KIBOGORA POLYTECHNIC

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COMBINATION: ENGLISH AND KINYARWANDA WITH EDUCATION

THE IMPACT OF USING DEBATES TO THE IMPROVEMENT OF ENGLISH SPEAKING SKILLS   AMONG ORDINARY LEVEL STUDENTS IN KARONGI DISTRICT

A Case of ES Ngoma in   Rugabano Sector, Karongi District

Undergraduate research presented in partial fulfillment of the requirements for the Bachelor's Degree in Education with honor in English and Kinyarwanda

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DECLARATION

Declaration by the candidates

We, MWISENEZA Jean Claude and HABANABAKIZE Viateur hereby declare that this is our own original work and not a duplication of any similar academic work. It has therefore not been previously or concurrently submitted for any other degree, diploma or other qualification to Kibogora Polytechnic or any other institution. All materials cited in this paper which are not my own have been duly acknowledged.

Signed :…………………..   Signed   ………..………

MWISENEZA Jean Claude   HABANABAKIZE Viateur

Date ....   Date............................

Declaration by the supervisor

I declare that this work has been submitted for examination with my approval as KP Supervisor

Supervisor's name: ………………………….....……….

Signed………………………………………………..

Date…………………………………………….…..

ABSTRACT

The study examined impact of using debate in improving English speaking skills among students in ordinary level in ES Ngoma. It was conducted with three specific objectives such as to examine the students' perceptions towards their level of English speaking skills; to analyze how debate practices affect students' English speaking skills and to evaluate the challenges affecting the improvement of students' English speaking skills at ES Ngoma. The population was 568 students and 3 teachers and the sample size was 71 respondents selected randomly. The data were collected using questionnaire and interview and were analyzed using descriptive statistics. Results showed 62% of the respondents are unable to speak English fluently and 80.3% agreed that their level of English speaking improves slowly. By analyzing the level of English speaking skills among students, 33.8% have good pronunciation and 36.6 have only developing pronunciation. Results also demonstrate that 43.7% of students' level of using adequate vocabularies is very good. Results then proved that 57.7% are able to speak grammatical English and 69% of the respondents are able to listen and understand English even though it was mentioned that they are not fluent in speaking English having poor pronunciation. Respondents agreed that debate helps them improve their vocabulary as revealed by the mean value 4.55, and it was proved that debate helps students improve grammar, pronunciation and reduces students′ anxiety level to speak in front of the crowd as it was revealed by the mean value of 4.63 which is close to the maximum. The results also proved the challenges affecting the improvement of speaking skills at ES Ngoma whereby many students are shy to speak English in public as revealed by the mean value of 4.88 and students seem not to agree that they lack enough vocabulary to use adequately as revealed by a low mean value of 3.21 which is close to average (3) which means not sure on the scale. It was also revealed that teachers do not focus on speaking tasks and speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests. Moreover, results indicated that respondents agree that they don't have anyone to talk to in English out of school while speaking English at school is optional. Recommendations were also formulated such as reinforcing English and clubs and English speaking tests in class and school level.

DEDICATION

To my beloved family,

My relatives, classmates   and   friends

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First of all, we thank the Almighty God who has kept our life until now and who helped to reach this stage in my academic life.

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LIST OF ABBREVIATIONS

%	: Percentage
DV	: Dependent variable
EFL	: English as Foreign Language
ESL	: English as second language
F	: Frequency
GS	: Groupe Scolaire
IV	: Independent variable
KP	: Kibogora Polytechnic
n	: Sample size for a finite population
N	: Population size
nc	: Adjusted sample size for a finite population
REG. N°	: Registration number
SPSS	: Statistical Package for Social Science

CHAPTER ONE: GENERAL INTRODUCTION

1.0. Introduction

This chapter entails the background of using and learning English language in improving English speaking skills. In addition, this section presents the readers with the problem statement of the current study, research objectives, research questions, research hypothesis, significance and scope of the current study.

1.1. Background of the study

With the world becoming a global village, more and more people are hurriedly studying many foreign languages (Abdul, 2014). There are numerous international languages one can talk of, for example, French, German, Dutch, Spanish, Chinese, and Arabic etc. Among these is English, which is one of the most predominant languages in the world, as 65 countries and territories have made English their official language, while 35 countries have made English their sole official language (Amer, 2013). There are numerous benefits one can derive from learning English, for example, helping to know other people's culture, easy communication among people for business, especially during international trade (Amer, 2013). Based on the afore-mentioned reasons, it has become part of the education system in different countries that children start to learn English starting from kindergarten and at the university level, most students who have a keen interest in learning English take it as a major course of study (Canale & Swain, 2018).

However, there is a problem of poor spoken English in different learning environment. It is well known that language learning involves listening, reading, writing and speaking. Unfortunately several students are orally poor which means that they are unable to communicate one's mind or idea verbally to another (Alsumait, 2013). This is a major problem with most students who study English as a second language. It is a surprising scenario to find students who might have studied English for ten years or more, and can read and write very well, but are very poor in spoken communication (Marzuki, 2016). They often find it extremely difficult to put words together to form sentences orally, and continue to have poor speaking skills in English (Brice, 2014).

Some of the root causes leading to poor English speaking include lack of interest. It was discovered that most students do not have an interest in speaking English (Carter & McCarthy, 2014). All they need is to read and write to pass an English course. According to Brice (2014), to speak English for some students is a huge burden which they cannot easily overcome. Again, they think reading and writing will be a separate and additional task for them in the study of the language. Students also think to practice speaking English is only for those who have the intention of traveling abroad in the future, hence continuing a cycle of poor spoken English skills (Chastain, 2016). Moreover, some students also think it is not convenient to speak English to someone who can easily understand the local language whereas students present shyness. It is obvious that some students also feel shy to speak English. Probably, they are afraid of being laughed at when they make mistakes in speaking.

Besides these reasons, teaching methods may be responsible for students' ineptitude in speaking English (Bellon, 2013).This is concerned with their teaching and learning technique in their school. Teaching and learning technique is the important factor to the success of language learning for all aspects in education. But for the fact, some teachers fail to adopt suitable and effective technique of teaching speaking by giving learners opportunity to express their idea directly, learners are unlikely to develop their speaking skills (Courtney, 2015).

To address this issue, Marzuki (2016) found that discussion and debate should be integrated in the classroom as ways of learner centered method to help learners enhance their oral communication in English. Debating is one activity of problem-solving task (simulation) that encourages thinking skills and also offers motivating contexts for learners to communicate with one another. Debate can also enhance active learning where a speaking situation in which opposite points of view are presented and argued. Considering the importance of debate, this study intends to investigate the role of debate technique can be used in enhancing the speaking abilities of secondary level students in Rwanda specifically at ES Ngoma.

1.2. Problem statement

Speaking is part of the language skills which is important for language learners to be developed. According to Richards (2018), as foreign language learners, we should master

speaking skill in English as our priority. The aim in the speaking skill is challenging, so it is not an easy thing. However, students lack interest in speaking English. Moreover, some students also think it is not convenient to speak English to someone who can easily understand the local language whereas some students present shyness. Moreover, some teaching methods used by some English teachers do not reinforce speaking skills by giving learners opportunity to express their idea directly.

As result, school graduates face lot of difficulties in using the language in their daily communication in the workplace. In addition, their poor performance in English limits their opportunities for job competition without speaking skills especially in interview test (Amer, 2013).Unfortunately, many schools in Karongi District do not provide the motivation for enhancing English speaking skills by creating good media and activities in which the students will be actively engaged in speaking process such as the use of debate. It is against this background that this study intends to investigate how debate can enhance the speaking abilities among secondary level students in Rwanda specifically in ES Ngoma.

1.3. Purpose of the study

The purpose of the study is to examine the way debate can improve the students' English speaking skills in ES Ngoma. To achieve this, the study was guided by the following both general and specific objectives.

1.3.1. General objective of the study

The general of objective of this study is to examine the impact of debate to the improvement students' English speaking skills in ES Ngoma.

1.3.2. Specific objectives

   a) To examine the students' perceptions towards their level of English speaking skills at ES Ngoma
   b) To analyze how debate practices affect students' English speaking skills at ES Ngoma

c) To evaluate the challenges affecting the improvement of students' English speaking skills at ES Ngoma

1.4. Research questions

This study answered the following research questions:

a) What are the students' perceptions towards their level of English speaking skills ES Ngoma?
b) To what extent do debate practices affect students' English speaking skills at ES Ngoma?
c) What are the challenges affecting the improvement of students' English speaking skills ES Ngoma?

1.5. Significance of the study

This scientific study is important to people of different categories. So it has importance to the present researchers themselves, it has academic and scientific interest and it is also important for the society in general.

1.5.1. Personal interest

This study helped the researchers to improve their personal knowledge in the domain of debate and how this affects the improvement of English speaking skills. It is also important as it enabled the researchers to develop their research skills which will help them in conducting further scientific researchers and personal investigation in different situation based on skills acquired in this research experience. More importantly, this study is one of academic acquirements for the award of Bachelor's degree from Kibogora Polytechnic.

1.5.2. Social and economic interest

With the world becoming a global village, more and more people are hurriedly studying many foreign languages. However, there is a problem of poor spoken English in different learning environment. As speaking is part of the language skills which is important for language learners to be developed, this study will contribute in highlighting challenges that limit

speaking abilities and provide the way forward in addressing such challenges by using debate techniques to enhance English speaking abilities. This will therefore contribute to reinforcing communication skills and students academic performance. Moreover, other related organizations, such as REB, NESA, and MINEDUC will use the results of this study in making policies aiming at improving the teaching and learning of English language in order to address English speaking challenges that affect both students, teachers, among others.

1.5.3. Academic and scientific interest

This study is an answer to the academic acquirements for the award of Bachelor's degree in English and Kinyarwanda from Kibogora Polytechnic. The findings from this study will also help other researchers as reference and enriching material that can serve them in their further studies related to the topic under discussion.

1.6. Limitations of the study

Any research can be exposed to challenges in one way or another. Concerning the present study, numerous challenges arose. While conducting this study some data were unavailable or difficult to reach depending on study area and the research participants' lack of disclosure. Secondly, time constraints hampered the smooth collection and extensive analysis of the data as indented. Sometimes it was hard to collect data during unfavorable weather conditions. Furthermore, technological issues such as lack of access to the required written materials and reliable internet connection appeared as challenges to this study. In addition, unavailability of library near the researcher's reach was among the limitations that the present study may face.

1.7. Scope of the study

While carrying out this study, there was   a selection of scope to make the study focused and clear. The present study was conducted in ES Ngoma, Rugabano Sector, and Karongi District. It therefore focused on the impact of using debate in improving students speaking skills. Regarding the current study, it was conducted considering the period from 2018 up to 2022.

1.8. Organization of the study

This research is organized into the following five main chapters. Chapter one deals with the general introduction which presents the background of the study, problem statement, research objectives and research questions. Chapter two deals with literature review which defines the key concepts and highlights the theoretical framework related to the current research. The third chapter concerns methodological details. The fourth chapter deals with presentation of findings and interpretations while the fifth chapter or the last chapter is conclusion and recommendations.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

This chapter presents the views and ideas of different researchers who conducted their researches in the area of debate and speaking skills in different perspectives. The theories in this field were illustrated in this chapter in order to provide more understanding about this study.

2.1. Definitions of key terms

The following section presents the definitions of the terms that are frequent in this study. It helps to better understand the concepts as well the entire study. Those key concepts are debate, English language, speaking skills.

2.1.1. Debate

Debate is referred to as a communication process in which participants argue for and against a given topic (Maryadi, 2018). Debating is about developing our communication skills. It is about assembling and organizing effective arguments, persuading and entertaining an audience, and using your voice and gestures to convince the adjudicator that our argument outweigh our position. Debating is not about personal abuse, irrational attacks or purely emotional appeals (Richards, 2018).

According to Scoot (2015), debate is a constructive speech that makes students need to address their opinion about the issue. In debating, students speaking skill is challenged whether it can express students opinion smoothly or students have problem when they deliver their idea based on their perspective (Alasmari, 2012). Having a chance to take a part in debate can also enhance active learning. Moreover, Chalak and Hajian (2013) state that debate is a speaking situation in which opposite points of view are presented and argued. It is about the real or simulated issue where students' roles ensure that they have basic information regarding issue and different point of view to defend their argument.

2.1.2. Speaking

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Florez, 2016). Speaking is defined operationally in this study as the secondary stage students, ability to express them orally, coherently, fluently and appropriately in a given meaningful context to serve both

transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

2.1.3. English

The term 'English' is derived from *Anglisc*, the speech of the Angles, one of the three Germanic tribes that invaded England during the fifth century. The English language is the primary language of several countries, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States, and the second language in a number of multilingual countries, including India, Singapore, and the Philippines (Carter & McCarthy, 2014). English is then an official language in several African countries as well, such as Liberia, Nigeria, and South Africa, but is spoken worldwide in more than 100 countries. It is learned around the world by children in school as a foreign language and often becomes a common denominator between people of different nationalities when they meet while traveling, doing business, or in other contexts (Mella, 2016).

2.1.4. Speaking skills

Speaking skills are defined as skills which allow individuals to communicate effectively. These skills give us the ability to convey information verbally and in a way that the listener can understand (Luoma, 2004). The major speaking skills include fluency such as how comfortable and confident you are in speaking English, vocabulary such as having the words to say, grammar and compressible pronunciation (Alasmari, 2012).

2.2. Theoretical framework

This section provides information pertaining to the objectives of this research and therefore helps to clearly understand the basis of this research.

2.2.1. Overview of English speaking skills

The need for equipping learners' students with effective speaking skills, as the most important means of communication, has arisen and more focus is given to spoken English at the secondary stage (Ghanem, 2008). Speaking is one of the four language skills (reading, writing,

listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints (Florez, 2016). In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Hughes (2002) argues, speaking is used twice as much as reading and writing in our communication. Speaking has usually been compared to writing, both being considered 'productive skills', as opposed to the 'receptive skills' of reading and listening.

According to Marzuki (2016), speaking is also closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Robinson, 2011). Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers. Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Scoot, 2015).

Developing speaking skills is of vital importance in EFL/ESL programs. Sayer (2005) argues that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English. Speaking instruction is important because it helps students acquire speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Luoma, 2004).

In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language (Hughes, 2002). For instance, it was proved that learning speaking can help the development of reading competence, the development of writing as well as the development of listening skills (Regina, 1997). Taking into account the importance of developing speaking skills, it is vital to determine the speaking skills learners have to acquire in order to converse with native language speakers.

Actually, it was assumed that the interactional nature of spoken language requires the speaker's ability to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using the previous skills for the purposes of communication (Bygate, 2004). This means that students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact (Brice, 2004). In addition, speaking requires that learners understand when, why, and in what ways to produce language (sociolinguistic competence) (Courtney, 2015).

In another perspective, a good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act. Florez (2016) highlights the following skills underlying speaking: Using grammar structures accurately; assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives; Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs. It is also worthy applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension; paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement (Littlewood, 2016).

A careful examination of all previously mentioned speaking skills emphasizes that speaking is a high complex mental activity which differs from other activities because it requires much greater effort of the central nervous system (Bygate, 2004). It includes sub processes and involves distinct areas of planning.

2.2.2. Debate practices and students' English speaking skills

Debate is a speaking situation in which opposite points of view are presented and argued (Alasmari, 2012). The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. According to Chalak and Hajian (2013), debate is a communication process in which participants argue for and against a given topic and it is about developing our communication skills as enables learners to assemble and

organize effective arguments, persuade and entertain an audience, and using your voice and gestures to convince the adjudicator that our argument outweigh our position.

Moreover, several studies were already conducted about debate model of learning. For example, Junaidi (2014) in his study concludes that debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas. The studies also argue that debates promote critical thinking in one's idea and defend opinion. In this perspective, Robinson (2013) in their study reveals that debates in the classroom have been effective in increasing critical thinking by letting students connect as they learn subject knowledge. In addition, debates have potential to develop critical thinking for students and increase their vocabulary to achieve their speaking abilities. Similarly, Alasmari (2012) also reveals that debate forces students to think about the 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.

Following the view of Chalak and Hajian (2013), debate is the process of presenting ideas or opinions which two opposing parties try to defend their idea or opinion. Maryadi (2008) in his study also conclude that debate can motivate students' thinking if they must defend their stand or opinion. This strategy can involve all students to be active, not only the debate performer. Researchers show that debate model of learning can improving students' vocabulary and ability to defend their opinions. Therefore, students will continue to get new vocabulary to able convey their opinion and speaking well when they speak. Debating builds a unique set of skills, helping students to analyze problems, think critically, synthesize arguments and present these ideas in a cogent and convincing manner.

Equally important, Junaidi (2014) posits that critical debate technique can improve the students' involvement in learning teaching process. Secondly, critical debate technique may also build appreciation for diversity and develop tolerance for other viewpoints and can raise the motivation and interest while establishing the psychological therapy and promoting critical thinking. Besides this, Ghanem (2015) views that debate is a very appropriate and effective technique to develop the students' speaking ability and recommends teachers to apply critical debate technique to develop the students' speaking ability, the principal of school encourage the teachers to apply critical debate technique by providing better appropriate facility needed

in teaching-learning process, and other researchers develop some dimensions which have not been developed in this research.

Finally, Alasmari (2012) in her study concludes that debating is a practice that inspires learners to open their mouth, get into discussion, defend their own positions, place counter arguments and also conduct research on related issues. While debating in English, the debaters get involved into a challenging and thrilling activity; moreover, they find themselves well-conversant in the aforesaid language.

2.2.3. Challenges affecting improvement of English speaking skills

According to previous researches, this may be due to the disparity between the spontaneous nature of the spoken language, and the structuring necessary to rearrange it into an acceptable, and correct form to be learned that causes problems for both teachers and students (Hughes, 2002). More specifically, problems faced by the teachers are numerous. While teaching English, giving each student sufficient time to speak within the constraints of the lesson is not easy especially because many teachers have large classes of students who they must keep control of (Kingen, 2018).

According to Klippel (2014), teaching speaking requires the focus on each individual student who might have his own phonological and linguistic weaknesses and problems. This makes speaking instruction a time-consuming process. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests (Littlewood, 2016). Speaking is a skill which is worthy of attention in both first and second language.

As opposed to other skills, speaking does not lend itself to tangible evidence so crucial for feedback (Scarcella & Oxford, 2014). Therefore, assessing speaking is time consuming and not practical. Unlike written language, spoken language consists of short, often fragmentary utterances. It is characterized by the use of non-specific words and phrases, fillers, repetition, loosely organized syntax and an overlap between one speaker and the other. This makes instruction sounds less systematic (Marzuki, 2016).

As for problems faced by learners, psychological, social and linguistic obstacles can be scrutinized. According to Scarcella and Oxford (2014), these included the conflict between fluency and accuracy. In this context, though a student may gain confidence in using the new language by being let uncorrected, his language will continue to be inaccurate or incorrect (Florez, 2016). In addition, there is lack of confidence. Apparently, some students feel uncomfortable in their first hesitant attempts at speech in the second language. One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations (Harmer, 2002).

Moreover, some students face pronunciation challenges. The most prominent problems identified include phonetic confusion, interference from the written form, interference from the mother language and failure to use the weak forms (Carter & McCarthy, 2014). Thus, in the light of the previous constraints speaking is always scarified. Yet, helping learners develop their oral communication skills is important and, even with large classes or difficult teaching situations; it is not something that can be ignored just because it is difficult (Walker, 2018).

2.2.4. Strategies to overcome challenges affecting improvement of English speaking skills

Researchers were conducted to investigate the most suitable methods for teaching speaking skills. A general review of the different approaches to teaching EFL speaking reveals that two views have dominated: a direct approach and an indirect one (Alsumait, 2013). The direct approach includes 'skill getting'. It is highly controlled and it helps learners focus on specific elements of speaking proficiency which are isolated and practiced (Littlewood, 2016). It includes activities such as: pattern practice drills, analysis of spoken genres structures, and activities where learners construct rules inductively (Hornby, 2014). The indirect approach, on the other hand, increases learners' autonomy with a focus on the production of 'authentic' and functional language. The essential focus is on communicative tasks mediated through negotiation and the sharing of information (Heaton, 2012).

Following the view of Hughes (2012), improving students speaking skills involves related to concepts such as 'skill using', real life 'and 'whole task' practice. They include activities such as: discussion, information gap, simulations and talking circles which are utilized to enhance learners' ability to anticipate the kinds of oral communication needs that may arise in conversation management. Proponents of these two methodological propositions note that the relationship between them is complex. The sole dependence on only one of the above approaches can negatively affect EFL speaking skills.

Clearly, the indirect approach is mainly directed at improving students' ability to achieve communication. However, it cannot be assumed that achieving communicative effectiveness will set up the necessary conditions that promote accuracy of production (Bygate, 2014).Thus, the need arises for combining the two models- direct and indirect – in an integrative teaching approach where analytical activities are embedded within communicative tasks to help EFL learners acquire efficient speaking skills (Murphy, 2015).

Fundamentally, communicative tasks, representing the indirect approach, can have a positive effect on teaching speaking. Koester (2017) proved that tasks give learners experience of spontaneous interaction through negotiating turns to speak, using and responding to questions, reacting to others' contributions and using communication strategies.

Moreover, Nunan (2015) argues that tasks can promote all three dimension of oral communication: expression, interpretation and negotiation of meaning. However, this over-emphasis on communication during performing tasks increases the risk of a greater reliance on ready-made acquired and probably incorrect language which becomes resistant to change and hinder language development. In addition, instruction based on tasks lacks clear connection with a broader theory about second/foreign language acquisition, and the role the cognitive processes and strategies play in language teaching (Gay, 2016).

2.3. Conceptual framework

This section entails the conceptual framework that clearly demonstrates variables that are formulated in this research. As the figure, shows, there are dependent, independent and intermediate variables which are interrelated as shown in the figure below.

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Debate (IV)
• Introduction
• Discussion
• Statement of facts

English speaking skills (DV)
• Pronunciation
• Fluency
• Relevance

Intervening variables

- Personality factors
- Teaching methods
- Level of language
- Time factors
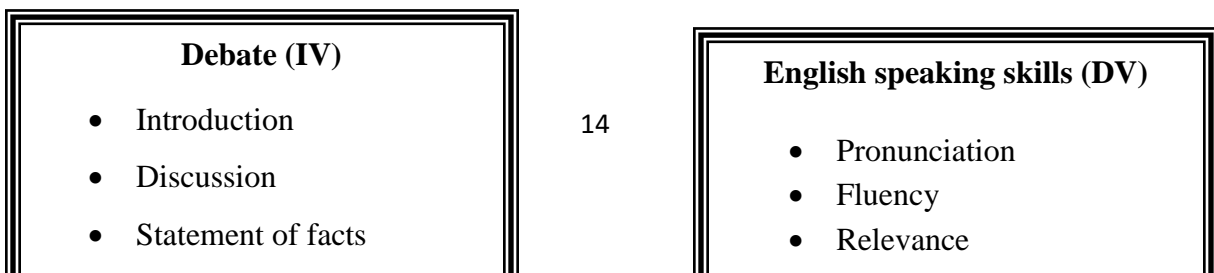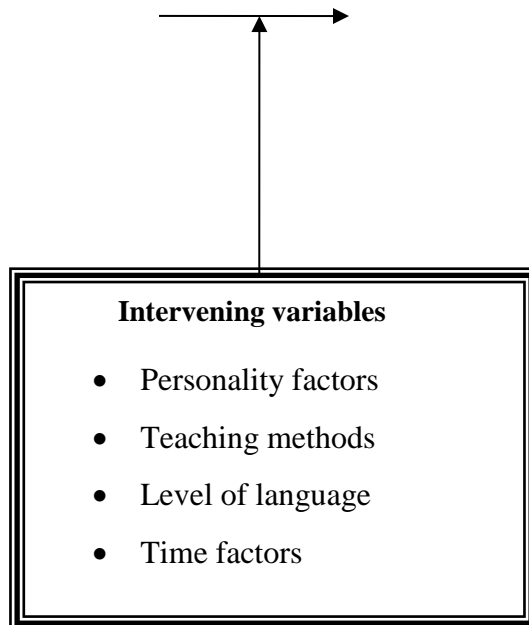
Figure 1: Conceptual framework

From the Figure 1 above, it is shown that the study comprises three types of variables including independent, dependent and intervening variables. The model shows that debate is independent variable which encompasses: motion selection, introduction, and discussion, statement of facts, refutation and conclusion. The dependent variable is English speaking skills which consist of fluency, pronunciation, intonation, vocabulary, grammar, listening skills and time management. Finally the diagram shows that there are intervening variables such as personality factors, teaching methods, and level of language and time factors.

2.4. Empirical review

In teaching and learning English as the foreign language, most students cannot speak English well (Scarcella & Oxford, 2014). Teaching and learning technique is the important factor to the success of language learning for all aspects in education. But for the fact, the teacher is not choosing the suitable technique of teaching speaking; this activity is not giving any opportunity

to express their idea directly. So, students cannot improve their speaking skill in teaching learning process. In addition, Dale and Wolf (2018), states that vocabulary is necessary not only in reading and writing but also in listening and speaking. Lack of vocabulary affects fluency in speaking and speed and process of reading, writing and listening.

In speaking skills, students can explore and improve their vocabulary. They will learn and enrich their knowledge. Students do not have enough knowledge about the vocabulary learning techniques and they have difficulty in dealing with problem themselves according (Robinson, 2013). Debate technique can make active learning process. Students will learn more through process in debate and automatically students can get many vocabularies in debate process. Debate technique is one of the activities that require two teams consist of two or more speakers. In this activity, speakers can speak the argument and oppose the opponent arguments in terms of the topic or motion. Debate can be implemented as the alternative way to teach speaking skill (Harris, 2017).

According to Dale and Wolf (2018), debate is different from other strategies. In debate, teachers give some topics or motion to discuss. One or two students present their opinions and facts concerning the topics or motion. The next step, they respond to the students' questions and comments. In addition, debate is definitely one of the most exciting and valuable experiences for the high school or college students. Those who learn to debate well learn how to research and gather a significant question in depth. They also learn how to organize research or arguments into a meaningful and persuasive presentation Harmer, 2015).

In addition, Junaidi (2014) states that the debater learns to defend his or her presentation against the attack of the opponents through critical thinking and listening. Thus, the good debater should know how to search and research the data, build the constructive arguments, present and defend the arguments, refute and rebut the opponents' arguments, and so forth. For able to communicate effectively is the most important in all skills. The communication is simply the act of transferring information from one place to another and how well this information can transmit and receive is a measure of how good our communication skills through pronunciation. Debating technique is one of the strategies to improve students' ability in

improving speaking skills well (Mcdonough, 2014). This technique will help students in exploring their talents in mastering vocabulary and students' pronunciation.

2.5. Partial summary

The chapter highlights other researchers' views and theories related to debate and English speaking skills. It also investigated the challenges facing speaking skills, and the way forward to enhance these skills. The section blow provides the methodological approaches that were used to conduct this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

This chapter entails, explains and justifies the methodology that was used in order to fulfill the objectives of the present study. It gives the reasons, means and source of data collection, analysis and presentation. Concerning the nature and objectives of the study, the methodology selected was suitable and help successfully achieve the set-objectives of this study. In short, this chapter provides scientific methods adopted during the study and explains the research design, sources of data, data collection instruments and sampling techniques.

3.1. Research approaches

This research involved both quantitative and qualitative research methods and techniques. The quantitative approach was used to put into its account the precise measurements, resorts to numerical data, by use of sampling techniques that facilitated to collect more reliable data that were used for generalization. The study also used the survey and statistical analysis in order

to collect or produce data. In this study, all the means allowing the researchers to express mathematical description of relationships by means of tables and use of descriptive statistics were used.

3.2. Research design

Concerning the present study, descriptive study design was used to provide an accurate picture of the researched concepts related to the impact of debate technique in improving students English speaking skills. While collecting data, both primary and secondary data were collected. Various published books, magazines and reports about this topic were consulted.

3.3. Target population, sample size and sampling procedures

This section shows the methodological approaches that were used in this study including, target population, sampling procedures, and sample size.

3.3.1. Target population

The target population in the present study is 568 ordinary secondary students at ES Ngoma in Karongi District, Western Province. The respondents' categories were illustrated in the table below.

Table 1: Population categories

ES Ngoma	Population
Students	
S1	206
S2	184
S3	178
English Teachers	3
Total	571

Source: Primary data, 2022

3.3.2. Sample size

The sample size was determined with reference to the formula of Alain Bouchard. Given that our population groups (N) lie between 500 and 1000 individuals, sample size for a finite population is 81 individuals with marginal errors of 10% and a precision of 90% according to Bouchard's formula (Grawitz, 2016). To obtain the adjusted sample size of the respondents from population of ES Ngoma, the following formula was needed:

$$nc = \frac{n}{1 + \dfrac{n}{N}}$$

Where

N: Population size

n: Sample size for a finite population

nc: Adjusted sample size for a finite population

By simplifying this formula, we have

$$nc = \frac{n}{1 + \dfrac{n}{N}} =$$

$$nc = \frac{n}{\dfrac{N + n}{N}}$$

$$nc = \frac{n \, x \, N}{N + n}$$

Therefore, in this study the sample size was 71 respondents.

3.3.3. Sampling procedures

In this study, two sampling techniques were used to name random sampling, purposive sampling and stratified sampling

3.3.3.1 Simple random sampling

This study used simple random sampling to select a statistical population in which each member of the subset had an equal probability of being chosen. This sampling technique helped to   select students whereby all students had equal chance to be chosen in this study.

3.3.3.2. Purposive sampling

According to Kothari (2013), purposive sampling also called deliberate sampling is a non-probability sampling that was used. This sampling method involved purposive or deliberate selection of particular units of the universe for constituting a sample which represents the universe. Therefore, the researcher used purposive sampling while choosing English teachers. In this regard, 3 English teachers were surveyed because they were expected to have more information about the current topic in particular. In addition, deputy head teacher in charge of studies was purposively selected.

3.3.3.3. Stratified sampling

The stratified sampling technique was applied so as to obtain a representative sample. In this technique, the population is stratified into a number of non-overlapping subpopulations or strata and sample items are selected from each stratum. As far as the study is concerned, stratified sampling was used because respondents' belong to different classes whereby each class was considered a stratum.

Table 2: Stratification of respondents

ES Ngoma students	Population	Sample
Students		
S1	206	71*206/568= 26
S2	184	71*184/568= 23

S3	178	71*178/568= 22
Total	**568**	**71**

Source: Primary data, 2022

3.4. Data collection tools and procedures

Data for this study was collected using interview, questionnaire and documentation.

3.4.1. Interview

The information was collected from teachers and deputy head teacher in charge of studies at ES Ngoma using interview protocol. The interview guide contained both close- ended and open-ended questions. Open ended questions were kept to the minimum so as to keep respondents focus on the major aspects of the research. This helped to get data from respondents who do not have convenient time to answer to questionnaires.

3.4.2. Questionnaire

In this study, the questionnaire was used to obtain responses from 71 students selected and 4 English teachers in the surveyed school. The questions were open and closed according to the study objectives. These structured questions were used to help the researcher collect real information because students had greater freedom in answering by the fact that the questionnaire was self-administered with no influence of the researcher. Furthermore the questionnaire was the best tool to help access a wide range of respondents on a reasonable cost.

3.4.3. Documentation

The researchers used various published texts to obtain secondary data that are deemed relevant to the study. These include books, internet sources, and magazines among others.

3.5. Data analysis

In this research, different methods of data analysis were used in order to make the results rather accurate and comprehensible. Such methods include statistical methods, descriptive methods and analytical methods.

3.5.1. Statistical method

The collected data were analyzed and presented in tables by using SPSS (Statistical Package for Social Sciences) The main statistical tools used are descriptive statistics that show frequencies and percentages, mean, standard deviation of the responses per each question.

3.6. Reliability and validity measures

In this regard, questionnaire and interview were tested to ensure that they are reliable and valid tools of data collection from respondents. Questions that were asked were checked to ensure that they reflect the purpose and of objectives of this study and examine if they provide measurable data possible to analyze and verify the hypothesis.

3.7. Ethical consideration

While conducting this study, ethical standards were highly respected as avoiding the fabrication or falsifying of data. Regarding this study, respect for the dignity of research participants was prioritized. Full consent from the students and school administration was obtained prior to the study. For students under eighteen, their parents or guardians signed consent form to authorize their children to participate in this study. While collecting data, answers from teachers and students were treated with adequate confidentiality. Anonymity of individuals in this study was ensured. There was no deception or exaggeration about the aims and objectives of the research. Communication in relation to the research was done with honesty and transparency. Any type of misleading information, as well as representation of primary data findings in a biased way was avoided. All citations from different sources were adequately acknowledged.

3. 8. Conclusion

In brief, this chapter presents different methods, techniques and scientific approaches that were used to conduct this research. We are also presented with how this research was carried including the way data were collected and analyzed. The reasons of using above mentioned methods and techniques were also given.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

This chapter presents analysis and interpretation of the findings from this research conducted in ES Ngoma. The data were collected from 71 respondents including students and English teachers who teach at this school selected randomly and purposively. Results were now presented and discussed sing descriptive statistics including tables showing frequencies and

percentages, mean, and standard deviation**.** Therefore the following section starts by providing information about the demographic information about the respondents.

4.1. Respondents' profile

This section helps to know whether the information gathered from the field survey is related to the demographic characteristics of respondents.

4.1.1. Gender of respondents

The section below demonstrates gender of the respondents. As the results showed, respondents were both male and female. The table below shows the gender of the respondent in details. As the table shows, the great numbers of the respondents were male.

Table 3: Distribution of respondents by gender

Gender	Frequency	Percentage
Male	32	44.3
Female	39	55.7
Total	71	100

Source: Field data, 2022

In this study, both male and female respondents were involved as they both have such knowledge about the use laboratory experiments. Referring to the results in the table above, the majority of the respondents were female account to 55.7% of respondents. The results indicated that male respondents were 44.3% of the entire population. The figures demonstrate the superiority of female students over male in lower class levels.

4.1.2. Age groups of respondents

The research involved respondents of different categories of ages. The respondents' age categories were illustrated as follows.   The respondents were classified in categories from

of below 15 years, 16 to 20 years and above 20 years. Results about age categories are presented below.

Table 4: Table Distribution of respondents by age

Age	Frequency	Percentage
Below 15 years	21	28.6
16-20 years	43	62.9
Above 20	5	8.6
Total	71	100

Source: Primary data 2022

According to the table 4, a great number of the respondents accounting for 62.9% are in the category of ages between 16-20 years. We also see in the table that 28.6% of the sample was between below years old whereas 8.6 % of the respondents were above 20 years.

4.2. DISCUSSION OF RESULTS

This section provides the discussion of the findings as per the specific objectives. Data were presented in tables, interpreted and discussed.

4.2.1. Students' perceptions towards their level of English speaking skills at ES Ngoma

This section examined the students' views about their level of English speaking skills in ES Ngoma. The results were presented and interpreted in the section below**.**

4.2.1.1. Ability to speak English fluently

This section examined the students' ability to speak English fluently. The results were presented and were analyzed in the table below.

Table 5: Students' views on their ability to speak English fluently

Are you able to speak English fluently?	Frequency	Percentage
Yes	27	38
No	44	62
Total	**71**	**100**

With reference to the results in the above, 62% of the respondents proved that they are unable to speak English fluently while only 38% answered that they are fluent in speaking English. This implies that there still challenges that may be leading to students inability to speaking English fluently such as multilingualism, teaching and personal factors among others.

4.2.1.2. Extent of improvement of students' English speaking

This section also investigated the step of improvement of English speaking skills in the surveyed school. The results in details were analyzed and presented in the table below.

Table 6: Students' extent of improvement of students' English speaking

To what extent do your English speaking skills improve?	Frequency	Percentage
Never improves	0	0
Improves slowly	57	80.3
Improves quickly	14	19.7
Total	**71**	**100**

With reference to the results in the table 6, it is showed that 80.3% of the respondents agreed that their level of English speaking improves slowly. However, only 19.7% of the respondents said that their English speaking skills.

4.2.1.3. Level of English speaking skills among students at ES Ngoma

The study also evaluated the level of English speaking considering different areas of speaking skills. The results in details are presented in table 6 that follows.

Table 7: Respondents' views on their level of English speaking skills among students at ES Ngoma

No	English speaking skills	Excellent		Very good		Good		Developing		Inadequate	
		F	%	F	%	F	%	F	%	F	%
1	Use of intelligible pronunciation	4	**5.6**	13	**18.3**	24	**33.8**	26	**36.6**	4	**5.6**
2	Appropriate use of vocabulary	5	**7**	31	**43.7**	18	**25.4**	9	**12.7**	1	**1.4**
3	Level of fluency	6	**8.5**	14	**19.7**	8	**11.3**	39	**54.9**	4	**5.6**
4	Respect of grammatical rules	11	**15.5**	41	**57.7**	16	**22.5**	2	**2.8**	0	**0**
5	Listening ability	13	**18.3**	49	**69**	5	**7**	4	**5.6**	0	**0**

In table 7 are details of the measures of the level of English speaking skills among the ordinary level students at ES Ngoma. The statements have been ranked in terms of frequency and percentages so as to deduce meaning out of the results. The results were presented based on different skills required in speaking English. With reference to the results in the table, 33.8% have good pronunciation and 36.6 have only developing pronunciation. This implies that students have pronunciation weaknesses which need to be improved.

The results in the table also demonstrate that 43.7% of students' level of using adequate vocabularies is very good and 25.4% said it to be good. This demonstrates that students have enough vocabulary to use while speaking though they have other factors which restrain them from being good speakers of English. Thirdly, results in the table shows that 54.9% of the

respondents have only developing speaking fluency which may be attributed to their low level of speaking English at and outside school.

Study also examined whether students are able to adhere to grammatical rules while speaking English. With reference to the results in the table above, a great number of respondents (57.7%) state that they are able to speak grammatical English even if they are not fluent with pronunciation challenges such as failure to use, stress, intonation, rhythms, and acceptable English speaking accent. Finally, results prove that 69% of the respondents are able to listen and understand English even though it was mentioned that they are not fluent in speaking English having poor pronunciation.

4.2.2. The way debate practices affect students' English speaking skills at ES Ngoma

The study mainly examined the way debate practices affect the improvement of students English speaking skills. The section below provides results in details.

4.2.2.1. Use of debate technique while learning English

Table 8: Respondents' views on the use of debate technique while learning English

Do you use debate technique while learning English at your school?	Frequency	Percentage
Yes	71	100
No	0	0
Total	71	100

The study examined whether students use debates in learning English at their school to make sure the data they provide are relevant. With reference to the results in table, the totality of the respondents confirmed that they use debates in learning English. This implies that debate technique can improve the students' involvement in learning teaching process and may also build appreciation for diversity and develop tolerance for other viewpoints while raising the motivation and interest and establishing the psychological therapy and promoting critical thinking.

4.2.2.2. Areas in which debates contribute to the improvement of English speaking skills

The study examined the areas in which debates facilitates the improvement of English speaking skills in ES Ngoma. The results were analyzed and presented in the table below using means, standard deviation, maximum and minimum.

Table 9: Respondents' views on areas in which debates contribute to the improvement of English speaking skills

Descriptive Statistics					
The way debates improve students' English speaking skills	N	Minimum	Maximum	Mean	Std. Deviation
Debate helps me to improve my vocabulary	71	2.00	5.00	4.55	0.566
Debate helps me improve my grammar	71	2.00	5.00	3.96	0.770
Debate helps me to improve my pronunciation.	71	2.00	5.00	4.38	0.403
Debate helps me to reduce my anxiety level to speak in front of the crowd.	71	2.00	5.00	4.63	0.425
My speaking fluency improved through debate	71	2.00	5.00	4.32	0.446
Debate improves my argumentation skills	71	3.00	5.00	4.72	0.341

In table 9 are details of the measures of the way debates improve English speaking skills among the students ES Ngoma. The statements have been ranked in terms of their means and standard deviations so as to deduce meaning out of the results. Therefore, the details of the table are discussed in the section below. With reference to results of the survey as reflected in table 8, suggest that respondents were in agreement as to whether debate helps them improve their vocabulary as revealed by the mean value 4.55which is close to the maximum of the scale (5) and the corresponding standard deviation is low which means there are slightly varied responses from students.

Secondly, with regard to the second statement as to whether debate helps students improve grammar, respondents were in agreement as revealed by the mean value of 3.96 which is

above the average (3). However, a standard deviation of 0.770 reveals varied responses from the respondents surveyed probably based on their personal factors that affect their speaking skills.

Similarly, results of the survey as reflected in Table 9 showed that respondents were in agreement with the statement that debate helps students to improve pronunciation. The mean value of 4.38 is the clear indication of majority respondents positively testifying how debate is important in improving students' pronunciation skills such as intonation and stress among others. On the other side, Chalak and Hajian (2013) confirmed that debate is a communication process in which participants argue for and against a given topic and it is about developing our communication skills as enables learners to assemble and organize effective arguments, persuade and entertain an audience, and using your voice and gestures to convince the adjudicator that argument outweigh one's position.

Based on results of the survey as reflected in fourth statement, as to whether debate helps to reduce students 'anxiety level to speak in front of the crowd, the respondents were in agreement to this statement. This was revealed by the mean value of 4.63 which is close to the maximum of 5 which means strongly agree.

4.2.3. Challenges affecting the improvement of speaking skills at ES Ngoma

Table 10: Respondent's views on challenges affecting the improvement of speaking skills at ES Ngoma

Descriptive Statistics					
Challenges affecting the improvement of speaking skills at ES Ngoma	N	Minimum	Maximum	Mean	Std. Deviation
Many students are shy to speak English in public	71	4.00	5.00	4.88	0.316
I don't have enough vocabulary to use adequately	71	2.00	5.00	3.21	0.946
Our teachers do not focus on speaking tasks	71	2.00	5.00	4.25	0.645
My pronunciation is still poor	71	1.00	5.00	3.82	0.946
I don't have anyone to talk to in English out of school	71	3.00	5.00	4.72	0.541
Speaking English is optional at my school	71	3.00	5.00	4.53	0.564

In table 10 are details of the measures of challenges affecting the improvement of speaking skills at ES Ngoma. The statements have been ranked in terms of their means and standard deviations so as to deduce meaning out of the results. The details of the table are discussed in the section below following statements in the table. With reference to first statement that says many students are shy to speak English in public, respondents were in agreement as revealed by the mean value of 4.88 which is close to the maximum of 5 which means strongly agree on the Likert scale. These findings were also confirmed by Chastain (2016) who found that some students also think it is not convenient to speak English to someone who can easily understand the local language whereas students present shyness. It is obvious that some students also feel shy to speak English. Probably, they are afraid of being laughed at when they make mistakes in speaking.

Secondly, concerning the second statement as to whether students don't have enough vocabulary to use adequately, respondents seem not to agree as revealed by a low mean value of 3.21 which is close to average (3) which means not sure on the scale. This implies students

do not suffer the lack of vocabulary while speaking but the correct use of them in accurate and compressible manner of speaking English.

Concerning the third statement in the table as to whether their teachers do not focus on speaking tasks. Respondents were in agreement. This is evident when the mean of respondents as computed by the system 4.25 which is close to the maximum. This was also highlighted by Littlewood (2016), who argues that speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests.

The study (as reflected in table 10) found that the respondents agree that they don't have anyone to talk to in English out of school as revealed by the mean value 4.68 which is close to the maximum of 5 which means strongly agree on the Likert scale. It is unlikely to develop English speaking skills for students who do not have an environment where English is spoken. Finally, the results of the survey as revealed by Table 10 suggest that the respondents agreed that Speaking English is optional at their school. This is evident when the mean of respondents as computed by the system is 4.53 close to the maximum. This means that students' abilities cannot easily develop while speaking choice is personal with no school influence.

4.3. Summary of findings

The first objective examined the students' students' level of English speaking skills in ES Ngoma. It was revealed that 62% of the respondents proved that they are unable to speak English fluently while only 38% answered that they are fluent in speaking English. It was revealed that that 80.3% of the respondents agreed that their level of English speaking improves slowly. By analyzing the level of English speaking skills among students, 33.8% have good pronunciation and 36.6 have only developing pronunciation. This implies that students have pronunciation weaknesses which need to be improved. Results also demonstrate that 43.7% of students' level of using adequate vocabularies is very good and 25.4 % said it to be good. This demonstrates that students have enough vocabulary to use while speaking though they have other factors which restrain them from being good speakers of English.

Thirdly, results in the table shows that 54.9% of the respondents have only developing speaking fluency which may be attributed to their low level of speaking English at and outside school. Results also proved that (57.7%) are able to speak grammatical English and 69% of the respondents are able to listen and understand English even though it was mentioned that they are not fluent in speaking English having poor pronunciation.

Concerning the second objective to analyze the way debate practices affect students' English speaking skills at ES Ngoma, 100% of the respondents said they use debate while learning English. Respondents were in agreement as to whether debate helps them improve their vocabulary as revealed by the mean value 4.55, and it was proved that debate helps students improve grammar, pronunciation, reduces students' anxiety level to speak in front of the crowd as it was revealed by the mean value of 4.63 which is close to the maximum.

The results also proved the challenges affecting the improvement of speaking skills at ES Ngoma whereby many students are shy to speak English in public as revealed by the mean value of 4.88 and students seem not to agree that they lack enough vocabulary to use adequately as revealed by a low mean value of 3.21 which is close to average (3) which means not sure on the scale. This implies students do not suffer the lack of vocabulary while speaking but the correct use of them in accurate and compressible manner of speaking English. It was also revealed that teachers do not focus on speaking tasks and speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests. Moreover, results indicated that respondents agree that they don't have anyone to talk to in English out of school and speaking English is optional at their school. This means that students' abilities cannot easily develop while English speaking is based on one's initiative with no school influence.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The main objective of this study was to analyze the impact of using debate technique in improving English speaking skills among ordinary level students at ES Ngoma. The results have shown respondents perceptions towards their level of English speaking skills, and how

debate helps them in improving these skills. In this chapter, the researcher provides the conclusion and suggestions related to the findings.

5.1. Conclusion

The study examined the impact of debate in improving students English speaking skills among ordinary level students at ES Ngoma. Results proved inability of majority students to speak English fluently how their speaking skill improves slowly. It was also highlighted that students have pronunciation weaknesses which need to be improved but students' level of using adequate vocabularies is very good whereby students have enough vocabulary to use while speaking though they have other factors which restrain them from being good speakers of English. Moreover, results show that students lack the English speaking fluency which may be attributed to their low level of speaking English at and outside school. However, Results also proved that even though students are unable, to speak, they are able to use grammatical English able to listen and understand English even though it was mentioned that they are not fluent in speaking English having poor pronunciation. Concerning the second objective to analyze the way debate practices affect students' English speaking skills at ES Ngoma, results showed that debate helps students improve their vocabulary and it was proved that debate helps students improve grammar, pronunciation, reduces students' anxiety level to speak in front of the crowd. The results also proved the challenges affecting the improvement of speaking skills at ES Ngoma whereby many students are shy to speak English in public and students seem not to agree that they lack enough vocabulary to use. This implies students do not suffer the lack of vocabulary while speaking but the correct use of them in accurate and compressible manner of speaking English. It was also revealed that teachers do not focus on speaking tasks and speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests. Moreover, results indicated that respondents agree that they don't have anyone to talk to in English out of school and speaking English at their school is optional. Therefore, the above results compel the researchers to formulate recommendations in the section below.

5.2. Recommendations

At the end of this study, the research formulated suggestions based on the findings. The suggestions are directed to the government and schools.

5.2.1. Recommendations to the Ministry of Education

- ✓ Government and schools should reinforce English and debate clubs in all schools.
- ✓ The government should also reinforce speaking tests in all schools.
- ✓ Enough resources should be provided to motivate teachers and students' practices in improving students English speaking skills.

5.2.2. Recommendations for teachers

With reference to the results from the study about the impact of debate in improving students English speaking skills in secondary schools, teachers should do great work to make the teaching of English speaking effective. Therefore, English teachers should:

- ✓ Ensure effective collaboration with the school community to promote the use of English as a compulsory means of communication at school
- ✓ Motivate learners to use English in and outside class
- ✓ Plan and organize regular class and school debates to familiarize learners with speaking in public
- ✓ Organize regular marked English speaking tests.

5.3. Suggestions for further researches

The study was concerned to examine the impact of debate in improving English speaking skills in ordinary level students in Karongi District. However, the results were not exhaustive and therefore, the researchers suggest that other studies may be conducted in the similar domain to make in-depth research and analysis to provide extensive findings. For this occasion the researchers suggest that other studies may be conducted to:

- ✓ Analyze students' perceptions towards teaching English in technical schools

- ✓ The use of debate technique in improving other language skills in schools of Rwanda

- ✓ Assess the challenges facing English teachers in improving English speaking in primary school of Rwanda.

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APPENDICES

Appendix A: QUESTIONNAIRE FOR STUDENTS OFES NGOMA

I. RESEARCH INTRODUCTION

Dear respondent,

We, MWISENEZA Jean Claude and HABANABAKIZE Viateur are the final year students in Kibogora Polytechnic in the Faculty of Education, Science Department of languages. Therefore, we are conducting a study to assess '*The impact of using debates to the improvement of English speaking skills among ordinary level students in Karongi District*'. In this regard, we have selected ES Ngoma where we can conduct this study. For that pursuit, we kindly request for your opinion and answers to the questions raised in this questionnaire to facilitate our study by ticking the appropriate option. The information obtained shall be used for academic purposes only and shall be treated with confidentiality. It's only through your positive response that this study can be completed successfully.

Thank you for your cooperation and time.

MWISENEZA Jean Claude

and

HABANABAKIZE Viateur

- Please respond to questions with a tick (√)
- Tick one or more answers when appropriate
- Explain where it is required

SECTION A: PERSONAL INFORMATION

1. Class ....

2. Age groups of the students

   a) <15 years

   b) From 16-20   years

   c) From21 to 25 years

   d) above 25 years

SECTION B: STUDENTS' PERCEPTIONS TOWARDS THEIR LEVEL OF ENGLISH

SPEAKING SKILLS AT ES NGOMA

1. Are you able to speak English language fluently?

   Yes   No

2. Do your English speaking skills improve gradually?

   Yes   No

3. Considering your class level, rate your level of English speaking skills

No	English speaking skills	Inadequate	Developing	Good	Very good	Outstanding
1	Use of intelligible pronunciation					
2	Appropriate use of vocabulary					
3	Level of fluency					
4	Respect of grammatical rules					
5	Listening skills					

SECTION C: TO ANALYZE HOW DEBATE PRACTICES AFFECT STUDENTS' ENGLISH SPEAKING SKILLS AT ES NGOMA

4. Do you use debate technique while learning English at your school?

Yes ☐   No ☐

5.In your opinion, do debates contribute to the improvement of your English speaking skills?

Yes ☐   No ☐

6. If yes, how do debates improve your English speaking skills?

Please rank the following statements on likert scale where:

1= strongly disagree; 2= Disagree; 3= Not sure; 4= Agree 5= strongly agree

No	The way debates improve students' English speaking skills	1	2	3	4	5
1	Debate helps me to improve my vocabulary					
2	Debate helps me improve my grammar					
3	Debate helps me to improve my pronunciation.					
4	Debate helps me to reduce my anxiety level to speak in front of the crowd.					
5	My speaking fluency improved through debate					
6	Debate improves my argumentation skills					

SECTION D: CHALLENGES AFFECTING THE IMPROVEMENT OF SPEAKING SKILLS AT ES NGOMA

7. Are there any challenges faced in improving English speaking skills at ES Ngoma?

Yes ☐   No ☐

8. What are the major challenges do you faced in improving your English speaking skills?

Please rank the following statements on likert scale where:

1= strongly disagree; 2= Disagree; 3= Not sure; 4= Agree 5= strongly agree

No	Challenges affecting English students' English speaking skills	1	2	3	4	5
1	Many students are shy to speak English in public					
2	I don't have enough vocabulary to use effectively					
3	Our teachers do not focus on speaking tasks					
4	My pronunciation is still poor					
5	I don't have anyone to talk to in English out of school					
6	Speaking English is optional at my school					

9. What are the other challenges that affect the improvement of English speaking skills at your school?

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

10. What do you think can be done to address the challenges affecting your English speaking skills in your school?

a) ....
b) ....
c) ....

Thank you very much for your support!

Appendix B: Interview guide for English teachers and dean of studies at ES Ngoma

1. To what extent are your students able to speak English?
2. . Do you use debate technique while teaching English at your school?
3. How do debates contribute to the improvement of English speaking skills among your learners?
4. Are there any challenges that affect the improvement of English speaking skills in your school?
5. What are the major challenges that affect English speaking at your school?
6. What do you think can be done to address the challenges affecting students' English speaking skills in your school?

Thank you very much for your support!

Appendix C: Consent form

PARENT'S CONSENT FORM

Parent's names

……………………………………

Project Title /: *The Impact of using debates to the improvement of English speaking skills among ordinary level students in Karongi District, Case study: ES Ngoma in Rugabano Sector, Karongi District*

Project Intention: *The project is only being conducted as a partial fulfillment of the requirements for the Bachelor's Degree in Education with honor in English and Kinyarwanda from Kibogora Polytechnic and the data collected will be used for the academic purpose only.*

Parent's Declaration

- I have well understood the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I voluntarily allow my child to participate in this research and I understand that they will not be bribed or coerced to participate in this research.
- I understand that even if I allow my child to participate now, I have rights to withdraw him/her from this research without any consequences of any kind.
- I understand that all information provided for this study will be treated confidentially.
- I understand the researcher will not identify my child by name in any report using information obtained from this study and that my child's confidentiality as participant in this study will remain secure.

By signing this form, I allow my child to participate in this research.

Parent's names and signature: **Researcher's names and signature:**

....   -MWISENEZA Jean Claude

                                                  Date and signature................

                                                  -HABANABAKIZE Viateur

                                                  Date and signature ....

Appendix D: Alain Bouchard's table of sample size determination

	Precision								
	90 fois sur 100			95 sur 100			99 sur 100		
	10%	5%	1%	10%	5%	1%	10%	5%	1%
Infini	68	271	6765	96	384	9604	166	664	16589
1,000,000	68	271	6720	96	384	9513	166	663	16319
100,000	68	270	6336	96	383	8763	166	659	14229
50,000	68	269	5959	96	381	8057	165	655	12457
10,000	67	263	4035	95	370	4899	163	622	6239
5,000	67	257	2875	94	357	3288	161	586	3842
1,000	63	213	871	88	278	906	142	399	943
500	60	176	466	81	271	475	125	285	485
100	41	73	99	49	80	99	63	67	99
50	29	43	50	33	44	50	49	47	50

Source: Alain Bouchard (2011