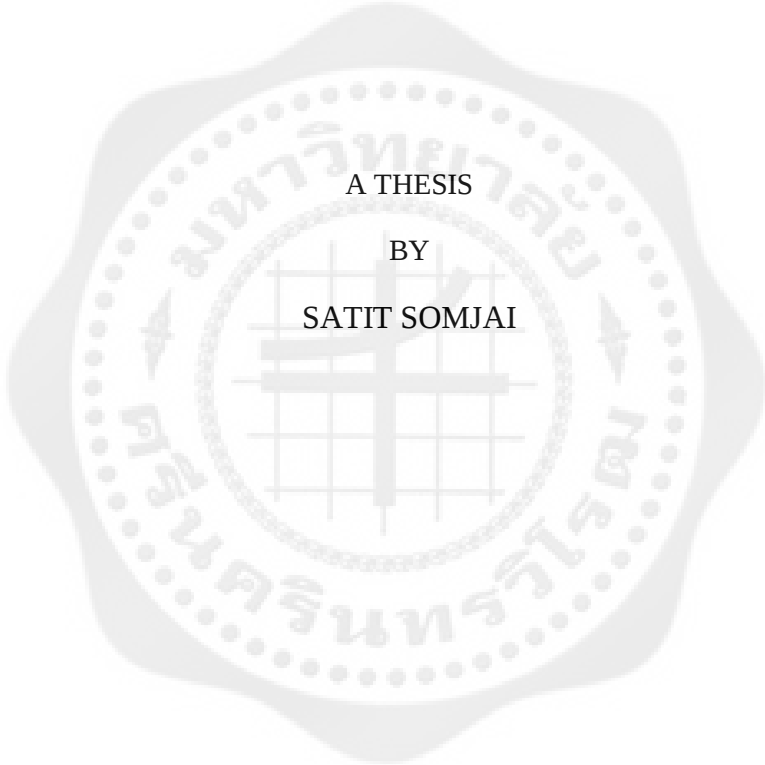


THE USE OF DEBATE TECHNIQUE TO DEVELOP SPEAKING ABILITY  
OF GRADE TEN STUDENTS AT BODINDECHA  
(SING SINGHASENI) SCHOOL



A THESIS  
BY  
SATIT SOMJAI

Presented in Partial Fulfillment of the Requirements for the  
Master of Arts Degree in Teaching English as a Foreign Language  
at Srinakharinwirot University

March 2015

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The purpose of this study was to develop English speaking ability of grade ten students at Bodindecha (Sing Singhaseni) School, Bangkok by using the debate technique. The participants were 46 grade ten students selected via purposive sampling. The instruments were eighteen lesson plans, a pre-post speaking test, and a students' perception questionnaire towards the use of the debate technique. The data from the speaking tests was analyzed using mean scores, standard deviation scores and dependent t-test scores. The data from the students' perception questionnaire was described qualitatively.

The result of this study indicated that the score on students' English speaking ability after learning English speaking through the debate technique was higher in the post-test than on the pre-test, with a statistical significance of 0.5. In addition, student's perception was found to be positive, revealing that they believed they had improved their communicative and research abilities due to the engaging and motivating lessons, and felt that debate should be included in the high school curriculum.

Key words: debate technique, speaking ability

การใช้เทคนิคการโต้ว่าที่ภาษาอังกฤษเพื่อพัฒนาทักษะการพูดของนักเรียนชั้นมัธยมศึกษาปีที่ 4  
โรงเรียนบดินทรเดชา (สิงห์ สิงหเสนี)



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ  
มีนาคม 2558

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การศึกษาครั้งนี้มีจุดมุ่งหมายเพื่อพัฒนาความสามารถด้านการพูดภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนบดินทรเดชา (สิงห์ สิงหเสนี) จังหวัดกรุงเทพมหานคร โดยใช้เทคนิคการไต่वाที่ภาษาอังกฤษ กลุ่มตัวอย่างที่ใช้ในการทดลองเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 4 จำนวน 46 คน โดยใช้วิธีการเลือกกลุ่มตัวอย่างแบบเจาะจง เครื่องมือที่ใช้ในการทดลองและเก็บรวบรวมข้อมูลคือ แผนการจัดการเรียนรู้จำนวน 18 แผน แบบทดสอบวัดความสามารถด้านการพูดภาษาอังกฤษ และแบบสอบถามการประเมินการรับรู้ ต่อการใช้เทคนิคการไต่वाที่ภาษาอังกฤษ สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และใช้สถิติ  $t$ -test แบบ Dependent. และ ข้อมูลที่ได้รับจากแบบสอบถามการประเมินการรับรู้ต่อการใช้เทคนิคการไต่वाที่ภาษาอังกฤษจะถูกวิเคราะห์ตามหลักการวิจัยทางคุณภาพ

ผลการศึกษาพบว่า ความสามารถด้านการพูดภาษาอังกฤษโดยใช้ เทคนิคการไต่वाที่ภาษาอังกฤษของ นักเรียนระดับชั้นมัธยมศึกษาปีที่ 4 หลังการทดลองสูงกว่าก่อนทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.5 และนักเรียนส่วนใหญ่มีความพึงพอใจต่อการเรียนภาษาอังกฤษโดยใช้เทคนิคการไต่वाที่ภาษาอังกฤษ นักเรียนเชื่อว่าได้รับการพัฒนา ทักษะการสื่อสาร และ ทักษะการ สืบค้น และมีแรงบันดาลใจและ การไต่वाที่ภาษาอังกฤษควรจะบรรจุอยู่ในหลักสูตรของมัธยมศึกษาตอนปลาย

The thesis titled  
“The Use of Debate Technique to Develop Speaking Ability  
of Grade Ten Students at Bodindecha (Sing Singhaseni) School”

by  
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# CHAPTER I

## INTRODUCTION

### Background

Due to the influences of globalization, historical patterns, and increased interaction between people of the global village, English has become the recognized international language of communication. Today, English is referred to as international English or global English (Crystal, 2003). It seems clear that, in this era of globalization, the ability to communicate in English is a huge asset in an increasingly local and global workplace (Gerrish & Lacey, 2010). Within any company in the modern world of an open economy, being able to speak English is one of the principle requirements of customers and stakeholders alike. To meet the demands of the global economy, a sound English speaking skill has become the primary medium for ease of communication (Khamkhien, 2010).

Thailand, as part of the global community, cannot deny that English-speaking skills are one of the strategic keys in educational development for Thai students to succeed in both the local context and in the international community. All involved parties have to increase their efforts to boost Thai students' English speaking skills. This task is a challenging one.

Since English in Thailand is taught as a foreign language, substantial efforts have been made to find appropriate techniques for speaking courses. The Ministry of Education of Thailand has stated in the national curriculum that basic teaching of English should include the four skills at both primary and secondary levels (The Ministry of Education, 2008). Good performance in English is required at all levels. Students are expected to use

English in various situations, both in and out of their classrooms and with local and foreign communities, as stated by The Ministry of Education (2008). Part of the expected performance includes speaking ability.

However, Thai students' English speaking ability does not always meet the standards required. The majority of Thai students are not very successful at speaking for many reasons. Ur (1996) and Brown (1994) explain several reasons why foreign language students cannot speak well. For example, they are often shy to speak or are worried about making mistakes. They are afraid of criticism or losing face. They do not know what to say or how to pronounce certain words. Many students have not had sufficient opportunities to practice. They tend to use their mother tongue rather than practice the target language in class. The English curriculum in Thailand is more focused on reading and grammar than it is on speaking. Thus, the spoken English of most Thai learners is limited and in need of improvement.

Active examples illustrating some of the reasons for Thai students' English speaking ability not meeting standard requirements can be observed in the students at Bodindecha (Sing Singahaseni) School, a high school in Bangkok, Thailand, where the researcher has been teaching for many years. Being an English teacher at this school, the researcher has found that many students cannot speak English well, perhaps because they tend to pay more attention to reading and comprehending grammar. Based on their Ordinary National Education Test (ONET) scores in English in the 2013 academic year, the students actually were quite advanced in English, especially in writing and reading skills. Their ONET average score for English was 52.26 percent while students from other schools located in the Secondary Educational Service Area Office 2 in Bangkok scored 35.61 percent. The national average for all students in Thailand was 30.35 percent. However, the researcher, who has taught the English for communication course at this

school for 5 years, has found that although the students receive high scores in writing and reading, they cannot speak English well. They always focus on grammar rules, but lack confidence when speaking English. They do not care much about their English speaking but they are concerned about their scores which they feel should be considerably high in order to secure a seat at university.

To solve this problem, the researcher has tried to implement several techniques to improve students' speaking abilities. One of the teaching techniques in teaching speaking is the debate technique. In Thailand, English debate has usually been used as a form of competition rather than as a classroom technique to motivate students to develop their speaking skills. Having many chances to train and practice with the students to participate in English debate competitions, the researcher has found that debate is a challenging and highly rewarding activity. It is an active learning process because students learn more through the process of constructing and creating ideas, team work and sharing knowledge. Buckley (2008) explains that debate allows students to share and cooperate with one another. It educates students with responsibility, encourages creativity, deepens friendships and strengthens rapport with the teacher. Students are not bored, and they enjoy the activity. It can improve the students' speaking ability. The ability to speak freely improves when students practice debate because they take part in conversations while debating. Likewise, Barkley, et al. (2005) state that debate can motivate students to practice the language. It can embolden students in critical thinking, and develop their speaking ability through communication.

Due to these reasons, and in consideration of the importance of teaching and learning English speaking, the researcher has carried out this study using the debate technique to develop students' speaking ability.

## Objectives of the Study

The objectives of this study were:

1. To investigate the effectiveness of using the debate technique on developing English speaking ability of grade ten high school students.
2. To explore the students' perceptions towards the debate technique learning in the classroom.

## Research Questions

The questions posed in this research can be stated as follows:

1. To what extent does the debate technique develop students' English speaking ability?
2. What are students' perceptions towards the use of debate technique learning in the classroom?

## Significance of the Study

The results of this study can be proposed as an alternative learning technique for English teachers in implementing debate to promote English speaking ability. They are also useful for course developers, educators, and practitioners in planning English lessons. This study can also serve as a springboard to further studies in implementing debate in the EFL context to develop speaking ability. Implementing the debate technique to teach in the classroom can be a benefit in developing the speaking ability of students. Researchers can get feedback from students regarding how they can improve their English teaching methods, which can be a benefit for both teachers and students.

## **Scope of the study**

1. The participants in this study were 46 students who enrolled in English for Communication 1 (E 31201) course, a compulsory course in the first semester of the 2014 academic year. They were from the tenth grade of Bodindecha (Sing Singhaseni) School in Bangkok, and were selected via purposive sampling procedure. The students studying in this class were consistently in the highest percentile and were academically among the strongest students within the tenth grade. The school selected them to study in this class based on their Grade Point Average (GPA) accumulated from grade 7 to grade 9. Their GPA was from 3.90 to 4.00, which is high; while the GPA of students from other classes is lower than 3.90. There are 16 classes of grade ten students. Among the 16 classes, this class was purposively selected for this research because the students are considered “gifted” or academically talented in every subject area. According to their scores from the National Education Test (ONET), most of the students in this class had high scores in every subject including English. Although they had high scores in English and they may be good at grammar, vocabulary, writing, and reading, the students still had some limitations in their speaking ability, as determined by analysis by the teachers in the department of foreign languages at Bodindecha (Sing Singhaseni) School.

2. The variables in this study were as follows:

2.1 The independent variable is the debate technique.

2.2 Dependent variables are English speaking ability and students' perceptions toward the use of debate technique in the classroom.

## Definition of Terms

Terms defined in this study are as follows:

1. Debate technique is a speaking situation in which opposing points of view are presented and argued formally (Dale and Wolf, 2000; Duansamosorn, 2001; Carter and McCarthy, 1997). A debate is about real or simulated issues. The students' roles ensure that they have adequate shared knowledge about the issue and different opinions or interests to defend. At the end of the activity, they may have to reach a concrete decision or put the issue to a vote.

2. English speaking ability is the ability (1) to verbalize the English language in conversation purposively, (2) to speak fluently and communicate effectively, (3) to use language structure and vocabulary in the right context, (4) to use appropriate pronunciation, and (5) to apply appropriate manner (Finochiaro and Bonomo, 1970)

3. Students' perceptions towards the use of the debate technique refer to students' views, opinions, and beliefs in their speaking ability, and learning through debate.

## **CHAPTER II**

### **LITERATURE REVIEW**

The main purpose of this study was: (a) to investigate the effectiveness of using the debate technique on developing English speaking abilities in grade ten high school students, and (b) to explore students' perceptions towards learning through the debate technique in the classroom. This chapter provides the theoretical foundations and reviews previous studies on the use of debate techniques to develop English speaking ability. It consists of three parts: firstly, it discusses the concept of debate and related research on the use of debate technique; secondly, it conceptualizes concepts of speaking, and lastly, it explores the concept of perceptions.

#### **1. Debate Technique**

##### **1.1 The Concept of Debate**

Many language experts have defined the concept of debate as follows: A debate is a speaking situation in which opposite points of view are presented and argued (Dale and Wolf, 2000). Duansamosorn (2001) points out that a debate may be defined as verbal action or a form of formal argument on a topic or issue about which two groups or teams of people do not agree. Moreover, Littlewood (1981) explains that debate is data in which people take up positions, pursue arguments and expound on their opinions on a range of matters; with or without some sort of lead figure or chairperson. Carter and McCarthy (1997) write that debate is a process of presenting an idea or opinion in which two opposing parties try to defend positions. Krieger (2007) says that debate is an excellent activity for language learning because it engages students in a variety of cognitive and

linguistic ways. Halvorsen (2005) explains that debate forces students to think about multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. Wood (1972) explains that debate is a competitive-educational activity; it teaches communication skills, and the context for the learning is the competitive situation. One of the most important skills that debaters gain is the ability to communicate verbally with another person in a condition that involves both pressure and spontaneity for excellence. He states that debate can be a very competitive learning process because the learners need the linguistic ability to guide the audience to their opinion. Debate is still an important way for students to enhance their language although it may cause pressure on the learners.

Based on the explanations above, the researcher summarizes that debate is a competition of argument, ideas or opinions involving an interactive process through speaking skills in which two opposing parties are face to face defending their positions through rational explanation. A debate can concern real or simulated issues. The students' roles ensure that they have adequate shared knowledge about the issue and different opinions or interests to defend.

## **1.2 Terms of Debate**

Debate technique involves a formalized, structured format for discussing and arguing an issue. As such, it was important for students to understand the mechanisms and terms by which a debate works. Terms used in the debate process are defined as follows:

### **1.2.1 Motions**

Rubiati (2010) states that the topic debated is called a motion. Usually, the motion starts with a phrase like “this house” (TH) or “this house believes that (TH) or “this house believes (THBT)”. Both affirmative and negative teams are debated upon the motion which should be debatable and impartial. Debatable means that the motion is still falsifiable and can be denied in some ways. Impartial implies a meaning that the motion should stand in neutral; it doesn’t incline to any sides. For example, “This house believes that (THBT) e-books contribute to developmental education.” Both teams then need to prove or justify whether e-books really can contribute to developmental education. Junaidi (2011) states that the motion is also known as a topic, and is a full propositional statement that determines what a debate is about. In the debate, the affirmative team must argue to defend the motion while the negative team must argue to oppose it. Here are several examples:

- (a) That English is the most important tool in globalization
- (b) That we should stop migrant labor going overseas
- (c) That we should give the death penalty to drug dealers

In this research, the motions that the researcher used in the classroom are related to the student’s experiences in school and society motions such as, “Students should not be allowed to have cell phones at school,” “Single-sex schools are better for students,” and “Teachers should not be allowed to contact students through social media.”

### **1.2.2 Definition**

According to Junaidi (2011), for debating to proceed, both teams need a clear understanding of what the motion means. This requires the motion to be defined so that

everyone understands including audience and judges. They should know what is being debated. A definition narrows down the scope or gives limitations on the motion to focus the debate. It clarifies the motion. It prevents the debate from turning into a confusing exchange of ideas because of differing interpretations. A definition must have a logical link to the motion. The right to give a definition belongs to the affirmative team. The affirmative team should provide a reasonable definition for the motion. This means that on receiving the motion, both teams should ask: “What is the issue that implies clarity to the motion? Furthermore, Rubiati (2010) states that debaters should bring it “down to earth,” being sure that the issue is current. Definition can be done in two ways; word by word definition or a global definition.

### ***1.2.3 Arguments***

Hasanah (2012) states that a debate is like a battle of arguments in which each team stands for their position, attacks the opposite position and defends their own case. Praiseworthy arguments can be done effectively using critical and logical thinking. Argument is the fragment of thought to support the theme line. Further, Junaidi (2011) writes that arguments explain why a point of view should be accepted. Good arguments are logical and relevant to the point being proven. Depending on the duration of the debate, it is best to have 2 to 4 arguments to support a point of view. This argument should be divided between the 1<sup>st</sup> and the 2<sup>nd</sup> speaker. Therefore, arguments are explained by the 1<sup>st</sup> speaker and the rest are explained by the 2<sup>nd</sup> speaker. Having more than one argument means that teams should make sure that their arguments are consistent and do not contradict each other. Also, ISDC Official Regulations say that a good argument should consist of four criteria known as “AREL” (Junaidi, 2011). “A” means assertion; it

is a statement that should be proven. “R” means reasoning; a statement must be supported by reason that is a logical explanation of the statement. “E” means evidence; a good reason must have good evidence. Evidence can be in form of examples or statistical data, face, quotation of expert or public opinion which are essential to support the statement and back up each point made in the argument. Each piece of evidence should be relevant and it should advance the argument. “L” means link back; this refers to a conclusion to relate back to the statement.

#### ***1.2.4 Rebuttals***

Hasanah (2012) states that to win a debate; debaters not only need to build a strong case, but also have to attack their opponent’s arguments and provide a strong defense against any attacks. That is why rebuttal is one of the keys to earning victory. Rebuttals are responses toward the other team’s arguments (Junaidi, 2011). Rebuttals should prove that the other team’s arguments are not as strong as they claim to be. As with arguments, mere accusation does not equal good rebuttals. It is not enough to say that the other team’s arguments are inferior; good rebuttals should also explain the reasoning and give evidence.

#### ***1.2.5 POI***

Junaidi (2011) explains that points of information (POI) are brief interruptions (preferably in the form of a question) between the 1<sup>st</sup> and 7<sup>th</sup> minute of speech. The speaker delivering a speech has full authority to accept or reject POI. Once accepted, POI should not exceed 15 minutes and the speaker must answer that POI right after it is given. In order to offer a POI, a person must stand up, hold out his /her hand and say “On that

point, Sir/Ma'am," or "On that point of information." POI should be offered politely and not used to hackle the speaker. When offered a POI, the speaker having the floor has full authority to either reject or accept the POI. If a person is rejected, he or she should sit down again. POI should be brief and expressed as a question so that the speaker is required to provide an answer. Once accepted, the person offering POI has at most 15 seconds to deliver the POI. The speaker then must answer or respond to that POI right after it is given and cannot wait until later in his/her speech. It is advisable that the speaker does not answer a POI for more than 30 seconds as it would make him/ her lose track of their speech. POIs should be offered regularly and throughout the course of the debate. Offering a POI shows that they understand the issues being discussed during the debate or suggest that the questioner has information the speaker does not have. According to Lberta Debate and Speech Association (2006), points of information are used in Worlds Style, plus a variety of other debating forums.

### **1.3 The Format of Debate Technique**

The formats of debate differ around the world. To begin with, Sather (1999) describes a debate involving four teams that is used in British universities. He explains that each speaker is allowed one main speech, seven minutes in length, after which a floor debate is conducted in which members of the audience may contribute opinions. To conclude, one speaker on each team offers a four-minute speech summarizing their case, with the opposition team speaking first. The order of speeches is as follow:

- 1) First Proposition Speaker
- 2) First Opposition Speaker
- 3) Second Proposition Speaker

- 4) Second Opposition Speaker
- 5) Floor Debate
- 6) Opposition Summary Speech
- 7) Proposition Summary Speech

The floor debate is a significant feature of British school and university debates, allowing members of the audience to react to the debate. Points may be made in favor of the motion, against it or in abstentions, and are kept short to allow others the chance to speak. All points must be made to the chair. The main speaker in the debate does not offer points during the floor debate and does not reply immediately to any points raised. The summary speeches, however, deal with significant arguments raised (Sather, 1999). Furthermore, according to ISDC Official Regulations (Junaidi, 2011), the format of debate is as follows:

1. There are two teams debating; each consists of three debaters who are the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> speakers of each team.
2. One team is the Government/ Affirmative side; this is the side agreeing with the motion. The other team is the Opposition/ Negative side; this is the side disagreeing with the motion.
3. Each speaker delivers a substantial speech of 8 minutes in duration, with the affirmative going first. Afterwards, either the 1<sup>st</sup> or 2<sup>nd</sup> speaker on both sides will deliver the reply speech of 4 minutes in duration, with the negative side going first.
4. The complete order of speaking during a debate is as follows: substantive speech, members of the opposing team are allowed to interrupt the speaker, called Points of Information (POI). POIs may be delivered between the 1<sup>st</sup> and 7<sup>th</sup> minutes of the 8 minute speech.

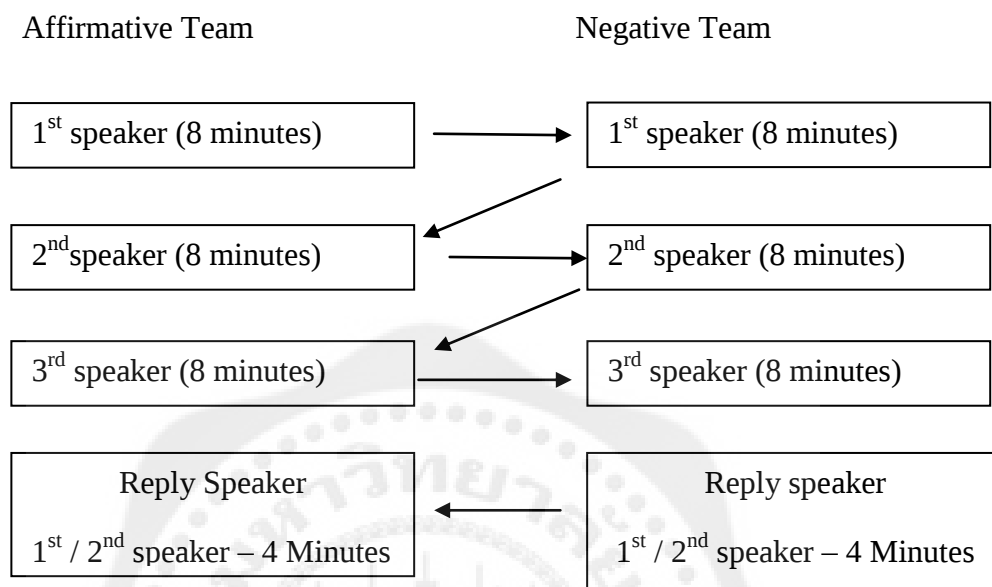


Figure 1 – Order of speaking in a debate (Junaidi, 2011)

5. A time keeper signals the time. There is one knock at the end of the 1<sup>st</sup> and 7<sup>th</sup> minutes, to signal the starting and ending times for POI, and two knocks at the 8<sup>th</sup> minute to signal that delivery time for speech has ended. Any speaking before the 7<sup>th</sup> minute is considered under-time and point can be reduced. Any debater speaking after 8 minutes and 30 seconds is considered overtime and points can also be reduced.

6. For free speech, there is one knock at the 3<sup>rd</sup> minute, to signal that delivery time is almost over, and two knocks at the 4<sup>th</sup> minute.

7. Every debate is judged by an odd number of judges. Only the judges decide who wins the debate.

8. Every team is given 30 minutes preparation time after the motion is released and before the debate begins. During this preparation time, teams are not allowed to get help from anybody or use a laptop or any communication devices.

In this study, the researcher employed the debate format of ISDC Official Regulations (Junaidi, 2011), but adjusted the time for each round of speaking in order to suit the timeframe of class schedules in the context where the participants were studying. The debate format used in this research is illustrated below:

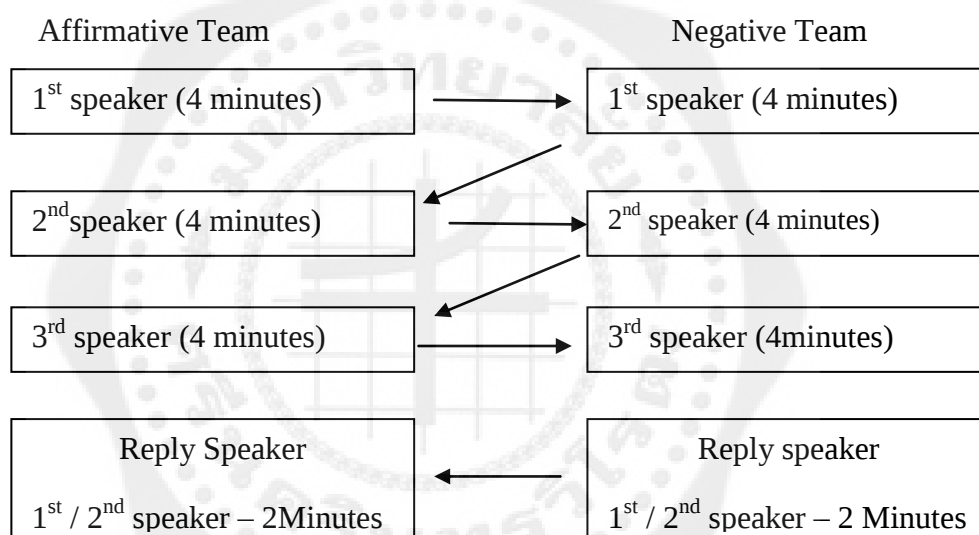


Figure 2 – Revised debate format

#### 1.4 The Strategy and Tactics of Debate

Debate challenges the debaters to design strategies to stimulate the audience to accept their ideas. Strategies are very significant for them to accomplish their goal of winning. According to Buy (1977), it is important for the debaters to accentuate the importance of the speaker's requirements and debaters should clearly consider the requirements for the speaker. The speaker should have something to say. The speaker should have the ability to organize his message in a way that others can understand it

clearly. It is very important for the speaker to use body language and gestures to compose precise stimulation, construct well-supported arguments and critique arguments offered by an opponent. Moreover, Braden (1995) mentions that the ability of a speaker to use figures of speech which attract attention and express his or her thoughts in language different from his or her ordinary usage is one of the common characteristics of great speakers. He also notes that a great speaker should be able to impress the audience by presenting thoughts in a manner distinct from common language.

The debaters should perceive many crucial requirements for listeners. Buy (1977) asserts that the listeners should be well prepared to receive the message. This is called listener attention. The listeners should have a purpose for listening and understand the language or set of symbols used by the speaker. Also, the listeners should not generate intervention for the incoming message. The listeners should be able to encourage feedback, showing the speaker their understanding, or lack of understanding of the message. Buy (1977) concludes that listeners if listeners do not understand, they should let the speaker know that the message has been lost. McBath (1963) points out that debaters should consider the probable effects of the proposed plan on the alleged needs. Speakers must also consider the results or possible side effects of putting the plan into operation in order to avoid causing confusion to the listener.

Furthermore, Braden (1995) argues that in addition to communicating information and reasoning, frequently a speaker wants to communicate and encourage emotional responses and attitudes. He claims that it is important to deliver information and encourage feedback from the audience. Buy (1977) points out that debaters should also concentrate on various message requirements. A message should be revealed in symbols unambiguously understood by all participants. Symbols should be repeated to be

sure the listeners have received it. A message should be consistent and logical. It should contain not only the ideas of the speaker but also indicate their feelings. A message should not be interrupted by interferences which may arise in the actions of the speakers or that might arise in the listeners. The messages of the speaker should be affected by the feedback from the listeners. Feedback should not always be interpreted as interference. Speakers should avoid a succession of short sentences, constant repetition of phrases or the continued use of a single kind of sentence structure. These types of recurring patterns may make a presentation boring (Buy, 1997).

Debaters should use words to establish united feelings among the listeners. McBath (1963) advises that use of language stimulates a feeling of being together. It creates feelings through some typical audience-contract words such as “here,” “in this place,” “today,” “you,” “we,” “us,” “let’s,” “yours,” “ours,” “now,” “all of us,” “together,” “classmates,” “fellow students,” “teenagers” and “friends.” There are four basic components of delivery, namely, voice, articulation, pronunciation and behavior. He states the debaters should use the words that create the feeling of being together to draw the attention of the audience efficiently.

To conclude, in order to effectively debate, debaters should use many strategies to achieve their goal of winning, plan and find strategies to motivate the audience to agree with their attitudes, use appropriate language and diverse sentence structures, and understand the requirements of the speaker, the listeners and the messages. They should consider the responses of the listeners as well as how to present ideas and messages that can be easily understood by all participants, and prepare and organize their ideas before delivering the message.

### **1.5 Advantages of Debate Technique in the Language Classroom**

As a communicative and an interactive technique, debate is an interesting activity that can be integrated in a classroom activity. By participating, listening and watching debate in the classroom, students can improve their speaking skill automatically. Buckley (2013) mentions that debate has many advantages in teaching speaking. Firstly, debate allows the students to share and cooperate well with one another. Secondly, it educates the students about responsibility, encourages creativity, deepens friendships and builds rapport with the teacher. Thirdly, students are not bored but instead enjoy the activity. Finally, it can improve the students' speaking ability. The ability to speak uninhibitedly is improved when students practice debate because they enter into conversations while debating. Luckett (2006) concludes that there are significant advantages in using debate among students. Firstly, the students become lively in small-group and class discussions. Secondly, it improves students' confidence while they are giving an academic presentation. Finally, it is an effective way for practicing both linguistic and intellectual abilities.

Bellon (2000, as cited in Rubiati, 2010) also states that debate has some benefits in the teaching and learning process. Firstly, debate makes students get used to and able to accept or face defeat and dissatisfaction. Secondly, students are able to make and defend informed choices about complicated issues outside of their own area of interest. Thirdly, debate is not only a way to connect students with academic subjects; it can also connect students to public life. Finally, the policy that is specifically used in debate makes students adapt to multiple perspectives, which is described as one of the most important problem solving skills.

Moreover, Barkley, et al. (2005) describes three benefits of debate for students. Firstly, debate can improve students' motivation to practice spoken language. Secondly, it can embolden students' critical thinking and develop their speaking ability in oral communication. Thirdly, it develops their tolerance and recognition of their friends' opinions.

Considering the benefits above, it can be concluded that debate can be used to enhance students speaking in the classroom. It is an appropriate technique to apply in teaching speaking as a way to give more chances for students to practice speaking. Then, their speaking fluency and proficiency in communication can be improved.

### **1.6 Disadvantages of Debate**

In the learning process, debate also has limitations. According to O'Malley and Pierce (1996, as cited in Rubiati, 2010), there are many disadvantages to using debate in the classroom. Firstly, debate technique can only be used for specific subjects such as those concerned with agreeing, disagreeing and giving arguments. Secondly, debate needs a long time for preparation. Much preparation is needed in debating to make sure it runs well. Students must prepare their arguments before the debate to make it easier for them to attack the opponent's opinions. Finally, it requires students to control their emotions while defending their arguments. Many students cannot control their emotions when they defend their arguments.

Although debate has these disadvantages, its benefits are greater, especially because it gives more chance for students to practice their English speaking. Moreover, its disadvantages can be minimized by the teachers.

### **1.7 Review of Previous Research**

Several previous studies related to this research have been explored. Richa Rubiati (2010) conducted a study regarding the improvement of students' speaking skill through debate technique, and concluded that teaching speaking through debate can be an enjoyable experience for both the teacher and students. She found students significantly improved their speaking skill after being taught with debate technique when measured with a pre- and post-test. The results of the research showed that the students improved their speaking skill efficiently and effectively due to the use of debate technique.

Carna Wiwitano (2009) studied the effect of practicing Australian parliamentary style debate on year 11 science students. He concluded that debate was an effective teaching technique. It encouraged students to explore their knowledge as well as to speak. It was proven by statistical analysis of pre- and post-test results that using debate to teach speaking could improve students' speaking skill.

## **2. Speaking Ability**

### **2.1 The Concept of Speaking Ability**

Speaking ability has been defined by many experts as shown in the following explanations. Lawtie (2007) states that speaking is fundamental to human communication. Speaking refers to interaction between speakers with a listener. According to O'Malley (1996), speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener.

Finochiaro and Bonomo (1970) explain six important things to be considered in speaking ability: to decide what the learner wants to say; to select words that fall into the

pattern they are going to use; to select words that fall into a pattern conveying the meaning; to use correct arrangement of words; to make sure of the appropriate situation; and to place tongue and lips in certain positions to produce sounds. Harmer (2007) states that speakers need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech if they want to be able to speak fluently. However, if they want to speak fluently, they must be able to use a range of conversational and conversational repair strategies. They also need to be able to engage in exchanging typical language functions.

Phuphanpet, (2004), Scanlon and Zemach (2009) and Domesrifa (2008) suggest that speakers of a language must be able to use appropriate language to convey their ideas clearly and use structures and vocabulary correctly. They must speak consistently without pauses or hesitation, consistently communicate all ideas without difficulty, pronounce sounds correctly and clearly, use various and correct vocabulary, consistently use correct grammatical structures and use gestures appropriately. Furthermore, Davies and Pearse (2000) claim that speakers do not commonly have time to produce their utterances carefully. In conversation, many things are happening at once; for example, understanding what others are saying, speaking when opportunities allow, being prepared for unpredictable changes of topic, and thinking of something to say when there is a long period of silence.

To conclude, effective speakers employ accurate vocabulary and structures and know how to use the language in different functions and situations suitably. In order to develop students' speaking ability, teachers should employ appropriate techniques.

## **2.2 Components of Speaking**

Canale and Swain (1980) define the components of speaking ability as grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to using and conceiving grammatical structures accurately and promptly relative to fluency. Sociolinguistic competence consists of speech acts such as apologies and compliments. Discourse competence concerns effective negotiation of ideas within a given discourse. Strategic competence is when speakers have mastered language strategies, allowing them to spread their ability to communicate effectively in their new language. In addition, Harris (1994) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He describes five components of speaking ability as follows:

### **2.2.1 Pronunciation**

Pronunciation is very important in speaking. Without appropriate pronunciation, the meaning of a word can change. Hornby (1995) says that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, and the way a person speaks the words of the language.

### **2.2.2 Grammar**

Mastering grammatical knowledge helps people speak English because they know how to arrange words in a sentence, what tense should be used, and how to use appropriate utterances.

### ***2.2.3 Vocabulary***

Mastering vocabulary is the first step when speaking English; if we do not master vocabulary, we cannot have any clarity.

### ***2.2.4 Fluency***

In speaking, fluency is important so that listeners are able to respond to what is said.

### ***2.2.5 Comprehension***

In speaking, comprehension is needed. Without it, misunderstandings will happen between speakers and listeners.

It can be concluded that speaking is a particular skill that has many functions in daily life. By speaking, we share our ideas, feelings, and intentions and we are able to interact with others.

## **2.3 Methods to Improve Speaking Ability**

Celce and Murcia (2007) point out that students are generally holistic learners who need to use real communication in the classroom. This means they should speak about something that they desire to know. They should be facilitated with a rich context including movement, senses, objects, pictures and a variety of activities. In addition to activities, the teacher should teach students properly according to their age and interests. Many modern textbooks concentrate on speech which provides drills, exercises and dialogues for oral practice, but students still feel that they are not learning a foreign language. Activities should be made based on communication in real life (Pattison, 1989).

The teacher can help students improve their skills by creating materials carefully. The teacher must be able to embolden the students' motivation at the beginning by using new and challenging methods (Klanrit, 2010). The teacher can nurture students' speaking ability by providing them every opportunity to speak in the class, helping them to understand their need for language, and encouraging their confidence by giving positive reactions (Gower, Phillips and Walters, 2005). In order to improve students' speaking ability, the teacher should have well-planned activities which facilitate active speaking. The teacher should evaluate and assess students' speaking ability frequently to reflect on their teaching effectiveness and student progress.

In conclusion, teaching speaking is aimed at teaching students how to speak English as a foreign language, and then enabling them to produce new language accurately. Educators must guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, a teacher's role is no longer primarily to correct, but to encourage students to practice speaking the target language. Meanwhile, teachers should encourage students to produce sounds through repeating and imitating the teacher. Finally, students are required to get used to practicing oral language.

## **2.4 Teaching English Speaking in Thai Context**

Significant attempts have been made for the reform of the English language curriculum in Thailand. However, Thai students' English performance does not meet the standards required. As mentioned by Foley (2005), lack of proper curricula, dry teaching styles that overly focus on grammatical details, quality of learning media, inappropriate

texts, and testing and evaluation are the barriers to success in English language teaching in Thailand.

English in Thailand is taught as a foreign language. Exposure to English is somewhat limited because it is not a primary language. Moreover, the majority of English teachers in all levels of education are Thais who are largely unqualified as teachers (Yunibandhu, 2004). Then, these two approaches were changed to correspond with the academic purposes and national educational reformation. In this case, educators and language teachers have sought and experimented with several teaching approaches to help students learn language more effectively, such as: task-based instruction, content-based approach and communicative language teaching (CLT). In the perspectives of teachers, educators and curriculum planners, CLT is preferable and might be an effective teaching approach as evidenced by a number of studies conducted in Western countries (Ellis, 2003; Fotos, 2002; Saengboon, 2004; Snow, 2005).

CLT has recently been promoted to meet English curriculum reforms that include revising teaching materials and improving teaching facilities for the attainment of communicative goals. However, Bilasha and Kwangsawad (2004) mention that in Thailand it is deemed that CLT often fails to create sufficient opportunities for genuine interaction in the language classroom. This is because most Thai teachers are unfamiliar with the aural-oral method of CLT. They emphasize grammatical competence and provide students with pattern drills and rote memorization of isolated sentences, creating incorrect language forms and limiting authentic speaking activities (Saengboon, 2004).

Interaction in the language classroom is mostly teacher-dominated, and students are called upon primarily to provide factual responses, which is not genuine and

authentic. This critical issue is illustrated by teachers who do not understand how to design speaking activities during practice and production. Furthermore, the teachers had difficulty in selecting materials and activities that would match the students' speaking ability and content (Kanoksilapatham, 2007).

The findings of these studies suggest that, to help Thai EFL teachers successfully adopt the debate technique in their classroom, they must understand a number of key supports for debate technique in their classrooms. Of course, it requires time to prepare materials for debate activities. Moreover, teachers should be able to connect the topics in the materials to what students have already learned in terms of their language skills, personal lives and real world situations. Therefore, Thai teachers should take responsibility for anticipating problems and devising strategies to help their students.

### **3. Perception**

Perceptions differ from person to person and the concept has been defined variously by many theorists. The following are some experts' conceptions of perception on which the current study is based.

Perception can be defined from physical, psychological and physiological perspectives. Perception as defined from a psychological viewpoint refers to the process of selecting, organizing and interpreting input from receptors. Through perception, the inner capacity of a person, including their attitudes, feelings and points of view can be determined (Baron-Cohen, 1995). Perception can also be described as a process that

involves people organizing and interpreting their sensory impressions with the aim of giving meaning to their environment (Robbins, 2005).

According to Rundell (2007), perception refers to “a particular way of understanding or thinking about something, the ability to notice something by seeing, hearing, smelling, etc. and the ability to understand and make a good judgment about something”. Moreover, perception refers to “an idea, belief, or an image that you have as a result of how you see or understand something” (Hornby, 2005). From Pajares’s (1992) point of view, the word ‘belief’ bears close relation to the word ‘perception’ and can be used interchangeably (Moloi, 2009) and Pudi (2009) analyzed the basic assumptions of the perceptual tradition proposed by many educators and came to the conclusion that the word ‘perception’ is synonymous with the word ‘attitude.’ According to Jaliah (2010), perception refers to “someone understanding, belief, feeling about persons, situations and events as his/her learning experience which will be the major determiner of the stimuli to which he/she responds.” Jaliah concludes that perception refers to someone’s opinions about something. In the present research, perceptions are defined as a combination of beliefs and opinions which, in terms of the study, reflect how students see, feel about or understand the use of the debate technique.

Wan Yu (2010) studied students’ perceptions of the English Village Program at the Fong Shan Elementary School in Kaohsiung County, Taiwan. The research employed both quantitative and qualitative methods. The instruments included a student questionnaire, student interviews, classroom observation, and teacher interviews. The results revealed that the themed classrooms with communicative activities, the native English-speaking teacher’s instructional styles, and the communicative language teaching

approach motivated students to study English. Students had positive attitudes towards communicative activities used in the classroom and also had highly positive motivation developments.

Troudi (2006) studied the change in perceptions and attitudes towards learning English in a Malaysian college. The study focused on investigating changes in attitudes towards learning English. The instruments used in the study were weekly student journals and student interviews. The results revealed a change in students' attitudes from the time they were in secondary school until the time they studied in college. Students had more positive attitudes when they studied at college because of the environment that encouraged them to use English for communication and learning.

According to the findings in the literature reviewed above, the perception of students is an important aspect in measuring their responses to studying debate technique. Positive perceptions from students is a critical aspect in the success and effectiveness of classroom lessons; without student engagement due to a belief in the value and validity of their studies, improvement in speaking ability is much more difficult to achieve. Positive perceptions from students help to ensure that they will mentally respond to the stimuli they are presented. Therefore, gathering students' perceptions has been included in this study because it's an important facet of learning debate technique that had not been studied in past research.

## Conclusion

Through a review of past literature on the application of debate technique to the classroom, it was established how it should be implemented and studied in this research. ISDC regulations were adopted, with its format and rules utilized for the debate lessons undertaken in this study. Through review of research into speaking ability and its various components and mechanisms, it was determined how students' improvement in speaking ability should be evaluated and assessed. Finally, past research on the importance of perception led the researcher to conclude that it should be studied in this research through qualitative methods to fill in the research gap concerning students' perceptions regarding debate technique.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The main objectives of the study were to investigate the effectiveness of using the debate technique in developing English speaking abilities of tenth grade students and to explore their perceptions towards the debate technique. This chapter discusses the research methodology including the research design, data, research site, research instrumentation, data collection and data analysis.

#### **1. Research Design**

This research was an experimental study that utilizes both quantitative and qualitative methodologies. The quantitative approach was used in the evaluation of speaking ability through the scores of a pre-test and post-test. The qualitative approach was used in the evaluation of the students' perception toward the implementation of the debate technique in teaching English language speaking.

#### **2. Data**

The data collected in this study consisted of the scores of the students' English speaking in pre-test and post-test, and their perception questionnaire.

### **3. Research Site**

Bodindecha (Sing Singhaseni) School is a Thai high school. It houses students from grade 7 through 12. The number of grade ten students is approximately 600. The school has long been regarded as one of the best high schools in Thailand and attracts students from all over the country. Admission to the school is mainly achieved through examinations which are highly competitive; over 1,350 students applied for 700 available seats in the 2014 academic year. Bodindecha (Sing Singhaseni) School provides all courses under the Ministry of Education curriculum for students. The English subjects provided for students include Fundamental English, Critical English Reading, English for Communication, and English for Listening and Speaking. However, some students encounter limitations in speaking English. Thus, the researcher chose to investigate whether the use of the debate technique in the English for Communication 1 (E 31201) course could develop the tenth grade students' speaking ability.

### **4. Research Instrumentation**

#### **4.1 Debate Technique Lesson Plan**

The researcher studied and analyzed the primary basic education core curriculum which contains the objectives, content, grammar and structure. The lesson plans were designed exactly according to the textbooks (Super Goal). The researcher designed lesson plans and they were checked by professional educators, including teachers of English, native English teachers and researchers. The lesson plans were based on the debate technique. There were 18 lesson plans provided for 18 periods. Lesson plans 1 to 10 focused on general information of debate, such as debate format, terms of debate, debate

structure and debate material. Lesson plans 11 to 18 were planned as a debate tournament in the classroom with different motions.

#### **4.2 English Speaking Test**

The English speaking tests were designed and administered by the researcher, an experienced English teacher and a native teacher in the school. The two tests consisted of 4 categories; each category had 5 questions, with 20 interview questions in total. Students chose only 2 categories to answer. The tests were based on the high school English curriculum of grade ten students. The speaking tests were on the topics of personal information and family, school, free-time and entertainment, and science and technology. The content of the pre-test and post-test was the same. The teacher called each student individually for questions and answers lasting for twenty minutes. The scores of the pre-test and the post-test were converted into mean scores. This conversion helped to evaluate the step by step progress of the students' abilities to use the target language. Forty-six students were tested on the pre-test before employing the debate technique. After that, all of the students followed the 18 lesson plans. The post-test was given after the end of the experiment. The researcher recorded the answers while the students were interviewed and the answers were evaluated with two other English teachers.

#### **4.3 Construction of the Pre-Test and Post-Test of Speaking Ability**

Steps for designing the pre-test and post-test of speaking ability were as follows: first, the researcher studied and analyzed the curriculum, content and objectives in order to conduct a speaking test. The second stage was identifying the principles of designing speaking tests. The following step was studying and selecting the content focusing on the level of difficulty based on the curriculum. The researcher had three specialists check the

content validity of the test and the researcher calculated the index of the correlation of all items using Item Objective Congruence (IOC). After the pilot stage, the test was revised. The pilot group comprised grade ten students who were not going to be participants in the final study. The practicality of the test was a central purpose of this stage.

#### **4.4 English Speaking Assessment and Evaluation Criteria**

Assessment and evaluation in speaking competence was analyzed based on the concept adapted from Brown and Hudson (2002), and the criteria of assessment were adapted from Reunyoot (2010). These included fluency, grammar, vocabulary, pronunciation, and manners. In this research, the pre-test and post-test scores were assessed by three raters including an experienced teacher, a native teacher and the researcher. After the construction of the test, the researcher held a meeting with the other two raters to classify and discuss the rubrics. In addition, the rubrics were tried out to ensure their practicality.

#### **4.5 Students' Perception Questionnaire**

The questionnaire expressed students' perceptions towards learning English through debate technique. The students answered the three open-ended questions addressing their perceptions and gave plausible explanations regarding their experience learning through debate technique in English speaking class.

### **5. Data Collection Procedure**

Data collection took place during the pre-test and post-test. The scores were collected, compared and analyzed. The data was collected through the following steps.

### **5.1 Pre-test**

The teacher and the native teacher used the test of speaking ability to interview each participant face to face. The researcher and the native teacher assessed the students' speaking ability based on a rubric. During the interview, each student chose and answered 10 out of 20 questions in 4 categories. The interview lasted approximately 20 minutes. The students' scores were collected as data to study their abilities to use the target language.

### **5.2 Post-test**

The teacher and the native teacher applied the same assessment procedures by interviewing each participant with the same questions as in the pre-test.

### **5.3 Students' Perception Questionnaire**

The researcher used questionnaires with 3 open-ended questions which were both in English and in Thai in order to gather information for analysis. The researcher gave questionnaires to the students and asked them to answer them after the task. Finally, the data was analyzed.

## **6. Data Analysis**

### **6.1 Speaking Scores**

The data was analyzed to answer the questions in the study. It was analyzed based on students' speaking ability. The scores on speaking ability tests gained from the pre-test and post-test were converted into mean scores and Standard Deviation (S.D.). The first step of the data analysis process involved determining the mean and standard deviation of each pre-test and post-test score. In this research, a dependent T-test was used to compare the scores via SPSS to check if there was any significant difference.

### **6.2. Students' Perception Questionnaire**

All students were asked to respond to questions in the open-ended questionnaire. The responses were labeled and grouped to yield themes of perception. Analysis of perceptual data gathered from the questionnaires was conducted via open coding methods (Strauss & Corbin, 1990).

## **CHAPTER IV**

### **FINDINGS**

The main objectives of the study were to investigate the effectiveness of using the debate technique in developing English speaking ability for grade ten students and to explore the students' perceptions towards that debate technique. The participants of the study comprised 46 grade ten students at Bodindecha (Sing Singhaseni) School, Bangkok. The major data element from this study was obtained from pre- and post- English speaking tests plus questionnaires which were answered by the participants. The research findings were then presented according to two main objectives and research questions.

Objective 1: To investigate the effectiveness of using the debate technique in developing English speaking ability.

Research Question: To what extent does the debate technique develop students' English speaking ability?

This question was approached through the comparison of the pre- and post- English speaking tests. The pre-test and post-test speaking tests were assessed by three raters, and the average scores were then calculated statistically.

The mean scores and SD of pre-tests and post-tests were compared by using a dependent t-test. As shown in Table 1, the three raters' mean scores of the post-test were higher than those of the pre-test. In this research, a dependent T-test was used to compare the scores using SPSS to check whether the differences were statistically significant.

Table 1 A comparison of the mean scores on pre-test and post-test

| <b>English Speaking Ability</b> | <b>N</b> | <b>Score</b> | <b>X</b> | <b>S.D.</b> | <b>T</b> |
|---------------------------------|----------|--------------|----------|-------------|----------|
| Pre-test                        | 46       | 15           | 10.20    | 0.77        |          |
|                                 |          |              |          |             | -19.746  |
| Post-test                       | 46       | 15           | 11.7     | 0.53        |          |

As illustrated in Table 1, the English speaking ability of grade ten students was significantly higher after learning through the debate technique, significant at the .05 level. The participants had significantly higher mean scores on the post-test ( $M = 11.7$ ,  $SD = 0.53$ ) than the pre-test ( $M = 10.2$ ,  $SD = 0.77$ ).

Objective 2: To explore the students' perceptions towards debate technique learning in the classroom.

Research Question: What are students' perceptions towards the use of debate technique learning in the classroom?

The question was answered by students' responses gained from the questionnaire. The 3 open-ended questions were in both English and Thai to assure accurate information for analysis. The researcher invited the students to answer the questionnaires at the completion of the experiment. Results were analyzed using the open coding method (Strauss and Corbin, 1990) to identify key concepts based on three questions in the questionnaire. The concepts comprised knowledge gained from studying debate, perceptions of the students after studying debate, comments on the use of debate technique in high school, and any concerns with debate.

## 1. Knowledge gained through debate participation

From the responses to the questionnaires, three sub-themes emerged, which included vocabulary acquisition, improved communication skills and the development of critical thinking. Students believed that their vocabularies had grown due to practicing debate. They were exposed to and utilized many words they had not known before. Many of these words will likely remain in their lexicon permanently as a result of studying debate technique. Secondly, students felt their communicative abilities had increased thanks to the debate lessons. The activities rewarded them for fluency. They often had to respond quickly to their adversaries, so their usage of incidental language and their ability to produce English quickly improved. Finally, students thought their critical thinking skills had improved as well. The topics were such that students had to think about them from many angles and in depth. These three themes showed the wide range of knowledge that students gained through debate lessons. The details are presented below:

### 1.1 Vocabulary acquisition

Most of the students believed they had improved their vocabulary as a result of participating in debate. The activities forced them to find and learn words with which they were previously unfamiliar. Taking part in debate also provided them with opportunities that greatly developed their skills when they had to discuss topics they had never discussed before in the English language. As student A said:

*I never studied the topics before in my classes. We learned a lot of new words because we studied new topics and ideas. I think my vocabulary is better now.*

The aforementioned competitive nature of debate also contributed to their motivation in acquiring new words, as some felt that being able to debate the topic using a greater vocabulary could help them perform better than their opponents. They sometimes encountered words they had never studied before, and debate forced them to overcome this problem. As student B stated:

*I thought that debate was very useful to me. I wanted to know more words than my opponents so I studied words which I knew they would not know. Because of debate I know words I would not know otherwise.*

### **1.2 Improved communication skills**

The communication skills of students were perceived to have improved, as students spent a lot of time listening, speaking, and discussing strategy with their teammates. Listening to their opponents was very important, as accurately understanding the nuances in addition to the main idea of their arguments was essential to giving an effective rebuttal. Student C said:

*I had to listen closely to the other team when they were speaking. Then I could understand their argument and change my speech to defend them.*

Speaking skills were also believed to have improved because having to deliver appropriate English speeches is a skill that most of the students had not previously developed. Thus, being engaged in speaking during the lessons improved their communication skills greatly. As student D wrote:

*I don't speak a lot in my English classes. We study grammar. Maybe I speak a little bit of English only. In debate I speak a lot, and my speaking was longer. Not only have a few words like normally.*

In addition, arguing with opponents enabled students to improve both listening and speaking skills. As student B mentioned:

*I had a lot of time to practice speaking in English. I had to speak in the debate in front of my class and argue with the other team, so I practiced a lot so I could give a good speech and speak well so everyone could understand me. I spoke in English a lot.*

Finally, discussing strategies with their teammates also provided opportunity to improve communication skills. Students had to coordinate their speeches to ensure logical flow and to prevent overlap in arguments. They discussed the topic together, generated ideas for their speeches, and considered how they could defend the possible strategies of their opponents. Student F explained:

*We had to talk about our topics a lot in my team. We talked about why we agreed or disagreed with it. And what the other team could say and how we can defend it. That helped me to make my speech. We couldn't say the same things in our speeches. So we had to have a plan for each person.*

### **1.3 Development of critical thinking skills**

Many students mentioned that learning through debate was a welcome and interesting alternative to more traditional types of lessons. The opportunity to verbally spar with their classmates pushed their thinking patterns and forced them to articulate

more complex ideas and debate their positions in the English language. As student G mentioned in a response:

*The other team had strong arguments. I had to think a lot about how I could argue against them. The topics sometimes were complicated. I had to think about and express difficult ideas in English in my speeches.*

Many of the motions were related to topical issues in contemporary culture, and thus engaged the students' minds and challenged them to think of the best way to express the full breadth of their opinions. As student E explained:

*The motions we debated interested me and sometimes I hear people talking about them. They were important topics for many people, and so they made me want to think about the best way to debate them for my team.*

In doing this, students had to think critically to find effective strategies to defeat the position of the opposing team. For example, student "I" perceived it as follows:

*It was sometimes hard to talk about them because my English is not perfect. I thought about what I wanted to say, and how I can say it in English. I learned a lot because of debate.*

## **2. Perceptions of students towards learning through debate**

According to student responses to question 2 of the questionnaire, most of the comments fell into three categories which included motivating students through competition and teamwork, positive thoughts and a good opportunity to do research.

## 2.1 Motivating students through competition and teamwork

Students in general expressed little worry about the competitive nature of debate, and did not see it as a detriment to their learning. There were some concerns prior to the beginning of the lessons that required students to argue about topics. This made some students uncomfortable or caused them to withdraw from the activity. However, being part of a team assigned with the task of competing against another team using the English language was generally seen as fun, and for the most part they felt it increased their motivation to both learn and take part in the activities. As student J wrote:

*I liked working against the other team. My team wanted to win so it meant we all had to work hard to do it. It was fun and it made us a team.*

This motivational effect of trying to win the debate was confirmed by many other students. Five students seemed to enjoy working with their teams. For example, student K stated:

*We worked together and helped each other to improve our speeches and ideas. I liked working with my team. I was proud when we won the debate.*

Some students mentioned enjoying the challenge of working both individually on their own speeches and together with their teammates towards a common goal. As student L wrote:

*If I want to speak well, I have to be well prepared and really research the topic.  
If I do this I know I can help my team to win. This is good because it makes me study more and practice more and winning feels good*

Most students had overall positive feelings about learning debate. It required them to speak in front of their classmates in English, and for the most part they found the experience to be good and they felt happy about learning in this manner. As student J said:

*I liked speaking in the debates and I liked being able to argue and make jokes. It was different from our regular lessons. I learned a lot and I had a lot of practice speaking. The debate lessons were very fun and exciting.*

In short, motivation improved as a result of debate.

## **2.2 Good opportunity to do research**

Most students felt pleased that they were able to improve both research and speaking skills. They found the process of researching and thinking about a motion and then speaking about it to be rewarding. Having to quickly find evidence to support and defend their positions was a new skill that some students learned. In response to the questionnaire, student N wrote:

*To speak well in the debate, I had to research my motion very quickly, and find good evidence and opinions to speak about. I tried to research the motion so I could have strong ideas to help me speak well.*

Generally, the students found the challenging nature of debates to be a welcome change from their regular English conversation classes. They explicitly stated that they were willing to work with additional effort to prepare their speeches, and to speak in front of their classmates for the purpose of achieving the desired results. Being able to participate left them with positive feelings. As student K explained:

*I didn't mind doing the work. I felt good when I understood it. I enjoyed debating with my friends, and I had good time thinking about our team strategy together. Debate was difficult but I really liked it.*

Debate gave students the chance to do research by themselves before each debate. It can be concluded that the three predominant themes were that students enjoyed being part of a team assigned with the task of competing against another team; valued the learning experience; and appreciated the opportunity to develop their research skills. That is to say, debate impressed upon students the importance of developing their positions.

### **3. Comments and suggestions on the use of debate technique in high schools**

Analysis of student thoughts about the prospect of debate being taught regularly in high school classrooms yielded two main categories of response, including adding debate as an elective course in high school curriculums, and using appropriate motions.

#### **3.1 Adding debate as an elective course in high school curriculums**

The respondents believed that debate should be taught to high school students. They stated that debate was very useful as a learning tool to improve their English. The way they were engaged in debate enabled them to improve their speaking and listening skills. In addition to being helpful for their language skills, they also found it fun and enjoyable. As student P elaborated:

*After learning debate, I think it is very fun and it made me have more self-confidence and we all have more knowledge because we shared our opinions together. I feel well because it's the best way that we can improve our English, and also improve what we think when we must argue with the opposite side.*

Moreover, some students felt that debate should be included in the school curriculum because it was effective in helping them develop a wide range of English skills. Listening to different points of view, both for and against a particular motion, was beneficial to them. Practicing their speaking also helped them to develop more confidence. Because of these benefits, many of the students expressed that they wished they had studied debate before, and could study it continuously through the upper levels of high school. As student Q wrote:

*I think it's very good. Why didn't we study it before? I learned a lot and had a lot of practice speaking in English. We should study it in our classes.*

In summation, the data gathered for objective 2 from the questionnaire suggested that many of the students involved wished they had learned debate before, and would support its inclusion in the high school curriculum. Therefore, student comments suggest that debate should be integrated as an elective course for students to choose.

### **3.2 Using appropriate motions**

Many of the students liked the motions and the opportunity they were provided to learn, study and use the English language. They felt challenged, and were keen to participate in the debate process. The cultural and modern relevance of the topics made the debates interesting and worthwhile for them. As student R said:

*The motions were interesting. I heard about them in the news sometimes. I think it's better to study good topics like that in English class.*

However, the main criticism they mentioned was the difficulty of the motions. Thus, it might be worth considering whether easier motions should be used to make students more comfortable and increase the benefits to their English language abilities. As student S wrote:

*I liked the easier motions. I think they were better because I could practice my speaking more easily. The motions should be easy so it's not too difficult for us.*

#### **4. Some concerns with debate**

The majority of students expressed similarly positive thoughts. Nevertheless, a small amount of disagreement was raised. Some students felt that the debate style contrasted with the Thai cultural style of cooperation when learning, while others felt that the debate process was too time-consuming.

##### **4.1 The patterns of debate and students' experience**

In a collectivist culture such as Thailand, students get used to a competition free environment where confrontation is avoided in favor of more interpersonally supportive behavior. Because of this, some students were made uncomfortable by an environment where they were forced into battle with their classmates. As student T stated:

*I was scared and uncomfortable in the beginning because my friends fought with me. I didn't want to argue and I was shy to fight with everybody.*

This may have slightly diminished some of the beneficial motivating effects of the competition, as the atmosphere was less conducive to students who were not accustomed to learning in that manner. A few students did express concern that their classmates were forced to argue with them, and that it may have hurt their experience. As student U commented:

*I do not like arguing with people and I think debate stopped me learning as much English because people would argue with me and not help me.*

Although some students had no problem with the competition, others mentioned that they'd prefer a more relaxed learning environment free from competition where students weren't trying to win at the expense of their friends, which is more similar to how Thai classrooms generally operate. As student T wrote:

*I think it is better when people help each other. I like to learn when I can help my friends. I like our normal classes better.*

For students accustomed to learning in classrooms where competition is avoided and students are supportive of each other, it may be a difficult transition to be required to argue and compete with their friends.

#### **4.2 Time consuming nature of debate detracted from the lessons**

A few students also felt they did not acquire as much vocabulary as they would have liked because they felt they did not have enough time to learn new words given that they spent all their allotted preparation time writing their speeches. As student S wrote:

*Debate was very difficult and I had to spend my time practicing my speech and writing my speech I did not have enough time to learn more new words like some in my class.*

A few of the students found the lessons to be difficult as a result of the debate format being too stressful and unfamiliar, which resulted in it being too time consuming. They believed that if they had studied debate before in earlier years in school, it would have been easier and taken less time. As student W complained:

*I think debate takes too long to study now. If I had learnt debate before it would be easier but now it is a lot to do. I think just conversation is better.*

The communication skills and acquisition of new vocabulary of these students may have benefited from a slower pace or alternate activities that would allow them more time to think about what they were going to say. However, the pace of debate did not allow this. Instead, students were provided with only a few minutes to plan their speeches after being introduced to the motion. As student X wrote:

*I didn't have enough time to get ready. It was very stressful. The teacher gave me the topic and I had to prepare in only 4 minutes. It was too short and I wasn't ready when it was my turn to speak.*

Nonetheless, this perception was only seen in a small number of student questionnaires. The consensus among most students was that their fluency and vocabulary in the English language benefitted from debate.

## Conclusion

The findings of this study show strong support for the use of debate in the classroom. Students' English speaking ability, as evaluated and presented via three raters, was found to improve after the pre- and post-tests. Score improvement was statistically significant as measured by a dependent t-test. This shows that teaching debate technique was effective at improving the English skills of students. Furthermore, student responses to questionnaires showed their perception of debate technique to be mainly positive. They believed it improved their skills and was an overall enjoyable experience. Students enjoyed the teamwork, researching the motions and debating against their classmates. The majority of students also believed that the lessons improved their speaking and critical thinking skills in English. A strongly positive perception towards the lessons is important in keeping students engaged and to ensure they achieve the full benefits of the activities. Therefore, in conclusion, both objectives were well met by the measurement tools of the research, and showed positive results for the use of debate technique in the classroom. However, a few students showed some concern that should be considered when planning or revising a school curriculum to include debate as part of English teaching in high school.

## **CHAPTER V**

### **CONCLUSION AND DISCUSSION**

This study examined the effectiveness of the debate technique on the English speaking ability of grade ten students at Bodindecha (Sing Singhaseni) School, and explored students' perceptions towards learning through the debate technique within the classroom. This chapter summarizes the main findings of the study, discusses its possible implications and limitations for educators, and suggests potential opportunities for further research.

#### **Summary of the Research**

The objective of this study was:

- 1) To investigate the effectiveness of using the debate technique in developing English speaking abilities.
- 2) To explore students' perceptions towards the debate technique learning within the classroom context.

Participants were selected using purposive sampling, and included 46 grade ten students during the first semester of the 2014 academic year. All participants completed a pre-test, post-test, and open-ended questionnaire to measure their improvement in the English language, and their perception of the effectiveness of the teaching lessons. Each lesson was 50 minutes long, and they took place twice per week during the 10 week study.

The pre-test was completed during the first week of the study. It included 10 interview questions that were posed to each participant individually in English. Based on the quality of their responses, they were assessed by the 3 interviewers on their English ability and were given scores across a spectrum of skills such as fluency and pronunciation. After gathering assessment data on their pre-tests, the students embarked upon learning through the debate technique as laid out in the debate technique lesson plans. This involved 18 lessons in 10 weeks that taught students about debate and provided activities where they would practice debate and improve their skills. The last lesson included a formal debate amongst members of the class. Following the lessons, students completed the post-test, which had the same interview questions as the pre-test, as well as the student questionnaire to measure their perceptions. Data from the pre-test and post-test were analyzed with a dependent t-test to test for statistically significant difference in their means and standard deviations. Data from the open-ended perception questionnaire was analyzed using open coding to determine key themes and concepts in student responses.

### **Summary of the Main Findings**

Students' English speaking was measured and assessed by 3 interviewers who scored the students across a spectrum of abilities. Post-test scores ( $M=11.7$ ) were higher than pre-test scores ( $M=10.2$ ) and were statistically significant at the .05 level, as tested in a dependent t-test, which demonstrated that mean scores improved as a result of the debate technique method of teaching. The focus of the teaching methods included not only opportunity to practice and improve English speaking skills, but also critical

thinking, academic skills such as researching, and growth in mental and emotional maturity as made possible by an increase in students' self-confidence.

In addition to speaking development evident in improved scores, there were other clear and positive effects of the use of debate technique in the classroom. Students were active and engaged throughout the whole process, demonstrated positive standards of behavior, and used a good amount of natural and incidental English in the course of the debates, where the entirety of their communication was based in English. Students were not only satisfied with the lessons but also motivated by the competitive debate process, which they considered to be both challenging and enjoyable. They reportedly felt a sense of accomplishment when they debated well for their teams. Due to their appreciation of the lessons, students became motivated to study English further, particularly in regards to more in-depth and functional elements of the language.

## **Discussion**

This section elaborates further on the effectiveness of using the debate technique on students' English speaking ability, as well as students' perceptions towards the lessons as evidenced in the open-ended questionnaires. It focuses on the answers to both research questions, including demonstrated improvement in ability as measured in the pre-test and post-test data, and students' perceptions towards the experience. The main points of discussion include:

- 1) Development of students' speaking and listening abilities
- 2) Critical thinking

3) Research abilities

4) Students' perceptions

## **1. Development in Speaking & Listening**

The results of the data showed that measurable English speaking ability improved to a statistically significant degree across five rubrics: vocabulary, pronunciation, grammar, manner and fluency. Perception questionnaires also indicated that when students began to practice and use debate in classroom activities, they were initially shy and showed a lack of confidence in their abilities. They usually read from a script they had written prior to their speech, and showed little inclination towards the usage of natural and incidental English. However, with repeated exposure to speaking in a debate format in front of their classmates, students developed confidence in their English speaking abilities. Their speeches and debate participation showed more signs of fluency. Speaking patterns became more natural, and relied less on scripts and more on students' thoughts and incidental speech. This resulted in more fluent speaking being displayed and felt by students.

Students also showed signs of having fuller and richer vocabularies at the end of learning through the debate technique. They had been exposed to motions and topics they had not studied before. Through this process, they needed to understand vocabulary in greater depth, so they learned words quickly so that they could argue successfully for their teams. This improvement was apparent in test results. In other words, they showed the benefits of being motivated to quickly understand new ideas and concepts. To understand the motions and argue successfully, they had to quickly comprehend new

vocabulary. The students who could most effectively use appropriate and higher-level English vocabulary gained a clear advantage in the debates. As a result, students were self-motivated to rapidly learn new words, and practice implementing them into their arguments. Results of the perception questionnaire also confirmed that students felt a growth in their vocabularies during the debate lessons on account of being exposed to a lot of new words and concepts relating to the motions being debated.

The vocabulary acquired during the debates seemed particularly functional, as students learned new words and began to use them for an immediate purpose. Because of this, it appeared that students' understanding of the words was much fuller and more practical, and thus would likely be retained much longer than vocabulary learned but lacking any immediate application. Therefore, it was very likely that students were not only acquiring new vocabulary words at a faster rate, but were also showing greater comprehension of the words due to their need to use them to understand possible strategies and lines of argument, and to insert them into their speeches.

Results were much the same in regards to pronunciation. Students wanted to be understood, and quickly learned how to pronounce the new words they were learning so they could speak them properly when they gave their speeches. While practicing, their classmates and teacher had a chance to correct them if they mispronounced something. Debate provided students with proper motivation and opportunity to make good improvements to their pronunciation, which was evident over the course of their study.

Students' grammar also showed signs of improvement. It needed to be correct when they spoke, and they were thus motivated to get it right so as to represent their team successfully. Students worked hard on their speeches, correcting the grammar and

making improvements to their spoken English to ensure better results, and showed a strong awareness of a need for grammatical accuracy. They were motivated to take grammar previously learned in standard lessons and utilize it correctly when speaking. When they were interviewed in the post-tests, these improvements were apparent.

Appropriate manner was important during debate; an important aspect of their speeches was their intonation, gestures, and body language, which helped them to convince their classmates of the inherent verity in the content of their speeches. Part of successful debate involves persuasion, which is heavily dependent on body language and mannerisms. Therefore, students quickly learned to display confidence and add suitable gestures to strengthen their message. Their development in manner proved to be quantifiable, and increased during the study.

Finally, students had to listen carefully to the arguments of their opponents so as to be ready to deliver an effective and logical rebuttal, and thus they had a lot of good practice listening. In many ways, the competitive nature of debate became a motivational tool that pushed students to improve their English skills, as was previously noted in the research of Ryan (1995). Students also had to quickly become familiar with new concepts and language, as was noted in the earlier research of Carr (1999). Debate lessons encouraged students to be more comfortable speaking English and listening carefully to the speaking of their teammates and opponents.

## 2. Critical Thinking

Students reported that participation in the debate technique lessons was helpful in developing their critical thinking. The motions required some critical thought in order to discuss and argue effectively. Some of the issues were complicated, and students had to not only think about the best way to discuss their own positions, but also what tactics and strategies their opponents were likely to utilize, and how they could counter them. Students showed marked improvement over the course of the lessons in their level of comfort in discussing issues demanding more complex thought.

The motions they were asked to debate were somewhat difficult for some of them, and therefore they were forced to think critically about the main points they wanted to make in their speeches, as well as how to defend them with solid evidence and clear reasoning. In addition, debate required them to think about the arguments of their opponents, and attempt to foresee how they might argue against them. Thinking about all sides of an issue using multiple vantage points allowed some of the students to excel during the lessons and to deliver effective speeches. In many cases they had to think about these things quickly during the middle of the debate so that they could deliver a rebuttal, which was particularly challenging, but a good opportunity to improve their thinking skills. Students also had the opportunity to hear the speeches of their classmates, and evaluate whether their arguments were effective, relevant and contained sound and valid logic. With repeated practice, many students showed improvement in their critical thinking, and the results of the questionnaire showed perceptual evidence of this improvement also, which is consistent with the previous research of Allen, Hunt, Berkowitz and Loudon (1999) and that of Bellon (2000).

### 3. Research Abilities

As part of their debate assignments, students were given the task of researching their topics as homework and coming to class with an outline of what they wanted to debate. The motions used when practicing the debate technique in class required students to research their topics and gather a lot of information to help them prepare their speeches. Students needed strong evidence to support their positions, and thus had to do research quickly to help them acquire it. Integrating this research cogently into their speeches was a skill they developed over the course of their lessons. They pulled information from a large variety of sources as a means of providing supporting evidence and defending their points of view so that they could more intelligently argue with their opponents in the debate.

Due to the specific nature of the motions, and the fact that they were planning to use the research to help write their speeches, most students were conducting their research in English. This allowed students to be exposed to new sources of information they may not have seen before, and to experience researching topics in the language they were studying, rather than researching in their native language and then translating it into English.

As a result of the necessity of strong research in planning their speeches, it was not surprising that many students reported in their open-ended questionnaires that they felt they had improved their researching skills as a result of learning debate. They reported that in searching for good quality information, writing an outline, practicing speaking, and thinking about what arguments opponents might utilize so that they could rebut them, their skills had grown. This confirms earlier research by Duansamosorn

(2001), who concluded from her research that organizational skills are important components of learning debate. Research skills are highly transferrable to other academic disciplines, as was noted in the research of Goodin (1991). Thus, improvements in these skills are undeniably valuable to students.

#### **4. Summary of Students' Perceptions towards Debate Technique**

In conclusion, data gathered from students' questionnaires seemed to validate a large amount of previous research on the topic. Students generally enjoyed the activities and felt that they were beneficial to them and developed their skills in many different areas of intellectual and personal development. They also believed that debate should be included in the school curriculum due to its validity as a teaching method. Inclusion into the curriculum could help students to develop their reading, speaking, listening, critical thinking, researching and interpersonal skills. In particular, repeated practice in debate helped students' speaking skills and helped grow their confidence in speaking in front of their classmates and teachers.

Despite the difficulty some students reported in discussing difficult and complex motions in a foreign language, most of the class reported a positive perception in regards to the lessons, and that they believed it could help them to think critically in their academic and future professional lives. However, results and students' perceptions could have been high due to the participants being from a gifted class. In other classes, problems and drawbacks could be amplified, and students may have a harder time adjusting to the lessons, in which case it may be that debate lessons are only suitable for gifted students. But nerves and shyness in speaking in a foreign language can be greatly

alleviated by activities which promote its use, and all students will likely grow in confidence with added practice speaking and listening.

## **Limitations**

Despite the success of the debate lessons in improving students' English skills, further research is needed to gather a more complete picture of its effects in various educational situations. Firstly, the debate technique in this study was taught to students in a gifted class in grade 10 of high school, and consequently it is unclear to what extent the same results would be seen in students in other grade levels, or in classes with alternate levels of proficiency. It is possible that students who are weak in English may be overwhelmed by the debate technique, and not capable of participating to an extent where they would see its benefits. Thus, further testing is needed with other classes of students to determine whether the same positive effects could be measured.

Furthermore, the lessons lasted only 20 periods, and as a consequence was a rather short study. Results may have differed if the study was longer, and had continued for a full school year or more. A more comprehensive and extended study would likely give a clearer picture of the effects of learning debate in the classroom. In addition, sampling for this study was purposive, with gifted students being selected to participate. Random sampling of students, with a control group for comparison, would be needed for truly conclusive results.

## **Recommendations for Further Research**

Recommendations for further studies are as follows:

1. Interested researchers should test debate on students in other grade levels, or in students with different abilities prior to the outset of the study. Random sampling should be used to determine which students should participate. This could shed further light on the appropriateness of its potential inclusion into school curriculums.
2. Interested researchers should test results when using different debate formats, such as longer speeches, longer rebuttals, and motions that are easier or more formal and high-level. Easier motions may reduce student stress and difficulty, while more formal practice and motions could prepare students to debate competitively in national or international debates, and improve the quality of discourse.
3. A longer term of research using debate technique should be studied to attain more in-depth results. Students should study for a full year, or over the full course of their high school years. This would allow students' perceptions to gradually change over time, or for them to provide better insight into their experiences.

## **Recommendations for Practice**

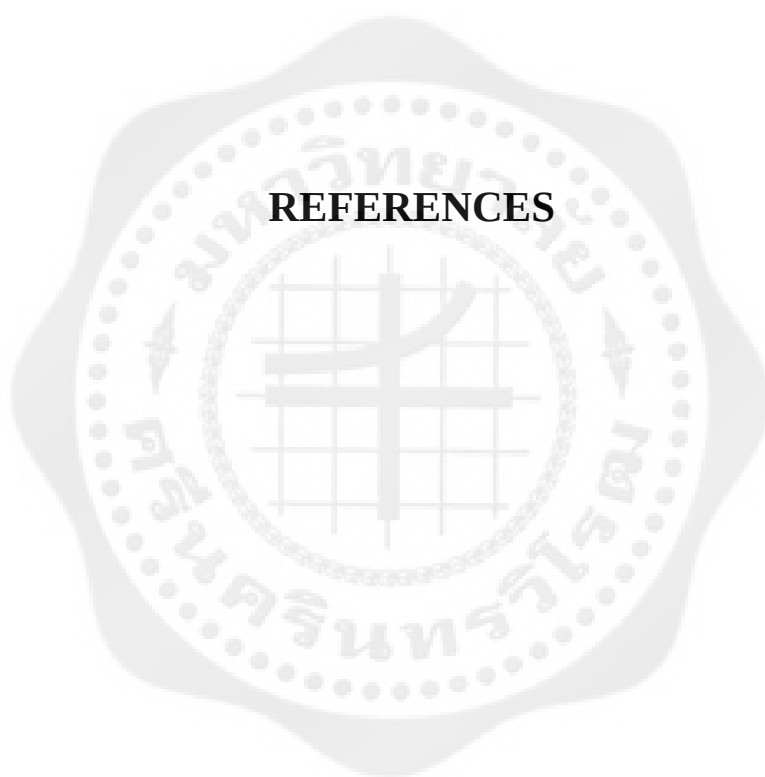
1. Use appropriate motions. They should be difficult enough that the students are challenged and presented with new vocabulary and concepts to learn, but not so much that students are overwhelmed and spending all their time learning words and trying to understand the topic.
2. Introduce debate in lower grade levels. By teaching students the format and concept of debate while in the lower years of high school, and allowing them to try simple

debates, it will accustom them to the technique and lay the foundation for more advanced debating in later years.

3. Teach related vocabulary and concepts simultaneously. Debate lessons can be combined with lessons where students learn and practice the words, concepts, topics and grammar they will need to debate more effectively. Teaching these things concurrently with debate will create a synergistic relationship between the lessons and increase student comprehension and retention.



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## APPENDICES



## **APPENDIX A Lesson Plans**

### **Lesson 1 – What is debate?**

#### **Objective:**

1. Students can name different types of talk.
2. Students know what debate is.
3. Students can complete brainstorm about persuasive talk.
4. Students can use persuasive technique.

#### **Linguistic focus:**

To explore and think about ‘argument’ or ‘debate’ and some persuasive discourse markers.

#### **Procedure**

#### **Starter**

Students will name many different types of talk (perhaps refer to the term ‘spoken genres’) they are familiar with.

#### **Introduction**

Students will begin to explore and think about ‘argument’ or ‘debate’. Distribute images (Slides 4-8) to students in small groups. Students can begin thinking about the debates occurring in the images. They should consider where the debates are taking place, who are involved and what they are likely to be about.

### **Development**

(Class or group) Students complete brainstorm about persuasive talk. What is it? What do they associate with it? What is featured? Being more specific, now students brainstorm persuasive techniques, phrases or ‘discourse markers’ (a term that will need to be explained) Students should be introduced to the term ‘rhetoric’. Give students handouts of Slides 12 (a match-up, which can be done in pairs, groups or as a class) and Slide 13, which introduce some persuasive discourse markers.

### **Plenary**

In pairs, try to use persuasive techniques, phrases or discourse markers in order to persuade each other to part with their lunch.

**Material:** Power point

**Assessment:** Observation

### **Lesson 2 – Reason, Character , and Motion**

#### **Objective:**

1. Students can explain how debate, argument and persuasion often appeal to reason, character and emotion.
2. Students can practice note-taking skills
3. Students can decide whether they support this motion or oppose it.
4. Students can choose an argument which appeals to reason, character or emotion and share it with another student.

### **Procedure Starter**

Recall the term 'debate'. What does it mean and why do we do it?

Recap features of persuasive talk by seeing if students can find any in the short excerpt from a Martin Luther King speech (Slide 3).

### **Introduction**

Slides 4 – 20 contain materials which explain how debate, argument and persuasion often appeal to reason, character and emotion. Depending on your class, these could be explained and talked through (this would be a good opportunity for students to practice note-taking skills, which are integral to this unit of work) while students undertake the short activities on some of the slides, or students could be split into groups while they investigate one of the three principles before presenting to the group.

### **Development**

Slide 21: For each of the three scenarios, complete the table by including a phrase or sentence which appeals to reason, character or emotion.

### **Plenary**

(If time), Slide 22 contains a motion. Students should decide whether they support this motion or oppose it, and then choose an argument which appeals to reason, character or emotion and share it with another student. The other student must guess which aspect of their audience they are trying to appeal to

**Material**      Power point

**Assessment:**    Observation

## **APPENDIX B English Speaking Test**

### **English Speaking Test**

**English (E 31201) Level: Grade Ten Students**

**15 points**

**Instructions: The interviewer asks each question twice and students have to prepare and answer the following questions.**

#### **Personal information and family**

1. Please tell me about you and your family.
2. What are the three adjectives your friends would use to describe you?
3. What have been the best moments of your life so far?
5. Would you rather be the only child or have brothers and sisters? Why?

#### **School**

1. What are the qualifications for an ideal teacher in your opinion?
2. What are some of the best memories of your school years?
3. What is your favorite class and why?
4. What activities do you enjoy most in school?
5. Do you think school uniform is a good idea? Why? Why not?

#### **Free-time and entertainment**

1. If it were suddenly announced that tomorrow was a national holiday, what would you do?
2. What are some good books that you have read?
3. How important is sport in your family?
4. Which do you like better, action movies or comedy movies?
5. Can you remember the name of the first movie you saw that made you cry?

**Science and Technology**

1. What technological devices are the most necessary to you?
2. How do technological devices make your life easier?
3. What are some good points about social networking?
4. What science fiction movies have you seen?
5. Do you think robots will cause unemployment (loss of jobs) in the future or make more work? Why?



## APPENDIX C Evaluation sheet of students' English Speaking

### Ability in Pre-test

Student: \_\_\_\_\_ Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

| Content       | 1 | 2 | 3 |
|---------------|---|---|---|
| Fluency       |   |   |   |
| Vocabulary    |   |   |   |
| Grammar       |   |   |   |
| Pronunciation |   |   |   |
| Manner        |   |   |   |

Total Score \_\_\_\_\_

### Evaluation sheet of students' English Speaking Ability in Post-test

Student: \_\_\_\_\_ Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

| Content       | 1 | 2 | 3 |
|---------------|---|---|---|
| Fluency       |   |   |   |
| Vocabulary    |   |   |   |
| Grammar       |   |   |   |
| Pronunciation |   |   |   |
| Manner        |   |   |   |

Total Score \_\_\_\_\_

## APPENDIX D Speaking Test Rubrics

| <b>CONTENT</b>       | <b>Score = 1</b>                                                                                                                               | <b>Score = 2</b>                                                                                                                               | <b>Score= 3</b>                                                                                          |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Fluency</b>       | Speech is slow and often hesitant and irregular. Sentences may be left uncompleted.                                                            | Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.                          | Speech is effortless and smooth with speed that comes close to that of a native speaker.                 |
| <b>Vocabulary</b>    | Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.                  | Student utilized the words learned in class, in an accurate manner for the situation given.                                                    | Rich, precise and impressive usage of vocabulary words learned in and beyond of class.                   |
| <b>Grammar</b>       | Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses. | Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves. | Student was able to express their ideas and responses with ease in proper sentence structure and tenses. |
| <b>Pronunciation</b> | Student was slightly unclear with pronunciation at times, but generally is fair.                                                               | Pronunciation was good and did not interfere with communication                                                                                | Pronunciation was very clear and easy to understand.                                                     |
| <b>Manner</b>        | Body language and gestures need improvement.                                                                                                   | Body language and gestures are appropriate.                                                                                                    | Body language and gestures are appropriate and confident.                                                |

**1 = Need Improvement**

**2= Fair**

**3= Good**

The criteria of assessments are adapted from Reunyoot (2010)

## APPENDIX E Students' Perception Questionnaire

### Students' Perception towards the use of debate technique

Directions: Give your opinion by using these guideline questions.

1. What knowledge did you gain when participating in a debate in the classroom?

(นักเรียนได้รับความรู้อะไรบ้างจากการเรียนไต่वाที่ภาษาอังกฤษในชั้นเรียน)

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2. At the completion of 18 hours study using the debate technique how do you now feel?

(นักเรียนมีความรู้สึกอย่างไรต่อการไต่वाที่ภาษาอังกฤษในชั้นเรียน)

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3. Please give comments on using debate technique in high school.

(นักเรียนมีความคิดเห็นและข้อเสนอแนะอย่างไรต่อการเรียนภาษาอังกฤษผ่านการไต่वाที่ภาษาอังกฤษในชั้นเรียน)

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**VITAE**



## VITAE

|                |                                              |
|----------------|----------------------------------------------|
| Name           | Mr. Satit Somjai                             |
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### Educational Background:

|      |                                                                                                               |
|------|---------------------------------------------------------------------------------------------------------------|
| 2001 | High school from Sa School, Nan                                                                               |
| 2004 | Bachelor of Arts degree in English Major from<br>Naresuan University, Phitsanulok                             |
| 2015 | Master of Arts degrees in Teaching English as a Foreign<br>Language from Srinakharinwirot University, Bangkok |

