs or small groups should be formed where like-minded students can share their opinions on the topic and gain information from others. During this step students should be encouraged to think about the potential arguments that will come from the other side and how they can respond to these arguments.

- Now some form of debate must take place where the two (or three or four) sides share their opinions and present their arguments. This could take the form of classic debate, with opening and closing arguments from both sides and time for rebuttals all

done as a class. Alternatively, it could simply be small groups or pairs sharing their differing points of view with one another.

- Then, the instructor should follow-up with a summary of the opinions and views expressed by all sides and an assessment of their strengths and weaknesses.

- Finally, the class and instructor should be allowed to express their opinions on which side made the case most convincingly. This step is important in that it helps the students to understand that this type of thinking and debate process can lead to real results and provide some sense of closure on the topic.

2.11 The Effectiveness of Classroom Debate

Since many teachers use different strategies for satisfying the students' needs, the classroom debate is the most used one. This strategy increases students' interaction and involvement in the classroom. Also, to become an active learner and raises their academic achievement. However, Majidi, Graff and Janssen (2015) claim that classroom debate is a strategy that deeper students' understanding of the topic being debated. Majidi et al. (2015) state, "its effectiveness has been mainly ascribed to its ability to integrate the four language skills, stimulate learners to be active and engage them in interactive activities" (p. 924). Also, they state that the majority of students consider debate as an enjoyable strategy to learn. Similarly, Sinder (2008) states, "debating creates the skills you need for success wherever your life may lead you" (as cited in Majidi et al.,2015, p. 924). It gives teachers the ability to engage the learners in different activities that lead them to justify, convince and explain (Majidi et al.,2015).

Besides, Majidi et al. (2015) add "enables teachers to involve students in an engaging and cooperative learning process that facilitates the interaction of students with each other and with the content as well" (p. 924). Also, this strategy increases learners' enthusiasm and love toward their studies and "enhance disciplinary learning" (Majidi et al. p, 925). Additionally, Kennedy (2007) notes that, "in-class debates do attain the

goal of active learning" (as cited in Majidi et al.,2015, p. 925). Moreover, it benefits all the class and not only the excellent learners because it creates chances for learners to communicate effectively (Majidi et al., 2007).

According to Zare and Othman (2013), classroom debate is efficient, authentic technique that allows students of various profiles to learn in groups with one another. It promotes group work in which students from various cultures collaborate to solve a problem. In the other hand, Freeley and Steinberg (2008) list other advantages of classroom debate saying that debate provides training for successful involvement and leadership in a free society, provides practice in persuasion, allows for research and intensive study of significant issues, fosters critical thinking, aids knowledge acquisition, fosters the opportunity to improvise, fosters proficiency in purposeful questioning, emphasize quality teaching, encourage students scholarship, fosters confidence, fosters successful speech composition and delivery, and fosters social maturity.

Classroom debate is more than just a tool for active learning and mastering course content. Instead, it helps students develop other essential skills such as speaking, listening, critical thinking, and communication skills, as well as helping them to openly express themselves and support their statements while respecting the views of others. Students can progress and reach higher levels of achievement if they practice classroom debates.

2.12 Classroom Debate in EFL Context

It is widely accepted that communicative collaborative strategies such as classroom debates help students learn languages more effectively. It is a fun, genuine activity that should be included in EFL/ESL classrooms. In-class debate can be used in EFL classes to encourage students to practice their English skills in a real-world environment. Krieger (2005) states debate is the most successful way to learn languages because it includes learners in a number of cognitive and linguistic processes. It also allows them to practice listening,

speaking, and writing, as well as improve their argumentation skills. In addition, many other studies have shown the benefits of classroom debate in EFL schools. Zare and Othman (2013) state that classroom debate improves academic language skills, second/foreign language fluency, and public speaking, all of which help ESL students be better prepared for academic success.

Moreover, according to Freely and Steinberg (2005), "debate afford many benefits besides promoting active engagement and mastery of the content. Because debate requires listeners and participant to evaluate competing choices" (as cited in Kennedy,2007, p. 184). Besides, in one part of world history, Osborne (2005) used discussion, while in the other hand, he used debates. She said that students in the non-debate class described the debate class as the "fun class", and that the debates attracted a higher percentage of students than the less-structured discussion (as cited in Kennedy,2007).

Consequently, engaging in classroom debate in EFL context helps students to master the four basic skills of the English language; reading, writing, speaking and listening, as well as presentation and argument-building skills, body language, grammar, tone of voice, illustration and argumentation. However, the English language can be eventually be improved by developing these skills and abilities through debates. Teachers, on the other hand, can view it as a difficult task to get their students actively involved in classroom debates and to communicate the foreign language proficiently.

Conclusion

To sum up, this chapter demonstrates that engaging students in the study is of integral significance in the learning process. It is basically accomplished through motivation and active

learning; however, the second section highlights the importance of adopting classroom debate,

its effectiveness and use in EFL context. Also, we focused on its formats, procedures and skills.

CHAPTER TWO

DATA ANALYSIS AND RESULTS

Introduction

This chapter designed to analyze the findings obtained through investigating the effect of adopting the classroom debate strategy to increase EFL engagement in the learning process. The aim of the present study is to check the hypothesis which states that in-class debates can increase students' engagement and involvement in the learning process. Consequently, we used two main questionnaires one is administered to second year students of English department at the University of Biskra, and the other one is administered to the teachers of oral expression.

2.1 Research Methodology

2.1.1 Method

The choice of the appropriate data collection method is determined by the type of research approach and strategy. The data collection methods help the researcher to gather data from different sources through using questionnaire, observation and interview. To investigate the hypotheses, we will use to main questionnaires. One is administered to second year students of English department at Biskra University, and the second one is administered to oral expression' teachers.

2.1.2 Population and Sampling

2.1.2.1 For Students

This study is mainly concerned with second year LMD students of English at the University of Biskra during the academic year 2021/2022. As the population (30) students were selected randomly to represent the whole population. In fact, these participants were chosen randomly for the purpose of making the data more valid and generalizing the findings. In addition, the choice of such sample is based on the consideration that second year LMD students

already had an idea about oral expression in their first year and they are aware of the challenges they face in increasing their engagement.

2.1.2.2 For Teachers

Teachers of English at Biskra University are the total population. We worked with a sample of five (5) teachers of oral expression from the whole population of EFL teachers at the division of English. The selection of such sample was based on the fact that oral expression teachers would benefit the study more than the other teachers because they are experienced with the use classroom debate.

2.2 Description of the Questionnaires

For this present study, we used two questionnaires, one for students and one for teachers. The questionnaires made up of multiple choice and closed/open ended questions. Closed questions require answers with yes or no, while open ended questions depend on respondents' own thoughts. For the multiple-choice questions, the respondents are asked to select the appropriate answer.

2.2.1 The Students' Questionnaire

This questionnaire consisted of (17) seventeen questions which are organized in a logical order. It contains a mixture of questions of different types. The questions are either closed, in which the students were supposed to either to answer (yes or no) or to select the appropriate answer from the options, otherwise open questions where the students were supposed to explain and justify either through using their words or choosing options. The questionnaire was divided into four sections. They are described as follows.

Section One: General Questions (Q1-Q4)

This section was cared to students' background information. The students were asked to specify their age (Q1), their gender (Q2), their branch (Q3), and finally how they chose to learn English (Q4).

Section Two: Students' Perceptions of the In-class Debate (Q1-6)

This section aimed to explore students' perceptions towards the use of classroom debate. In (Q1) students were asked how do they understand classroom debate. The second question (Q2) was about how often teachers use the debates while the (Q3) was about if students understand the lesson better when they debate. In (Q4), students asked how they feel when implementing classroom debates. In (Q5), students asked if they engage in classroom debates. Finally, in (Q6), do they agree that the use of debate creates a good learning atmosphere.

Section Three: Students' Viewpoints of Classroom Engagement (Q1-5)

The first question of this section was about how students consider the concept of engagement. The second question, students asked if they participate in oral sessions or not (if yes how often, if no select the appropriate answer). In the third question, they asked to select what affects their engagement. In the fourth question they asked to select the type of engagement style they have. In the last question, they were asked if students' engagement is important in teaching English or not.

Section Four: Further Suggestions

In this section, students were asked to suggest some strategies that should be implemented by teachers to get the class engaged in the learning process.

2.2.2 The Teachers' Questionnaire

The teachers' questionnaire composed of fifteen questions that divided to three sections. The first part deals with personal information, the second part is about teachers' opinions towards using in-class debate. The third part contains questions about students' engagement.

2.3 Analysis of Students' Questionnaire

Section One: General Information on Students

Q1. Students' Age

Table 2.1

Students' Age Distributions

Age	19	20	21	22	23	24	25	Total
Participant	8	8	5	4	3	1	1	30
Percentage	27	27	17	13	10	3	3	100
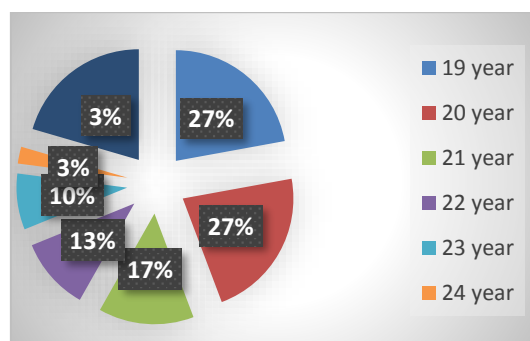
Figure 2.1. Students' Age Distributions

In this table, there are (7) age groups in our sample. Students' age varies between 19 and 25 years old. Out of the total number of the sample (30), there are only 1 student who is (25) years old and one student who is (24) years old. 19 years old participants (8) represent (27%), 20 years old participants (8) represent (27%). Besides, 21 years old participants (5) represent (17%), 22 years old participants (4) represent (13%), and 23 years old participants represent (10%). To conclude, 19/20 years old is the normal age of second year LMD students.

Q2. Students' Gender

Table 2.2

Gender	Participant	Percentage
Male	7	23%
Female	23	77%
Total	30	100%

Students' Gender Distributions
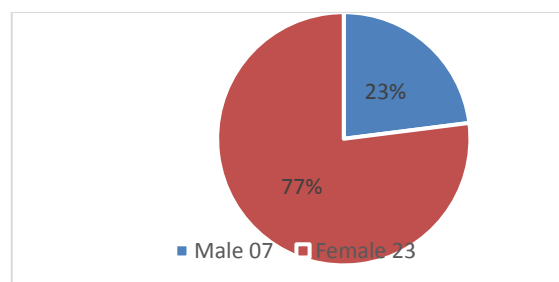
Figure 2.2. Students' Gender Distributions

A quick look at the table above presents that female students are more numerous than males. In other words, males represent just (23%) out of the total sample while there are 23female making up (77%) of the whole sample. These results prove that girls are more interested in studying English than boys. In addition, girls opt for literacy stream in contrast to boys who prefer scientific field.

Q3. Would you please specify your secondary school stream?

Table2.3

Students' Streaming Background

Branch	Participant	Percentage
Literary	18	60%
Scientific	12	40%
Technical	0	0%
Total	30	100%
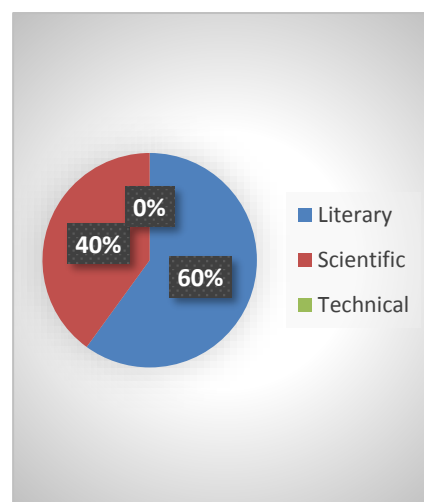
Figure 2.3. Students' Streaming Background

The table represents students' answers towards what was their streaming of study in the secondary school. 18(60%) students came from literary streaming, 12(40%) students were enrolled in scientific streaming. While no one selected the technical stream. From that, we

conclude that literary students are more interested in studying English language. Rather than scientific and technical streaming students.

Q4.   Students' Personal/Imposed Choice to Studying English

Table 2.4

Students' Responses towards their Choice of Studying English

Response	Participants	Percentage
Personal choice	30	100%
Imposed	0	0%
Total	30	100%
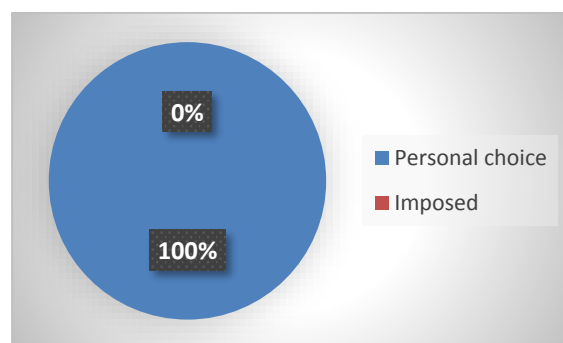
Figure 2.4. Students' Responses towards their Choice of Studying English

According to the results shown in the table, all the students 30(100%) declare that their choice was personal. From their justification, this means that they like the English language and they believe it is the language of the world. The stated results reflect learners' personal interest in English language studying.

Q 5. Do you like to attend oral English sessions?

Table 2.5 Students' Attitudes towards their Oral Sessions

Options	Yes	No
Frequency	26	04
%	87	13
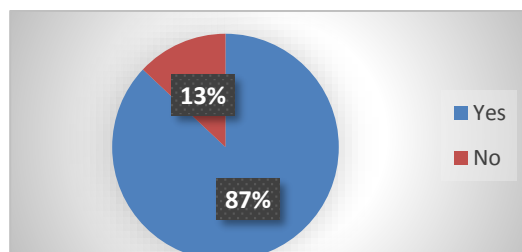
Figure 2.5. Students' Attitudes Towards their Oral Sessions

As it shown in **figure05** that the majority of the students do like their oral sessions (87%) while only four students (13%) who do not like his/her oral classes. These results are due to several reasons as the nature of the module and the teacher's strategies of teaching.

Section Two: Students' Perceptions of the Classroom Debate

Q1. How do you understand classroom debate?

Table2.6 Students' Understanding to Classroom Debate

Options	Frequency	Percentage
A form of discussion between the students about different topics	8	27%
A formal dialogue which aims to find answers	7	23%
A form of discourse between the teacher and students based on proof	5	17%
All of them	10	33%

Total	30	100%

In response to the first question, only (17%) of the sample identified classroom debate as 'a form of discourse between the teacher and students based on proof'. (23%) of them recognize it as a formal dialogue which aims to find answers. Also, (27%) of the students perceive it as 'a form of discussion between students about different topics', while almost the majority (33%) of them understand it as all the above-mentioned options. These percentages show that the chosen sample is quite aware of the meaning of classroom debates and understand it correctly.

Q2. How often does your teacher implement classroom debates?

Table2.7

Teachers' Implementation of Classroom Debate

Option	Frequency	Percentage
Always	16	53%
Sometimes	10	33%
Rarely	4	13%
Total	30	100%
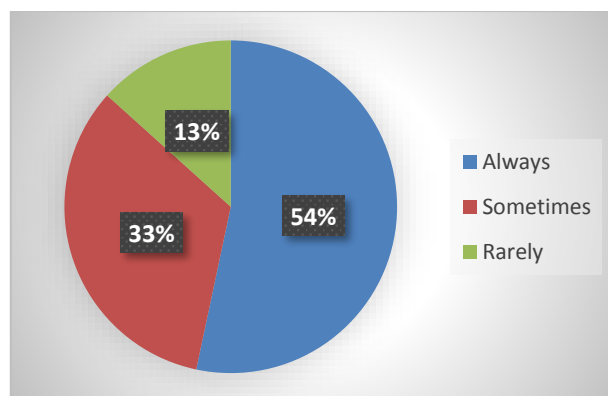
Figure 2.6. Teachers' Implementation of Classroom Debate

In question (Q7), students were asked to tell how often their teachers imply classroom debates. Most of the respondents (54%) ensure the use of classroom debates by their teachers which indicate its effectiveness as a teaching-learning strategy. However (33%) of them reported that it is sometimes used. While Small percentage (13%) reported that it is rarely used. This small percentage can be as a result of the inappropriateness of using this strategy in all types of lectures.

Q3. Do you understand the lesson better when you debate?

Table 2.8

The Impact of In-class Debate on Students' Understanding

Options	Frequency	Percentage
Yes	25	83%
No	5	17%
Total	30	100%
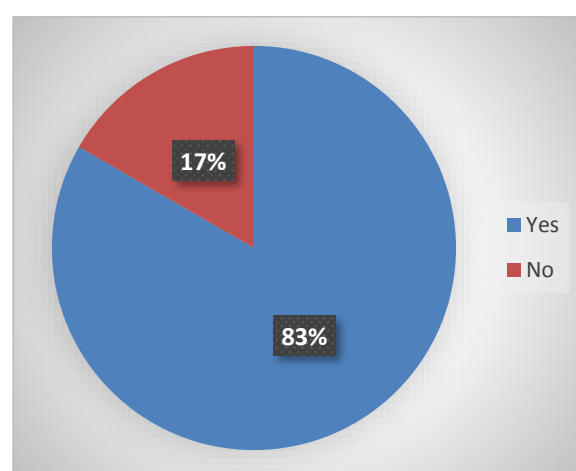
Figure2.7. The Impact of In-class Debate on Students' Understanding

According to the above figure, the majority (83%) of the students reported that they understand the lesson better when they debate. Only (17%) of them claimed the opposite. The results indicate that the use of classroom debates work as an effective tool to help students to understand the lesson better. Also, it can increase their motivation to learn and discover new angles.

Q4. How do you feel when your teacher implements classroom debate?

Table2.9

Students' Feelings during Using Classroom Debate

Options	So motivated	Somehow motivated	Not motivated at all	Total
Frequency	25	5	0	30
Percentage	83%	17%	0	100%
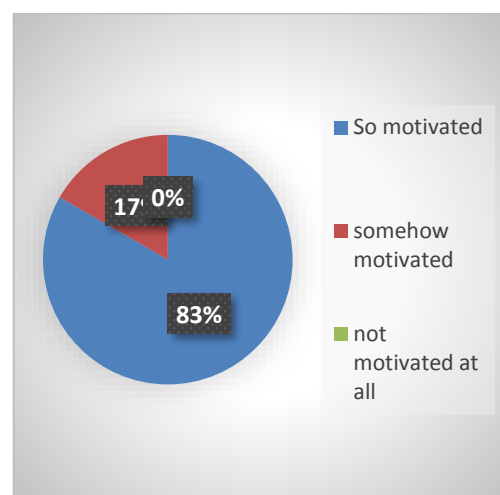
Figure 2.8. Students' Feelings during Implementing Classroom Debate

From the table a considerable number of students 25 (83%) were motivated during using classroom debates. Which means that debate increases their motivation to learn and participate in the class. While, 5 students (17%) were somehow motivated. This may be due to the teacher's way of implementing this strategy. However, no one is not motivated that means debate encourages students to learn.

Q5. Do you favor a teacher who uses debate activities during the lesson?

Table 2.10

Students' Preference of Teachers Employing Debate

Options	Frequency	Percentage
Yes	25	83%
No	5	17%
Total	30	100%
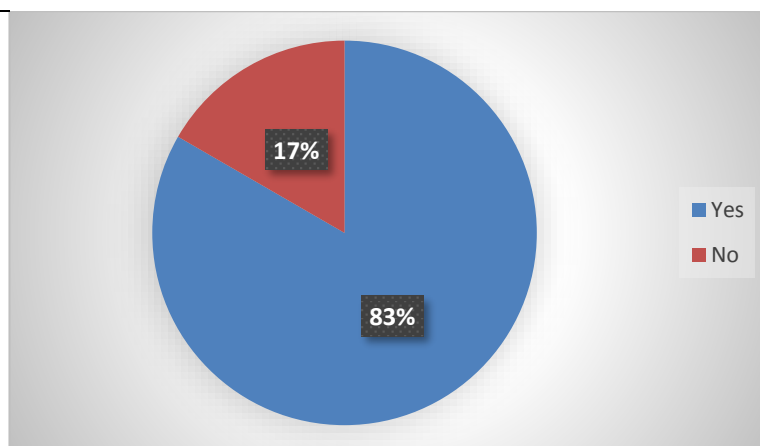
Figure2.9. Students' Preference of Teachers Employing Debate

As indicated in table (10), the majority of the sample (83%) claimed that they prefer to have a teacher who employs debate in classroom; while, (17%) of them reported that they do not. It can be deduced that in- class debate increase students' motivation and

enthusiasm to participate. Also, another reason to prefer using debate is that it encourages them to speak and propose their ideas on different topics.

Q6. Do you agree that the use of classroom debate creates a good learning atmosphere?

Table 2.11

The Impact of Debate in Creating a Good Learning Atmosphere

Options	Frequency	Percentage
Strongly agree	24	80%
Agree	6	20%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%
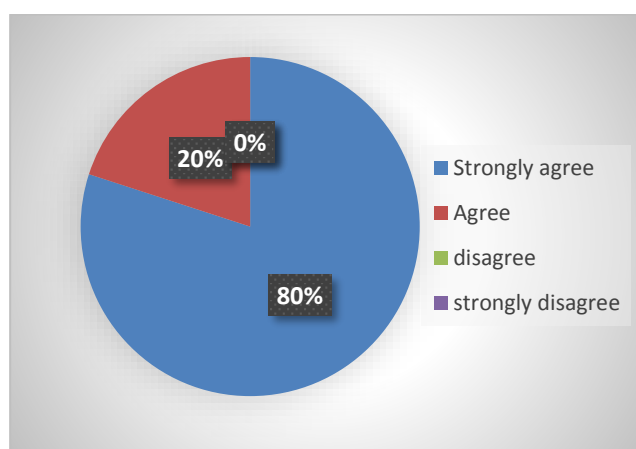
Figure2.10. The Impact of Debate in Creating a Good Learning Atmosphere

This question aims to investigate students' opinions concerning using debate as strategy to create a good learning atmosphere. 24 students (80%) strongly agreed with this assumption and 20% agreed as well. This finding proves that debate gives them the freedom to participate and express their opinions without fear of making mistakes.

Section Three: Students' Viewpoints of Classroom Engagement

Q1. How do you consider the concept of engagement?

Table 2.12

Students' Consideration to Classroom Engagement

Options	Frequency	Percentage
To contribute to class discussions	5	17%
To get better academic results	6	20%
To be active and involved	4	13%
All the above	15	50%
Total	30	100%
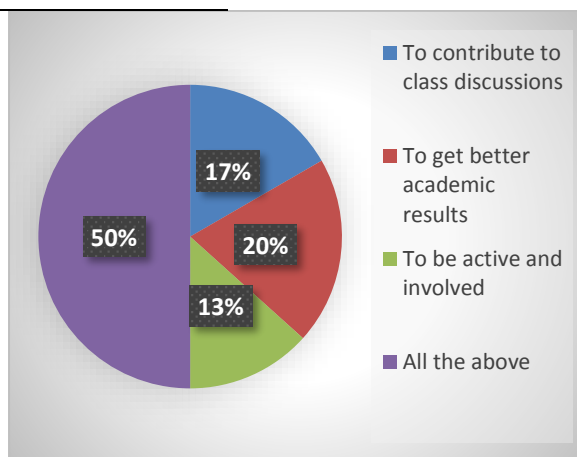
Figure 2.11. Students' Consideration to Classroom Engagement

According to figure (12), (13%) of the students understand classroom engagement to be active and involved. While (17%) of them consider it to contribute to class discussions. Then, 20% of them chose to get better academic results. while the majority of them (50%) agreed that all the above-mentioned options work together to construct the term "engagement". From the answers we conclude that the majority of the students are

aware of the concept of classroom engagement and they indicate that it consists of different components.

Q2. Do you usually participate in your oral classes?

Table2.13

Students' Participation during their Oral Classes

Options	Yes	No
Frequency	10	20
%	33	67
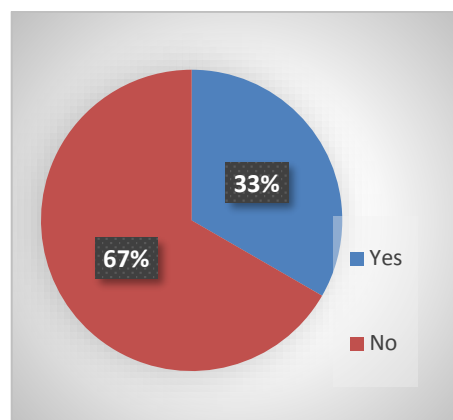
Figure2.12. Students' Participation during their Oral Classes

As the figure (13) indicates the majority of the students (67%) do not take part in their oral classes, and only 33% of the students do participate in their oral classes. So that more than 50% of the students are passive learners during their oral classes.

2.a. If yes, how often do you take part in your oral classes?

Table2.14

Frequency of Students' Participation

Options	Always	Often	sometimes	Rarely
Frequency	5	4	1	00

%	50	40	10	00

When the 33% of students who said that they do participate in their oral classes, were asked to state how often they do take part in their oral lessons only one student who represents 10% showed that s/he sometimes does, 50 % of them declared that they always do participate. While four students (40%) who asserted that they often do.

2.b. If no, is it because of:

Table 2.15

Reasons behind the Students' Participation Reluctance

Options	Frequency	%
The nature of topics	3	15
The strategies of teaching	12	60
Lack of motivation	5	25
Total	20	100
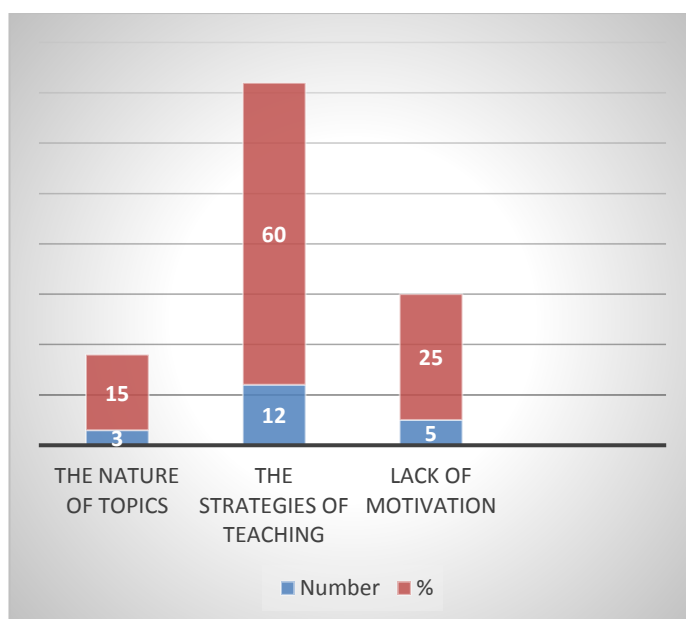
Figure 2.13. Reasons behind the Students' Participation Reluctance

Students were asked to mention the reasons behind their reluctance to take part during their oral session by giving them choices. As it is presented in figure 15, the most of the students' unwillingness to do so is due to the strategies of teaching that used by oral teachers. Also, the lack of motivation is one the reasons that impede their participation. While only 15% of them chose opted the nature of topics which in return affects their motivation to engage in the classroom.

Q3. Do you enjoy engaging in debate?

Table 2.16

Students' Reactions while Debating

Options	Number of students	Percentage
Yes	27	90%

No	3	10%
Total	30	100%
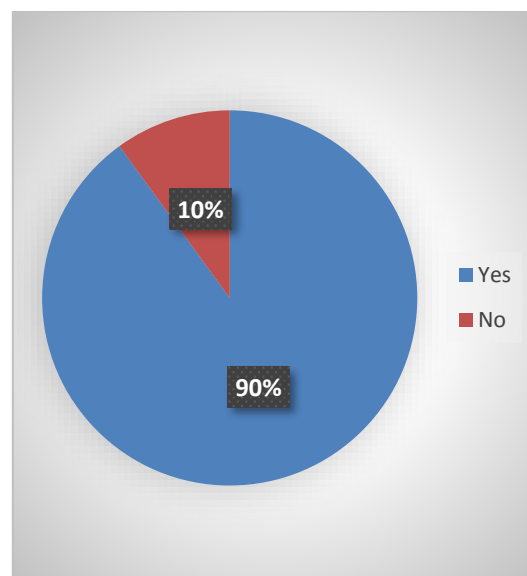
Figure 2.14. Students' Reactions while Debating

As indicated in figure (17), the majority of the sample (90%) claimed that they enjoy engaging in debate; while, (10%) of them reported that they do not. The majority said yes due to many reasons. For example, they can express their views freely and accept other's opinions with respect, they improve their knowledge and promote their confidence.

Q4. Do you think that debate has an influence on your engagement?

Table 2.17

The Influence of Debate on Students' Engagement

Options	Frequency	Percentage
Yes	28	93%
No	2	7%
Total	30	100%

In this question, the majority of students (93%) indicates that debate influences their engagement. 7% of the students answered with no. to better understand their responses, students who chose yes were asked to provide a justification. Only three students justified their answers, some of which are as follows:

- "It helps the students to participate in the classroom"

- "It encourages students to present their opinions"

- "It increases students' motivation to learn"

According to students' justifications, we can say that the students are aware of the benefits of debate to increase their engagement.

Section Four: Further Suggestions

Q5. Suggest some strategies that should be implemented by teachers to get the class engaged in the learning process

Most of the students left the space blank, only five students who invested the space to give more suggestions about the strategies that should be used by teachers to increase students' engagement. The suggestions are listed as follows:

Table 2.18. Students' Comments

Participants	Comments
Student (1)	-Using draws and graphs to explain points of view.

Student (2)	-Using podcasts and records to elaborate oral communication
Student (3)	- Propose sensitive topics to be criticized.
Student (4)	- Using in-class debates to give the students chance to participate. - Using simple words and translate the difficult ones.
Student (5)	- Using role plays and group work activities. - The teacher should motivate the student in the classroom

2.3.1 Discussion of Students' Questionnaire Results

Through this study, we intended to support the adaptation of debate to enhance students' engagement. From the questionnaire, which has been administered to second year EFL LMD students at University of Biskra, we deduce that all the students preferred to study English personally because they are aware of its importance as a world-wide spoken language. Additionally, the majority of them do like their oral sessions. Also, they are aware of classroom debate meaning. Moreover, the majority of the students ensure the use of classroom debate by their teachers which indicates its effectiveness as a teaching-learning strategy. They reported that debate helps them to understand the lesson better which indicates that it works as an effective strategy. Also, they agreed that debate increases their motivation and creates for them a good learning atmosphere.

However, the students reported that the strategies of teaching that used by oral teachers is one of the causes of their participation's reluctance. Also, they were aware of the factors that affect students' engagement. In addition, the majority of the students

claimed that they enjoy engaging in debate because they can express their views and opinions freely. In the last section, students were asked to suggest some strategies to enhance students' engagement, they suggested the use of draws and graphs, debate, role plays and group activities.

2.4 Analysis of Teachers' Questionnaire

Section One: Personal Information

Q1. Teachers' Gender

Table 2.19

Teachers' Gender

Gender	Participant	Percentage
Male	2	40%
Female	3	60%
Total	5	100%
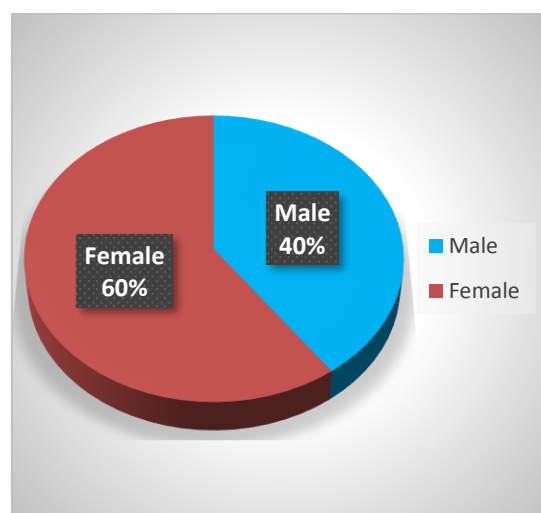
Figure 2.15. Teachers' Gender

From the table of results, the majority of the teachers (60%) are females and the minority (40%) is male. It indicates that females are more interested in teaching the module of oral expression.

Q2. Would you please specify the degree you hold?

Table 2.20

Teachers' Degree

Options	Frequency	Percentage
BA (license)	0	0%
MA (Magister)	4	80%
PhD(doctorate)	1	20%
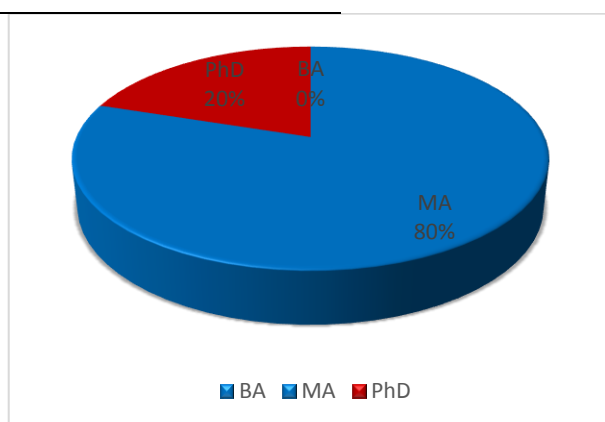
Figure 2.16. Teachers' Degree

According to the table above, the majority of the teachers (80%) have MA (Magister degree), while 20% of them have PhD (doctorate degree). That is, they are more qualified and capable of successfully teaching oral expression.

Q3. Length of experience in teaching oral expression.

Table 2.21

Teachers' Experience in Teaching Oral

Participants	Frequency	Percentage

Less than three years	1	20%	
More than three years	4	80%	
Total		5	100%
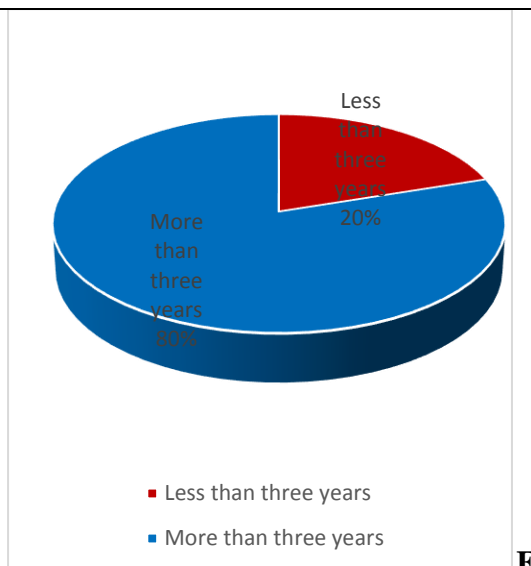
Figure 2.17. Teachers' Experience in Teaching Oral

The table of results indicates that the majority of the teachers (80%) said that they had been teaching oral expression more than three years. While the minority (20%) that represents one teacher who answered with one year. The results show that most of the teachers have an experience in teaching oral expression.

Section Two: Teachers' Opinions Towards Using Debate

Q1. Is debate implemented in your English classroom teaching?

Table 2.22

Teachers' Implementation of Debate

Options	Frequency	Percentage
Yes	5	100%
No	0	0%
Total	5	100%
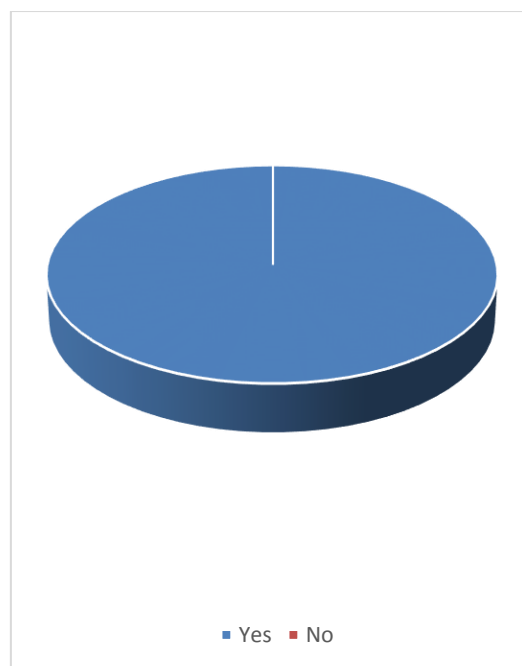
Figure 2.18. Teachers' Implementation of Debate

Referring back to the above table, (100%) of the respondents implemented debate in teaching. That means classroom debate is used by oral teachers because is one of the effective strategies in teaching.

Q2. If yes, how often do you implement debate in your classroom?

Table 2.23

The Frequency of Implementing Classroom Debate

Options	Frequently	Sometimes	Rarely	Total
Frequency	3	2	0	5
Percentage	60%	40%	0	100%
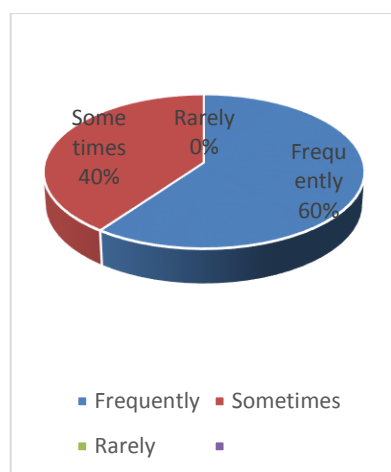
Figure 2.19. The Frequency of Implementing Classroom Debate

The table of results indicates that the majority of teachers (60%) implemented frequently classroom debate; in the other hand, (40%) of them implemented it sometimes. We can deduce that the majority of the teachers are aware of the importance behind the use of debate.

Q3. Debate's major aim is to enable students to?

Table 2.24

The Aim of Using Debate

Options	Frequency	Percentage
To participate	5	100%
To keep silent and pay attention	0	0%
To overcome anxiety	0	0%
Total	5	100%

Figure 2.20. The Aim of Using Debate

In this question, teachers were asked to select the aim of the classroom debate. The table of results indicates that all the teachers (100%) argued that debate enables students to participate in the classroom. That is to say that debate is one of the strategies that engage students in the learning process.

Q4. Do your students show difficulties during debating?

Table 2.25

Teachers' Attitudes towards Students' Difficulties

Options	Yes	No
Frequency	5	0
Percentage	100%	0%
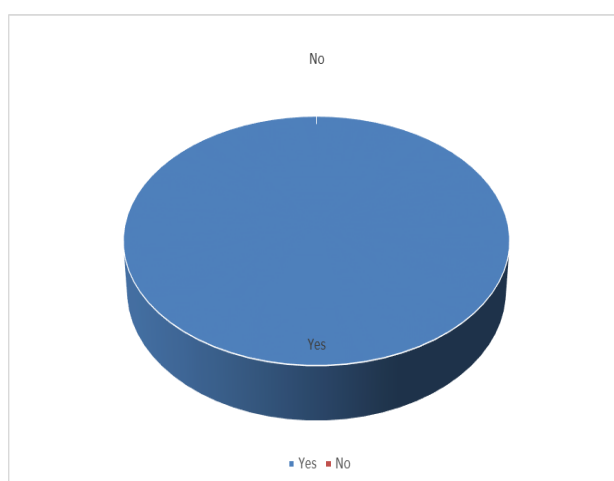
. **Figure 2.21.** Teachers' Attitudes towards Students' Difficulties.

In this question, teachers were asked to if their students face difficulties during debate or not. All the teachers (100%) answered with yes. That means there are some factors that affects students during debating.

Q4.1. If yes, is it because:

Table 2.26

Difficulties that Face Students during Debating

Options	Frequency	Percentage
Shyness	1	20%
Demotivation	0	0%
Reluctancy	0	0%
Shyness and reluctancy	4	80%
Total	5	100%

Teachers were asked to opt for the appropriate difficulty that face students during debating. the majority of the teachers (80%) reported that shyness and reluctancy are one of the difficulties that the majority of the students suffer from. While only 20% of them answered with shyness. That means both of shyness and reluctancy can be one of the factors that impedes student's engagement.

Q5. Do you think that debate gives your students the opportunity to be active participants?

Table 2.27

Teachers' Views about the Students' Participation during Debate

Options	Frequency	Percentage
Yes	5	100%
No	0	0%
Total	5	100%
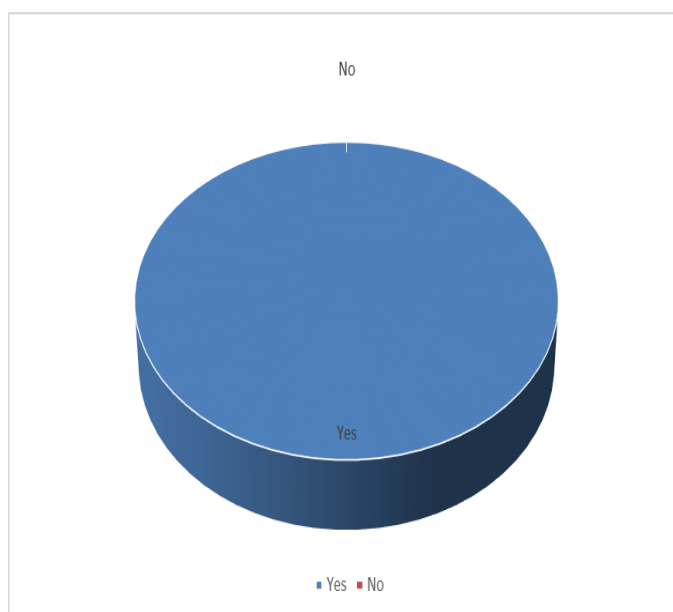
Figure 2.22. Teachers' Views about the Students' Participation during Debate

From the table of results, all the teachers (100%) declared that debate gives their students the opportunity to be active participants. That denotes that oral teachers rely on the use of debate to promote the students' participation and involvement.

Q6. Do you agree that classroom debate should be adopted in teaching all subject matters?

Table 2.28

Teachers' Views about Adopting Debate in Teaching all Modules

Options	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Frequency	2	3	0	0	0	5
Percentage	40%	60%	0%	0%	0%	100%
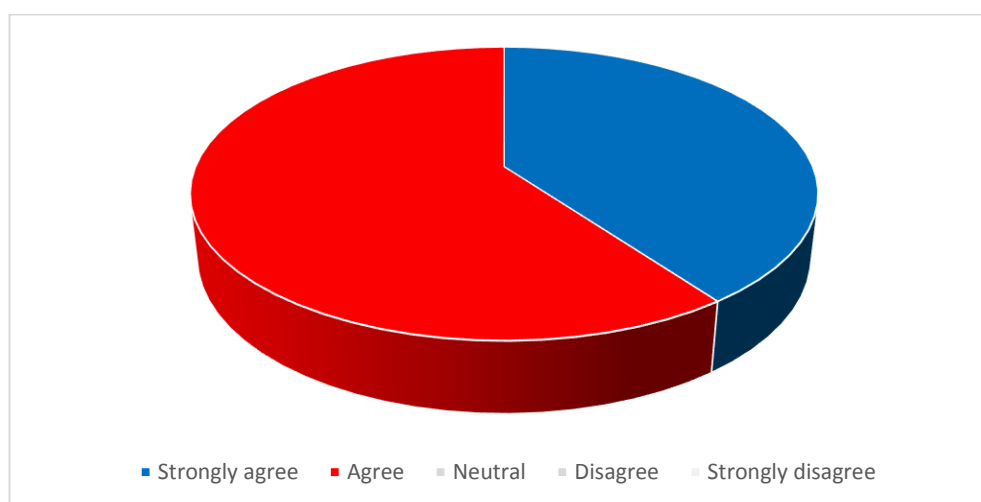
Figure 2.23. Teachers' Views about Adopting Debate in Teaching all Modules

The table above shows that (60%) of teachers agreed with the idea of implementing debate in teaching all modules, while (40%) of them strongly agreed with it. We deduce that some teachers accept the idea of adopting debates in other modules because they are aware of the effectiveness of this strategy as it increases students' understanding to their lessons.

Q7. Do you think that your students understand the lecture better when being engaged the classroom debate?

Table 2.29

The Impact of Debate on Students' Understanding to the Lecture

Options	Frequency	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

In the table above, all the teachers (100%) agreed that when students participate in classroom debates, they gain a better understanding of the lesson. This explains the effectiveness of classroom debates in increasing students' comprehension of the lectures they have heard.

Section Three: Teachers' Attitudes towards Students' Engagement

Q1. How often do your students participate during oral session?

Table 2.30

Teachers' Views about their Students' Participation

Options	Frequently	Sometimes	Rarely	Never	Total
Frequency	5	0	0	0	5
Percentage	100%	0%	0%	0%	100%

The table of results indicates that all the teachers (100%) answered that their students frequently participate during oral session. This indicates that most of oral teachers use effective strategies to increase their students' participation.

Q2. Your students are usually:

Table2.31

Degree of Students' Involvement during Debate

Options	Frequency	Percentage
Actively involved in debate	5	100%
Passive during debate	0	0%
It depends on other factors	0	0%
Total	5	100%

In this question, three options were given to teachers to know their opinions about the students' degree of active involvement during classroom debate. As presented in the table above, all the teachers (100%) believed that their students are actively involved when implementing debate. On the other hand, none of the teachers reported that their students are passive during debate. We can deduce that students' involvement can be affected by the use of debate; in other words, students' involvement depends on the use of debate.

Q3. Do you think that debate would be a motivating strategy for learners?

Table 2.32

Teachers' Views about Debate as Motivating Strategy

Options	Frequency	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

As it is visible, here, we see that the whole participants (N=5) have a positive answer about this question. That it is to say that our participants agree that debate can be one of the motivating strategies for students in which it increases their participation and engagement.

Q4. Do you agree that debate is effective in enhancing your students' engagement in learning? Whatever your answer, please clarify

Table 2.33

Enhancing Students' Engagement through Debate

Options	Frequency	Percentage
Strongly disagree	0	0%
Agree	1	20%
Disagree	0	0%
Strongly agree	4	80%
Total	5	100%

■ Strongly disagree ■ Agree ■ Disagree ■ Strongly agree
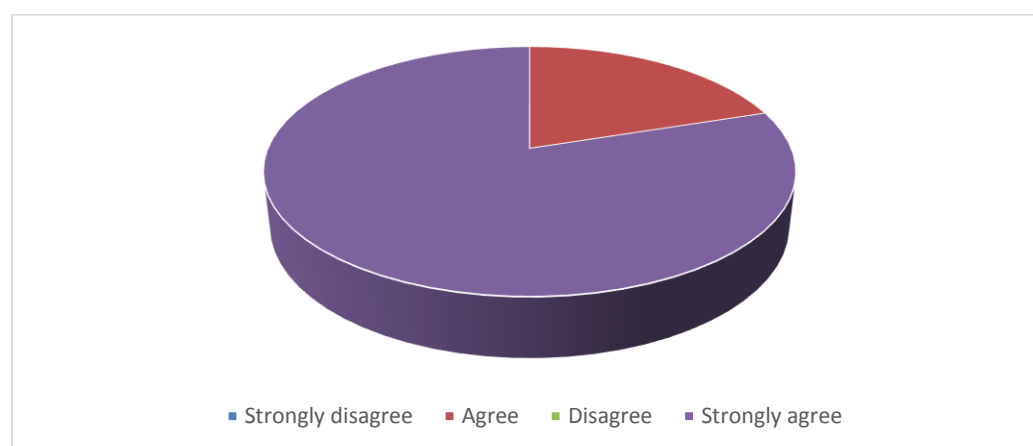
Figure 2.24. Enhancing Students' Engagement through Debate

In this question, the majority of the teachers (80%) reported that they strongly agree with the effectiveness of debate in enhancing students' engagement in the learning process. Also, 20% of them agreed with the given idea. In addition, none of the teachers showed a negative position. In this respect, a clarification is requested for this question. Among those who answered, three teachers clarified their answers quoted as the following:

- "Students sometimes are bored of one-way lecturing because most of teachers provide information that are available on the net without giving the chance to students to discuss those information"

- "It motivates them to share their knowledge and prior knowledge with a competitive spirit"

- "It is an effective tool if interesting topics are chosen"

According to teachers' clarifications, we can deduce that they believe in the effectiveness of debate in increasing students' engagement. Their answers are somehow consistent with the results of Q4 which students answered.

Section Four: Further Suggestions and Recommendations

Q5. As a teacher of oral expression, would you suggest some strategies that would increase students' engagement and interaction?

 Two teachers left the space blank while the others suggest the following strategies to increase students' engagement listed as follows:

Table2.34

Teachers' Suggestions

Participants	Suggestions
Teacher (1)	- Group work. - Problem solving activities. - Simulation of real-life situations.
Teacher (2)	- Listening to authentic material
Teacher (3)	- We should vary the topics to cover widest range of life matters and make our session more practical and compatible with real life situations.

2.4.1 Discussion of Teachers' Questionnaire Results

After the analysis of teachers' questionnaire, we figure out the following points. In the first section, the answers show that the majority of teachers (80%) hold Magister degree which indicates that our participants are qualified. Besides, most of them are experienced in teaching English language.

According to the findings of the second section, teachers claimed that they use debate in their classes frequently, which indicates that they are aware of its effectiveness. Also, they reported that shyness and reluctancy are the major difficulties that face students during debate. They agreed that debate encourages students to participate and gives them the opportunity to be active participants. Furthermore, some of them welcomed with the idea of adopting debate in teaching other modules. In addition, teachers affirmed that debate helps students to understand the lecture better.

In the second section, teachers reported that the students are actively involved in debate and they consider it as a motivating strategy for them. Besides, in the last question, we attempted to explore teachers' perspectives towards the use of debate as a strategy to enhance students' engagement. The majority of them confirmed that debate can be an effective strategy to increase students' engagement. As a result, from this analysis we can say that the use of debate affects positively students' engagement.

Conclusion

The second chapter has offered the data obtained via both students' questionnaire and teachers' questionnaire. It has illustrated the aims of our study, the participants selected and the research tools. Also, the analysis and discussion of the results via the research instruments have been interpreted. For that, based on the main findings obtained from the perspectives of students and teachers, it appears appropriate to shed some light on the significance of debate in EFL classrooms. Besides, data analysis from students and teachers' questionnaires was presented in the form of tables, percentages, and figures. As a result, we can conclude that this chapter provided valuable results that clarified the picture on our research study.

General Conclusion

Ultimately, this study attempted to demonstrate that debate can aid in enhancing learners' engagement, particularly in EFL classes. As previously stated, the purpose of debate is considered as useful tool for achieving a successful learning process. Besides, it encourages students to be engaged in different topics.

in addition, we used a qualitative research approach to achieve the study's goal. The results of the students and teachers' questionnaires revealed that using debate has a significant impact on students' engagement. It motivates them to participate and express their ideas freely.

Moreover, the aim of this study was to determine the role of adopting debate in improving students' engagement. As a result, this study was conducted to confirm or reject the hypotheses that debate can encourage learners to engage in their learning and it can enhance their motivation and participations' rates. Second year EFL students were chosen to be the case study of our work with five oral expression' s teachers. The findings from the analysis of both questionnaires confirmed our hypotheses.

Recommendations

The results obtained from the students and teachers' questionnaires confirmed that adopting debate helps in improving positively the students' engagement. Thus, our aim is to provide some suggestions for teachers and students to apply this strategy in EFL classes to improve their engagement:

At the level of teachers:

- Teachers are advised to be aware of the value of debate in order to create a good learning environment for their students

- Teachers are invited to engage all students through using different debate activities in order to reduce their shyness and reluctancy.

- Teachers can vary the topics to cover widest range of life matters that raises students' motivation to participate.

- Teachers are invited to choose topics that are motivating and interesting to their students.

At the level students:

- Students are invited to learn more about debate skills and procedures

- Students should apply debate in the classroom and their daily life to get more experience

- Students are invited to interact and participate during classroom debate to benefit from this strategy

Limitations

In carrying out our work, we encountered some difficulties with the methodology because we did not complete our lessons due to corona virus pandemic. Also, we encountered difficulties in gathering data from both students and teachers, which caused us to wait for an extended period of time. In addition, the choice of the topic was not easy for us due to time limitations.

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List of Appendices

Students' questionnaire

This questionnaire is a part of a research work for Master degree. It aims to raise students' attention towards the importance of classroom debates and to explore its role in increasing their engagement. Your answers are of great help complete the work, and they will be much appreciated. Please tick the right answer, or write full statement answers where necessary.

Master researcher: Bari Hanane

Section One: Background Information

1. Would please specify your age ☐

2. Would you please specify your gender?

Male ☐   Female ☐

3. Would you please specify your secondary school stream (branch)?

Literary ☐

Scientific ☐

Technical ☐

4. Studying English at the university was

Personal choice ☐   Imposed ☐

Would you please justify in both cases? ……………………………………………………
……
……………………………………………………………………………………………………

5. Do you like to attend oral sessions?

Yes ☐   No ☐

Section Two: Students' Perceptions of the Classroom Debate

1. How do you understand in-class debates?

A form of discussion between the students about different topics	
A formal dialogue which aims to find answers	
A form of discourse between the teacher and students based on proof	
All of them	

2. How often does your teacher implement in-class debates?

Always ☐   sometimes ☐   rarely ☐

3. Do you think that you understand the lesson better when you debate?   Yes
☐   No ☐

4. How do you feel when your teacher implements in-class debates?

So motivated   ☐

Somehow motivated ☐

Not motivated at all ☐

Justify your answer……………………………………………………………………

5. Do you favor a teacher who uses debate activities during the lesson?

Yes ☐   No ☐

6. Do you agree that the use of classroom debate creates a good learning atmosphere?

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

Section three: Students' Viewpoints of Classroom Engagement

1. How do you consider the concept of engagement?

   To contribute to class discussions ☐

   To get better academic results ☐

   To be active and involved ☐

   All the above ☐

2. Do you usually participate in your oral classes?

   Yes ☐   No ☐

   a. If yes, how often do you take part in your oral classes?

   Always ☐   often ☐   sometimes ☐   rarely ☐

   b. If no, is it because of:

   The nature of topics ☐

   The strategies of teaching ☐

   Lack of motivation ☐

3. Do you enjoy engaging in debate?

4. Do you think that debate has an influence on your engagement?

   Yes ☐   No ☐

If yes, how?

…………………………………………………………………………………………………

………………………………………………………………………………………

Section Four: **Further Suggestions**: Suggest some strategies that should be implemented by teachers to get the class engaged in the learning process

…………………………………………………………………………………………

…………………………………………………………………………………………

Teachers' Questionnaire

Dear teachers,

The following questionnaire is a part of our research in master's degree. It aims to present the role of classroom debate activities in increasing EFL learners' engagement. The main objective of this questionnaire is to explore teachers' opinions towards the use of debate as a teaching strategy. Read the following questions carefully and tick (√) the right answers. Thank you in advance for your collaboration.

Master researcher: Bari Hanane

Section One: Background Information

1. would you please specify your gender?

   Male ☐   Female ☐

2. Would you please specify the degree you hold?

   BA (license) ☐

   MA (magister) ☐

   PhD (doctorate) ☐

3. experience in teaching oral expression……………………. year(s)

Section Two: Teachers' Opinions Towards Using Debate

1. Is debate implemented in your English classroom teaching?

   Yes ☐   No ☐

2. If yes, how often do you use debate activities?

   Frequently ☐

Sometimes ☐

Rarely ☐

3. Debate's major aim is to enable students to?

To participate ☐

To keep silent and pay attention ☐

To overcome anxiety ☐

4. Do your students show difficulties during debating?

Yes ☐   No ☐

4.1.   If yes, is it because of:

Shyness ☐

Demotivation ☐

Reluctancy ☐

5. Do you think that debate give your students the opportunity to be active participants?

Yes ☐   No ☐

6. Do you agree that in-class debate should be adopted in teaching all subject matters?

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

7. Do you think that your students understand the lecture better when being involved in the classroom debate?

Yes ☐   No ☐

Section three: Teachers' Attitudes towards Students' Engagement

1. How often do your students participate during oral session?

Frequently ☐

Sometimes ☐

Rarely ☐

Never ☐

2. You students are usually:

Actively involved in debate ☐

Passive during debate ☐

It depends on other factors ☐

(If it depends) please specify……………………………………………….
…………………………………………………………………………………..

3. Do you think that debate would be a motivating strategy for learners?

Yes ☐   No ☐

4. Do you agree that debate is effective in enhancing your students' engagement in learning?

Strongly agree ☐

Agee ☐

Disagree ☐

Strongly disagree ☐

Whatever your answer, please clarify

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Section four: Further Suggestions and Recommendations

Q5. As a teacher of oral expression, would you suggest some strategies that would increase students' engagement and interaction

……………………………………………………………………………………………………

……………………………………………………………………………………………………

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……………………………………………………………………………………………………

…………………………………………………………………………………

Thank you for your collaboration

Resume

L'engagement est considéré comme ayant un impact significatif sur la réussite scolaire des élèves. Cependant, de nombreux étudiants anglais sont désengagés de leurs études en raison du manque de stratégies d'enseignement efficaces utilisées par leurs enseignants. En conséquence, cette étude visait à examiner l'efficacité de l'adoption de débats en classe pour améliorer l'engagement des étudiants EFL dans la section d'anglais de l'Université de Biskra. Plus précisément, cette recherche visait à souligner l'importance de mettre en œuvre des débats en classe comme stratégie d'enseignement chez les étudiants EFL. À cet égard, nous avons émis l'hypothèse que la mise en œuvre de débats en classe peut aider à améliorer l'engagement des élèves. Méthodologiquement, nous avons adopté une approche de recherche qualitative en conséquence. Afin de soutenir les hypothèses, le présent travail a mis en pratique deux outils de collecte de données, à savoir, le questionnaire des élèves et le questionnaire des enseignants. Après l'interprétation des données obtenues, les résultats ont montré que l'utilisation du débat peut entraîner une augmentation des taux d'engagement des étudiants EFL. En conséquence, nous pouvons conclure que les hypothèses suggérées par l'étude ont été validées et confirmées.