

Using Debate to Enhance Secondary Stage Students' Oral Presentation Skills

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Abstract

This study aimed at investigating the effectiveness of using debate to enhance secondary students' oral presentation skills of a group of 24 secondary students from a Cairo language school. The quasi-experimental design, called the one experimental group design, was employed in the present study. A pre-post oral presentation assessment rubric was employed to assess the EFL oral presentation skills of the experimental group before and after the treatment. The results revealed that there was a statistically significant difference between the mean scores of the students on the pre-post application of the oral presentation observation checklist favoring the post application. This proved that using debate developed participants' oral presentation skills. Debate can be engaging and interesting to all students, at the same time, be used as a medium to help students develop a wealth of higher order thinking and oral presentation and communication skills. Learning to debate may be one of the most important skills that today's students will need for the future.

Keywords: *debate, oral presentation, secondary stage.*

Introduction

Learning to debate may be one of the most important skills that today's students will need for the future. Debate is one of the most exciting and valuable experiences for secondary students. Those who learn to debate well learn how to research and gather significant questions in depth. They also learn how to organize research or arguments into a meaningful and persuasive. Moreover, the debater learns to defend his or her presentation against the attack of the opponents through critical thinking and listening. Hence, the good debater should know how to search and research the data, build the constructive argument, present and defend the arguments, refute and rebut the opponents' arguments, and so forth. Debate is a dynamic and cooperative learning method in which students are required to perform their roles in English language teaching and learning (Pradana, 2017). Debate is one of the best speaking instructional activities that can trigger the students to speak and express their feelings, and thoughts.

Pilot Study:

As a researcher in the National Center for Educational Research and Development, Curriculum Development and Teaching Methods Department, the researcher participated in various studies and visited many schools. The researcher performed a pilot study and interviewed 10 secondary English language teachers and supervisors. The interviews aimed at identifying the oral presentation skills and strategies currently employed in the secondary classrooms. Moreover, the researcher attended some lessons and observed 6 EFL secondary teachers in the classrooms. The results of the pilot study revealed that most EFL secondary students lack the adequate oral presentation competencies and teachers have poor mastery in fostering students' oral presentation skills. This may be due to the prevailing traditional method of

teaching English language and speaking skills in the secondary stage, which is the dominant model of teaching speaking in the English language, particularly for secondary stage students. These results were consistent with the results of several studies which assured the importance of teaching students oral presentation skills especially the secondary stage (Al-Rashidy et al., 2022; Haron, et al., 2022; El-Deeb et al., 2020; Farid, 2019; Salem, 2019; Hamam, 2017; Shehata, 2008; and Ahmed, 2000). Based on the above, it can be concluded that students' mastery of oral presentation skills is poor. This might be attributed to the methods of teaching adopted in the secondary stage. Therefore, the present study tries to develop oral presentation skills of secondary students through the debate technique.

Statement of the Problem

The study problem can be stated in secondary students' poor mastery of oral presentation skills. This might be attributed to the traditional methods of teaching speaking still adopted by most EFL secondary stage teachers.

Questions of the Study

The current study attempted to provide answers to the following main question: What is the effectiveness of using debate on developing secondary students' oral presentation skills?

The following sub-questions were derived from this main question:

1. What are the oral presentation skills necessary for secondary EFL students?
2. How far is the debate technique effective in developing the secondary students' oral presentation skills?

Significance of the Study

The present study is significant for constructing a program particularly directed to secondary EFL students to enhance their oral presentation skills. It attempts to investigate the impact of using the debate program on developing EFL

secondary students' oral presentation skills. The study might be significant to in-service teachers as it provides debate activities to foster secondary students' oral presentation and speaking skills. The findings could be theoretically and practically significant for EFL teachers, curriculum designers and researchers.

Delimitations of the Study

This study was confined to:

1. Developing oral presentation skills necessary for EFL secondary students: Information quality and organization, nonverbal communication, quality of nonverbal communication, visual tools, appropriate use of vocabulary, precision and details in documents produced, and overall presentation effectiveness.
2. One experimental group of 24 EFL secondary students in a Language School in Cairo governorate.

Review of Literature

Debate and Secondary Stage Students

Debate is defined as a discussion format, in which two opposing teams make speeches to support their arguments and disagree with those of the other team by following the logical sequences, and finally one team is selected as a winner based on how persuasive their debate is (Richards & Rickett, 1995). In order to win a debate, students should know how to support their arguments with proper reasons, how to rebuke the opponents' arguments with logical evidence, and how to synthesize the information and present it logically to an audience. Debating requires a lot of listening and speaking skills in the medium of language, and thus has been welcomed by school teachers as an effective means to foster confidence in language use (Beltran & Lowrie, 2002).

Debating is a formal method of interactive and representational argument aimed at persuading judges and audience. It is a rhetoric practice in which

different strategies of logic building as well as delivery are used to pull in the target audience to a conclusion on a controversial issue. Debate is the process of presenting ideas or opinions by which two opposing parties try to defend their ideas or opinions. Debate involves not only determining what to say, but how to say it (Macchiette, 2005, p. 265). Debating can be used in EFL classes as a tool to make students practice skills of the English language in real-life situations. Krieger (2005, p. 25) comments: “Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.”

Nisbett (2003, 210) states that: “Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one’s ideas.” Maryadi (2008) maintains that debate can motivate students’ thinking, as they must defend their stand or opinion which is in contradiction with that of their opponents. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing. For that reason, it can be concluded that debate is one of the best speaking instructional activities that can motivate the students to speak and express their feelings, and thoughts.

Rybold (2016) points out that “Debate is not just a discussion between two sides. Rather, it is a contest in which each side is trying to win by presenting a better argument and making the other team’s argument look less reasonable or weak” (p. 74). He maintains that critical thinking is an essential skill for debate, because debaters need to plan what they say, how they think, anticipate the other team’s response, and think of an argument to counter the other team’s argument.

Oral Presentation

Oral presentations in the ELT context are broadly considered as one of the most effective tools to help improve speaking and communicating abilities. Unfortunately, oral production skills still receive the least attention in the Egyptian schools. This is because the students at the end of each term are assigned written exams not oral ones. Hence, the main focus of teachers is on the grammatical rules, even in the mother tongue (Ahmed, 2000). Al-Rashidy et al. (2022) asserted that “mastering and developing this productive skill face a lot of difficulties. Knowledge, practice, and more focused attention are required. Besides, students should be self-confident so as to overcome anxiety while speaking. Knowing how to select and use the appropriate and correct vocabulary, expressions, grammatical structures, and pronunciation are also one of the prerequisites (p. 58). According to Piccinini (2010), fluency, accuracy and confidence can be enhanced by oral presentations. Throughout the process of giving an oral presentation, the students gain more practice in selecting and narrowing topics. They get information from different types of sources, learn how to organize and support ideas, state the main idea, create questions, practice to work within the deadlines, set up audios and /or visual aids, speak in a formal way in front of groups of people, raise discussions, and answer questions.

Through the past few years, various advances have been recommended for enhancing English learners’ oral presentation skills (Haron et al., 2022; El-Deeb, 2020; Salem, 2019; Maria et al., 2018). Haron et al. (2022) investigated the relationship between the EFL- Egyptian university students’ oral presentation skills and their autonomy. Results demonstrated that there is substantial positive correlation between the participants’ oral presentation skills and their linguistic self-efficacy as a whole but there is a negative relationship between oral presentation skills and the participants’ autonomy. El- Deeb et al.

(2020) examined the effect of using self-monitoring on developing post-graduate students' English oral presentation skills and investigated the effect of this treatment on their self-confidence level. Results revealed that there was a statistically significant difference between the main scores of the experimental group on the pre- and post-administrations of the EFL oral presentation skills rubric in favor of the post-administration. There was a statistically significant difference between the main score of the experimental group on the pre- and post-administration of the self-confidence scale in favor of the post-administration. Also, a positive correlation existed between enhancing participants' EFL oral presentation skills and their level of self-confidence. Moreover, Al Maghreby (2014) aimed in her study at enhancing oral communication skills and reducing communication anxiety by integrating some authentic assessment tools (oral presentations and questioning). The findings of the study revealed that integrating authentic assessment into EFL classrooms can enhance oral communication and reduce anxiety among EFL learners. Oral presentation as an authentic assessment tool gave the learners confidence to communicate orally and developed their oral communicative skills.

Rationale for Using Debate in Fostering EFL Secondary Students' Oral Presentation

In an EFL setting, where learners have inadequate opportunities for practicing English in real-life situations, debating opens up opportunities for them to use the language in the form of expressing their opinions with logic. This is a single practice where students need to use all English skills along with skills in delivery, presentation and vocabulary building. Makiko Ebata (2009) puts it: When learning a new language for global communication, students are required to confidently express their thoughts. In order for students to be vocal, critical thinking skills are essential. The use of debate has been an effective technique for strengthening my students' speaking and critical thinking abilities.(p. 35)

Ban et al. (2023) investigated in their study the debate's impact on the language speaking skills of English as a foreign language by EFL university students who have participated in debate competitions in Cambodia. Results showed that debate positively improved the students' English language speaking skills and impacted other critical thinking skills.

Furthermore, Ismail et al. (2022, p. 201) attempted to investigate the effectiveness of a debate-based strategy for improving some speaking skills among the secondary school EFL students in large classes in Egypt. Results of this study revealed that debate-based strategy developed overall targeted speaking skills as well as each sub-skill: accomplishing some communicative functions according to goals, using some strategic devices to enhance the clarity of the message, giving appropriate exemplification to support the point in hand, expressing supported opinions and personal views, using emphasizing key words, expressing some idea in different words, providing a context interpreting the meaning of words, using cause and effect relations, and using a sound inference. The study recommended that debating techniques should be included in the EFL textbook in the Egyptian context.

Alasmari and Ahmad (2013) maintain that debating is a practice that inspires learners to get into discussion, defend their own positions, place counter arguments and also conduct research on related issues. While debating in English, the debaters get involved into challenging and thrilling activities. They presented in their study the rationale behind using debate in EFL classes and proposed a few modules of debating. The study exhibited how students while practicing debate can improve their English language as well as presentation skills. Also, Bar (2019) attempted to investigate the role of debate in enhancing EFL learners' speaking skill and aimed to highlight the importance of using debate as a teaching strategy among EFL learners. The results revealed that the use of debate can help EFL learners to improve their

speaking skill. In addition, Somagi (2015), Hasanah (2012), and Bahria (2013) maintain that debate activities can improve learners' speaking skill. The findings showed that debate activities can offer many opportunities for teachers and their students to develop their abilities and creativity. Debate could help students to think critically and motivate them to improve their speaking performance.

Research increasingly suggests that although debate is quite a challenging technique to many EFL learners, these studies show that through practicing debate techniques are means, rather than emphasizing the format and procedures of the debate , students can develop analytic thinking skills, argumentative skills, as well as language skills and thus become more expressive in their conversation .Pleisch and Stewart (1998) claimed that students could develop four specific English skills through debate procedures: reading about a topic, developing arguments, listening and summarizing other group members' opinions, and supporting ideas with proper vocabulary .Additionally, Habsibuan & Batubara (2012) also reveal that debate is a method of language learning which is applied to improve speaking ability as well as critical thinking. Abdelrazg (2014) examined the impact of debate strategy on ESL learners' verbal ability. A higher achievement in fluency was indicated by the results. It was obvious, that ESL Libyan students' communicative ability has improved by using the speech and debate technique. Students started out that debates helped them to speak fluently without any fear or anxiety. Also, students expressed that the debates increased their self-confidence to speak.

Jung (2006) presented a case study of the effectiveness of debate class in promoting speaking skills of advanced learners. The researcher adopted English debate techniques in an English-speaking class during a four-week teacher training program and investigated how teachers responded to the new

technique. The teacher pre-survey results presented that teachers prefer a conversation class where they can directly acquire proper sentence patterns and sentence strategies rather than spend time in performing communicative events. The results of the focus group interview and post-survey confirmed that a debate class can meet the specific teachers' needs. Most teachers responded new idea to Korean teachers; debate techniques require speed and accuracy in speech; thus, teachers could learn to present their ideas logically and efficiently in a limited time through repeated argument exercises. The study result implies that debate technique can be an effective vehicle in an EFL context to promote advanced learners' logical thinking skills and logical English sentence structures.

Moreover, Iman (2017) investigated the impacts of debate instruction on improving the Indonesian students' critical thinking and speaking skills achievements and how much debate contributed to each aspect of critical thinking and speaking skill. The findings showed that there was a significant improvement in critical thinking and speaking skills. There was also a significant correlation among total gain score of critical thinking and speaking skill, and aspects of each of these variables and also the contribution of debate was high to critical thinking and speaking skill achievement. Thus, it could be concluded that the use of debate significantly improves the students' critical thinking and speaking skills.

Furthermore, Tianame et al. (2019) used the debate technique to improve the quality of teaching and learning speaking for the tenth-grade students in Indonesia. Results of the research showed that using debate technique was able to improve the teachers' performance in teaching speaking and students' involvement in learning, and deliver their opinions, ideas and arguments that they have in their mind well. Also, the students' responses towards debate technique, showed they had positive responses in their speaking class and

became motivated and confident to speak English. In addition, Ebedy (2021) investigated the effect of online debating in enhancing argumentative writing and reducing writing apprehension for EFL majors. Results indicated that the online debating program was effective in enhancing EFL majors' argumentative writing and reducing their writing apprehension. It was recommended that teaching the structural features of online debating should be incorporated into language pedagogy program. Results strongly advocated the value of online debate as a pedagogy that provide time flexibility and secure environment. Audience available has also raised motivation due to gaining higher self-image in the eyes of classroom counterparts, resulting in better performance and producing substantially longer texts in favor of the experimental group students.

Teachers often find it challenging to incorporate higher order thinking skills in ways that both inspire students' interest and allow for meaningful differentiation. Structured debate is an activity that can facilitate all of these goals. Even though a debate may seem like an activity that takes up a lot of time for content that may be supplementary to the core curriculum, the opportunity to engage students in higher order thinking skills is invaluable (Field, 2017).

Hypothesis of the Study

There would be a statistically significant difference between the mean scores of the students on the pre - post application of the oral presentation observation checklist favoring the post application.

Method

Participants

A group of (24) secondary students aged between 15 and 16 years old were selected from a Cairo language school, in the year 2022-2023.

Research Design

The quasi-experimental design called the pre-test/post-test one group design was employed in the present study. A pre/post oral presentation skills observation was required from the group before and after the treatment. Twenty-four EFL secondary students were submitted to a debate program. Students were trained to use oral presentation skills and apply the debate techniques they learned by their teacher and the researcher. The independent variable was the debate program, and the dependent variable was the oral presentation pre-post observation.

Instruments:

The present study made use of two main instruments:

- A pre-post oral presentation observation
- A debate program

A) Oral Presentation Skills Checklist

The checklist was meant to determine the most important oral presentation skills necessary for secondary students. It was designed in light of the objectives included in the Ministry of Education document and the previous literature and related studies concerned with developing oral presentation skills

at this stage for ESL/EFL secondary students, the checklist was submitted to a panel of jury in the field of TEFL methods of teaching to determine the degree of importance of each skill.

The oral presentation skills selected by the study according to their high percentages were as follows:

Oral Presentation Skills:

Information Quality and Organization: -Main points are very clear and very detailed. Information is directly linked to presentation topic.-Information is very organized.

Non-Verbal Communication:

- The speaker appears very confident and comfortable.
- The Speaker consistently faces the audience and maintains good eye contact.
- The Speaker appears to be consistently engaging with the audience.
- The speaker uses body motions and gestures very effectively.
- The speaker utilizes the room very effectively via movement.

Quality of Verbal Communication:

- The speaker's voice is very confident, steady, strong and clear.
- The speaker consistently uses inflections to emphasize key points or to create interest.
- The speaker's talking space is consistently appropriate.

Visual Tools:

- Visual aids are very creative, clear and easy to read.
- Presentation is consistently enhanced by the visual tools.

Appropriate Use of Vocabulary: All terms are:

- included in the presentation.
- used in unique and creative ways.
- used in context.

Precision and Details in Documents Produced:

- Documents that are clear, well-constructed, accurate and show attention to detail.
- Extra care has been taken in production.
- **Overall Presentation Effectiveness:**
- This was an exceptional presentation and extremely effective.
- I'd give you a 10.

B) Oral Presentation Observation

Objectives of the pre/post Oral Presentation Observation

A pre/post oral presentation observation was constructed and administered by the researcher. It was used prior to the debate program implementation to determine the level of students' oral presentation skills of the experimental group before starting the treatment, and hence, the progress achieved by the group would be attributed to the suggested debate program they had been exposed to. As a post-observation, it was used to investigate the effectiveness of the debate program, on developing the students' oral presentation skills.

Description of the pre/post Oral Presentation Observation

The pre–post oral presentation skills observation consisted of a 10-minute oral presentation about a topic or an issue, and it aimed at assessing secondary students' oral presentation skills. Students choose a topic or an issue from two topics to talk about and to be for or against it and defend their choice and opinions by giving justifications.

Validity and Reliability Checklist

To measure the checklist content validity, the first version of the oral presentation observation checklist was given to 6 EFL supervisors and teachers to evaluate it in terms of content appropriateness, and suitability of the observation to the students' level.

In order to establish the oral presentation observation checklist reliability, the researcher with the supervisor observed five students from another school, and Cooper’s equation was applied, and the result came as shown in the following table:

Table (1)
Oral presentation checklist reliability

Teachers	Agreement number	Disagreement number	Reliability
First	7	0	100%
Second	5	2	71.43%
Third	6	1	85.71%
Fourth	5	2	100%
Fifth	6	1	85.71%

The table shows that all reliability coefficients are more than 70% which indicates that the observation checklist is reliable.

Suggested Debate Program

Learning Objectives

Secondary students were expected to master the identified oral presentation skills by the end of the treatment. A student with a debating mindset is able to question, interlink information and ideas, make rational choices and most importantly justify their own decisions. This is crucial for development of the human brain as it shifts the focus from being a passive listener to an active speaker and learner.

Duration of the Program

The activities based on the Debate program were taught in four weeks. The first session was an introductory one aiming at introducing students to the aims of the Debate program and activities they were going to do in order to develop their oral presentation skills. Each week included two sessions, and each session lasted for 60 minutes.

Validity of the Program

Sample activities from the program were given to EFL specialists who approved them. The panel of jury approved the activities as valid and suggested allocating more time to teaching the justification technique and providing visual aids.

Piloting the Activities

A small pilot study was carried out, 15 students were selected from the secondary stage and were asked to perform three activities, the pilot study aimed at determining the time taken by the students to do the activities and to what extent they were engaged in the activities and were enthusiastic about the oral presentation and debate activities.

Description of the Debate Program's Activities to Foster Oral Presentation Skills

- Asking students open-ended questions about the issues as brainstorming and warming up activities. Embracing students' original responses to make them feel unique.
- Talking about the Pros and Cons of different debating issues, such as eating out at restaurants and thinking about the service, the menu, the prices, and the atmosphere. Another issue: Advantages and disadvantages of owning a pet.

- Useful expressions and linking words/phrases to be used to: list and add a point; introduce or list advantages; introduce or list disadvantages; introduce opposing viewpoints; introduce examples/justifications/ results/reasons; show contrast; introduce a conclusion.
- Useful expressions for giving opinions
- Using visual tools to show clear, accurate and well-constructed documents (visual tools)
- Techniques to begin and end your oral presentation and debate to attract the audiences' interest such as including a rhetorical question, e.g. Is it true that a dog is man's best friend? or addressing the audience directly or including a quotation.
- Matching arguments to their justifications
- Enriching the students' debate with strong and rich vocabulary with synonyms and antonyms activities and handouts.
- Debate activity: students are divided to two groups (for/against) a topic or issue. Knowing the debate rules and explaining to them how to use the visual tools and verbal and non-verbal communication skills, they start the first round of the debate. The two teams compete by using all the techniques explained to them through training, handouts and activities.

Results

Results of the study are presented in terms of the study hypothesis to ensure the validity of the research hypothesis, which states: "There is a statistically significant difference at the level of significance 0.05 between the pre and post administration of the oral presentation skills observation checklist on the research sample of students in favor of the post application of the checklist."

The Wilcoxon test was used, which is one of the non-parametric statistical methods alternative to the "T" test for two related samples, because the teacher

sample consisted of 24 students, which is a number less than 30, and its result came as shown in the following table:

Table (2)
Results of the Wilcoxon test

Skills	Ranks	N	Mean rank	Sum of ranks	Calculated Z value	Tabulated Z value at 0.05	Significant at 0.05
Quality of information and organization	Negative	0	0	0	4.355	1.64	Sig.
	Positive	24	12.50	300			
Nonverbal communication	Negative	0	0	0	4.355	1.64	Sig.
	Positive	24	12.50	300			
Quality of verbal communication	Negative	0	0	0	4.355	1.64	Sig.
	Positive	24	12.50	300			
Visual tools	Negative	0	0	0	4.355	1.64	Sig.
	Positive	24	12.50	300			
Appropriate use of terminology	Negative	0	0	0	4.355	1.64	Sig.
	Positive	24	12.50	300			
Precision and detail in documents produced	Negative	0	0	0	4.355	1.64	Sig.
	Positive	24	12.50	300			
Overall presentation effectiveness	Negative	0	0	0	4.355	1.64	Sig.
	Positive	24	12.50	300			
Total score	Negative	0	0	0	4.355	1.64	Sig.
	Positive	24	12.50	300			

It is clear from the previous table that the number of negative ranks was zero for each skill and its total, which indicates that all students' scores in the post-application of the observation checklist were higher than their scores in the pre-application for each skill and its total. It is also clear from the table that the calculated value of the critical ratio “Z” was greater than its tabulated value,

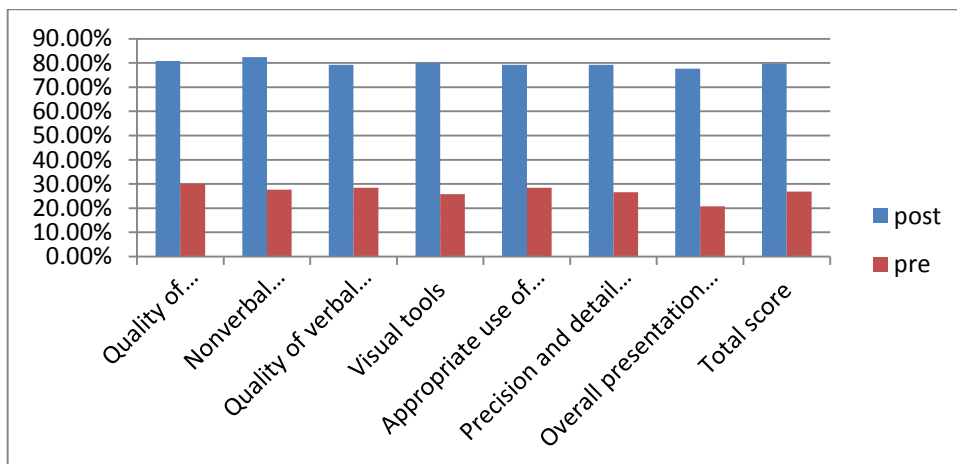
which indicates there is a significant difference between the pre and post applications of the observation checklist in favor of the post application at the level of significance 0.05 for each skill and its total.

This table shows the percentage of the mean for the pre and post measures for observation checklist for each skill:

Table (3)

The percentage of the mean for the pre and post measures for observation checklist for each skill

Skills	Degree	pre	%	post	%
Quality of information and organization	5	1.5	30%	4.04	80.8%
Nonverbal communication	5	1.38	27.6%	4.12	82.4%
Quality of verbal communication	5	1.42	28.4%	3.96	79.2%
Visual tools	5	1.29	25.8%	4.0	80%
Appropriate use of terminology	5	1.42	28.4%	3.96	79.2%
Precision and detail in documents produced	5	1.33	26.6%	3.96	79.2%
Overall presentation effectiveness	5	1.04	20.8%	3.88	77.6%
Total score	35	9.38	26.8%	27.92	79.77%



Discussion

The results of the oral presentation observation showed that the debate technique treatment improved students' oral presentation skills with respect to the information quality and organization, 80% in the post observation. Significantly, students tried to show a good command of different grammatical patterns through giving meaningful and intelligible sentences with correct pronunciation and careful choice of expressive vocabulary that showed a remarkable improvement in their speaking accuracy. Moreover, the speaking comprehensibility revealed the distinctive organization of the oral presentations, in terms of introducing, developing and concluding, using educational media, adopting both verbal and non-verbal language and communication skills.

For the pedagogical impact on ELT, the debate technique is potential to be implemented in EFL classrooms speaking context, as in the debate activities the students learn not only about how to speak, but also about what to speak. Debate also allows the students to think critically about the issues and to work together with their teammates. Debate challenges students to defend their arguments in the best possible way in order to win the debate. This motivates students to think critically and collaboratively produce relevant opinions and

ideas in a short time in the classroom. Hence, they should have a thorough understanding of the topic or issue.

Results indicated that debate is vital to foster oral presentation skills. The debate program proved to be effective in enhancing the oral presentation skills tremendously (information quality and organization, non-verbal communication, quality of verbal communication, visual tools, appropriate use of vocabulary, precision and details in documents produced). The effective debate techniques helped in promoting students' oral presentation skills significantly, which was reflected in reducing anxiety and gaining confidence and learning. They gained confidence from using evidence and reasoning to support their decisions and justifications. The precision in collecting data and details they added in their documents and producing all of them in a clear, accurate and well-constructed way added to their confidence. These findings are in line with the results of Al Maghreby (2014), Ismail et al. (2022) and Alasmari & Ahmed (2013). Results showed that to foster critical thinking there is a need for teaching critical thinking practices to focus on nurturing students to be analysts and encouraging them to be active critical thinkers and spontaneous speakers who can make decisions, justify their opinions, and respond actively to provoking questions. The development of argumentation abilities for persuasive speaking was significantly enhanced by using debate. These results are consistent with the results of Ban (2023), Papadopoulon & Bisiri (2020), Iman (2017), Somagi (2015), Bahria (2013), Hasanah (2012) Makiko Ebata (2009) and Maryadi (2008).

Furthermore, when students take part and are engaged in debate activities, they get more chances to practice problem solving, drawing conclusions, making decisions, justifications and self-regulation skills. Hence, they may get more feeling of confidence and success which can facilitate their learning. We can consider integrating visual and audio aids to express the meaning of words and

opinions. Accompanying the visuals, verbal and non-verbal communication skills such as maintaining eye-contact, body motion and gestures effectively in class and actively engaging our students in these interactive debate activities will give them a better grasp of the oral presentation skills with respect to students' fluency and verbal abilities. This is in line with Abdelrazg (2014), Horsebean & Batubora (2012) and Somagi (2015).

Noticeably, the teacher reflected on her performance that she was able to improve rapport with students and her teaching performance, and students' involvement in the speaking performance of the debate activities. The use of current event topics actually offers students an opportunity to experience competence in debating issues that can be reinforced by people outside the classroom. If students are offered genuine choices, challenges within which perseverance leads to visible growth, and opportunities to have their opinions and feelings heard and affirmed, then they will be more willing participants in their own learning. These results are in line with those of Tianame et al. (2019) and Jung (2016).

Remarkably, the results obtained in the present study revealed that the experimental group students had not only more depth of thought, but gave more details in their attempt to persuade both the instructor and the opposing team. Hence, the debate atmosphere appears to enhance the growth of students' metacognitive understanding of the process that contribute to the creation of speaking and oral presentation. This setting, seems to inculcate in students the understanding that using sophisticated, coherent, and precise language improves the persuasiveness of their arguments. Ultimately students' satisfaction with debating, its competitive nature and the involvement of a live audience (i.e., the instructor and classmates) seem to provide additional incentives for students to give importance to various aspects of language use, argumentative and persuasive content.

Recommendations and Suggestions for Further Research:

- The debate technique should be incorporated in EFL teacher education programs.
- Secondary EFL teachers should be trained in order to upgrade their professional development to use debate activities along with other speaking activities as a key point in achieving their educational aims.
- Secondary students should be given more exposure in relation to English speaking activity such as the debate application in the classroom.
- Teachers should play a vital role in teaching debate to enhance oral presentation skills and learning, and must create an atmosphere that is competitive.
- More studies are recommended to investigate the impact of fostering students' oral presentation skills using debate at different educational stages: the primary, preparatory and university stages.
- Utilizing the debate technique for enhancing other language skills such as listening and writing.

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