



The Effect of Debate Activities on Learners' Motivation in Speaking English

メタデータ	言語: 出版者: 公開日: 2024-02-09 キーワード (Ja): キーワード (En): 作成者: BARCHILI, Assia, KASAHARA, Kiwamu メールアドレス: 所属:
URL	https://doi.org/10.32150/0002000082

The Effect of Debate Activities on Learners' Motivation in Speaking English

BARCHILI Assia and KASAHARA Kiwamu*

Asahikawa Campus, Hokkaido University of Education

*Department of English Education, Asahikawa Campus, Hokkaido University of Education

ディベート活動が英語スピーキングに対する学習者の意欲に与える影響

アッシア バチリ・笠原 究*

北海道教育大学旭川校教員研修生

*北海道教育大学旭川校教授

ABSTRACT

This study aimed to investigate the impact of debate activities on motivating EFL learners to improve their speaking skills. Despite extensive research into EFL debate, very few studies have examined the relationship between motivation and debate activities. To delve deeper into the motivational value of debate activities, a classroom debate was conducted to ascertain whether there was any positive change in students' motivation as well as their attitude prior to and after participating in the activity. To this end, 17 English Major students from Hokkaido University of Education answered pre- and post-debate questionnaires. The results showed that despite the nervousness and anxiety students felt before performing the debate, their motivation to speak English increased considerably. Furthermore, students maintained a positive attitude towards debate before and after their engagement in it in the classroom. These findings will hopefully encourage English teachers to integrate debate activities into their lesson plans and make use of them in the classroom.

Introduction

The emergence of communicative language teaching (CLT) in the 1980s and, subsequently, task-based language teaching (TBLT) brought significant changes to the ESL/EFL field. English teachers no longer give top priority to grammatical competence but have instead shifted their efforts to developing students' communication and interaction skills, which are greatly needed in their academic and personal lives.

This mission of teachers to develop students' speaking skills has not been easy, as students continue to struggle with oral communication in English. Their struggle has been attributed to various factors, including limited exposure to the target language outside the classroom, insufficient level of pronunciation, grammar, and vocabulary, as well as the inability to retrieve the input they have built throughout the years in real-life situations. Consequently, most students hesitate to take part in speaking activities, which leads to a lack of motivation towards learning English.

ESL/EFL teachers found solutions for issues related to speaking skills using the techniques and methods suggested by CLT or TBLT. They recommend introducing communicative speaking tasks into English lessons because these tasks promote "the interaction among students that produce speech or conversation for most of the classroom time using the target language" (Gutierrez-Heras & Camino, 2022, p. 1305).

Stewart and Pleisch (1998) claimed that debate is one such task that creates an immersive environment where students can be active speakers and motivated learners. Due to the structure and process of debate, students are encouraged to think about and express their opinions in a short time. They are also required to present strong arguments to win a debate. The thinking process and competitive elements of debate activities increase students' motivation and boost their self-confidence.

Within this context, the present study aimed to explore the relative effect of a debate activity on learners' motivation in speaking English. The results of this study are also expected to provide empirical evidence of how debate activities can increase ESL/EFL learners' motivation towards improving their speaking skills. This evidence can be used to encourage teachers to use debate activities as a motivational technique and thus contribute to the development of oral communication of EFL learners in the classroom.

Literature Review

Debate in the ESL/EFL Context

The New Shorter Oxford English Dictionary (4th ed., 1993, p. 603) defines debate as a process that involves formal discourse on a particular topic, often including a moderator and audience. In a debate, arguments are often put forward for opposing viewpoints. Historically, debates have occurred in public meetings, academic institutions, debate halls, coffeehouses, competitions, and legislative assemblies.

In the ESL/EFL context, English teachers adapted the traditional style of debate and turned it into an "in-class" style of debate, taking into consideration students' different levels and skills. As the use of debate became popular in English classrooms, teachers and educators came up with various formats and adaptations of debate to facilitate the process for both teachers and students. The format of debate most frequently used in English classes is formal. Students are divided into two teams: affirmative and negative. Both teams decide on a motion (topic) for debate. They are given limited time for their speeches, with intervals between speeches. In addition to the members of both teams, other participants serve as debate moderators, judges, and audience members. The process follows organized patterns to present evidence about a certain issue in a competitive format and finally to select a winning argument. By the end of the debate, judges usually exchange opinions about the performance of both teams and

designate a winner. In some cases, the audience can choose the winner by voting. Teachers can also take on the role of the judge. This format is flexible as it allows teachers and students to freely take on many roles, change, or add other elements to the debate activity if it is deemed important for students' progress.

Benefits of ESL/EFL Debate

Improving speaking skills

Multiple studies have reported significant improvements in students' speaking skills after they engage in debate activities in the classroom. In their investigation of the effect of a debate intervention on the English L2 speaking competence of Dutch secondary school students, el Majidi, de Graaff, and Janssen (2021) employed a pretest-posttest control group design. They elicited speech samples from opinion tasks, which were coded in terms of measures of speech quantity, fluency, complexity, accuracy, and cohesion. The results indicated that after the intervention, the intervention group produced language that was more fluent, accurate, coherent, and lexically sophisticated compared to the control group. The researchers concluded that debate could play a facilitative role in enhancing L2 speaking proficiency.

Hetharie, Listyani, and Setyarini (2020) used semi-structured interviews to inquire about the perceptions of students who made the most outstanding progress after joining a debate club. The findings showed that five aspects of speaking skills and three other soft skills were enhanced through debating methods. These skills are fluency, vocabulary, comprehension of the essence of debates, pronunciation, grammar, critical thinking, collaborative learning, and problem-solving.

Nguyen (2018) attempted to design a debate curriculum and materials that Japanese English teachers can use in *English Logic and Expression*, an English course for high school students in Japan stipulated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Students were assigned 20 minutes of debate activities and lectures from May 2018 to February 2019. The results of the pre- and post-questionnaire conducted by the researcher did not show any significant change in students' English ability. However, in the author's own observations of the students from May 2018 to February 2019, and from their own reflections, conducting English debates in class helped them become accustomed to speaking in English, and more importantly, being able to think about issues more critically, from different points of view.

Increasing motivation

Several studies have explored students' perceptions of the debate activity after interventions. These studies reported that the participants had positive attitudes towards debating and that they found it both motivating and beneficial (Mumtaz & Latif, 2017; Williams et al., 2001).

According to Kassem (2021), training EFL learners on debate enhances their ideal L2 selves and seems effective in reducing their communication apprehension. In addition, Bar (2018) revealed that the majority of students appreciated the use of debate by their oral expression teachers, and that debate can motivate them to speak more during oral performance.

Anderson (2016) emphasized that teachers' objective in teaching debate must be for students to

finish with a sense of satisfaction, accomplishment, and increased self-esteem, having gained confidence in their second language and debating skills. Similarly, Aziz and Kamilah (2020) stated that by using debates in EFL classes, teachers will first eliminate students' fears about English and foster a sense of courage in speaking English.

Overall, the findings of previous studies clearly show that debate in the classroom can help students improve their oral communication and boost their motivation. While the research has provided evidence of the positive effect of debate activities on EFL learners' speaking skills, very few have investigated the relationship between debate in class and motivation, which will be the main focus of the present study.

The Purpose and Questions of the Study

While previous research has examined the effect of debate activities on improving students' speaking skills, this paper focused on the relationship between motivation and oral performance, as well as how classroom debates motivated students to speak more in English classes. For this reason, the present study recruited 17 English major students at Hokkaido University of Education to examine how their motivation changed before and after experiencing a five-round debate and to what extent it improved their speaking skills.

Therefore, this study addressed the following research questions:

Q1 Is there any significant difference in learners' motivation before and after experiencing debate activities?

Q2 What are students' views on using debate activities in the classroom?

Method

Data were collected from questionnaires that were completed before and after a five-round class debate held in December 2022 at a weekly study meeting of English Major students. Both the audience and participants in the debate answered pre- and post-debate questionnaires with a similar set of questions to observe and investigate their motivation states before and after the debate activity.

Participants

Seventeen students participated in and watched the debate activity. All students were non-native speakers of English taking English as their major and preparing for their English teaching career. Four students formed the affirmative team and another four formed the negative team. The vice president of the study group was the moderator and timekeeper. The other nine students took on the role of the audience. The professor who supervised the study group and another English teacher, along with the author of the paper, observed the debate and commented on the participants. Prior to that, both teams prepared and practiced their debate roles over a period of two months. Only four participants had experienced a debate before studying at the university level. Two joined the affirmative team, and the other two joined the negative team. They were expected to assist other members who had never participated in a debate class.

Material

The data utilized in this study consisted of four pre- and post-debate questionnaires, which were conducted via Google forms. Two questionnaires were sent to members of the debate teams, while the other two were sent to members of the audience. The author wrote statements for the four questionnaires to determine whether students' motivation to speak English decreased or increased after using debate in the classroom. The pre-debate questionnaire included nine items for the positive and negative teams and seven items for the audience. The post-debate questionnaire included ten items for both debate teams and audience members. The statements used in the questionnaires were similar, as the objective was to examine the difference in students' motivation by the end of the debate activity. The statements were rated on a five-point Likert scale from Level 1: Strongly disagree to Level 5: Strongly agree.

Procedure

Preparations for the debate activity

On October 17, 2022, the researcher organized a pre-debate meeting with nine students who volunteered to participate in the debate. During this meeting, the researcher and the students brainstormed the topics they were interested in. After the discussion and voting for a list of topics, they chose to debate the following question: "Should we ban homework in Japanese schools? Does homework really promote learning?" They then divided themselves into the affirmative and negative team, as well as the moderator/timekeeper. They also scheduled a weekly practice on Fridays and Wednesdays from October to November 2022. Finally, the participants decided to debate on December 23, 2022.

The newly formed teams practiced separately. During their practice meetings, they discussed the debate topic and roles they would take on: the constructor, the attacker, and the defender. In every session, they searched together for the necessary data to support their position. The researcher gave comments and suggestions when the students encountered a certain issue.

The debate procedure

The researcher distributed the pre-debate questionnaire to the students, who completed it. In 5–10 minutes, the moderator opened the debate by introducing his role and the teams, as well as the topic of discussion: "Should homework be banned in Japanese schools?". The students then debated according to the rules established by *the All-Japan High School English Debate Association* (HEnDA). The purpose of these rules is to set up the minimum requirements for debating, including the procedure of debate and the time frame that participants must adhere to (All Japan High School English Debate Association Judging Committee, 2021). Table 1 shows how the students delivered their speeches according to the HEnDA rules.

Before the start of every speech, the moderator introduced the speakers from each team and monitored the time of the speech.

During the Constructive Speech, the affirmative team presented a case for debate by defining the terms homework and assignment and outlining their major benefits, which have contributed to academic success in Japanese schools. On the other hand, the negative team refuted the proposition's stand by

Table 1 The Procedure of the Debate

Speech	Time	Preparation time
Affirmative Constructive Speech	4 min	
Questions from the Negative	2 min	1 min
Negative Constructive Speech	4 min	
Questions from the Affirmative	2 min	1 min
Negative Attack	3 min	2 min
Questions from the Affirmative	2 min	
Affirmative Attack	3 min	
Questions from the Negative	2 min	
Affirmative Defense	3 min	2 min
Negative Defense	3 min	
Affirmative summary	3 min	2 min
Negative summary	3 min	

providing general information about the demerits of homework and advocated banning some time-consuming tasks that do not significantly enhance students' learning.

Throughout the Attack Speech, both teams took on the flaws in the other's arguments for the benefits and drawbacks of homework that were discussed in the previous speech. They presented statistics and arguments in support of their respective positions. The affirmative team speaker emphasized the impossibility of prohibiting homework because the academic and personal benefits outweigh the drawbacks, whereas the negative team speaker elaborated on the stress and anxiety caused by the excessive number of assignments, which outweigh the benefits of homework.

When delivering the Defense Speech, the affirmative speaker defended against the negative attack's arguments and reemphasized the advantages of homework mentioned in the construction speech. Similarly, the defense speaker negated the affirmative attacks provided against the disadvantages discussed in the Negative Constructive Speech.

In their final Summary Speech, the two teams summarized the main arguments with refutations and re-refutations, taking into account the advantages and disadvantages discussed previously and then comparing both arguments briefly. Both teams demonstrated that their arguments outweighed those of the opposing team.

In the Questions and Answers section, the speakers from each team went back and forth asking and answering each other's questions. These questions concerned the opponent's last speech and were asked using interrogative sentences with the purpose of finding flaws in the other team's arguments, thus strengthening their position.

Following comments from the seminar's professor and English teacher, the moderator declared the negative team the winner by a majority of audience votes. In addition, a post-debate questionnaire was administered to the students at the end of the debate.

Data Analysis

The collected data were analyzed quantitatively using statistical techniques (tabulation, graphic presentation, and percentage) to describe the information. The answers gathered from the 17 participants were numbered from 1 to 5 according to the Likert Scale (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5), and the means and standard deviations of the answers were calculated using IBM SPSS Statistics 25. Only Statement 1 of the pre-debate questionnaires was not analyzed by calculating the mean and standard deviation, but rather by percentages. The results were used to determine whether there was any significant difference in learners' motivation before and after experiencing debate activities, as well as their attitude towards using debate activities in the classroom. If the mean of the answers was more than 3.00, the researcher regarded it as positive and significant to the study.

Results

Pre-debate Questionnaire Results of Positive and Negative Team Members

Statement 1 asked participants whether they had ever participated in classroom debates. They were asked to answer this question to determine how familiar they were with classroom debates.

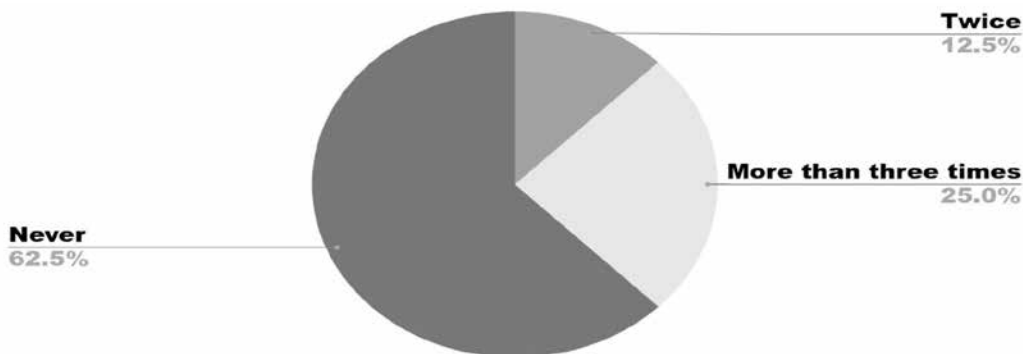


Figure 1 Students' Participation in Previous Classroom Debate Activities

Figure 1 shows the number of times they had participated in a classroom debate. According to the chart, more than half of the positive and negative team members had never participated in any classroom debate, while a quarter confirmed they had participated in more than three debates. Only 12.5% of the students had engaged in a classroom debate twice. Overall, the findings suggest that most members of both teams did not have previous experience with classroom debates.

Statements 2 to 9 were intended to investigate the students' (positive and negative team members) current state of motivation as well as their expectations before the start of the debate. As shown in Table 2, most students (from both teams) agreed with the statements in the questionnaire. The mean of the answers was more than 3.00, with a standard deviation of more than 0.50. The highest mean was recorded for Statement 4 ($M = 4.25$, $SD = 1.34$), and the lowest mean was recorded for Statement 8. This indicates that the students were motivated to deliver their speeches, and they had positive expectations for the debate activity as well.

Table 2 Students' Motivation and Attitude Before the Debate Activity

Statements	<i>n</i>	Mean	<i>SD</i>
2. I was satisfied with my past debate experience.	3	4.67	0.57
3. As a negative team member, I think my speech will be easy enough for the audience.	4	3.50	0.54
4. As a positive team member, I think my speech will be easy enough for the audience.	4	4.25	1.34
5. I think the next debate will be successful.	8	3.75	1.28
6. I am nervous, but I am excited to deliver my speech in the next debate.	8	3.75	1.38
7. I think debate activities motivate students to speak English.	8	3.88	1.12
8. I think English teachers should conduct debate activities in their classes.	8	3.38	0.74
9. If I become an English teacher, I will use debate activities in my classes.	8	3.50	0.92

Post-debate Questionnaire Results of Positive and Negative Team Members

Statements 1 to 10 aimed to evaluate the changes in students' motivation level and attitude after conducting the debate activity. Table 3 shows that most of the students (from both teams) agreed with the statements in the questionnaire. The average answer was more than 3.00, with a standard deviation of more than 0.90. Statement 5 had the highest mean ($M = 4.38$, $SD = 0.91$), while Statement 3 had the lowest mean ($M = 2.75$, $SD = 1.70$). The results indicate that the students were highly satisfied with their debate performance and developed a positive attitude towards classroom debates.

Table 3 Students' Motivation and Attitude After the Debate Activity

Statements	<i>n</i>	Mean	<i>SD</i>
1. My experience in today's debate activity is much better than my previous experience.	3	3.00	1.73
2. I am very satisfied with today's debate.	8	3.50	1.30
3. As a member of the negative team, I think it was easy to deliver our speeches as we expected.	4	2.75	1.70
4. As a member of the positive team, I think it was easy to deliver our speeches as we expected.	4	4.00	0.83
5. I enjoyed today's debate.	8	4.38	0.91
6. After participating in today's debate, I am confident I can participate in future debate activities.	8	3.63	1.59
7. After participating in today's debate activity, my motivation to speak English has increased.	8	4.50	0.75
8. After participating in today's debate, I am convinced that English teachers should conduct debate activities in their classes.	8	3.50	1.06
9. After participating in today's debate, I am convinced that debate activities can help improve students' English-speaking skills.	8	3.87	0.64
10. After participating in today's debate, I am going to use debate activities in my classes when I become an English teacher.	8	3.50	1.30

Pre-debate Questionnaire Results of the Audience Members

Statement 1 asked the participants whether they had participated in classroom debates. They answered this question to determine how familiar they were with classroom debates. Figure 2 illustrates

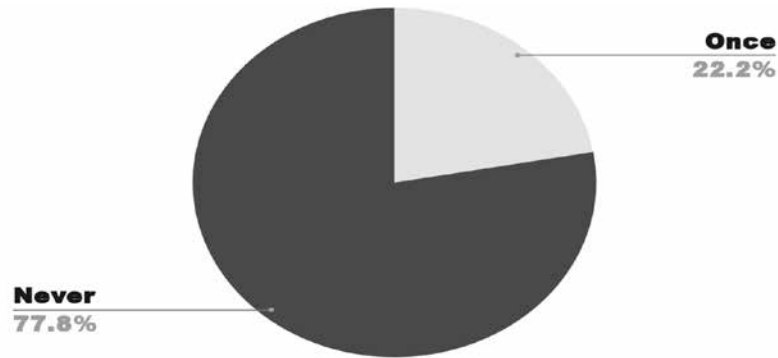


Figure 2 Students' Participation in Previous Classroom Debate Activities

the percentage of audience members who had participated in a classroom debate before. According to the chart, more than three-quarters of the students confirmed that they had never taken part in any classroom debate, while less than a third said that they had participated only once. Broadly, the majority of the audience members did not have previous experience with classroom debates.

Table 4 Students' Motivation and Attitude Before the Debate Activity

Statements	<i>n</i>	Mean	<i>SD</i>
2. I was satisfied with my past debate experience.	4	3.00	1.41
3. I think the next debate will be successful.	9	3.67	1.22
4. I am excited for both teams. I can't wait to watch the next debate.	9	4.22	1.30
5. I think debate activities motivate students to speak more English.	9	3.67	1.11
6. I think English teachers should conduct debate activities in their classes.	9	3.67	1.11
7. If I become an English teacher, I will use debate activities in my classes.	9	3.78	1.44

Statements 2 to 7 were intended to investigate the students' (audience members) current state of motivation as well as their expectations before the start of the debate. According to Table 3, almost all audience members expressed their agreement with the questionnaire statements. The average answer was more than 3.00, with a standard deviation of more than 0.90. Statement 4 had the highest mean ($M = 4.22$, $SD = 1.30$), whereas Statement 2 had the lowest mean ($M = 3.00$, $SD = 1.41$). Overall, students taking on the role of the audience showed strong motivation and fairly positive expectations before watching the debate activity.

Post-debate Questionnaire Results of Audience Members

Statements 1 to 10 aimed to evaluate the change in audience members' motivation level and attitude after conducting the debate activity. Table 4 shows that the audience members nearly agreed with all the questionnaire statements, as the average of the answers was more than 3.00, with a standard deviation of more than 0.90. Statement 1 recorded the highest mean ($M = 4.56$, $SD = 0.72$). On the other hand, statement 6 had no lower than 3.67, with a standard deviation of 0.50. The results clearly indicate that the students enjoyed watching the debate activity and developed a great motivation and positive attitude after the debate was conducted in the classroom.

Table 5 Students' Motivation and Attitude After the Debate Activity

Statements	<i>n</i>	Mean	<i>SD</i>
1. I am very satisfied with today's debate.	9	4.56	0.72
2. I enjoyed today's debate.	9	4.33	0.86
3. I think the positive team performance was strong and impressive.	9	3.78	1.30
4. I think the negative team performance was strong and impressive.	9	4.22	0.83
5. I think both teams' performances were strong and impressive.	9	4.44	0.88
6. After watching today's debate, I want to participate in future debate activities.	9	3.67	0.50
7. After watching today's debate activity, my motivation to speak English has increased.	9	4.00	0.70
8. After watching today's debate, I am convinced that English teachers should conduct debate activities in their classes.	9	4.00	0.70
9. After watching today's debate, I am convinced that debate activities can help improve students' English speaking skills.	9	3.78	0.97
10. After watching today's debate, I am going to use debate activities in my classes when I become an English teacher.	9	4.00	0.86

Discussion

Research Question 1 concerns whether there was any difference in learners' motivation before and after experiencing debate activities. The results revealed that students' motivation increased after the debate activity. Most students positively agreed that their motivation to speak English increased after participating in or watching the debate.

In their reflections on the debate activity, students believed that their experience with classroom debate helped them develop self-confidence. They expressed that they were completely immersed in the task at hand and wanted to deliver their speech successfully to win the debate. The students were also surprised by their ability to achieve fluency during the activity, as they usually struggle with the flow of their speaking. Accordingly, they claimed that, compared to other activities, the debate activity created a more interesting and engaging atmosphere in the classroom, which made them more motivated to speak English. This finding is consistent with that of Bar (2018), who claimed that debate can motivate learners to speak more during oral performance, and Kassem (2021), who reported a positive effect of debate activities on learners' ideal L2 self and their contribution to reducing their communication apprehension.

Even though most of the students did not engage in any previous in-class debates, they showed strong motivation and enthusiasm towards the activity, as indicated in the analyzed data. This implies that the debate method was indeed useful for enhancing their speaking ability, as they felt motivated enough to deliver their speeches in front of their classmates. These results are consistent with the claim that using debates in EFL classes eliminates students' fears about English and fosters a sense of courage in speaking English (Aziz & Kamilah, 2020).

The findings of this study also showed that most of the students' expectations prior to the debate were met as they predicted the success of the debate activity. They also agreed that they enjoyed the debates and performances of both teams. It is interesting to note that the members of the negative team

were not satisfied with their performance, as indicated by the low mean of their post-debate answers in comparison to their pre-debate responses. This can be attributed to the fact that they did not win the debate. Nevertheless, they still agreed that this experience gave them confidence to participate in future debates in their classrooms. While the disadvantage of the competition element of the debate cannot be excluded, the advantage cannot be denied, as evidenced by the students' strong resolutions.

In addition, the analysis found that the students who played the role of audience were slightly more motivated and enthusiastic than the students who performed the debate. This is to be expected, as the audience task is less demanding than that of the participants who are under the pressure of speaking in front of the class. Despite their simple task, students in the audience were very focused and impressed by their classmates' speeches, which strongly implies that watching the debate in itself can strongly impact students and increase their motivation to speak English in the classroom.

On the other hand, the two team members showed more willingness and readiness to participate in future classroom debates in contrast to audience members. This was predictable because they had more direct experience with the activity. Even though they were nervous before starting the debate, both team members were excited about performing the debate. This is strong evidence that the anxiety that students experience before performing debates can be beneficial and help them reach their full potential in terms of enhancing their speaking skills. This finding is consistent with previous studies where communicative activities such as debate reduced students' communication apprehension or speaking anxiety (Aziz & Kamilah, 2020). In summary, the results of the present study indicate that using debate as a classroom activity can increase students' motivation to improve their speaking skills.

Research Question 2 sought to ascertain the views of students on using debate activities in the classroom. According to the key findings, most students showed positive attitudes towards the use of debate activities in the classroom after their experience with them. This was shown in the increase in the mean of the responses related to their attitude towards debate activities. These results are in accordance with those of Mumtaz and Latif (2017) and Williams et al. (2001), who reported that students responded positively to debate activities and expressed readiness and desire to implement debate in the classroom because it can help improve their speaking skills. Through practice, they can gain confidence in speaking in front of their classmates.

The analyzed data also revealed that participants in the debate and audience members agreed that English teachers should conduct debate activities in their classes. They expressed greater agreement after engaging with the debate firsthand. Students in the audience saw their classmates achieving fluency and being able to deliver their speeches successfully without fear or nervousness. This means that they were convinced of the strong impact of the debate activity on their oral performance, which made them think that English teachers should implement the activity in their classes to significantly enhance students' speaking ability.

Another promising finding was that students were eager to use debate activities in their classes when they became English teachers. This is due to the students' interest in education as they were preparing for their teaching career. Their involvement with the debate helped them understand the importance of including communicative activities, such as debate, in their lesson planning. The debate was a great opportunity for them to learn how to improve EFL learners' speaking skills using alternative

activities that aim to address learners' concerns in terms of oral performance.

In conclusion, this study found that the students had a positive reaction towards in-class debate before and after their engagement in the activity, which can be seen from their willingness to implement it in future classes.

Conclusion

This study confirmed the positive effect of debate activities on EFL learners' drive to speak the language, as the activity brought about a considerable increase in students' motivation. The debate activity was found to be attractive to the students and audience members. In addition, the activity helped them become active speakers for an extended period. Teachers are therefore advised to integrate debate activities into their lesson plans. To help students simultaneously develop their speaking and other language skills, teachers can also use debates as a method for integrating the four major language skills. If the EFL curriculum is designed around debates, students can practice all language skills with a natural flow without the concern of developing one skill more than another. In EFL contexts, using activities such as debates is essential because students do not have enough time to practice speaking outside the classroom, making debates excellent and worthy of being a regular classroom activity.

Some limitations of this study could be addressed: the limited number of participants and their level of education, which raises the issue of generalizability. To strengthen the significance of the study, it would be more beneficial to administer the debate activity in different multilevel English classes in junior and senior high schools with a larger population. In addition, the study was conducted over a short period, which did not allow the researcher to fully assess every student's performance in class. The results of the study show that debates have a positive impact on students' motivation; however, the results do not provide sufficient evidence for making debates a regular practice in the classroom. In terms of future research, it would be useful to extend the current findings by expanding the number of participants and their academic level, as well as exploring practical ways that teachers can adapt to implement debate activities easily in their lessons.

Although the generality of the current results must be established in future research, the present study provides clear support for the role of debate in motivating students to improve their speaking skills.

REFERENCES

- All Japan High School English Debate Association (HEnDA) Judging Committee. (2021). *Tournament Rulebook*. <http://henda.global/english/>
- Anderson, J. (2016). *Teaching Debate in Japanese Universities*. https://kwassui.repo.nii.ac.jp/?action=repository_action_common_download&item_id=119&item_no=1&attribute_id=22&file_no=1
- Aziz, C. N., & Kamilah, A. (2020). Enhancing speaking skills of EFL students through debate. *Journal of English Education Literature and Linguistics*, 3(2), 1-15. <https://doi.org/10.31540/jeell.v3i2.901>
- Bar, R. (2018). The role of debate to enhance EFL learners' speaking skill: A case study of third year students at Mohamed Kheider University of Biska. [Unpublished doctoral dissertation] <http://archives.univ-biskra.dz/bitstream/>

123456789/14828/1/The%20Role%20of%20Debate%20to%20Enhance%20EFL%20Learners%E2%80%99%20Speaking%20Skill.pdf

- Brown, L. (1993). *The new shorter Oxford English dictionary; Vol. 1* (4th ed.).
- Gutierrez-Haras, C. B., & Camino, M. A. V. (2022). *Communicative language teaching to enhance speaking skills in B1.1 Level. Pol. Con.*, 7(4), 1304-1308. <https://DOI:10.23857/pc.v7i4.3891>
- El Majidi, A., de Graaff, R., & Janssen, D. (2021). Debate as a pedagogical tool for developing speaking skills in second language education. *Language Teaching Research*, online. <https://doi.org/10.1177/13621688211050619>
- Hetharie, A. T., Listyani, L. & Setyarini, M. C. E. (2020). The benefits of joining English debating society (EDS) for students' speaking skills. *LLT Journal: A Journal on Language and Language Learning*, 23(2). <https://e-journal.usd.ac.id/index.php/LLT/article/view/2504>
- Muntaz, S., & Latif, R. (2017). Learning through debate during problem-based learning: an active learning strategy. *Advances in Physiology Education*, 41, 390-394. <https://doi:10.1152/advan.00157.2016> • <http://advan.physiology.org>
- Kassem, H. M. (2021). Training EFL Learners on Debating: Effects on their oral and written performance, ideal L2 self, and communication apprehension. *MEXTESOL Journal*, 45(4). https://www.mextesol.net/journal/index.php?page=journal&id_article=25693
- Nguyen., T. (2018). *Introducing Debate into the English Classroom*. <https://www.pref.kanagawa.jp/documents/32645/k5.pdf>
- Sadaf, M., & Rabia, L. (2017). Learning through debate during problem-based learning: An active learning strategy. *AJP Advances in Physiology Education*. 41(3). 390-394. <https://10.1152/advan.00157.2016>
- Stewart, T., & Pleisch, G. (1998). Developing academic language skills and fluency through debate. *The Language Teacher*, 22(6).
- Williams, D. E., Brian, R., & Worth, D. S. (2001). University student perceptions of the efficacy of debate participation: An empirical investigation. *Argumentation and Advocacy*, 37(4), 198-209.

(アッシア バチリ 旭川校教員研修生)
(笠原 究 旭川校教授)

