THE EFFECTS OF DEBATE INSTRUCTION ON TURKISH EFL LEARNERS' L2 SPEAKING ANXIETY, L2 SPEAKING PERFORMANCE, AND L2 WRITING PERFORMANCE

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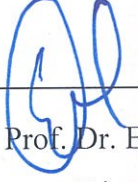GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
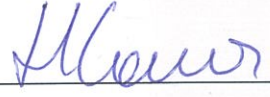
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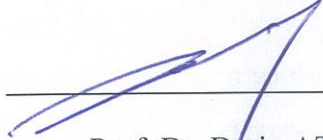IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

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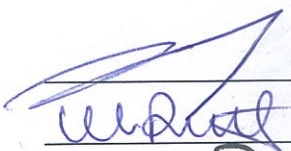
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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

THE EFFECTS OF DEBATE INSTRUCTION ON TURKISH EFL LEARNERS'
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PERFORMANCE

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The overarching aim of the study is to figure out the effects of debate instruction on Turkish EFL students' L2 speaking anxiety, L2 speaking performance, and L2 writing performance and also to determine the differences between A1 and A2 students exposed to the debate instruction regarding their L2 speaking anxiety, L2 speaking performance, and L2 writing performance. The study also aimed to explore students' perceptions regarding the classroom debate instruction and to list the challenges experienced during conducting the classroom debate instruction. The participants included 26 A1 and 24 A2 high school students exposed to the debate instruction for eight sessions. The data were collected by means of a Turkish version of Foreign Language Speaking Anxiety Questionnaire (T-FLSAQ), L2 speaking tests, L2 writing tests, field notes of the researcher, and semi-structured interviews with the students. The findings from the quantitative data revealed that students' L2 speaking anxiety decreased statistically significant after using the debate instruction and students' L2 speaking performance and L2 writing performance improved statistically significant after exposing to the debate instruction. The findings also revealed that there were not statistically significant differences between A1 and A2 students' L2 speaking anxiety, L2 speaking performance, and L2 writing performance. The findings from the qualitative data showed that students have positive perceptions towards the classroom debate instruction and the findings also reported that time limitation, students' motivation, students' satisfaction and

students' proficiency levels were the biggest challenges that L2 teacher faced in implementing the classroom debate instruction.

ÖZ

TARTIŞMA EĞİTİMİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN İKİNCİ DİLDE KONUŞMA ENDİŞESİ, İKİNCİ DİLDE KONUŞMA BECERİLERİ VE İKİNCİ DİLDE YAZMA BECERİLERİNE ETKİLERİ

Khalil, Eftima
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Tez Yöneticisi: Prof. Dr. Derin ATAY

Haziran 2018, 105 sayfa

Bu çalışmanın amacı tartışma eğitiminin İngilizceyi Yabancı Dil olarak öğrenen Türk öğrencilerin ikinci dilde konuşma korkusu, ikinci dilde konuşma becerileri ve ikinci dilde yazma becerilerine etkisini anlamak ve aynı zamanda A1 ve A2 seviyesindeki tartışma eğitimi alan öğrencilerin ikinci dilde konuşma korkusu, ikinci dilde konuşma becerileri ve ikinci dilde yazma becerileri açısından farklarını tespit etmektir. Ayrıca, bu çalışma öğrencilerin sınıftaki tartışma eğitimine karşı algılarını keşfetmeyi ve tartışma eğitimi verilirken karşılaşılan zorlukları kaydetmeyi amaçlamıştır. Katılımcılar 26 tane A1 düzeyinde ve 24 tane A2 düzeyinde 8 seans tartışma eğitimi alan lise öğrencilerinden oluşmaktadır. Veriler Yabancı Dilde Konuşma Korkusu anketinin Türkçesi, İkinci dilde konuşma testleri, araştırmacının alan notları ve öğrencilerle yapılan yarı yapılandırılmış görüşmeler ile toplanmıştır. Nicel verilerden elde edilen bulgular öğrencilerin ikinci dilde konuşma korkularının tartışma eğitimi kullanıldıktan sonra istatistiki olarak anlamlı bir şekilde düştüğünü ve ikinci dilde yazma becerilerinin ise tartışma eğitiminden sonra istatistiki olarak anlamlı bir şekilde arttığını ortaya çıkarmıştır. Aynı zamanda bulgular A1 ve A2 seviyesindeki öğrencilerin aralarında ikinci dilde konuşma korkusu, ikinci dilde konuşma becerileri ve ikinci dilde yazma becerileri açısından istatistiki olarak anlamlı bir fark olmadığını ortaya koymuştur. Nitel verilerden elde edilen bulgular öğrencilerin sınıftaki tartışma eğitimi yöntemine karşı olumlu tutumlarının olduğunu

ve öğretmenin sınıf içinde tartışma eğitimi verirken karşılaştığı en büyük zorlukların zaman sınırlaması, öğrenci motivasyonu ve memnuniyeti ile öğrencilerin yeterlilik düzeyleri olduğunu göstermiştir.

Anahtar Kelimeler: Tartışma Eğitimi, İkinci Dilde Konuşma Korkusu, İkinci Dilde Konuşma Becerisi, İkinci Dil Yazma Becerisi

To My Beloved Parents

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EFL   English as a Foreign Language

L2   English as a Second Language

TESL   Teaching English as a Second Language

ELT   English Language Teaching

FLCAS   Foreign Language Classroom Anxiety Scale.

T-FLSAQ   Turkish version of Foreign Language Speaking Anxiety Questionnaire

SPSS   Statistical Package for the Social Sciences

Chapter 1

Introduction

Speaking skill plays a crucial role in communicating and learning a foreign language and it is considered the most challenging skill for learners. Most learners are afraid of making mistakes while speaking the foreign language because they cannot plan their speech beforehand especially in real life situations unlike other skills in which they can edit and revise what they have done. According to Fauzan (2016) the most common challenges EFL students face when communicating in second language (L2) are as follows: speaking English in real time, negotiating meanings, managing conversations, and speaking spontaneously. Thus, many L2 learners feel unsatisfied about their L2 speaking performance, have low confidence, and feel anxious while speaking the foreign language (Aydin, 2013).

Foreign language anxiety has been an area of interest and a growing body of research since the 1980s (Balemir, 2009; Brown, 1994; Çağatay, 2015; Cheng, 2005; Güzel, 2016; Kilic, 2014; Köse, 2005; Philips, 1992; Shand, 2008; Spielberger, 1983; Wang, 1998; Woodrow, 2006). Many researchers have tried to explore the sources and reasons of foreign language speaking anxiety (Horwitz, Horwitz & Cope, 1986; Horwitz & Young, 1991; MacIntrye & Gardner, 1991; Von Wörde, 2003; Young, 1991) and there are many studies that tried to use different strategies to reduce the level of L2 speaking anxiety, but there has been still a great emphasis on assisting students to overcome this issue.

Considering the facts above, the current study attempts to contribute to the previous studies in overcoming L2 speaking anxiety issue and enhancing learners' L2 speaking abilities as well as improving their L2 writing performance. To reach these goals, the researcher of the present study decided to use debate instruction as one of the effective strategies that can help students to communicate easily and trigger them to speak confidently. Darby (2007) believed that debate is found to enable students to be involved in a range of cognitive and linguistic ways. Besides, it gives students chance to improve their culture awareness by being exposed to different controversial topics and participate in cooperative learning that can enable

them to improve their communication and argumentation skills (Akerman & Neale, 2011). In addition, Debate enables L2 learners to get rid of their fears in speaking a foreign language (Fauzan, 2016; Gersten, 1995). Therefore, the researcher of the present study believes that debate instruction can help EFL students to reduce their L2 speaking anxiety and improve their L2 speaking performance since the students will be engaged in a lot of practice and verbal discussions. In addition to that, debate instruction can also develop students' L2 writing performance because the students need to write some notes and statements before conducting the debate (Dickson, 2004; Zare & Othman, 2015). Therefore, they would have knowledge to write about the debate topic which they have already discussed since there are many researchers believed that students can write better after discussing the writing topic (Kennedy, 1983; Lally, 2000; Shi, 1998; Sweigart, 1991; Xianwei, 2009).

1.1 Theoretical Framework

Debating practice goes back to the Egyptians (2080 B.C.) who used the first form of debate over 4000 years ago, whereas practicing debate as a teaching method turns back to Protagoras (Combs & Bourne, 1994; Freeley & Steinberg, 2005; Huryn, 1986; Snider & Schnurer, 2002). Protagoras of Abdera is considered the father of debate who implemented debates in an educational environment in Athens, Greece over 2400 years ago (Garrett, Schoener, & Hood, 1996). The first English speaking debate was used in the 1400s in American higher education at Cambridge and Oxford Universities and its popularity in American education continued until 1800s since argumentative speech was one of the requirements of the curricular and commencement ceremonies (Garrett et al., 1996). The popularity of debate declined with American educational community in early 1900s, despite its long history as a valuable teaching tool (Garrett et al., 1996). However, in 1980s, debate was being used again in American education because of promoting critical thinking and verbal communication skills (Garrett et al, 1996).The debate instruction has been implemented for three decades in many high schools and universities all over the world (Williams, McGee, & Worth, 2001). Thus, debate instruction is not a new technique used in education, but at the same time it is not a common activity used in education, especially in English classes. As it can be seen from the literature in the next chapter, most of the conducted studies are from different fields of education and few in English language teaching (ELT) context.

There are various debate formats that can be used in the context of general education and in ELT context that are suggested by different books and websites such as Karl Popper Debate, Parliamentary Debate, British Parliamentary (BP), Online Debate, Public Forum Debate, Legislative Debate, Lincoln-Douglas Debate, Cross-Examination (Policy) Debate, and Public Debate. A school teacher or an instructor can choose the format that is appropriate to her classroom and can determine the organization of the debate according to the classroom dynamics, subject matter, and the desired outcomes of the learning through debate instruction, meanwhile there are some basic procedure that should be taken into consideration for any selected debate format of the classroom debate like the duration of the debate and the time limit for each team (Alén, Domínguez, & de Carlos, 20150). However, the most common debate format that is used for the classroom debate in education is the traditional debate format and this one was used in the present study.

The traditional format of debate typically contains two teams, one as an affirmative team which in favor with the topic and the other one as a negative team who is against the topic (Ericson, Murphy, & Zeuschner, 2003). According to Ericson et al. (2003) the teams should start their speech as follows: the first affirmative speaker introduces the debate topic and defines their positions towards it, and then the first negative speaker also introduces the debate topic and their views towards it. Afterwards, the second affirmative should rebut or comment on the speech of the first negative and then he should add new arguments that support their team, then the second negative speaker will take turn and rebut on the speech of the second affirmative and add new arguments to support their team positions. The debate continues in the same way until all the speakers participate, however, the last speaker from both teams should conclude their arguments with a conclusion statement. The format of the present study is designed clearly by the researcher in Figure 1.
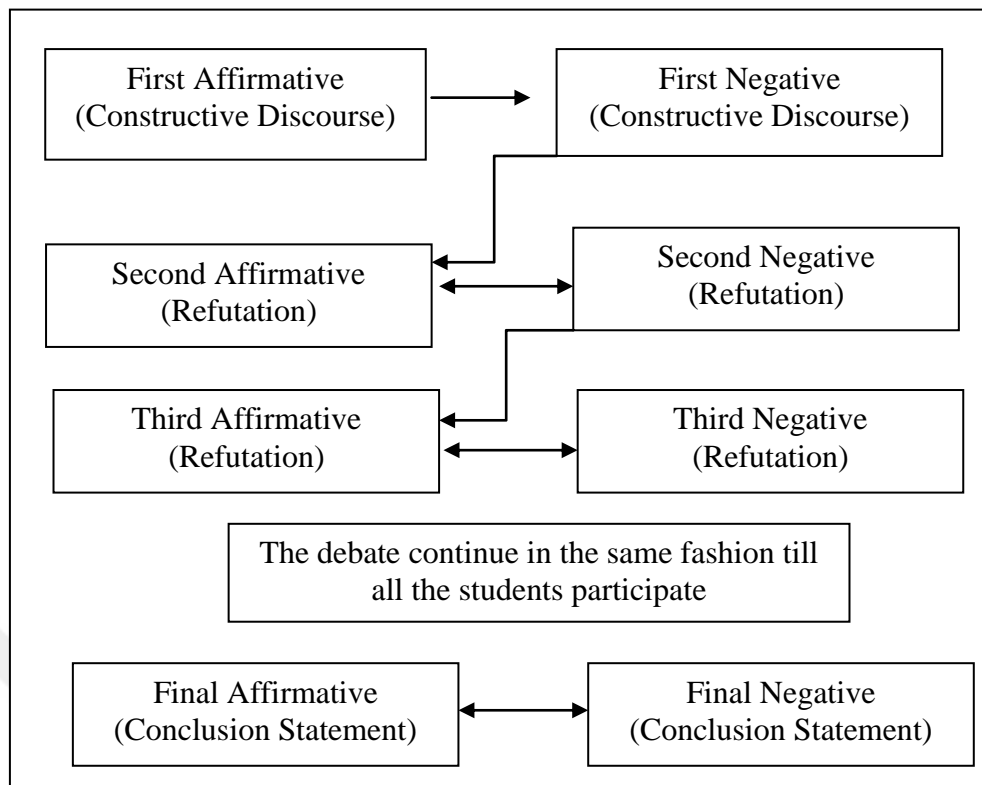
Figure 1. Debate's format of the present study

1.2 Statement of the Problem

There are countless issues and challenges that Turkish EFL students face when learning a foreign language. The use of productive skills is found to be the most challenging skills for them. Many Turkish EFL learners express their inability in speaking the foreign language in public due to some factors such as worry, fear of making mistakes, forgetfulness, shyness, and communication apprehension (Aydin, 2008; Aydin & Guzel, 2014; Dalkilic, 2001; Subasi, 2010). These factors lead Turkish EFL students to be more passive than active in their English speaking classes and use mostly their first language when they communicate with their L2 teachers. Thus, the researcher believes that making students be able to speak in L2 is highly related to make them first more confident and less anxious while practicing their L2 speaking. This can be achieved by involving L2 learners in more collaborative activities because they would have an opportunity to communicate with each other in L2 without caring too much about their mistakes.

Moreover, there are some issues that Turkish L2 teachers face while teaching the foreign language. Based on the researcher's observation, many Turkish EFL students do not like writing skill and always prefer to practice any skill except

writing. They always prefer to do their writing tasks at home. Their negative attitude towards writing skill could be related to many factors such as their inability to achieve a good piece of writing, their lack of confidence to write, their lack of knowledge about L2 writing topics, and their lack of awareness about L2 writing techniques. Thus, their L2 writing performances are poor compared to the other skills. Grounded on this information, the present study conducted to figure out the benefits of debate instruction in Turkish EFL context.

1.3 Purpose of the Study

The present study aims to implement debate instruction with Turkish EFL A1 and A2 students to explore the effects of debate instruction on their L2 speaking anxiety, L2 speaking performance, and L2 writing performance. The study will also investigate the differences between A1 and A2 students exposed to the debate regarding their L2 speaking anxiety, L2 speaking performance, and L2 writing performance in order to determine which level will get more benefits out of using the debate instruction. As the debate instruction will be implemented in the English classes, the researcher intends to know students' perceptions regarding the use of the debate instruction and examine if it is possible to use it in their future EFL classes or not. In addition, the study will list the challenges experienced while conducting the classroom debate instruction.

1.4 Research Questions and Hypotheses

In order to reach the main goals that have been mentioned above, the following research questions will be answered:

1. What is the impact of using debate instruction on Turkish EFL students'
   1.1 L2 speaking anxiety,
   1.2 L2 speaking performance,
   1.3 L2 writing performance?
2. Will there be a statistically significant difference between A1 and A2 Turkish EFL students exposed to debate instruction regarding their
   2.1 L2 speaking anxiety,
   2.2 L2 speaking performance,
   2.3 L2 writing performance?

3. What are the perceptions of Turkish EFL students regarding the use of the classroom debate instruction?

4. What are the challenges that L2 teacher face in implementing the classroom debate instruction?

Since the nine step hypothesis testing was explained by Huck (2012), the null and alternative hypotheses for the first research question can be stated as follows:

H0: $\mu 1 = \mu 2$

And

H1: $\mu 1 \neq \mu 2$

Where $\mu 1$ stands for the mean obtained from the pre-test scores' L2 speaking anxiety, L2 speaking performance, and L2 writing performance, and $\mu 2$ stands for the mean obtained from the post-test scores. The null hypothesis (H0) indicates that there is no statistically significant difference between the means obtained from the pre and post-tests scores of students' L2 speaking anxiety, L2 speaking performance, and L2 writing performance. On the other hand, the alternative hypothesis (H1) indicates that there is a statistically significant difference between population means of the pre and post-tests' L2 speaking anxiety, L2 speaking performance, and L2 writing performance

The null and alternative hypotheses for the second research question are stated as follows:

H0: $\mu 1 = \mu 2$

And

H1: $\mu 1 \neq \mu 2$

Where $\mu 1$ stands for the mean of the ninth grade students' gain scores whose levels are A1 and $\mu 2$ stands for the mean of the tenth grade students' gain scores whose levels are A2. The null hypothesis (H0) states that there is no statistically significant difference between the population means of A1 and A2 students exposed to the debate instruction regarding their L2 speaking anxiety, L2 speaking performance, and L2 writing performance. The alternative hypothesis (H1) states that

there is a statistically significant difference between population means of A1 and A2 students' L2 speaking anxiety, L2 speaking performance, and L2 writing performance.

1.5 Significance of the Study

With the review of the literature that has been done, there is a variety of studies investigated the effects of debate instruction on L2 speaking performance among Indonesian and Thai EFL students, but to the researcher's best knowledge, there is no study to the date examined debates' effects on L2 speaking performance among Turkish EFL students, however, in Turkey where English education gives English instructions a lot of importance. Besides, this study will be the first study exploring the impact of debate instruction on L2 speaking anxiety in general education and in ELT context. In addition to that, there is lack in literature in conducting studies that investigated the effects of debate instruction on students' L2 writing performance. It is found that there is only one study that was conducted in Japan examined debate's effects on L2 writing performance. Therefore, this study will fill the gap in the literature by conducting the debate instruction in ELT context.

Furthermore, the study is significant since it will implement the debate instruction with two different English proficiency levels in order to seek whether the debate would be more beneficial for the A1 students or for the A2 students in terms of decreasing their L2 speaking anxiety and enhancing their L2 speaking and L2 writing performances. Moreover, the study and its results may guide and encourage L2 teachers to implement the debate instruction in their classes by providing the impacts of the debate instruction in ELT context and listing some challenges that L2 teachers may face in implementing this method. Grounded on this information, the obtained data will contribute to the English language education research by providing rich information about the debate instruction and its role in English language education. With this study, it is hoped that Turkish EFL students will benefit from using the debate instruction and will be more encouraged to participate in EFL classrooms and practice their English confidently.

1.6 Definitions

Debate: "It is a type of role play where students are asked to take sides on an issue and defend their positions" (O'malley & Pierce, 1996, p. 87)

Anxiety: "It is an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry and activation or arousal of the autonomic nervous system" (Horwitz et al., 1986, p.125).

Foreign Language Speaking Anxiety Questionnaire (FLSAQ): A self report measure that examine L2 speaking anxiety experienced by L2 learners.

EFL Students: The students whose first language is not English and who learn English as a foreign language in their own countries like when Turkish students learn English in Turkey.

A1 Students: The students whose English levels are elementary according to the Common European Framework.

A2 Students: The students whose English levels are pre-intermediate according to the Common European Framework.

Chapter 2

Literature Review

2.1 Overview

Since the English language has become the international or a global language that is used as a primary method of communication between people all over the world, the number of the learners of this language is increasing day by day. Thereby, there is a need to find out more effective activities and instructions that enable L2 learners to speak the English language spontaneously and easily since learning another language is generally characterized in terms of speaking that language (Nunan, 1999). Speaking skill enables learners to express their ideas and share their thoughts through verbal and non verbal symbols with other people, but also it is considered as one of the stressful skills for learners because it depends more on individual cognitive process (Horwitz et al., 1986).

Debate instruction is recommended by many scholars (Alasmari & Ahmed, 2013; Krieger, 2005; Pinardi, 2016; Stewart & Pleisch, 1998) to be used in English classes since the debate requires many skills that can lead debaters to speak the English language efficiently. Many English language teachers and practitioners considered debate instruction as a valuable method in teaching English language since it provides meaningful listening, speaking, reading, and writing practice (Alasmari & Ahmed, 2013). The debate enables students to express their views and arguments freely and in return they need to listen and interact with each other's opinions. Therefore, many researchers believed that debate instruction can enhance students' L2 speaking performance (Allen, Berkowitz, Hunt, & Louden, 1999; Bellon, 2000; Williams et al., 2001).

Furthermore, Roy and Macchiette (2005) believed that students' confidence of speaking the English language could be increased through using debate instruction since their fears of speaking the English language can be stroke out. In addition, Fauzan (2016) claimed that the debate is highly effective for developing EFL learners' argumentation skills for their persuasive speech and writing. It enables students to be aware of the social issues that happened in their society due to their

usage of the controversial topics. Thus, this study attempts to enhance students' L2 speaking and L2 writing performance by involving L2 learners in a structured debate that keeps them actively participated. More details about the debate instruction are provided in this chapter.

2.2 Debate and its Role in Education

Debate has been defined by many researchers like Akerman and Neale (2011), Doody and Condon (2012), Roy and Macchiette (2005), Scannapieco (1997), but all of the definitions share the same idea which is a form of a structured discussion between two contrasting groups about one of the controversial issues. For instance, debate was defined by Akerman and Neale (2011) as a formal discussion where two opposing sides follow a set of pre-agreed rules to be engaged in an oral exchange of different points of view on an issue. Similarly, Doody and Condon (2012) defined debate as a means of discussion "requiring a structured argument to be developed. Challenging students to consider the present and discuss their views with others" (p. 234). According to Roy and Macchiette (2005) debate is considered as a form of oral controversy based on the systematic presentation of opposing arguments about a specific issue. In Scannapieco's (1997) words, debate is "an effective means by which opposing theories or alternative solutions to complex problems can be articulated" (p. 955).

A review of literature has shown that debate instruction as a teaching tool has been successfully used in a variety of fields including sociology, history, psychology, biotechnology, math, health, dentistry, nursing, marketing, and social work (Jugdev, Markowski, & Mengel, 2004). Debate instruction is varied in use in education. It can be embedded in the course curriculum in order to provide a variety of teaching methods that enable students to be active learners (Oros, 2007). It can be used to start a class discussion on one of the controversial issues (Frederick, 1981). It can be a classroom debate or a competitive debate. The classroom debate is the most common debate used as a teaching tool in education (Akerman & Neale, 2011). According to Akerman and Neale (2011) the classroom debate instruction can be used as follows: firstly all students should be provided with the debate procedure and format beforehand. The International Debate Education Association (2016) demonstrated that the traditional format is appropriate for high school students and the

parliamentary debate format for university students. After acknowledging students with the format of the classroom debate due to Akerman and Neale (2011) suggestions, a school teacher or instructor should set a topic to be debated and divide students into two contrasting groups. Then, students need to do their own research about the debate topic or the issue in order to debate about it during the class. Both contrasting groups should be given the same amount of time whether to deliver their speech or to check their statements with each other. The positive or the affirmative group should always go first. Each debate group should start their arguments with constructive discourse and then there should be refutation in order to attack the other group on their initial speech (Scannapieco, 1997). Following that each group should conclude their arguments with a conclusion statement to convince the instructor about their views and argumentation (Scannapieco, 1997). After debating practice, the students may also be asked to write an essay about their experience of participating in the debate or about the debate topic (Akerman & Neale, 2011).

On the other hand, a competitive debate mostly used for holding competition between schools or universities and has also been used commonly in education (Akerman & Neale, 2011). Pinardi (2016) believed that a competitive English debate encourages students to be exposed to the global knowledge since it gives them an opportunity to share their ideas, knowledge, and opinions with people from different cultures and backgrounds. The students who participate in the competitive debate usually receive academic credits (Akerman & Neale, 2011). The competitive debate runs according to a variety of setting and styles that determine the length of debaters' speech and the debates' topics (Akerman & Neale, 2011). The formats commonly used in the competitive debate can be a policy debate, parliamentary debate, Asian parliamentary debate, or Australian parliamentary debate (The International Debate Education Association, 2016).

Many scholars believed that debate instruction enables students to increase their motivation to learn, master their course content, express themselves effectively, express their opinions to defend their position, take informed decisions, arguments based on the related data, improve their social interaction, critical thinking, knowledge, group management, team skills, confidence, and facilitate immediate feedback from students, (Darby, 2007; Doody & Condon, 2012; Hall, 2011;

Kennedy, 2007, 2009; Moomala, Faizah, & Amiri, 2013; Ramlan, Kassim, Pakirisamy, & Selvakumar, 2016; Rear, 2010; Yang & Rusli, 2012).

Ramlan et al.'s (2016) findings showed that students' confidence and critical thinking were enhanced through using the debate instruction. Similarly, the findings that obtained from Tawil's (2016) study showed that classroom debate instruction improves students' overall critical thinking disposition, enables students to enhance their overall open mindedness, inquisitiveness, analyticity, systematicity, and confidence of reasoning. Moreover, the debate instruction helps students to promote a deeper level of understanding the difficult topics through arguments and enables them to be aware of the different controversial topics that are in their field. Omelicheva and Avdeyeva (2008) found in their study that the political undergraduate students who were exposed to the debate instruction during their course perform better on comprehension of concepts, cognitive skills of application, and evaluation than the students who were just exposed to lectures. Furthermore, debate instruction is found to transform students' perspectives from passive to active learners as the students are responsible to hold the discussion while the role of the teacher will be as a coordinator and advisor (Akerman & Neale, 2011; Snider & Schnurer, 2002). Thus, debate instruction motivates students to take responsibility for their own learning rather than being instructor dependent.

On the other hand, some scholars stated that debate can reinforce bias towards dualism since the debaters during debate are divided into two contrasting groups, so they will look to the issues from two sides whether positive or negative and the issues should be solved not just from black or white sides, but there should be a grey one (Rubiati, 2010; Tumposky, 2004). In addition, it is stated that debate instruction needs a long time and a lot of preparation from students in order to debate with their friends very well and attack their opponent's opinions (Rubiati, 2010; Tumposky, 2004).

2.3 L2 Speaking Anxiety and Debate Instruction

Horwitz et al. (1986) believed that language learners have more anxiety over L2 speaking skill than other language skills because speaking skill was found to be "the most frequently cited concern of the anxious foreign language students needing help" (p.126). Besides, Horwitz et al.(1986) related L2 speaking anxiety to the

foreign language anxiety which is defined as "a distinct complex of self perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.127). Similarly, Spielberger (1983) defined anxiety as "subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system" (p. 15). Scovel (1978) defined anxiety as an emotional state of "apprehension, a vague fear that is only indirectly associated with an object" (as cited in Cheng, 2005, p. 8). Thus, it can be stated that anxiety issue has been associated with some common characteristics like the feeling of fear, uneasiness, frustration, insecurity, self doubt, and self esteem problems (Brown, 1994; Sellers, 2000)

In the research of education, anxiety is mostly classified as trait or state (Woodrow, 2006). The trait anxiety comes from personality characteristic (Balemir, 2009) which means it is a temper in personal character. Philips (1992) defined it as "a relatively stable tendency to exhibit anxiety in a large variety of circumstances" (p.14). In other words, it is a person's reactions to every situation. It has bad effects on people's memory and other cognitive features (MacIntyre & Gardner, 1991). On the other hand, the state anxiety comes from the conditions in a particular situation (Balemir, 2009). For example, the anxiety that happens to learners before taking an exam, so it is just temporary. Young (1991) asserted that it is temporary reaction that experienced by the person to a definite situation. There is another type of anxiety is called situation specific anxiety. Wang (1998) stated that situation specific anxiety is caused by the conditions of a particular situation. According to Balemir (2009) foreign language speaking anxiety is classified as a situation specific anxiety because during speaking the language, situation specific anxiety recurs every time the learner tries to use the language. For example, the situation specific anxiety experienced by the learners during speaking English in front of the class.

A review of literature showed that L2 speaking anxiety is occurred due to many factors that are considered as the main causes of increasing the level of L2 speaking anxiety among EFL students. The most provoking factors that stated by many scholars are as follows: cultural misunderstandings (Cutrone, 2009), fear of negative evaluation (Gkonou, 2011), the beliefs of learners about learning language such as self-evaluation, the expectations of the learners and perfectionism (Gregersen & Horwitz, 2002), fear of rejection (Horwitz, 2001), problems in one's self-esteem,

communicative competence and social involvement (Liu & Jackson, 2008), low ability in oral performance (Mak, 2011), the interactions that held between instructors and learners such as giving feedback, correcting mistakes and giving grades (Young, 1991). Similar causes of increasing L2 speaking anxiety among Turkish EFL students are stated by some researchers as follows: high personal expectations, negative self-assessment of ability, self-comparison to other students, and their irrational beliefs about language learning (Aydogan et al., 2013), personal and interpersonal reasons, teachers' beliefs about language teaching, classroom procedures, and relationships of instructors with learners (Balemir, 2009; Saltan, 2003), shyness, fear of being in public, and fear of speaking inaccurately (Zhiping, 2013).

A variety of studies conducted in Turkish setting to examine whether Turkish students' L2 speaking anxiety is affected by their English proficiency levels or not. Sağlamel and Kayaoğlu (2013) investigated Turkish students' levels of L2 speaking anxiety and its relation to their level of English proficiency. 565 Turkish students from undergraduate and post graduate classes were asked to answer a Turkish version of Foreign Language Speaking Anxiety Questionnaire (T-FLSAQ) designed by the researchers. They were from different levels, beginner, pre-intermediate and intermediate. The findings indicated that about 20% of the participants were sound to be highly anxious and beginners were found to be the more anxious group than other groups, whereas pre-intermediate level group seemed to be less anxious than the intermediate group. So they proved that the language proficiency affect students' level of L2 speaking anxiety.

On the other hand, the study conducted by Çağatay (2015) which investigated whether the level of L2 speaking anxiety among Turkish EFL students differ according to their proficiency levels or not proved that students' language proficiency levels do not play any role in their L2 speaking anxiety. 147 EFL students participated in his study and they were from different departments and different levels including beginner, elementary, intermediate and upper-intermediate. They were asked to answer a T-FLSAQ that developed by Öztürk (2012). The findings showed that there were no statistically significant differences between students' L2 speaking anxiety of the four levels.

In addition, there were different studies examined the effects of different teaching methods on students' L2 speaking anxiety among Turkish EFL students. Some of them were beneficial in decreasing students' L2 speaking anxiety like collaborative activities that were based on using cards, stories, and pictures which used by Kilic (2014) to find out its effects on Turkish students' L2 speaking anxiety. He found that the collaborative activities worked well in decreasing students' level of L2 speaking anxiety. On the other hand, there were some strategies that did not make any differences in students' level of L2 speaking anxiety like using SL as a virtual language learning environment (Güzel, 2016) and dialogue journals which used by Köse (2005) to reduce the level of L2 speaking anxiety among Turkish students, but the findings proved that there were no differences in students' L2 speaking anxiety after using these strategies.

.   Thus, there were different teaching methods that used to help students in reducing their L2 speaking anxiety, but there have been no studies conducted to examine the effects of debate instruction on L2 speaking anxiety; however, it is believed to be an effective strategy. As Ryan (2006) stated that debate instruction can be used to improve students' confidence while speaking the foreign language. In addition, Akerman and Neale (2011) confirmed the importance of using debate instruction in enhancing children's and young people's confidence that can help them throughout their life. Thus, the debate instruction was chosen to see its effects on students' L2 speaking anxiety.

2.4 The Role of Debate Instruction in L2 Speaking Performance

Debate instruction can increase students' L2 speaking and create communicative activities because debaters have to defend their points of views and initially they need to respond to the questions that are asked by their friends (Pinardi, 2016). So the debaters will have the chance to practice their English and acquire argumentation skills that can enable them to accept other people's views in their life. In addition, the debate instruction is not just affected students' oral communication, but also improves students' productive and receptive kills (Alasmari & Ahmed, 2013).

In the light of this information, a variety of studies conducted in Indonesia and Thailand to explore the impact of debate instruction on L2 speaking

performance. Rubiati (2010) conducted a study to describe how the debate instruction can be applied in teaching L2 speaking and to examine its effects on improving L2 speaking performance among first semester students of the English language department Tarbiyah Faculty at IAIN Walisongo Semarang. The study was done as an action research in two cycles. The participants were 31 Indonesian EFL students exposed to debate instruction for one month. The data were collected by means of researcher's observations and L2 speaking tests in every cycle. The data from the L2 speaking tests were analysed descriptively, whereas the data from the researcher's observations were analysed in terms of students' behaviours and students' responses that indicated students' activeness during the debate. The findings from the observations indicated that majority of the students participated in the debate enthusiastically. The results from the speaking tests implemented the observations' results and showed that the debate instruction improved students' L2 speaking abilities.

Another study conducted in Thailand by Somjai and Jansem (2015) examined the efficacy of the debate instruction that carried out during 18 lessons in enhancing EFL students' L2 speaking performance. 46 Thai tenth grade students participated in the study. The data were collected by means of English speaking test that used as pre and post tests and an attitude questionnaire to know students views regarding the debate. The results from speaking tests showed that students' L2 speaking performance improved statistically significant after using the debate instruction and the findings from the questionnaire showed that the students have positive attitude towards the classroom debate instruction. Besides, the students believed that the debate should be impeded in the high school English course curriculums in order to make them practice their L2 speaking and improve their confidence.

In 2016, there was another study conducted by Fauzan to implement the debate instruction in the English classroom and see its effects on L2 speaking performance of third semester EFL students at IAIN Samarinda, Indonesia. In his study, an action research was employed into two cycles, including four meetings in each cycle; three were for implementing the debate instruction and one meeting for testing L2 speaking performance of the students. The data were collected by means of observation checklist, field-notes of the researcher, L2 speaking tests, and questionnaire. The findings from speaking tests revealed that students' L2 speaking

performance increased from being 'fair' to being 'good'. Besides, there was a great improvement in the classroom atmosphere. The findings also indicated that the debate instruction helped students to express their views, thoughts, improved their creativity, their fluency, developed their arguments from certain motions, and enhanced their confidence as well.

Desita, Supardi, and Suhartono (2017) conducted a study in Indonesia to improve students' L2 speaking through using debate instruction. The participants included 26 eighth grade students who were exposed to the debate instruction at SMPN 7 Sungai Raya School, Indonesia. The study was done as an action research included three cycles. The data were collected by means of field notes of the researcher and observation checklist. The findings showed improvements of students speaking ability in expressing their opinions and arguments skills from the first cycle and more increased in the last cycle. Another study was conducted in 2017 by Yulia and Aprilita in order to examine the effects of debate on L2 speaking performance among 18 university students at Baturaja University, Indonesia. The students were exposed to debate instruction particularly the parliamentary debate format. The data were collected by means of L2 speaking tests that used as pre and post tests. The results showed that the debate is an effective tool to improve students' speaking abilities since it motivated them to practice their language.

The findings from previous studies proved that debate instruction is an appropriate technique used in teaching L2 speaking for EFL students since it improved their L2 speaking performance. However, the study was conducted in 2016 by Syukri and Mardiana to explore the effects of debate on L2 speaking performance of third year EFL students at faculty of UIN Alauddin Makassar, Indonesia showed that the debate instruction did not enable students to improve their L2 speaking performance. In their study, six EFL students were observed and later the observations were analysed by using fluency accuracy data, accuracy measurement rubric and authentic debate assessment rubric. The findings indicated that the students have low levels in conducting the debate and they need a further guide and improvements. Besides, the findings revealed that students' L2 speaking performance did not improve after using the debate since pronunciation errors and basic grammar mistakes were still observed in several places of students' L2 speaking performance.

2.5 The Role of Debate Instruction in L2 Writing Performance

The ability to write whether in a foreign language or in a person's first language means the ability to represent the language in tactical or visual form (Huy, 2015). It is the process of making the meaning of the persons' thoughts and reaching out a conclusion. Huy (2015) considered the writing ability as "a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes" (p. 54). In other words, writing a piece of work is not an easy thing, it requires a lot of skills and knowledge that enable the person to transfer his thoughts and ideas. Thereby, students hate writing skill and have difficulties in achieving a good piece of paper. Therefore, L2 writing performance has been an area of interest for many researchers and they have tried to find out solutions for it.

Accordingly, there are many strategies and instructions that have been used in Turkish EFL context to improve students' L2 writing performance like the use of peer feedback (Ciftci & Kocoglu, 2012), cooperative integrated reading and composition (CIRC) technique (Durukan, 2011), direct and indirect coded error feedback (Erel & Bulut, 2007), and use L1 and L2 in prewriting discussion (Karim, 2010), but to the researcher's best knowledge, there is no study conducted in Turkey to investigate the effects of the debate instruction on students' L2 writing performance. There is only one study conducted in Japan by Kimura (1998) examined the debate's effects on EFL students' L2 writing performance. 113 Japanese students who were sophomore and English major in junior college participated in the study. The participants were divided into two classes, writing class and debating class. The writing class contained 55 students who were not exposed to debate instruction, but they were asked to write essays after each reading lesson for one year. On the other hand, the debating class contained 58 students who debated on three controversial topics during the year and they were asked to write essay after each debate topic. The data were collected by means of two writing assignments. The first writing assignment was given to both classes at the beginning of the year before the actual classes started. The second one was given to them after one year. Students' writing assignments were compared to see the improvements in their L2 writing by using the British council analytical scale. The findings showed that students' L2 writing performance overall in both classes improved statistically significant over the

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year. The differences between the classes, however, revealed that the means scores of students' L2 writing performance in debating class were higher than the one of the writing class and the differences between the classes were statistically significant.

2.6 Students' Perceptions Regarding Debate Instruction

A variety of studies have been conducted by many scholars from all over the world to explore students' views about learning English through debate instruction. Initially, Littlefield (2001) investigated high school students' perceptions regarding the debate instruction by using a survey which was distributed to 193 students. The most cited benefits according to the high school students were improving their communication, speaking skills, and increasing their knowledge, whereas time consuming for preparation to the debate topics was considered as the drawback of the debate. Similar findings were reported from the study that was conducted by Williams et al. (2001) who examined 358 university students' perceptions regarding learning through the debate instruction from different schools in the United States.

Besides, Goodwin (2003) examined students' views regarding the debate instruction in one content area class. 70 students who were in sophomore level course exposed to the debate and then they were invited to write brief essays in order to know their views about the debate instruction. In addition, group discussions were held after each debating to get more information about their views. The results indicated that most of the students have positive attitudes regarding the classroom debate instruction and only few of them felt discomfort with the competitiveness of the debate. In 2008, another study was held by Scott to know students' perceptions regarding the debate instruction. A questionnaire was administered to 111 students who enrolled in a science, technology, and society courses and were exposed to the debate instruction. The findings from the questionnaire showed that the students have a positive attitude towards debating and perceive it as a useful learning activity because they indicated that it enables them to understand the topics better, obtain new knowledge, familiarize them of the debate process, and enhance their critical thinking skills.

In 2009, Chang examined 64 Taiwanese high school students' perceptions regarding participating in the English classroom debate instruction. The results from the survey showed that the debate instruction helped students in enhancing their

communication and speaking skills, critical/analytical thinking, and argumentation skills. Besides, it motivated them to participate in the competitive debate. Similarly, the study which carried out by Blackmer, Diez, and Klein (2014) showed that 37 third-year pharmacy students believed that the classroom debate instruction enables them to improve their knowledge of the topic.

In 2015, Alén et al. explored Spanish students' perceptions regarding the effects of the debate instruction. 44 undergraduate and 21 master tourism students were asked to answer questionnaire which showed that the debate instruction enables students to improve their learning and critical thinking abilities by using active learning. Moreover, the students were interested in group working and preparing for the debate topics. Similarly, Zare and Othman (2015) conducted a study to seek Malaysian EFL undergraduate students' perceptions regarding using the debate instruction in their classrooms. The debate instruction was used for a whole semester and lasted for about nine weeks and then questionnaire was administered to 16 students who were studying in English teaching as a Second Language (TESL) and then they were provided with open ended questions to write their views deeply. After that, semi-instructed interviews were conducted with some volunteers. The findings revealed that the classroom debate instruction was a constructive learning tool and the participants indicated that the debate instruction enables them to enhance their critical thinking skills, oral communication ability, and improve team work skills. Besides, they indicated that the debate instruction helped them in mastering the course content, improving their confidence, and overcoming the stage fright.

Also, Azka (2017) conducted a study to know EFL students' perceptions regarding using the debate instruction in their speaking classes. The data were collected by means of semi-structured interviews which analyzed by using content analysis. The results showed that the debate instruction helped students to gain self confidence, have great experience, clear explanation from the lecturer, improve their critical thinking, create enjoy activity, increase student' motivation, and improve their L2 speaking ability. Thus, the previous studies indicated that the students have positive attitude towards using the debate instruction in their classes and they believed that their oral communication skills, their knowledge about controversial issues, their critical thinking, self confidence, and their team skills have been improved accordingly. Thus, pedagogical implications of these studies recommended

integrating the debate instruction in more different fields of education through the curriculum to enhance students' skills.

2.7 Conclusion

The review of the literature covered the role of the debate instruction in the education and in ELT context. Besides, various research studies which were carried out to reduce the level of L2 speaking anxiety and increase L2 speaking and L2 writing performance of the students were provided. As the number of the English language learners increased, there should be more conducted studies to implement different teaching methods and activities in order to seek its effects on ELT context. As it can be seen from the literature, there is no study to the date that has been conducted to examine the debate's effects on reducing students' level of L2 speaking anxiety. Besides, there is lack in the literature in examining the use of the debate instruction on students' L2 writing and L2 speaking performances. Thus, this study tries to fill the gap in the literature by using this method with two different English proficiency levels in Turkish EFL context.

Chapter 3

Methodology

This chapter provides information about the methodological design of the study including detailed description of the research design, research setting, and characteristics of the students who participated in the study. Besides, the data instruments that were used to gather the research information are discussed in details. In addition, the research procedures including the debate process, data collection procedure, data analysis procedure, reliability and validity of the data instruments are explained deeply. Then the chapter will provide the limitations of the study.

3.1 Research Design

The study is designed as a mixed method research in order to obtain the richness of the information by using combination of qualitative and quantitative data techniques besides to avoid any weakness that can be obtained from just using one certain design. Green, Caracelli and Graham (1989) confirmed the importance of mixed method research by shedding the light on five major factors which are triangulation, complementary, development, initiation, and expansion. In addition, Lynch (1996) asserted that the research that is based on the combination of both elements techniques would provide the most thorough information possible as the data is validated by means of triangulation. Therefore, it is recommended to look at the problem from more than one standpoint as Rodgers (2002) stated that "if you can examine your data from at least two points of view, you will maximize the possibility of getting credible findings by cross validating those findings" (p. 243) and that can be done only by using qualitative and quantitative data techniques.

The qualitative data of the present study were obtained from semi-structured interviews with 22 students and field notes of the researcher, whereas quantitative data were obtained from a T-FLSAQ, L2 speaking exams, and L2 writing tests. The present study was conducted with two research groups and there was no control group, so it is pre-experimental research. The first research group represented the ninth grade students whose levels were A1 and the second research group represented the tenth grade students whose levels were A2, but both groups were

taught by using the same treatment which was the debate instruction to examine its effects on students' L2 speaking anxiety, L2 speaking performance, and L2 writing performance. The research used this pedagogy with two different levels to see whether both levels would get the same benefits out of using it or not. Accordingly, this study is based on four variables; one represents the independent variable i.e., the classroom debate instruction and the other three represent the dependent variables i.e., L2speaking anxiety, L2 speaking performance, and L2 writing performance.

3.2 Setting and Participants

The study was conducted for ten weeks during 2017-2018 academic year and took place in a private high school in Istanbul, Turkey. It is one of the schools that is related to Bahcesehir University and has many campuses all around Istanbul in particular and Turkey in general. The number of the students in this school is around 550 and their grades start with ninth, tenth, eleventh and twelfth. The present study was conducted with just ninth and tenth grade students whose levels were A1 and A2 respectively due to the English proficiency test that was used by the school to determine students' levels. They take English course as main course with the other courses like chemistry, history, music, and so on. Their English classes are based mainly on learning grammar and speaking skill with little reading skill, they do not practice writing skill. Both levels take 6 hours weekly for English lessons in addition to one hour speaking club that holds every Saturdays. The present study conducted by the researcher herself since she had a teaching experience for over one year. Thus, she offered to take Saturdays' classes to implement the research's treatment due to the school regulations (see Appendix A).

All of the high school participants volunteered to participate in the study on Saturday speaking classes and they were asked to sign the consent form to be participants in this study (see Appendix B). The first group consisted of 26 ninth grade students (17 female and 9 male) whose levels were A1 and the second group contained 24 tenth grade students (12 female and 12 male) whose levels were A2. The questionnaire and L2 writing tests were administered to 60 students; ten of them were excluded because they did not do the post tests, so just in total 50 participants were included in this study as stated clearly in Table 1. The A1 and A2 participants were from different classes, but the A1 students were mixed in one class that was

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held every Saturday and also the A2 students were mixed in one class for Saturday classes. All of the participants were Turkish and their ages ranged from 15 to 16 years. They have been learning English from 7 to 10 years, but they do not speak English outside the school. They learn it because it is one of the school requirements.

Table 1

Gender Distribution of the Participants

	Male	Female	Total
A1 Group	9	17	26
A2 Group	12	12	24
Total	21	29	50

3.3 Procedure

3.3.1 Sampling. Since the study was conducted with two groups of the high school students and each group represented different English proficiency level. It was not possible to conduct the study with the whole population of each English proficiency level. As Cohen and Manion (2000) stated that it is not always possible to collect the data from the whole population "due to factors of expense, time and accessibility" (p.87). Thus, smaller group "sample" were chosen to represent the whole population. The sampling method used in this study was based on a random sample procedure on voluntary basis whether for collecting the data from the students or for being participants in the 8-weeks debate instruction program.

3.3.2 Data collection instruments. In order to answer the research questions, the data were gathered by means of a combination of quantitative and qualitative data techniques. The quantitative data were obtained by means of a T-FLSAQ, L2 speaking tests, and L2 writing tests, whereas the qualitative data were gathered by means of semi-structured interviews with 22 students and field notes of the researcher. Table 2 presents the use of the data collection tools that were used to answer the research questions.

Table 2

The Overview of Data Collection Instruments

Research Questions	Data Collection Tools

1. What is the impact of using debate instruction on Turkish EFL students'
    1.1 L2 speaking anxiety,
    1.2 L2 speaking performance,
    1.3 L2 writing performance?
	
	 Pre and post T-FLSAQ
	 Pre and post L2 speaking tests
	 Pre and post L2 writing tests

2. Will there be a statistically significant difference between A1 and A2 Turkish EFL students exposed to debate instruction regarding their
    2.1 L2 speaking anxiety,
    2.2 L2 speaking performance,
    2.3 L2 writing performance?
	
	 Pre and post T-FLSAQ
	 Pre and post L2 speaking tests
	 Pre and post L2 writing tests

3. What are the perceptions of Turkish EFL students regarding the use of the classroom debate instruction?	Semi-structured interviews with 22 students
4. What are the challenges that L2 teacher face in implementing the classroom debate instruction?	Field notes of the researcher

3.3.2.1 *Turkish version of Foreign Language Speaking Anxiety Questionnaire (T-FLSAQ).* One of the most popular data collection instruments that used in many social studies is questionnaire because questionnaire has a lot of advantages that enable researchers to get their data easily and quickly with a large number of participants. Tavakoli (2012) confirmed that by citing many reasons that make the questionnaire very popular such as "easy to construct, extremely versatile, uniquely capable of gathering a large amount of information quickly in a form that is readily processable" (p.512). Thus, the Turkish version of Foreign Language Speaking Anxiety questionnaire (T-FLSAQ) was used in this study.

The original version of the Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz et al. (1986) and consists of 33 items designed to measure learners' level of foreign language learning anxiety. Since the focus of the present study is mainly based on L2 speaking anxiety, the researcher just used 18 items out of 33 that are just related to foreign language speaking anxiety to measure the degrees of L2 speaking anxiety that experienced by the learners. The researcher used the Turkish version of these items since the English version of these items (see Appendix C) are above students' levels and the researcher believed that

administering the questionnaire in students' first language would be better and preferable for the students. So in order to prevent any misunderstanding and misinterpretation of the statements, the researcher adopted T-FLSAQ which was designed by Saltan (2001) and then was modified and examined its reliability by Öztürk (2012) (see Appendix D). The reliability of the T-FLSAQ was found to be (.91).

The T-FLSAQ is scored on a 5 point Likert scale and its answers range from completely agree to completely disagree. The total scores of the questionnaire range from 18 to 90. The highest scores indicate that the students have a high level of L2 speaking anxiety; whereas the lowest scores indicate that the students have low level of L2 speaking anxiety. As Öztürk (2012) stated that the scores that are more than 72 present a high level of L2 speaking anxiety, whereas the total score ranged from 54 to 72 demonstrate a moderate level of L2 speaking anxiety and the total score ranged from 18 to 53 show a low level of L2 speaking anxiety.

3.3.2.2 L2 writing tests. Two parallel L2 writing topics were used as pre and post L2 writing tests (see Appendix E). One of the writing topics was about modern communication which used as pre-test to determine students' L2 writing performance before the debate instruction. The other one was about Internet which used as post-test to examine if students' L2 writing performance can be improved after the debate instruction or not. Besides to determine the difference between the A1 and A2 Turkish EFL students exposed to the debate instruction in terms of L2 writing performance. The topics were based on controversial issues to lead to discussions. In order to ensure if the writing topics were appropriate to students' levels, four A1 students from ninth grade and four A2 students from tenth grade who were not included in this study were asked to answer the L2 writing tests. Those students were able to understand the topics clearly and could write around 50 words. Therefore, the participants were asked to write around 50 words for each L2 writing topic due to their English proficiency levels. Each student's answer was corrected in details by the researcher and another English teacher according to L2 writing rubric which designed by Okasha and Hamdi (2014) (see Appendix F). The overall score of each writing topic is 16 points including 4 points in terms of content, 4 points in terms of vocabulary range, 4 points for writing flow, and 4 points for conventions.

3.3.2.3 L2 speaking tests. Two pictures were used as pre and post tests to assess students' L2 speaking performance (see Appendix G). The pictures were used purposely instead of using L2 speaking tests because the researcher believed that the students would be able to describe pictures in few minutes without being worried and anxious. Accordingly, the researcher chose randomly six of the participants from each level to represent the whole participants due to the time constraints. Therefore, twelve students were asked to describe one of the pictures which used as a pre-test to measure students' oral performance before the debate instruction. Then the same twelve students who described the first picture were asked to describe another one in order to be used as a post-test to examine if using the debate instruction has any effects on student' L2 speaking performance or not and also to determine the difference between both groups who were exposed to the debate regarding their L2 speaking performance. Students' voices were recorded and then transcribed carefully by the researcher with binaural earphones in order not to miss any utterances. Then the utterances of the students' responses were checked also by another English teacher who listened again to the tape recording in order to add any missing utterance or modify any wrong transcriptions. Afterwards, students' utterances were graded by the researcher and the English teacher based on the clarity, organization of the speech, and word choices by using one of L2 speaking rubrics that used by the school (see Appendix H). The overall score of each speaking test is 15 points including 5 points in terms of clarity, 5 points in terms of organization of the speech, and 5 points for word choices

3.3.2.4 Interviews. One of the qualitative tools used in this study is interviews to seek the perceptions of Turkish EFL learners regarding the classroom debate instruction. Generally, interviews enable researchers to get a rich source of information for their data. Besides, it helps researchers to improve the response rate and obtain more valid data in some sense (Oppenheim, 1992). The interviewees were 22 students who volunteered to be interviewed and were agreed to record their voices during the interviews. So the interviews were audio-taped and then transcribed. To avoid any intervention and provide an appropriate atmosphere, the interviews were carried out in English conference room and were 10 to 12 minutes in length. Interviews were semi-structured in design to let the participants elaborate on the ideas they have. For validity, the interview questions were checked first by one of the

reputable experts in the field (see Appendix I). Some of the questions were changed and modified according to the focus of the study and then the interview questions were translated into Turkish (see Appendix J) by two English teachers whose first language is Turkish in order to give the students chance to express themselves better by using their Turkish language. After that, students' responses were transcribed and translated into English language by the two English teachers.

3.3.2.5 Field notes. A final tool used in this study is field notes of the researcher which were taken during the classes each week in order to describe the difficulties that happened while implementing the debate instruction. Besides, the teacher added some notes when the classes were finished as the memory was fresh. Richards and Farrell (2005) described field notes as "brief descriptions in note form of key events that occurred throughout the lesson" (p.89). Therefore, these field notes will be used to answer the last research question of the study that aims to list the challenges that experienced by L2 teacher in implementing the debate instruction.

3.3.3 Data collection procedure. Before the study started, the participants were provided with the consent form to be included in the study. Then the T-FLSAQ was administered to the students and they were informed that it was not a test and there were not wrong or right answers. Besides, their answers would be kept anonymously. Following that, all of the students were asked to write around 50 words about the topic of modern communication for 30 minutes and they were not allowed to use dictionary or any kind of help from their classmates. After the L2 writing test, the teacher randomly chose six A1 students from ninth grade participants and six A2 students from tenth grade to describe a picture that aimed to determine students' L2 speaking performance before the debate instruction. So students' scores in L2 speaking anxiety, L2 writing test, and L2 speaking test were kept in order to be compared with their scores after the debate instruction.

After collecting the data, the debate instruction was implemented on Saturdays for eight weeks and the teacher weekly repeated the same process with different topics, different warm up questions, and different pictures according to the debate topic (see Appendix K for the whole debate program). During the debate instruction, the teacher kept some field notes which focused on the challenges she faced in using such method in order to shed the light on the difficulties that L2

teachers may face in implementing the debate instruction. One week after the study, the teacher distributed the same T-FLSAQ to the participants and they were asked to answer it again freely. Following that the students were asked to write another essay about internet around 50 words for thirty minutes to be used as post-test. The L2 writing topic was similar to the first one that used as pre-test in order to avoid any determiners that can affect students' L2 writing scores. After the L2 writing test, the same twelve students who were selected to describe the picture, which was used as pre-test for L2 speaking performance, were also selected to describe another picture which was similar to the first one to be used as a post-test. The final step that used in this study was semi-structured interviews with volunteers. The interviewees were asked five open-ended questions in Turkish language to know students' perceptions regarding the classroom debate instruction. Table 3 presents the data collection procedure as a whole.

Table 3

The Overview of Data Collection Procedure

Seeking the impact of the classroom debate instruction on A1 and A2 Turkish EFL students' L2 speaking anxiety, L2 speaking performance, and L2 writing performance and examine which group would get more benefits out of using it

Step 1

Pre-T-FLSAQ
Pre-test of L2 writing
Pre- test of L2 speaking

Step 2

Implementing the debate instruction for eight weeks and meanwhile keeping field notes

Step 3

Post- T-FLSAQ
Post-test of L2 writing
Post- test of L2 speaking
Interviews with students

3.3.3.1 Debate instruction procedure. The classroom debate usually consists of three members in every team sometimes four members in many debates. However, debates can vary in use, "sometimes it used based on the number of students in the classroom and the level of students" (Arung & Jumardin, 2016, p.73), so the members of the debate in this study were based on the number of the students in the classes and the debate procedure based on the traditional format of the classroom debate.

The teacher, who is the researcher of this study, introduced her study to the students and asked them to participate in her study and they were told that it is not compulsory for them to take part in it and they can withdraw from the study anytime they want. So all the participants in the study were provided with the consent form to sign it. After that, the teacher explained the debate instruction to the students and informed them how they would debate, and then she provided them with eight debate topics in order to check if they like them or not. The topics were chosen carefully and modified according to students' levels. They were based on controversially issues in order to be debatable. The topics were as follows "Smoking should be banned in all public places", "Students should not have to wear school uniforms", "Video games have bad effects on children", "Animal testing should be banned", "Mobile phones should be banned in schools", "Students should not be given homework by their teachers", "Money can buy your happiness", and lastly "Eating fast food can cause some diseases". The links of these reading topics that used in this study are provided in Appendix K. Afterwards, the students were provided with the reading material of the first debate topic and they were granted one week to read it because it is important to give the students enough time to read and search on their own about the debate topic. Besides, the students were provided with some expressions to be used in the debate activity (see Appendix L), besides to some writing tips for writing essays (see Appendix M). Then, the teacher started each session with warm up questions for four minutes and distributed a picture related to the debate topic that it contained new words to acknowledge the students with them. The teacher used pictures because it was easy to use them and instead of explaining the meaning of new words, the pictures could easily illustrate the exact meaning of the words (see Appendix K for the debate program that involved the pictures). After that the teacher introduced the debate topic briefly and provided the students with the pros and cons

statements that are related to the debate topic in order to trigger their thoughts (see Appendix K).

Initially, the students were divided randomly into two groups. One represented the positive or affirmative group and the other one represented the opposition or negative group. The affirmative group always in favour with the debate topic and supported it, whereas the negative group always against the debate topic and tried to support their negative views. The division was only happened before the debate started, so the students had to read all the text that distributed to them in order to gather information on both sides to support their teams. The positions of each group were not fixed weekly; their positions were changed each lesson by the teacher.

After wards, the students were given three to four minutes before each debate in order to check their statements with their teams' members. Then, the first speaker of the affirmative group introduced the debate topic and defined their position toward the topic. Next, the first speaker of the negative group also introduced their position toward the debate topic. Then, the second speaker from the affirmative group started his or her speech by commenting on the speech of the negative speaker and then declaring the debate topic with presenting their speech and their arguments. The following speaker was from the negative group who rebutted and commented on the speech of the second speaker and again he or she represented their arguments. Afterwards, the third speaker from the affirmative group also commented on the speech of the negative group member and represented new speech that supported their arguments and views. The debate continued in the same fashion till all the students participate. To end the debate which lasted usually forty minutes, the last speaker from each group concluded their arguments and their speech with a conclusion statement. After the debate, the students were asked to write about the debate topic which they already discussed for ten minutes and they were allowed to use their written clues, which were used during the debate, in their writing. Table 4 presents the sample of how the time was divided and used during an hour that used in debate program each week.

Table 4

The Overview of Debate Instruction

Procedure	Time	The objectives
Warm up questions	4 Minutes	To activate students' knowledge about the debate topic
New vocabulary	3 Minutes	To enable the students to guess the meaning of the words by using pictures
Pre-debate	3 Minutes	To trigger students' thought about the topic by distributing pros and cons statements and enable them to check their statements with each other
During the debate	40 Minutes	To implement the debate instruction and encourage students to be more confident while speaking the English language.
Writing about the debate topic	10 Minutes	To train the students to write about different debatable topics

3.3.4 Data analysis procedure. For the purpose of the present study, a combination of quantitative and qualitative data techniques used to analyze the obtained data of the study. Quantitative data were obtained from the T-FLSAQ, L2 writing tests, and L2 speaking tests, whereas the qualitative data were occurred from the semi-structured interviews and field notes. The analysis of quantitative data was conducted through the use of Statistical Package for the Social Sciences (SPSS) 23.0. Then the data were first examined in terms of normality and outliers by means of graphical and statistical analysis such as histograms, bar graphs, standardized scores, Shapiro-Wilk test, skewness, and kurtosis. No outliers or missing scores were detected.

Grounded on the normality tests, the data were analyzed by using descriptive and inferential statistics for each research question to have a better understanding of the participants' answers. Paired sample t-tests were used to answer the first research question that aimed to seek the impact of the debate instruction. On the other hand, independent t-tests statistics were computed to answer the second research question which based on finding out the statistical significance difference between the A1 and A2 students exposed to the debate instruction regarding their L2 speaking anxiety, L2 speaking performance, and L2 writing performance. The differences between the pre and post T-FLSAQ were computed firstly by computing the sum of the pre T-FLSAQ scores and the sum of the post T-FLSAQ scores and then the differences

were computed by subtracting the pre T-FLSAQ scores from the post T-FLSAQ scores. Similarly, the gain scores of L2 speaking performance and L2 writing performance were computed by subtracting the post-test scores from the pre-test scores. Following the paired sample and the independent samples t-tests, the effect size and confidence intervals were reported for each research question in order to keep the fellow researchers informed on practical significance of the results. The effect sizes of the tests were computed by using Cohen's d criteria in order to understand the size effects of the debate. The Cohen's d was obtained by the help of the spreadsheet designed by Thalheimer and Cook (2002). Besides, the post hoc power analysis was computed in cases of not obtaining statistical significant differences.

The analysis of the qualitative data were done by using pattern coding in order to reduce the large amount of data from the interviews and field notes into a smaller number of analytic units. The data were grouped first by the researcher according to the categories and interpreted in the light of the study's overall objectives, and then the coding were checked and modified by an English teacher in order to obtain more valid data and minimize any bias that can be obtained by just using the researcher analysis.

3.3.5 Reliability and validity. There are different methods of estimating the reliability and validity of any measure, but the test developer has the responsibility to determine the sources of measurement error that could affect the useful score interpretation (Kimberlin & Winterstein, 2008). In this context, the score reliabilities for the adapted T-FSAQ was reported by Öztürk (2012) to be (.91) which computed by using Cronbach's alpha, one of the most common internal consistency analysis methods. On the other hand, the scores reliabilities for the L2 writing tests were estimated by the researcher of the present study through using test-retest reliability over eight weeks ($r = .89 < .02$, N = 50). Similarly the scores reliabilities for the L2 speaking tests were estimated high revealed test-retest reliability over eight weeks by the researcher ($r=.95 < .02$, n = 12) since high Pearson correlation coefficients (above .7) are generally considered to indicate high test-retest reliability as stated by Kimberlin and Winterstein (2008).

As an evidence of the validity for the adapted T-FLSAQ, some of the scholars in the English language field used it (Çağatay, 2015; Öztürk, 2012; Saltan, 2003), so it is considered an appropriated valid scale to use it in the current study. The evidence of the validity for the L2 writing and L2 speaking tests, the researcher used the following methods:

1. a reputable expert view before distributing the tests to the participants,
2. a view of an English teacher from outside the school where the study was conducted,
3. a view of an English teacher from within the school,
4. distributing the tests firstly to four A1 students and four A2 students who were not included in the study.

The evidence validity methods of the qualitative data were obtained firstly by sending the interview questions to one of the reputable experts in the English language field in order to be checked, some changes and modification were made due to the focus of the study. Following that, the students' responses were transcribed by an English teacher, and then it was checked by the researcher in order not to miss any utterances. After that, the analysis of the interview questions was done by the English teacher and the researcher and then the analysis were compared and checked in order to have more valid responses. The validity methods of the field notes were done by distributing the notes and the themes of the analysis to the English language teacher and then the themes of the field notes were checked and modified based on the focus of the study.

3.4 Limitations

This study has certain limitations in applying the debate instruction. Since the study and data collection instruments were implemented by the researcher herself, there can be some bias that exist whether to write the field notes that used to find out the challenges that the L2 teacher faced or to implement the treatment itself. Besides, the obtained results from the interviews could be affected by the researcher of the present study since she interviewed the participants by herself; however, she was very careful not to affect the interviewees' answers and she told them to speak freely and state whatever they want. Secondly, the present study was conducted with two research groups without any control group because the teacher of the present study

was allowed to implement her treatment with just two classes that were held every Saturday. Those classes contained the ninth grade students and the tenth grade students, so it was difficult to represent one of them as a control group since the students' levels were different. Thereby, effects of the debate instruction could be different with having control group. Besides, the study was not piloted before implementing the debate instruction because of the time limitation and school regulations as well and that can be considered another limitation of the present study.

Moreover, the duration of the time that used to implement the debate instruction could be one of the limitations since an hour every Saturday for eight weeks was quite short to get better results. In addition, the number of the participants was quite small (just 50) since all of them were volunteers to participate in this study, so the teacher could not force all the students to come on Saturdays and being as participants of her study. Besides, the time that was granted to the teacher was quite short, so it was difficult for her to deal with a large number of the participants. So the results of the present study cannot be generalized to the general population because the study was conducted with high school students whose levels were A1 and A2. Thus, the results could be different with high levels students or university students. Contrarily, the obtained results can only be representative to the general population in the relevant place. Moreover, assessing students' L2 speaking performance was limited to 12 participants out of 50 due to time constraints; therefore, the results could be more or less significant with the whole participants.

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Chapter 4

Findings

This chapter presents the data analysis of the study based on the research questions and data analysis procedure that is explained in the previous chapter. Firstly, the quantitative data analysis will be devoted through answering the first and second research questions and then the qualitative data analysis will be presented by answering the third and fourth research questions.

4.1 What is the impact of using debate instruction on Turkish EFL students'

4.1.1 L2 speaking anxiety. In order to answer the first research that aimed to find out the impact of the debate instruction on the level of L2 speaking anxiety among Turkish EFL students, the findings of the T-FLSAQ were first analyzed through descriptive statistics in terms of the frequencies and the percent distributions of low, moderate and high levels of L2 speaking anxiety. Table 5 presents the frequencies and the percent distributions of students' level of L2 speaking anxiety before and after the debate instruction.

Table 5

Percentages and Frequencies of T-FLSAQ

	Pre-T-FLSAQ		Post-T-FLASAQ	
	Percentages	Frequencies	Percentages	Frequencies
Low level of L2 speaking anxiety	72%	36	82%	41
Moderate level of L2 speaking anxiety	24%	12	16%	8
High level of L2 speaking anxiety	4%	2	2%	1
Total	100	50	100	50

The results of the pre- T-FLSAQ demonstrated that 72% of the students experienced a low level of L2 speaking anxiety. It is also showed that 24% of the participants demonstrated a moderate level of L2 speaking anxiety while 4% of students experienced L2 speaking anxiety on a high level. That indicates the Turkish

EFL students overall had low level of L2 speaking anxiety even before using the debate instruction as can be seen clearly from the Table 5. While the results of the post T-FLSAQ demonstrated that the percent distributions of students (72%) who experienced a low level of L2 speaking anxiety before using the debate instruction increased to 82% and the percent distributions of the students who had moderate level decreased from 24% to 16%. Besides, the percent distributions of the students who experienced L2 speaking anxiety on a high level after using the debate were also decreased from 4% to 2%.

Thus, the descriptive analysis showed that the level of L2 speaking anxiety among Turkish EFL students was decreased after using the debate instruction, but to test statistically significant difference between the means of students' T-FLSAQ scores before and after using the debate instruction, a paired sample t-test was conducted. Based on the results of the paired sample t-test as illustrated in Table 6, the difference between the means of pre and post T-FLSAQ was statistically significant for decreasing the whole students' L2 speaking anxiety (t (49)= 4.05, $p <$ .05; Cohen's d = 0.45). These findings showed that the researcher rejected the null hypothesis that stated there was no statistically significant difference between the means of students' degrees in terms of L2 speaking anxiety before and after using the debate instruction. Besides, the obtained Cohen's d (0.45) indicated the effects of the debate instruction on decreasing students' L2 speaking anxiety.

Table 6

Paired Sample T-Test Statistics of T-FLSAQ

	N	Mean	SD	*T*	*Df*	*P*	Cohen's d
Pre- FLSAQ	50	45.42	15. 10	4.05	49	.000*	0.45
Post- FLSAQ	50	38.70	15.11				

In addition to the paired sample t-test, visual representations of the confidence intervals (95%) associated with the point estimates for both scores of the T-FLSAQ are presented in Figure 2. Point estimate of students' T-FLSAQ before the debate instruction was founded to be [45.42 ± 4.30] and point estimate of students' T-FLSAQ after the debate instruction was [38.70 ± 4.30]. Means of students scores for pre and post T-FLSAQ had not an overlapping area. This means, in the 95%

confidence interval, there was an evidence to say that population means were different before and after using the debate instruction in terms of decreasing their L2 speaking anxiety.
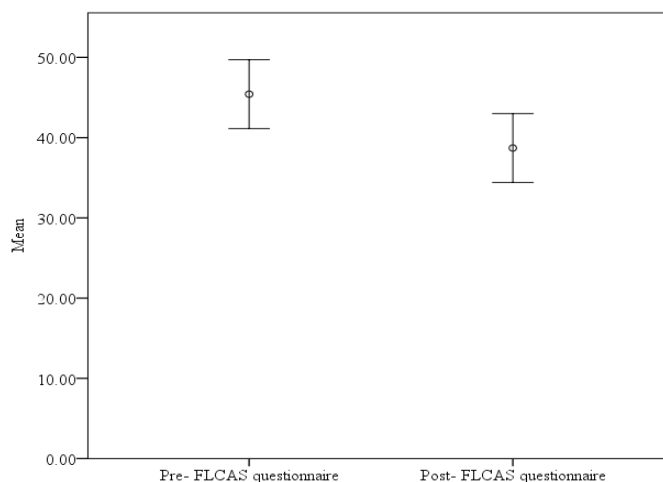
Figure 2. 95% Confidence interval of T-FLSAQ.

4.1.2 L2 speaking performance. To find out the results of the first research question that aimed also to explore the impact of the debate instruction on L2 speaking performance, a descriptive analysis was done for the pre-L2 speaking test (M= 8.42, SD= 2.15) and for the post-L2 speaking test (M= 10.92, SD= 2.91) which indicated that the mean of students' L2 speaking performance improved after using the debate instruction, but to test whether the improvements of students' L2 speaking performance were statistically significant, a paired sample t-test was computed. The test aimed to find out the statistical significant difference between the means of students' pre-test scores and the means of the post-test scores. Based on the results of the paired sample t-test as illustrated in Table 7, the difference between the means of pre and post L2 speaking tests was statistically significant for improving students' L2 speaking performance (t (11) = -5.59, p <.05; Cohen's d = 1.07). These findings showed that the researcher rejected the null hypothesis that stated there was no statistically significant difference between the means of pre and post L2 speaking tests. Besides, the obtained Cohen's d (1.07) indicated that the debate instruction had

large effects on improving students' L2 speaking performance compared to the effect size criteria of Cohen's d.

Table 7

Paired Sample T-Test Statistics of L2 Speaking Tests

	N	Mean	SD	*T*	*Df*	*P*	Cohen's d
Pre-test	12	8.42	2.15	-5.59	11	.000*	1.07
Post-test	12	10.92	2.91				

In addition to the paired sample t-test, visual representations of the confidence intervals (95%) associated with the point estimates for both scores of L2 speaking tests are presented in Figure 3. Point estimate of students' pre-test was founded to be [8.42 ± 1.30] and point estimate of students' post-test was [10.92 ± 1.84]. Means of students' scores of the pre and post L2 speaking tests had not an overlapping area. This means, in the 95% confidence interval, there was an evidence to say that population means were different before and after the treatment in terms of improving their L2 speaking performance.

Figure 3. 95% Confidence interval of L2 speaking tests.

4.1.3 L2 writing performance. To find out the answer of the first research that aimed also to examine the impact of the debate instruction on students' L2 writing performance, a descriptive analysis was done for the pre-L2 writing test

(M=5.46 , SD= 3.27) and for the post-L2 writing test (M= 7.52, SD= 3.81) which indicated that the mean of the whole students' L2 writing performance improved after using the debate instruction, but to test whether the improvements of students' L2 writing performance was statistically significant, a paired sample t-test was computed. The test aimed to find out the statistical significant difference between the means of students' pre-test scores and the means of their post-test scores. Based on the results of the paired sample t-test as presented in Table 8, the difference between the means of pre and post L2 writing tests was statistically significant for improving students' L2 writing performance (t (49)= -5.27, p <.05; Cohen's d= 0.59). These findings showed that the researcher rejected the null hypothesis that stated there was no statistically significant difference between the means of pre and post L2 writing tests. Besides, the obtained Cohen's d (0.59) indicated practical impacts of the debate instruction on improving students' L2 writing performance.

Table 8

Paired Sample T-Test Statistics of L2 Writing Tests

	N	Mean	SD	*T*	*Df*	*P*	Cohen's d
Pre- test	50	5.46	3.27	-5.27	49		0.59
Post-test	50	7.52	3.81			.000*	

In addition to the paired sample t-test, visual representations of the confidence intervals (95%) associated with the point estimates for both scores are presented in Figure 4. Point estimate of students' pre-test was founded to be [5.46 ± 0.93] and point estimate of students' post-test was [7.52±1.08]. Means of students' scores for pre and post L2 writing tests had not an overlapping area. This means, in the 95% confidence interval, there was an evidence to say that population means were different before and after the treatment in terms of L2 writing performance.

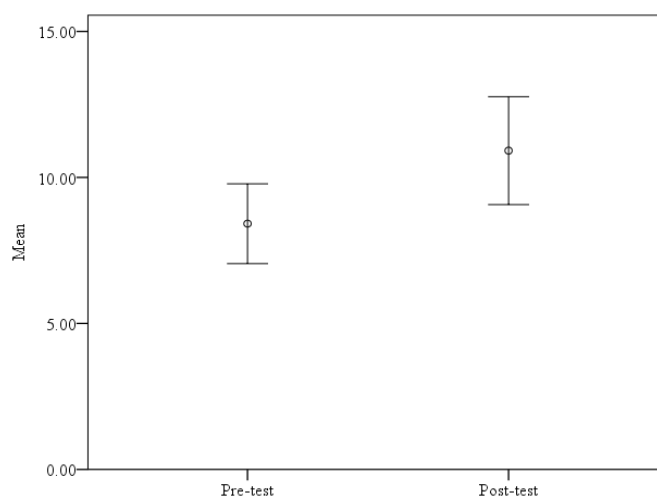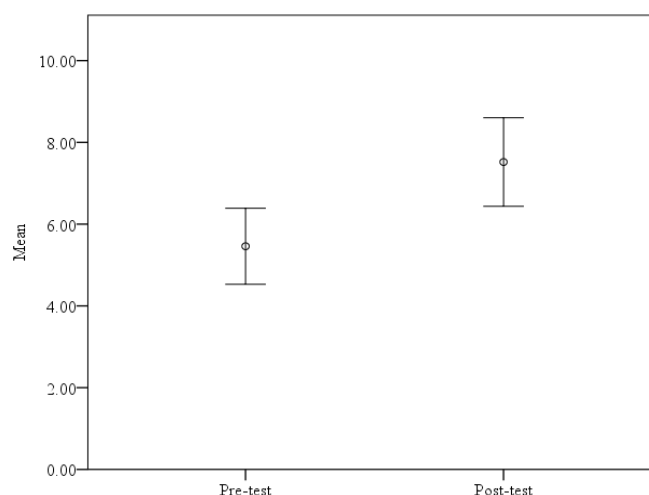*Figure 4.* 95% Confidence interval of L2 writing tests.

4.2 Will there be a statistically significant difference between A1 and A2 Turkish EFL students exposed to debate instruction regarding their

4.2.1 L2 speaking anxiety. In order to answer the second research question that aimed to determine the statistical significant difference between A1 students and A2 students exposed to the debate instruction regarding their L2 speaking anxiety, the findings of the T-FLSAQ were first analyzed through descriptive statistics in terms of the frequencies and the percent distributions of low, moderate and high levels of L2 speaking anxiety among A1 and A2 students. Table 9 presents the comparison of the percent distributions and frequencies of A1 and A2 students' level of L2 speaking anxiety before using the debate instruction and Table 10 presents the comparison of the percent distributions and frequencies of A1 and A2 students' level of L2 speaking anxiety after being exposed to the debate instruction.

Table 9

Percentages and Frequencies of the Pre T-FLSAQ

	A1 group		A2 group	
	Percentages	Frequencies	Percentages	Frequencies
Low level of L2 speaking anxiety	69.2%	18	75%	18
Moderate level of L2 speaking anxiety	26.9%	7	20.8%	5
High level of L2 speaking anxiety	3.9%	1	4.2%	1
Total	100%	26	100	24

41

Table 10

Percentages and Frequencies of the Post T-FLSAQ

	A1 group		A2 group	
	Percentages	Frequencies	Percentages	Frequencies
Low level of L2 speaking anxiety	84.6%	22	83.3%	20
Moderate level of L2 speaking anxiety	15.4%	4	12.5%	3
High level of L2 speaking anxiety	0%	0	4.2%	1
Total	100%	26	100	24

From the descriptive analysis that is stated in the Table 9, it can be proved that A1 and A2 students' level of L2 speaking anxiety was not different before using the debate instruction. Since both groups had almost the same number of the students experienced a low, moderate and high level of L2 speaking anxiety. However, the descriptive analysis that is presented in the Table 10 showed few differences between the both groups in terms of L2 speaking anxiety since the percentages of the students experienced a moderate and high levels of L2 speaking anxiety were quite different between both groups, but in order to test statistically significant difference between the mean differences of the two groups, an independent t-test statistic was computed. Based on the results of the independent t-test as illustrated in Table 11, the difference between the means of A1 and A2 students' scores was not statistically significant ($t(48)= 1.83$, $p > .05$; Cohen's d = 0.53). These findings showed that the researcher failed to reject the null hypothesis that stated there was no statistically significant difference between the means difference of the groups' scores regarding their L2 speaking anxiety. However, the effect size for the comparison of the both groups differences (Cohen's d= 0.53) considered to indicate a medium effect when compared to the effect size criteria of Cohen's d. That means there were some practical differences between the means differences of students' groups regarding their L2 speaking anxiety after being exposed to the debate instruction. Thereby, the means of the A1students seems to be decreased slightly more than the means of A2 students due to the practical differences.

Table 11

Independent T-Test Statistic of T-FLSAQ

	Groups	N	Mean	SD	*T*	*Df*	*P*	Cohen's d
Pre T-FLSAQ	A1 group	26	47.54	13.10	1.03	48	.31	0.3
	A2 group	24	43.13	16.98				
Post T-FLSAQ	A1 group	26	37.96	14.74	-.36	48	.72	0.1
	A2 group	24	39.50	15.79				
Differences[1]	A1 group	26	9.58	10.87	1.83	48	.07	0.53
	A2 group	24	3.63	12.09				

[1]The differences were computed by subtracting pre- FLSAQ scores from post- FLSAQ scores.

In addition to the independent t-test statistic, visual representations of the confidence intervals (95%) associated with the point estimates for both differences' scores of A1 and A2 students are presented in Figure 5. Point estimate of A1 students group was founded to be [9.58 ± 4.00] and point estimate of A2 students group was [3.63 ± 5.00] that indicates means differences for both groups had little overlapping area. This means, in the 95% confidence interval, there was some evidence to say that population means were quite different, but not statically significant in terms of L2 speaking anxiety. Therefore, a post hoc power analysis was computed since there was no statistically significant difference and it was estimated that the achieved power as 45% for differences' scores measures, indicating that a larger sample size would be needed for the statistical significance.
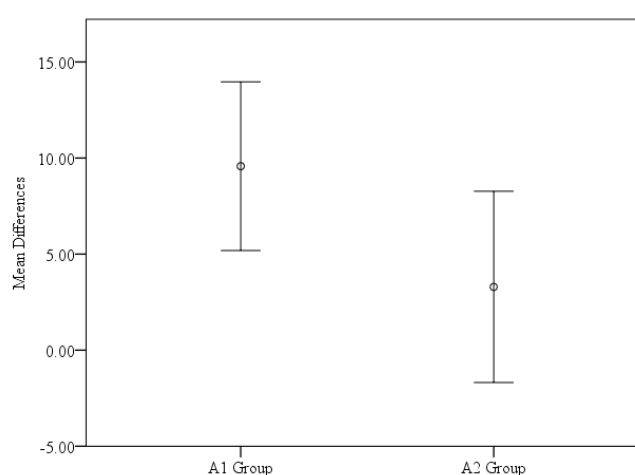
Figure 5. 95% Confidence interval for differences scores.

4.2.2 L2 speaking performance. A descriptive analysis and an independent t-test statistic were computed in order to determine the statistical significant difference between the A1 and the A2 Turkish EFL students exposed to the debate instruction regarding their L2 speaking performance. Based on the results of the independent t-test statistic as given in Table 12, the difference between the means of A1 and A2 students' gain scores was not statistically significant ($t(10)= 2.11$, $p >.05$; Cohen's d = 1.34). These findings showed that the researcher failed to reject the null hypothesis that stated there was no statistically significant difference between the groups exposed to the debate instruction regarding their L2 speaking performance. However, the effect size for the comparison of groups' gain scores of their L2 speaking performance (Cohen's d=1.34) is considered to indicate a large effect when compared to the effect size criteria of Cohen's d. That means there were some practical differences between the means' gain scores of the students' groups in terms of their L2 speaking performance. Accordingly, the means of the A1students' speaking performance seems to be improved a bit more than the A2 students' speaking performance as can be seen from their means of the post-test.

Table 12

Independent T-Test Statistics of L2 Speaking Tests

	Groups	*N*	Mean	SD	*T*	*Df*	*P*	Cohen's d
Pre- test	A1 Group	6	8.17	2.14	-.39	10	.71	0.24
	A2 Group	6	8.67	2.34				
Post- test	A1 Group	6	11.50	2.51	.68	10	.51	0.43
	A2 Group	6	10.33	3.39				
Gain Scores[2]	A1 Group	6	3.33	1.50	2.11	10	.06	1.34
	A2 Group	6	1.67	1.21				

[2]Gain scores are the differences which were computed by subtracting post-test scores from pre-test scores

Besides, Figure 6 presents visual representations of the confidence intervals (95%) associated with the point estimates for L2 speaking gain scores of the both groups. Point estimate of A1 students was founded to be [3.33 ± 1.50] and point estimate of A2 students was [1.67 ± 1.67]. Means of gain scores for both groups had little overlapping area. This means, in the 95% confidence interval, there was some

evidence to say that population means were quite different in terms of the means gain scores of both groups due to practical difference, but not statistically significant. Therefore, a post hoc power analysis was computed. The achieved power was estimated to be 55% for scores in gain scores measures which means a larger sample size would be needed for the statistical significance.

Figure 6. 95% Confidence interval for gain L2 speaking scores.

4.2.3 L2 writing performance. In order to determine the statistical significant difference between A1 and A2 Turkish EFL students exposed to the debate instruction regarding their L2 writing performance, a descriptive and an independent t-test statistic were computed. Based on the results of the independent t-test as cleared in Table 13, the difference between the means of A1 and A2 students' gain scores of their L2 writing performance was not statistically significant (t (48)= 1.07, p >.05; Cohen's d = 0.31). These findings showed that the researcher failed to reject the null hypothesis that stated there was no statistically significant difference between the groups exposed to the debate instruction regarding their L2 writing performance. Besides, the effect size for the comparison of groups' gain scores (Cohen's d= 0.31) considered to indicate a little effect when compared to the effect size criteria of Cohen's d. That means there were not large practical differences between the A1 and A2 students' gain scores of their L2 writing performance. Thus,

the means of A1 students' writing performance seems to be improved as well as A2 students' writing performance as can be seen from their means of the post-test.

Table13

Independent T-Test Statistics of L2 Writing Tests

	Groups	N	Mean	SD	T	Df	P	Cohen's d
Pre- test	A1Group	26	5.69	3.42	.52	48	.61	0.15
	A2 Group	24	5.21	3.16				
Post- test	A1 Group	26	8.15	4.17	1.23	48	.23	0.36
	A2 Group	24	6.83	3.33				
Gain Scores[3]	A1 Group	26	2.46	3.22	1.07	48	.29	0.31
	A2 Group	24	1.63	2.14				

[3]Gain scores are the differences which were computed by subtracting post-test scores from pre-test scores

Furthermore, visual representations of the confidence intervals (95%) associated with the point estimates for both groups' gain scores is presented in Figure 7. Point estimate of A1 students' gain scores was founded to be [2.46 ± 1] and point estimate of A2 students' gain scores was [1.63 ± 1.00]. Means of gain scores for both students groups had some overlapping area. This means, in the 95% confidence interval, there were not differences between the means of A1 and A2 students' gain scores of their L2 writing performance. Moreover, a post hoc power analysis was computed because there was no statistically significant difference between the population means in terms of L2 writing performance. The achieved power was estimated to be 19% for scores in gain scores measures which means a larger sample size would be needed for the statistical significance.
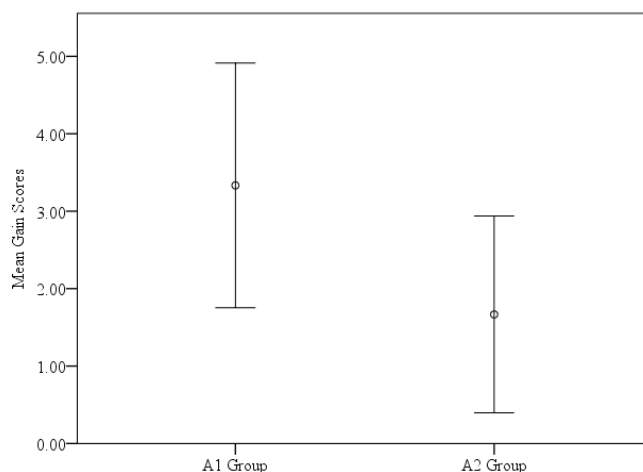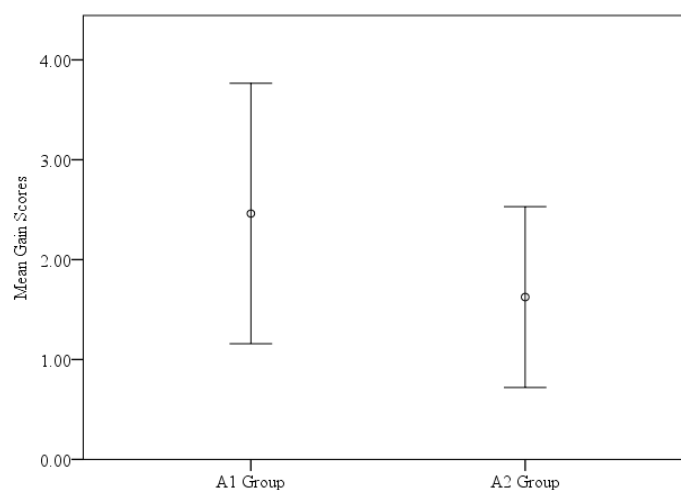
Figure 7. 95% Confidence interval for gain L2 writing scores.

4.3 What are the perceptions of Turkish EFL students regarding the use of the classroom debate instruction?

To reveal the overall perceptions of the students regarding the use of the classroom debate instructions, semi-structured interviews were carried out with 22 students exposed to the debate instruction for eight weeks. Five major themes are identified based on the analysis of the audio-scripts of the interviews. Those themes are as follows: perceptions about the use of the classroom debate instruction, the most favorite topics, the least favorite topics, the weakness of implementing the classroom debate instruction, and integrating the debate instruction in EFL classes

Perceptions about the use of the classroom debate instruction. The first interview question was about students' beliefs regarding participation in the debate. Top four benefits of using the debate instruction were cited by all the participants except two as follows: improving their English, enhancing their confidence, enabling them to express their opinions, and developing their critical thinking. Ten of the students agreed that the debate instruction enabled them to practice their English with their friends and accordingly their English improved in terms of vocabulary and grammar. Some of their statements are as follows:

> Debate instruction improves our vocabulary and grammar. It makes us practice our English and I think it is the best way to learn. (Student 10)

> In English, debate instruction helps us because I know what I am going to say and now I can make sentences in English. (Student 14)

Other five students claimed that the debate makes them more confident because the debate instruction was carried out in their classes, so they were more comfortable and they knew what they were going to say because they were provided with reading materials about the debate topics as indicated in the following statements:

> Debate makes us more confident and we could talk during the debate because we were arguing with our friends (Student 15)

> My English is getting well during the debate. I trust and believe in myself in English because the debate was held in my class with my classmates, so I felt I was more confident and I could talk (Student 17)

Four students stated that the debate enables them to express their opinions freely and speak with their friends whose English levels like them about different topics as stated in the following extracts:

> Debate is like arguing about something with other people and this is interested for me and I think people should explain their thoughts about something and others should accept this thought too. (Student 8)

> The debate enables us to express our opinions freely and that is great, making other people know what to think is good. (Student 13)

In addition, one of the students stated that the debate is really beneficial for them because it made their brain work hard even though their English levels were not so high, but they could talk during the debate.

> Debating makes our brain work harder because we were talking, even though we did not know that much, but we were still talking and I love this thing. (Student 5)

On the other hand, two interviewees did not like the classroom debate instruction as much as the others because they stated that the debate as teaching method is good, but their friends did not talk as much as they should have done and some of their friends relied on their speech as they were in the same team as stated in the following statement:

> The debate itself is good. My friends do not talk so much. They do not participate as they should do, so sometimes it is get boring. (Student 19)

The most favorite topic. As for the second interview question which asked the students about the most interested topic, different topics were mentioned by the students, but there are three top topics that were mentioned more. Those topics are school uniforms, money can buy happiness, and mobile phones. Six of the students stated that they like the school uniforms topic more because it is about them as students and this topic has been debated for years, so they could debate and speak more because they have already knowledge about it as stated in the following:

> The uniform topic because it is the thing that we always discuss and we have problems about it because some of us do not want to wear school uniforms, whereas others want it, thereby it is my favorite topic. (Student 4)

> The uniform topic because it was about us as students and we could talk about this topic. When we have ideas about the topic, we want it and we like it. (Student 6)

The other five students agreed that money can buy happiness is the most interested topic because this topic is the most important topic that they need to discuss since money is necessary for their life as indicated in the following statements:

Money can buy happiness because I was completely disagree about this statement and I was lucky that day to be in the negative team, so I explained myself better in English, so I like it most. (Student 11)

Money can buy happiness is the most interesting topic because money is an important thing despite the other topics that we discussed like video games and animal testing since money is what we need. We use money for everything I think it is great topic. (Student 8)

The other five students stated that they were more interested in the topic of the mobile phone because it was easy for them to debate as they have knowledge and experience about it. The students' extracts are as follows:

The topics that we are personally did are easy to argue because we know how it feels. The things we know are better to argue about. Like using mobile phones and school uniforms. (Student 10)

Mobile phone is more interested for me because I could talk about it and express myself better. (Student 12)

While just two of the interviewees mentioned the topic that are about animal testing because they love animals and they do not want to hurt animals just to do some experiments as stated in the following statement:

Animal testing and school uniforms are good topics because I love animals so much and because I am students, I wanted to discuss the school uniforms topic as well. (Student 9)

Another two of the participants agreed that video games is the most interested topic because it is fun for them as stated in the following:

Video games, it was more joyful for me. (Student 20)

The rest two of the participants stated that the topic that is for writing post test is the most enjoyable for them even though they did not debate about that topic and they just wrote an essay, they said that they were enjoyable in writing that topic and they wish if they had discussed that topic as stated in the following statement:

The one that was about communication because I like to communicate with other people and I wish if we had discussed that topic. (Student 13)

The least favorite topic. The students were also asked about the topics which they do not like. Seven of them agreed that there was no topic that was not interested for them and they enjoyed all the debate topics as stated in the following extracts:

I like all of them because they are all about us like animals, mobile phones, school uniforms. I like them all; I don't have less like (Student 1)

There is no topic that I did not like because I think all the topics were interested. (Student 12)

While another six of the participants stated that they do not like the animal testing topic because they claimed that it is not related to them as teenagers and as students, so it was hard for them to discuss that topic due to their luck of the knowledge as cleared in the following statements:

I don't hate any topic, but I don't like the ones that are not related to us like doing animal testing experiments. We do not do that, so we do not know how actually it is. So I don't like talking about stuff that we cannot express ourselves better. (Student 10)

There were not much topics that I did not like, but the topics that did not make us involved like animal testing, I do not think that we should have discussed that topic. (Student 14)

Also video games is considered the less interested topic according to six interviewees because they stated that it was boring for them as they are girls and they are not interested in discussing such topic.

I do not like video games. It is just kind of boring. (Student 22)

The last three of the students mentioned different topics as stated in the following extracts:

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Smoking might be the less like because it is not about us. It is about other people. (Student 4)

Uniform topic was not interested for me because it was too easy and we always talk about this. (Student 3)

I do not like the topics that were about the banned stuff like phones, animals,…..etc because I think breaking the rule is fun. (Student13)

The weakness of implementing the debate instruction. When the students were asked about the things that they did not like or made them unhappy during the debate. The majority of the students (eleven of them) stated that there was nothing that made them unhappy during the debate instruction as stated in the following statements:

There is nothing that I was not happy with. It was good. (Student 8)

On the other hand, five of the interviewees stated that sometime they got annoyed when their friends did not pay attention to their speech as stated in the following statements:

I think that everyone should explain his thoughts to the others and others should listen to him like they should pay attention to the one who express his thoughts. (Student 10)

I got annoyed by other students' speech when I was expressing my opinions. Like my classmates did not listen to each other and that made me unhappy. (Student 11).

Moreover, another three of the interviewees stated that sometimes they feel unhappy when they cannot speak probably and cannot find an English word that express their opinions during the debate as stated in the following statement:

There is nothing that I am not happy with, but sometimes I just feel bad whenever I did not know English words and I could not make sentences. (Student 18)

The rest of the participants (three of them) stated different things that make them unhappy. One of them mentioned that the teachers' grading after finishing the

debate made her unhappy because she felt that the teacher sometimes gave the both teams equal points, but one of the teams did not deserve that point due to their less participation. Another thing that stated by one of the participant is that the lack of their friends' participations in the debate made her unhappy. The last interviewee stated that she felt unhappy when she found herself in the team that does not support her views regarding the debate topic. Students' statements are explained as follows:

> I am happy, but I would like my friends to speak more because if they were more talkative, I might be happier and it would be easier for us to debate. (Student 4)

> I didn't like the grades that you gave us after each debate to declare the winner because we were dividing into two groups. One group talked more and one group spoke less, but sometimes we had the same points. (Student 1)

> Sometimes I feel unhappy when I was in the group that I did not want to. For example, for the animal testing topic I did not want to be in the affirmative group that support animals testing because I love animals, but I found myself in that group. So I was unhappy that day. (Student 16)

Integrating the debate instruction in EFL classes. The last interview question aimed to know whether the students would recommend using the debate instruction for their future classes or not. All the interviewees except one agreed that the debate instruction should be done in their future classes because they claimed that their English is improved in terms of grammar, vocabulary, and L2 writing skill. They said that before debating they could not write a paragraph, but now at least they have some knowledge about the writing tips and they could write after each debate. In addition, they stated that they feel more confident while speaking the English language during the debate because they were encouraged to speak in order to debate very well against their opponent team. Thereby, they want to keep on using the debate as stated in the following statements:

> We have communication. We didn't talk like that with other friends in the class before the debate, so I recommend it (Student 4)

We should keep on debating practice because it increases our vocabulary and grammar and then it just makes us see other opinions from our friends. Like the eye from other people. (Student 10)

Debate helps us to learn, speak English language, and make sentences. We could talk in class because we believe in ourselves' confidence. (Student 17)

I want to practice debating again and again because I understand how to write with different opinions. Also, you helped me and my classmates and I am better in English and writing right now. So I want to do it again. (Student 18)

On the other hand, one of the students stated that she does not want to use the classroom debate instruction even though she likes it. She believes that learning the English language is not only done by the debate. There are some activities that should be used beside to the debate as stated in the following:

I like the debate instruction, but I don't want to do this again because there can be different activities that we can do to learn English and we just debating, so I don't want it. (Student 22)

In conclusion, the reflections of the students during the interviews revealed the beneficial of using the debate instruction in English language classrooms as their argumentation skills, self confident, L2 speaking, and L2 writing performance improved after the debate instruction. Thereby, they recommend integrating the debate instruction in their further English classes. The analysis of the interview indicated that the Turkish EFL students have a positive attitude towards the classroom debate instruction.

4.4 What are the challenges that L2 teacher face in implementing the classroom debate instruction?

The field notes were used to find out the difficulties that the L2 teacher faced in implementing the classroom debate instruction. Based on the analysis of the field notes that used by the teacher, four main themes are identified: time limitation, students' motivation, students' satisfaction, and students' proficiency levels.

Time limitation. Since the time that used to implement the debate instruction was just one hour due to the school regulations, the students' speech were limited as well. Thereby, the teacher faced some difficulties in managing the time for students' speech, students' writing, or explaining the new words. The students sometimes asked the teacher to provide them with some minutes for the debate preparation, but they were granted three to four minutes due to the time limit. Some of the students' statements that were repeated mostly every week are provided in the following statements:

Can we have some more minutes?. We need to check some statements with our friends.

Please, give us some more time to be ready for the debate.

Students' Motivation. Students' motivation was one of the challenges that the L2 teacher face in implementing the debate instruction, especially with the A2 students. Even though the teacher used some pictures, warm up questions, and granted the students some points after each debate just to motivate them, the A2 students were not motivated as much as the A1 students. Sometimes some of the A2 students did not read the reading materials that were distributed to them one week earlier before the debate and they could not debate very well. Besides, some of them were not motivated to write after each debate and the teacher tried to encourage them by informing them that their writing performance would be improved, but they were not eager and excited to debate. Some of the students' statements that were repeated by the A2 students are as follows:

Can we write at home not here?

We do not have enough time to write, let's write it as homework.

Students' Satisfaction. Another challenge that experienced during implementing the debate instruction is students' satisfaction in terms of the divisions of the debate teams and the debate grades. Dividing the students randomly into an affirmative team and a negative team was not preferred by the students. Some of the students wanted to move to the other team due to their views regarding the debate topic and after moving some students from their team, the number of both teams was not an equal. Therefore, some students were asked to change their teams in order to

make balance between the teams. Some of the students' statements that were repeated by the A1 and A2 students are as follows:

Oh no, I do not want to be in the negative group, can I join the other group?

Can we represent the negative group not the affirmative one?

Since the teams' winner was declared after finishing each debate according to students' participation and argumentation. Some students were unsatisfied with the points that were granted to their opposing team. They claimed that their opposing team spoke less during the debate than their teams and their teams' argumentation were stronger than their opposing team. However, the points were just used to encourage the students to speak more in the debate. But the students were unsatisfied with their grades as cleared in the following statements:

It is unfair; we should have got more than their points because we spoke more than them.

Why did you give us this point? We deserve more than them.

Students' Proficiency Levels. As the levels of the participants in this study were A1 and A2, finding appropriate reading materials for the debate topics was not an easy task because most of the debatable topics and controversial issues are done for higher English levels. So some of the interested debatable topics could not be chosen due to the high English level of the text language. Besides, the students in the classes sometimes could not express their thoughts and ideas probably due to their lack of English words and as a result they spent some time to express their arguments as indicated by some of the students in the interviews and that took some time during the debate. Some of their statements that repeated by some of the students are as follows:

I do not know how to say that in English.

Oh, how can I say this word in English?

4.5 Conclusion

The chapter covered the findings of the research questions. The questions were analyzed in details starting with the descriptive statistics and ending with the inferential analysis for each quantitative question. Besides the qualitative analysis was done in details for answering the third and fourth research questions. Table 14 presents the research questions and the findings of the study as whole.

Table 14

Findings of the Research Question as a Whole

Research Questions	Findings
1. What is the impact of using debate instruction on Turkish EFL students'	
1.1 L2 speaking anxiety,	Students' L2 speaking anxiety decreased statistically significant after the debate instruction.
1.2 L2 speaking performance,	Students' L2 speaking performance improved statistically significant after the debate instruction.
1. 3 L2 writing performance?	Students' L2 writing performance enhanced statistically significant after the debate instruction.
2. Will there be a statistically significant difference between A1 and A2 Turkish EFL students exposed to debate instruction regarding their	
2.1 L2 speaking anxiety,	There was no statistical significant difference between A1 and A2 students' L2 speaking anxiety
2.2 L2 speaking performance,	There was no statistical significant difference between A1 and A2 students' L2 speaking performance
2.3 L2 writing performance?	There was no statistical significant difference between A1 and A2 students' L2 writing performance
3. What are the perceptions of Turkish EFL students regarding the use of the classroom debate instruction?	A positive attitude towards the classroom debate instruction
4. What are the challenges that L2 teacher face in implementing the classroom debate instruction?	Time limitation, students' motivation, students' satisfaction, and students' proficiency levels.

Chapter 5

Discussion and Conclusions

This chapter discussed the results that are derived from the research questions. Each research question will be discussed separately in details. Besides the conclusion and implications for further researches will be provided.

5.1 Discussion of Findings for Research Questions

The study had four research questions examining the impact of using the debate instruction on L2 speaking anxiety, L2 speaking performance, and L2 writing performance among Turkish EFL A1 and A2 students. Besides the study aimed to determine the differences between the A1 students and A2 students instructed exposed to the debate instruction regarding their L2 speaking anxiety, L2 speaking performance, and L2 writing performance. In addition, the study aimed to investigate the perceptions of the students regarding the classroom debate instruction and the challenges that experienced during implementing that pedagogy. The findings from those research questions were obtained through administration of the T-FLSAQ, L2 speaking tests, L2 writing tests, semi-structured interviews with the students, and field notes of the researcher. The obtained results were analysed through descriptive and inferential statistics. The discussions of the results analysis are provided under the following headings.

5.1.1 Discussion of research question 1. The first research question aimed to know the impact of using the debate instruction on Turkish EFL students in terms of L2 speaking anxiety, L2 speaking performance, and L2 writing performance. The obtained results from this question showed that the level of L2 speaking anxiety among the participant overall decreased statistically significant after using the debate instruction as can be seen clearly from the comparison between the pre T-FLSAQ results and the post T-FLSAQ results that are stated in the Table 5 in the previous chapter and also from the results that obtained from the paired sample t-test. This proved that the debate instruction was beneficial in improving students' confidence and decreasing their L2 speaking anxiety since the obtained Cohen's d also proved the practical differences which the students get after using the debate instruction in

terms of decreasing their L2 speaking anxiety. This confirms the findings that obtained by Ramlan et al. (2016) who showed that students' confidence was improved through using the debate instruction. Besides, Tawil's (2016) results proved that the argumentation that happened between students helped them to enhance their confidence. These findings also confirm what Akerman and Neale (2011) stated about the debate instruction regarding its effects on enhancing students' confidence through encouragement to present their views and ideas with greater imagination and fluency.

Moreover, the findings showed that the debate instruction enabled the A1 and A2 students to improve statistically significant their L2 speaking performance. Students' mean of the post-L2 speaking test was higher than the pre-L2 speaking test and that asserts the importance of using the debate to enhance students' L2 speaking performance. Also, the descriptive statistics proved the improvements in students' L2 speaking performance as well. These results are similar to the findings of the studies that were carried out by Fauzan (2016); Desita et al. (2017); Rubiati (2010); Somjai and Jansem (2015); Yulia and Aprilita (2017) whose proved by their studies that students' L2 speaking performance improved statistically significant after the debate instruction. Besides, Alasmari and Ahmed (2013) confirmed the impact of the debate instruction on L2 speaking performance when they stated that the debate can be "used brilliantly to boost up students' speaking in English" (p.148). In addition, these findings showed that when the students were more confident and less anxious, their L2 speaking performance were better. These findings were also confirmed from Dalkılıç's (2001) results that proved the strength relationship between L2 speaking anxiety and students' achievements in L2 speaking performance. Therefore, the decreasing of L2 speaking anxiety enabled EFL students to improve their L2 speaking performance.

Moreover, the first research question's results revealed that the debate instruction enabled Turkish EFL students to improve statistically significant their L2 writing performance and that can be understood clearly from the results of the post L2 writing test of the students comparing with their pre-L2 writing test. Thus, it can be indicated that the debate instruction worked well in increasing students' L2 writing performance. This result is in the line of the study that conducted by Kimura

(1998) which proved the statistical significant improvements in students' L2 writing performances after using the debate instruction.

5.1.2 Discussion of research question 2. The second research question aimed first to know whether A1 students' level of L2 speaking anxiety would be different from A2 students' level of L2 speaking anxiety. The findings showed that the differences between both groups were not statistically significant and larger sample size is needed to obtain the statistical significant difference as proved by the post hoc power analysis, so the English proficiency level does not have a significant impact on students' level of L2 speaking anxiety. Similar findings were obtained by Çağatay (2015) who proved that the English proficiency levels do not play any role in students' L2 speaking anxiety. However, the findings showed that A1 students' mean of L2 speaking anxiety decreased a bit more than A2 students' mean of L2 speaking anxiety after being exposed to the debate instruction and that can be seen clearly from the effect size of the Cohen's d that aimed to seek the practical differences between the both groups' scores. This can be related to the motivation level since A1 students were more motivated while conducting the debate instruction and they were more eager to learn English language by using the debate instruction than the A2 students. This confirms the relationship between students' motivation and their L2 speaking anxiety since the students whose levels of motivation are very high are supposed to be less anxious and more confident than the less motivated students as confirmed by Öztürk (2012) who found a statistical significant relationship between foreign language learning motivation and foreign language speaking anxiety.

Besides, the second research question aimed to investigate the statistical significant difference between A1 students' speaking performance and A2 students' speaking performance through being exposed to the debate instruction. The results revealed that there was not a statistical significant difference between both groups' scores in terms of their L2 speaking performance and a larger sample size is needed to get the statistical significant difference as proved by the post hoc power analysis, so the findings showed that the language proficiency levels do not affect students' L2 speaking performance. However, the effect size criteria of Cohen's d showed some practical differences between the both groups which mean that one of the groups' scores were a bit higher than the other group after the debate instruction.

Accordingly, A1 students' mean of L2 speaking performance was a bit higher than A2 students' speaking performance mean.

Since the second research question aimed also to seek whether L2 writing performance of the A1 students are different from the A2 students' L2 writing performance. The findings that derived from the L2 writing tests which analysed by using the independent t-test revealed that there was no statistical significant difference between the means of both groups' scores and the findings showed a larger sample size is needed to obtain a statistical significant difference as demonstrated by the post hoc power analysis. Besides the effects size proved that there were no practical differences between both groups' scores in terms of their L2 writing performance. That indicates the A1 students and the A2 students got the same benefits from using the debate instruction in terms of improving their L2 writing performance. Thus, the English proficiency level of the students did not affect their L2 writing performance.

5.1.3 Discussion of research question 3. In order to know students' perceptions regarding the debate instruction, five interview questions were asked to the participants. The obtained results from the interview questions were analysed through a content analysis and the discussion of these questions are made in details in order to provide a deeper analysis for the further researchers

The first interview question aimed to know students' perception regarding participation in the debate instruction. The analysis that derived from this question showed that the debate instruction helps students to improve their English in terms of grammar and vocabulary and these findings are similar to the findings that obtained from the studies which carried out by Chang (2009); Azka (2017) whose students also believed that debate instruction helped them to improve their English speaking and oral communication. Besides, the analysis showed that students' confidence in speaking the English language was increased as stated by the students and they felt more comfortable while using the debate. These improvements in students' confidence through using the debate instruction were also proved by the obtained findings of the study that conducted by Zare and Othman (2015). Moreover, the analysis showed that the debate instruction enables the students to express their opinions freely and improve their critical thinking. These findings are similar to the

findings that obtained by Darby's (2007) study that proved that the debate enables his students to express themselves and their opinions in order to defend their position, take informed decisions, and arguments based on the debate topics. On the other hand, the analysis of the first interview question showed that two of the participants did not like the debate because their friends did not speak too much while debating. This can be related to participants' levels since they were A1 and A2 levels and their English still needs improvements to speak and participate more in their English classes. Therefore, this study was implemented to help the participants to improve their L2 speaking performance.

The second interview question aimed to seek which topic was considered the most favourite one for the students. The analysis of this question revealed that the topics that are related to the participants as students and as teenagers such as school uniforms, money can buy happiness were the most preferred topics according to the students' views because they have knowledge about those topics which enabled them to debate very well. Therefore, the EFL teachers should choose appropriate topics that are related to students' ages and levels in order to be easier and more interested for the students to debate.

The third interview question aimed to know which topic was considered the least favourite one for the participants. The obtained results showed that most of the participants like all the debate topics because they felt that the debate topics were interested. On the other hand, some participants did not like the topics that did not make them involved like animal experiments because they could not debate very well about those topics due to their lack of knowledge. Therefore, EFL teachers should avoid the topics that are hard for the students to learn and are not related to them as teenagers. However, one of the students mentioned that the topic of the animal experiments enabled him to learn a lot of new English words since the topic was a bit hard for him to understand. Thereby, he got some benefits after discussing that topic.

The fourth interview question aimed to know whether there were things that make students unhappy while debating. The analysis of the results showed that most of the students were happy with the debate instruction because they felt that their English is getting improved and they could express their opinions freely with their

friends. As Chang's (2009) results confirmed that the Taiwanese high school students believed that the debate instruction helps them to improve their communication and argumentation skills. However, some of the Turkish EFL students mentioned some important points that EFL teachers should take into consideration in order to avoid any kind of weakness for implementing the debate instruction. The students stated that they got annoyed by some of their classmates who did not pay attention to their speech. Even though the teacher of the present study tried to solve this issue during the class and she informed the students that their team will lose points due to their speech, but some of students' attentions were got lost while debating. Besides, one of the students stated that the grades that were granted to them after each debating were not fair since one of the teams spoke more and the other team spoke less, but at the end of each debate, they sometimes got the same points. The reasons of giving the students the equal points just not to make them stressed and disappointed after debating. However, the students were not provided with any points in the first and second debate session as Garrett et al. (1996) recommended using the debate without using the grades since it can made frustration to some students, but the students in those sessions were not motivated to debate with their friends and they did not care as much as they did after they were provided with the debate points. Thus, the teacher continued giving the students points to declare the winner after each debate in order to make them more excited and enthusiastic about the debate.

The last interview question aimed to examine whether the students want to be taught by using the debate method for their future classes or not. The analysis of the results showed that all the students except one liked this method and they recommended using it in their future classes because it enabled them to improve their vocabulary, grammar, confidence, and their L2 writing performance. They stated that the debate topics helped them to write because they already got new words, knowledge, and ideas about the debate topic. So they felt that their L2 writing performance improved. However, one of the students stated that she does not want to be taught through using the debate instruction again because she believed that there are some activities that can be used to learn English language. However, the teacher of the present study used warm up questions and pictures before debating besides to the fact that the implementation of the debate in the students' classes was just once a

week for eight weeks, so they had already used different activities and techniques in their English classes.

5.1.4 Discussion of research question 4. The last research question aimed to determine the challenges the L2 teacher faced in implementing the classroom debate instruction. The results showed that time limitation, students' motivation, students' satisfaction, and students' proficiency levels were the most difficulties that the L2 teacher faced in implementing the classroom debate instruction. These results confirm what Tumposky (2004) and Rubiati (2010) stated about debate. They stated that the debate needs a long time and lot of preparation from students in order to debate the topics very well and attack opponent's opinion. Also, Littlefield's (2001) results confirmed that when some of his students stated that debate instruction take a long time from them to be prepared.

5.2 Pedagogical Implications

In the light of the study's findings, several implications come out. Initially, the results of the study proved that the debate instruction can be successfully implemented in the ELT context since the debate instruction reduced statistically significant students' L2 speaking anxiety and enhanced statistically significant their L2 speaking performance and L2 writing performance. Besides, the students had positive perceptions regarding the debate instruction. Therefore, there should be more studies investigate the debate's effects with different levels in order to make the L2 teachers aware of the debate's impacts on students' achievements and perceptions since the debate is not a common method of teaching, especially in ELT context.

Moreover, the findings could be a source of motivation for many teachers to implement the debate instruction in their classes with students whose English proficiency levels are not high since the debate instruction worked well for both A1 and A2 Turkish EFL students and the findings showed that the proficiency level of the students does not have any impacts on students' achievements through using the debate instruction. Besides, the findings proved that the A1 and A2 Turkish EFL students had the same level of L2 speaking anxiety whether before or after using the debate instruction and their levels were not on a high level of L2 speaking anxiety. Furthermore, the findings demonstrated that the L2 teachers should be granted more time in order to implement their treatments since time limitation was one of the

determiners that challenged the L2 teacher in teaching the students by using the debate instruction.

5.3 Conclusions

The study aimed to implement the debate instruction in the English classes in order to help Turkish EFL students in reducing their L2 speaking anxiety and enhancing their L2 speaking and L2 writing performance. Therefore, the debate instruction was implemented every Saturday for eight weeks at one of the private high schools in Istanbul, Turkey with two research groups of Turkish EFL students whose levels were A1 and A2. The first group contained 26 A1 students and the second group contained 24 A2 students. The study conducted with two different levels in order to determine the statistical significant differences between the A1 and the A2 students exposed to the debate instruction regarding their L2 speaking anxiety, L2 speaking performance, and L2 writing performance. Moreover, the study aimed to know students' perceptions regarding the classroom debate instruction and to figure out the challenges that experienced during conducting this method. A combination of quantitative and qualitative data techniques were used to collect the data of the study.

The findings showed that students' level of L2 speaking anxiety decreased statistically significant and their L2 speaking performance and L2 writing performance improved statistically significant after using the debate instruction. Besides, the finding proved that the debate instruction was beneficial for both groups since there was not a statistical significant difference between the A1 students and the A2 students exposed to the debate instruction in terms of L2 speaking anxiety, L2 speaking performance, and L2 writing performance. In addition, the findings revealed that the students have a positive attitude towards the classroom debate instruction since they indicated that the debate helped them to improve their English in terms of grammar, vocabulary, enhance their confidence, enable them to express their opinions, improve their critical thinking, their L2 writing performance, and their argumentation skills. Therefore, they recommended using the debate instruction in their future classes. The findings also showed that time limitation, students' motivation, students' proficiency levels, and students' satisfaction whether for the debates' team division or for the points that were granted to the students after each

debate were the biggest challenges that L2 teacher faced in implementing the classroom debate instruction.

5.4 Recommendations

With the light of the study's limitations, a variety of suggestions for the future researches are made. Replication for this study is highly recommended since this study was not piloted, thereby another study can replicated it with larger number of the participants since the post-hoc power analysis proved a larger number of the participants are needed to have a significant difference between A1 students and A2 students exposed to the debate instruction regarding their L2 speaking anxiety, L2 speaking performance, and L2 writing performance. Besides, another study can replicate the present study with different levels and examine the debates' effects on higher levels of English language. In addition to that, an experimental research design is needed to seek the effect of the debate instruction on participants' achievements since this study was pre-experimental research, so different results and effects can be found with having a control group and an experimental group.

For other future researches, the debate can also be used to enhance students' citizenship awareness because the debatable topics can be focused on other people's culture and that can play an important role in enhancing students' knowledge. Besides, another study can examine the debates' effects on enhancing students' critical reading since Elder and Paul (2008) recommended using the debate instruction as one of the effective techniques to improve students' critical reading. Moreover, the debate can be used to improve students' critical thinking as well. In addition to that, teachers' challenges in implementing the debate instruction should be investigated with more studies since there was no study focused on the debates' challenges expect the present study.

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APPENDICES

A. APPROVAL LETTER FROM THE SCHOOL

To whom it may concern

This letter acknowledges that I have received and reviewed a request by Eftima KHALIL to conduct her study entitled (The Effects of Debate Instruction on Turkish EFL Learners' L2 Speaking Anxiety, L2 Speaking Performance, and L2 Writing Performance) at our private high school permanent site. I approve of this research to be conducted at our facility every Saturdays with A1 and A2 high school students for around ten weeks during academic year 2017 –2018.

If you have any concerns or require additional information, feel free to contact the unit.

Gokay Hamdi SENEL   **E-mail:** gokay.hamdi.senel@ugurokullari.k12.tr

B. CONSENT FORM

Consent to participate in research study

WRITTEN CONSENT

I_____ (name) am willing to help in this research and confirm that the researcher has explained the elements of informed consent to the participant. The research of (The Effects of Debate Instruction on Turkish EFL Learners' L2 Speaking Anxiety, L2 Speaking Performance, and L2 Writing Performance) will be conducted in my class for ten weeks, and my feelings of the pedagogies applied will be offered.

My answers will be employed as the data of the research and my learning in English will not be influenced negatively due to my answering. The results will be revealed through Synonym (for protecting my privacy).

I confirm that I have all necessary information regarding the study. I understand that my participation is voluntary, and I am free to withdraw at any time, without giving any reason.

My willingness in cooperation will not influence my final grade in the English class. So I agree to take part in this study.

Date: 17/11/2017

Name:………………………….   Signature:…………………………

C. AN ENGLISH VERSION OF FLSAQ

EFL Speaking Anxiety Scale– English Version

This questionnaire is prepared to collect information about your level of English language speaking anxiety that you experience in classroom atmosphere. After reading each statement, please circle the number which appeals to you most. There are no right or wrong answers for the items in this questionnaire. Thanks for y our contribution.

'1': Strongly disagree.   **'2': Disagree.**   **'3': Not sure.**
'4': Agree.   **'5': Strongly agree.**

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I am never quite sure of myself when I am speaking in English.	1	2	3	4	5
2. I am afraid of making mistakes in English classes.	1	2	3	4	5
3. I tremble when I know that I am going to be called on in English classes.	1	2	3	4	5
4. I get frightened when I don't understand what the teacher is saying in English.	1	2	3	4	5
5. I start to panic when I have to speak without preparation in English classes.	1	2	3	4	5
6. I get embarrassed to volunteer answers in English classes.	1	2	3	4	5
7. I feel nervous while speaking English with native speakers.	1	2	3	4	5
8. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
9. I don't feel confident when I speak English in classes.	1	2	3	4	5
10. I am afraid that my English teacher is ready to correct every mistake I make.	1	2	3	4	5
11. I can feel my heart pounding when I am going to be called on in English classes.	1	2	3	4	5
12. I always feel that the other students speak English better than I do.	1	2	3	4	5
13. I feel very self-conscious about speaking English in front of other students	1	2	3	4	5
14. I get nervous and confused when I am speaking in English classes.	1	2	3	4	5
15. I get nervous when I don't understand every word my English teacher says.	1	2	3	4	5

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
16. I feel overwhelmed by the number of rules I have to learn to speak English.	1	2	3	4	5
17. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

D. A TURKISH VERSION OF FLSAQ

İngilizce Konuşma Kaygısı Anketi

Bu anket İngilizce konuşurken yaşadığınız kaygı seviyesi hakkında bilgi toplamak için hazırlanmıştır. Lütfen her maddeyi okuduktan sonra size en uygun olan rakamı daire içine alınız. Anketteki soruların doğru veya yanlış cevabı olmadığını unutmayınız. Katkılarınızdan dolayı teşekkürler.

'1' : **Kesinlikle Katılmıyorum.**   '2' : **Katılmıyorum.**   '3' : **Kararsızım.**

'4' : **Katılıyorum.**   '5' : **Kesinlikle Katılıyorum.**

Cinsiyetiniz: Bayan ( )   Erkek ( )

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce derslerinde konuşurken asla kendimden emin olamıyorum.	1	2	3	4	5
2. İngilizce derslerinde konuşurken hata yapmaktan korkuyorum	1	2	3	4	5
3. İngilizce derslerinde sıranın bana geleceğini bildiğim zaman çok heyecanlanıyorum.	1	2	3	4	5
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.	1	2	3	4	5
5. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniliyorum.	1	2	3	4	5
6. İngilizce derslerinde sorulan sorulara cevap vermekten çekiniyorum.	1	2	3	4	5
7. Ana dili İngilizce olan insanlarla İngilizce konuşurken kendimi gergin hissediyorum.	1	2	3	4	5
8. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.	1	2	3	4	5
9. İngilizce derslerinde konuşurken kendime güvenemiyorum.	1	2	3	4	5
10. İngilizce öğretmenimin yaptığım her hatayı düzeltmeye çalışması beni korkutuyor.	1	2	3	4	5
11. İngilizce derslerinde sıra bana geldiğinde kalbimin daha hızlı attığını hissediyorum.	1	2	3	4	5
12. Diğer öğrencilerin daima benden daha iyi İngilizce konuştuklarını düşünüyorum.	1	2	3	4	5

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
13. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum	1	2	3	4	5
14. İngilizce derslerinde konuşurken hem heyecanlanıyorum hem de kafam karışıyor.	1	2	3	4	5
15. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman tedirgin oluyorum.	1	2	3	4	5
16. İngilizce konuşmak için öğrenmem gereken kuralların sayısı beni kaygılandırıyor.	1	2	3	4	5
17. İngilizce konuşacağım zaman diğer öğrencilerin bana gülmesinden korkuyorum.	1	2	3	4	5
18. İngilizce öğretmenim cevabına önceden hazırlanmadığım sorular sorduğunda heyecanlanıyorum.	1	2	3	4	5

E. WRITING TESTS

E.1. The Pre-test

Name: **Grade:**

You should spend about 30 minutes on this task.

Write about the following topic:

Modern communications mean that it's no longer necessary to write letters. To what extent do you agree or disagree with this statement? Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write about 50 words.

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Name: **Grade:**

You should spend about 30 minutes on this task.

Write about the following topic:

Some people say that the internet is making the world smaller by bringing people together. To what extent do to you agree that the internet is making it easier for people to communicate with one another? Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write about 50 words.

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F. A RUBRIC FOR CORRECTING THE L2 WRITING TESTS

EFL WRITING SKILLS	4 VERY GOOD	3 GOOD	2 AVERAGE	1 WEEK	Zero VERY WEEK
1- Content	Writing is clearly focused on the topic.	Writing is clearly focused on the topic to some extent	Ideas do not relate to the topic.	The topic is not clear	No writing
2- Organization	Writing has a definite beginning, middle and end.	Writing has a clear begging, middle and end, but sentences need further development	Writing has a definite beginning to some extent, but the end is Inappropriate	Writing has a definite beginning, middle or end.	No writing
3- Vocabulary	Language is accurate and the details are related to each other. The word choice is related to the nature of the text.	Language is accurate to some extent and the reader can understand and sees what the student is trying to say.	Language distracts the reader to get the meaning.	Language is unclear. There is no enrichment in word choice.	No writing
4- Contents (punctuation, capitalization, spelling)	Making one-two errors in punctuation, spelling and capitalization	Making three-five errors in punctuation, spelling and capitalization	Making six errors in punctuation, spelling and capitalization	Making more than seven errors in punctuation, spelling and capitalization	No writing

G. L2 SPEAKING TESTS

G.1. The Pre-test

You have three minutes to look at the picture. Describe all that you can see in the picture and explain what you think is happening.

G.2. The Post-test

You have three minutes to look at the picture. Describe all that you can see in the picture and explain what you think is happening.

H. A RUBRIC FOR L2 SPEAKING TESTS

	Very Poor (0)	Poor (1-2)	Fair (3)	Good (4)	Excellent (5)
Clarity	No Speaking	Speaking was not clear. There was no connection to the picture.	Speaking was not completely clear. The connection to the picture was uncertain.	Students speaking was mostly clearly. Speaking had some connection to the picture.	Students spoke clearly and were easy to comprehend. Speaking had a clear connection to the picture.
Organization	No Speaking	The speaking was not organized with few clear words or sentences.	Most speaking was disconnected or disjointed sentences or words.	Students spoke in a mostly organized way while explaining the picture.	Students spoke in an organized way while explaining the picture.
Word Choice	No Speaking	Students could not use vocabulary related to the picture. Vocabulary or word choice was inappropriate.	Students chose vocabulary that was vague, or connection to picture was unclear.	Students used vocabulary that was mostly appropriate for explaining the picture.	Students used vocabulary appropriate for explaining the picture.

Adopted from: http://saradavila.com/front/2011/06/13/mixed-speaking-test-picture-and-text-1-with-rubric/

I. INTERVIEW QUESTIONS IN ENGLISH

1. What do you think about participating in a debate?
2. Which topics did you like more? Why?
3. Which topics did you not like? Why?
4. Is there anything that you were not happy with?
5. Would you recommend this strategy for future classes? If yes, why? If not, why not?

J. INTERVIEW QUESTIONS IN TURKISH

Görüşme Soruları

1. Münazara/tartışmaya katılım konusunda ne düşünüyorsunuz?

2. Münazara/tartışma esnasında hangi konuları daha çok sevdiniz? Neden?

3. Münazara/tartışma esnasında hangi konuları sevmediniz? Neden?

4. Münazara/tartışma esnasında memnun olmadığınız bir şey/durum var mıydı?

5. Bu münazara yönteminin gelecek derslerinizde uygulanmasını tavsiye eder misiniz? Evet veya hayır ise neden?

K. DEBATE PROGRAM

Theme of the week 1: Introduction and Collecting the Data

Theme of the week 2: Smoking should be banned in all public places

Theme of the week 3: Students shouldn't have to wear school uniforms

Theme of the week 4: Video games have bad effects on children

Theme of the week 5: Animal testing should be banned

Theme of the week 6: Mobile phones should be banned in schools

Theme of the week 7: Students should not be given homework by their teachers

Theme of the week 8: Money can buy your happiness

Theme of the week 9: Eating fast food can cause some diseases

Theme of the week 10: Collecting the final data

Week1: Introduction and Collecting the Data

The objectives of the session

1. Introduced the debate instruction to the students.
2. Distributed T-FLSAQ to the students for ten minutes.
3. Distributed L2 writing test to the students for 30 minutes.
4. Chose some students to describe the picture which used as pre-L2 speaking test.
5. Provided the students with handouts including useful expressions and transitions for debating.
6. Provided the students with another handout including tips for L2 writing essays.
7. Provided the students with reading materials for the first controversial topic (Smoking) in order to read it for the following week. The reading text

adopted from this link https://www.ukessays.com/essays/society/smoking-should-be-banned-in-all-public-places.php

Week 2: Smoking should be banned in all public places

Warm up questions *(5 Minutes)*

1. What is the youngest age that a person should be allowed to smoke?
2. Can people smoke anywhere in your country?
3. Are there any restrictions?
4. Where can people smoke in your school?
5. What happens to students who smoke at your school?
6. Do you think students should be allowed to smoke at school?

New words *(3Minutes)***:** Acknowledging the students with the new words: quit, sense of smell, taste, lung, recover, and risk by providing them with the following picture.
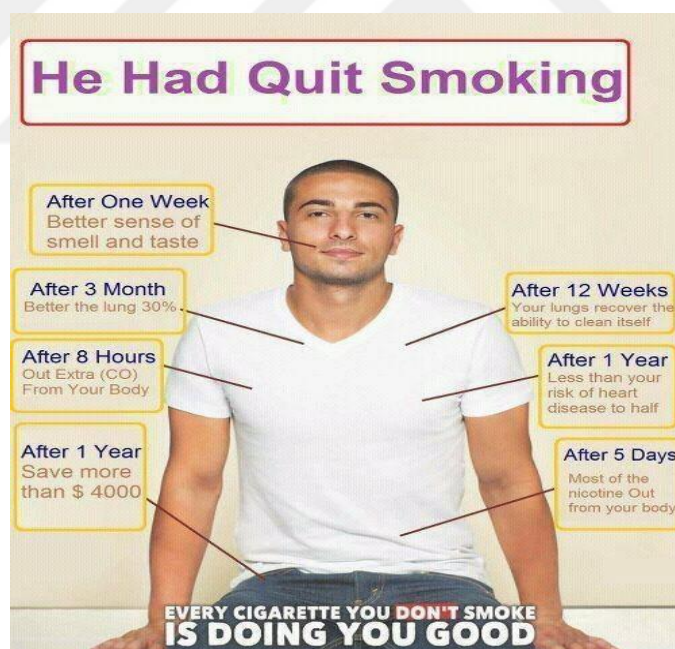
Adopted from https://ylbnoel.wordpress.com/2015/04/14/quittable-2-proof-of-life-after-smoking/

Debate Instruction *(40 Minutes)*

1. Some ideas for and against the smoking were provided to the students http://www.pages.drexel.edu/~jcb64/Pros%20vs.%20Cons.htm
2. Three Minutes were given for each team to prepare their debate ideas
3. The debate instruction was held in the way as explained in the chapter 3

After the debate (10 Minutes)

1. Students were asked to write about the following statement for ten minutes **Smoking should be banned in all public places. To what extent do you agree or disagree with this statement?** Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write about 50 words.
2. The students were provided with reading materials for the other controversial topic (School Uniforms) to read it for the following week. The reading text adopted from this link http://learningin21.edublogs.org/2014/03/28/students-shouldnt-have-to-wear-school-uniforms/

Week 3: Students shouldn't have to wear school uniforms

Warm up questions *(5 Minutes)*

1. What do you think of school uniforms?
2. Should students wear a uniform?
3. Are uniforms more expensive than designer clothes?
4. Are uniforms important for giving the school a good image?
5. Do uniforms take away a student's freedom?
6. Why do some students dislike wearing uniforms?

New words *(3Minutes)*: Acknowledging the students with the following new words: School Blazer, stiff collar, Plain black tailored trousers, tie, and Navy tights by providing them with the following picture.

**Debate Instruction (*40 Minutes)*

1. Some ideas for and against the smoking were provided to the students http://www.healthguidance.org/entry/15038/1/Pros-and-Cons-of-School-Uniforms.html

2. Three Minutes were given for each team to prepare their debate ideas.

3. The debate instruction was held in the way as explained in the chapter 3.

After the debate (10 Minutes)

1. Students were asked to write about the following statement for ten minutes: **Students shouldn't have to wear school uniforms. To what extent do you agree or disagree with this statement?** Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write about 50 words.

2. The students were provided with reading materials for the other controversial topic (Video Games) to read it for the following week. The reading text is adopted from this link https://www.tailoredessays.com/samples/video-games-affect-children-essay

Week 4: Video games have bad effects on children

Warm up questions *(5 Minutes)*

1. Do you ever play video game? If so, how often?
2. What is the name of the most popular video games?
3. What is your favourite game and why?
4. Does it contain violence?
5. How old do you think a child should be before he or she is allowed to play video games?

New words *(3Minutes)*: Acknowledging the students with the following new words: violence, fear, discrimination, gambling, and symbols by providing them with the following symbols.

	Meaning		Meaning		Meaning		Meaning
	Online game		Bad Language		Sex / nudity		Discrimination
	Violence		Fear		Drugs		Gambling

Adopted from https://breakingnewsenglish.com/0906/090621-video_games.html

Debate Instruction *(40 Minutes)*

1. Some ideas for and against the video games were provided to the students: https://occupytheory.org/video-games-pros-and-cons-list/
2. Three Minutes were given for each team to prepare their debate ideas
3. The debate instruction was held in the way as explained in the chapter 3.

After the debate (10 Minutes)

1. Students were asked to write about the following statement for ten minutes: **Some people believe that playing video games can have bad effects on children. To what extent do you agree or disagree with this statement?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write about 50 words.

2. The students were provided with reading materials for the other controversial topic (Animal Testing) to read it for the following week The reading text is adopted from this link http://www.ieltsbuddy.com/animal-testing-essay.html

Week 5: Animal testing should be banned

Warm up questions *(5 Minutes)*

1. What do you know about animal testing?
2. Do you have pets?
3. Do you think that animals have emotions?
4. What rights should animals have?
5. Do you think that it's morally acceptable for scientists to use live animals in research for medicines?

New words *(3Minutes)*: Acknowledging the students with the following new words: lobster, butterfly, frog, wasp, pig, crab, turtle, leopard, shark, crocodile, kangaroo, snail, and porcupine by providing them with the following pictures.

Elephant	duck	lobster	cow
whale	deer	butterfly	frog
wasp	pig	fly	crab
turtle	bee	leopard	shark
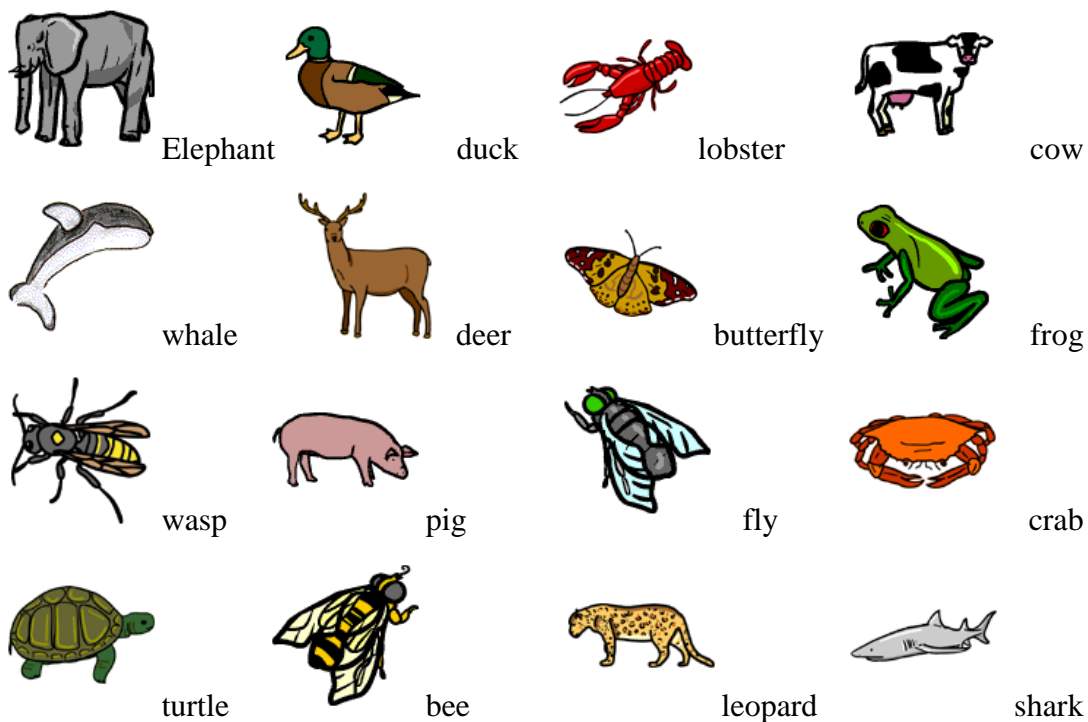
crocodile   kangaroo   snake   snail

zebra   porcupine   dolphin

Adopted from http://iteslj.org/v/ei/animals.html

Debate Instruction *(40 Minutes)*

1. Some ideas for and against the animal testing were provided to the students http://www.aboutanimaltesting.co.uk/using-animals-testing-pros-versus-cons.html
2. Three Minutes were given for each team to prepare their debate ideas.
3. The debate instruction was held in the way as explained in the chapter 3.

After the debate (10 Minutes)

1. Students were asked to write about the following statement for ten minutes: **Animal testing should be banned because it is morally wrong to cause animals to suffer. To what extent do you agree or disagree with this statement?** Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write about 50 words.
2. The students were provided with reading materials for the other controversial topic (Cell Phones) to read it for the following week. The reading text is adopted from this link https://www.bisd.net/cms/lib/TX01001322/Centricity/Domain/475/Allow%20Cell%20Phones%20in%20Class%20PERSUASIVE%20STAAR.pdf

Week 6: Mobile phones should be banned in schools

Warm up questions *(5 Minutes)*

1. Do you have mobile phones?
2. How often do you use it in a day?
3. Do you use mobile phones during the school day?

4. Does your school allow you to bring your phones to the school?

5. Does it allowed to use your mobile phone in the class?

New words *(3Minutes)*: Acknowledging the students with the following new words: recognition, interface, service provider, and search engine by providing them with the following picture.

Adopted from https://tr.pinterest.com/pin/28710516349087153/
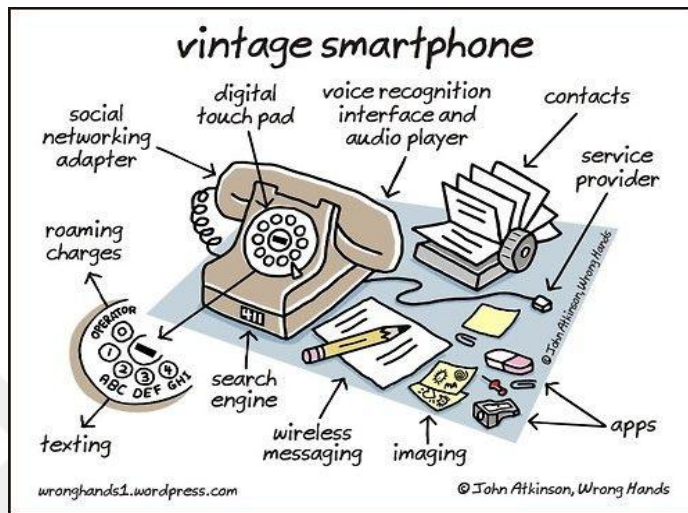
Debate Instruction (*40 Minutes*)

1. Some ideas for and against the mobile phones were provided to the students: https://www.partselect.com/JustForFun/Pros-And-Cons-Of-Cell-Phones.aspx

2. Three Minutes were given for each team to prepare their debate ideas.

3. The debate instruction was held in the way as explained in the chapter 3.

After the debate (10 Minutes)

1. Students were asked to write about the following statement for ten minutes: **Mobile phones should be banned in schools. To what extent do you agree or disagree with this statement?** Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write about 50 words.

2. The students were provided with reading materials for the other controversial topic (Homework) to read it for the following week. The reading text is adopted from this link http://smilewendy.weebly.com/homework-essay.html

Week 7: Students should not be given homework by their teachers

Warm up questions *(5 Minutes)*

1. Why do we have homework?
2. Should students be given homework?
3. Why parents should not encourage teachers giving homework?
4. Should schools be done with homework?
5. Do you think homework is harmful or helpful?

New words *(3Minutes)*: Acknowledging the students with the following new words: differentiation, empower, meaningful, and master by providing them with the following picture.

Adopted from https://tr.pinterest.com/pin/163537030197612778/
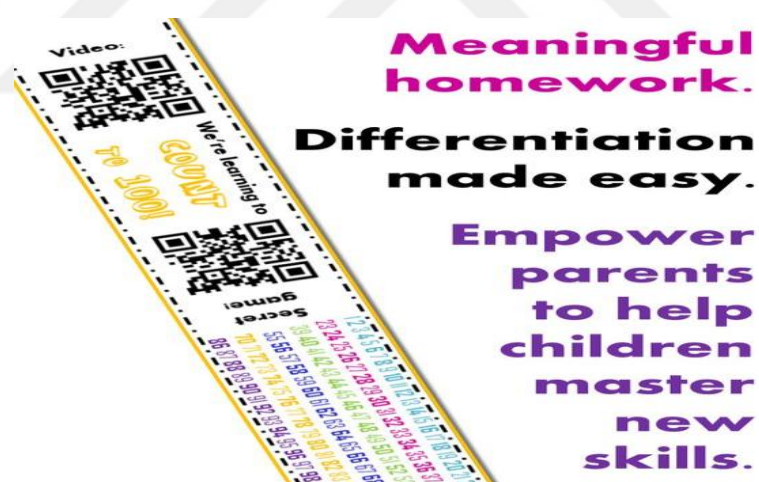
Debate Instruction *(40 Minutes)*

1. Some ideas for and against the homework were provided to the students: https://csi-literacy.nz/blog/thought-leadership/the-pros-and-cons-of-homework
2. Three Minutes were given for each team to prepare their debate ideas.
3. The debate instruction was held in the way as explained in the chapter 3.
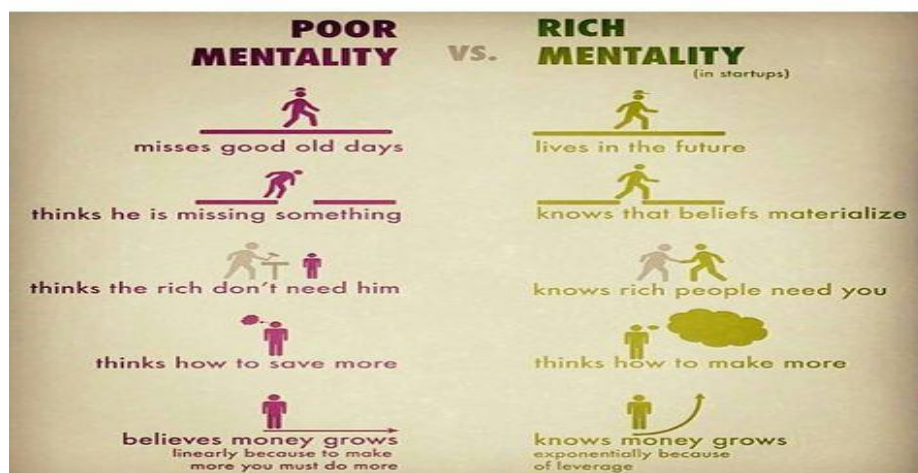
After the debate (10 Minutes)

1. Students were asked to write about the following statement for ten minutes: **Some people believe that students should not be given homework by their teachers. To what extent do you agree or disagree with this statement?** Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write about 50 words.

2. The students were provided with reading materials for the other controversial topic (money) to read it for the following week. The reading text is adopted from this link https://studymoose.com/can-money-buy-happiness-essay

Week 8: Money Can Buy Your Happiness

Warm up questions *(5 Minutes)*

1. How do you feel when you earn money?
2. What would you do if you are one of richest person in your country?
3. Do you think that can money buy your happiness?
4. How often do you think about money?
5. Can money make people so stressed?

New words *(3Minutes)*: Acknowledging the students with the following new words: mentality, materialize, linearly, and exponentially by providing them with the following picture.

Adopted from https://www.pinterest.com/pin/564498134523751747/

Debate Instruction *(40 Minutes)*

1. Some ideas for and against the money were provided to the students: http://monevator.com/pros-and-cons-of-being-wealthy/
2. Three Minutes were given for each team to prepare their debate ideas.
3. The debate instruction was held in the way as explained in the chapter 3.

After the debate (10 Minutes)

1. Students were asked to write about the following statement for ten minutes: **Money can buy your happiness. To what extent do you agree or disagree with this statement?** Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write about 50 words.
2. The students were provided with reading materials for the other controversial topic (fast food) to read it for the following week. The reading text is adopted from this link: https://www.testbig.com/ielts-writing-task-ii-essays/fast-food-unhealthy-do-you-agree-or-disagree

Week 9: Eating fast food can cause some diseases

Warm up questions *(5 Minutes)*

1. Do you like eating fast food?
2. Do you think eating fast food is healthy?
3. How often do you eat fast food in a week?
4. Do your parents encourage you in eating fast food?

New words *(3Minutes)*

Acknowledging the students with the following new words: open-face sandwich, club sandwich, wrap, veggie burger, and topping

Debate Instruction *(40 Minutes)*

1. Some ideas for and against fast food were provided to the students: https://franticfoodie.com/9-big-pros-and-cons-of-fast-food/
2. Three Minutes were given for each team to prepare their debate ideas.
3. The debate instruction was held in the way as explained in the chapter 3.

After the debate (10 Minutes)

Students were asked to write about the following statement for ten minutes**: There are some people who are suffering from health problems as a result of fast food. To what extent do you agree or disagree with this statement?** Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write about 50 words.

Week 10: Collecting the data

1. Distributed the same T-FLSAQ to the students for ten minutes;
2. Distributed another L2 writing exam to the students for 20 minutes;
3. Chose the same students to describe another picture to be used as post test;
4. Chose randomly some students to be interviewed.

L. EXPRESSIONS AND TRANSITIONS FOR DEBATING

Stating an opinion

- In my opinion...
- The way I see it...
- If you want my honest opinion....
- According to Lisa...
- As far as I'm concerned...
- If you ask me...

Asking for an opinion

- What's your idea?
- What are your thoughts on all of this?
- How do you feel about that?
- Do you have anything to say about this?
- What do you think?
- Do you agree?
- Wouldn't you say?

Expressing agreement

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- That's for sure.
- **(slang)** Tell me about it!
- You're absolutely right.
- Absolutely.
- That's exactly how I feel.
- Exactly.
- I'm afraid I agree with James.

- No doubt about it.
- **(agree with negative statement)** Me neither.
- **(weak)** I suppose so. /I guess so.
- You have a point there.
- I was just going to say that.

Expressing disagreement

- I don't think so.
- **(strong)** No way.
- I'm afraid I disagree.
- **(strong)** I totally disagree.
- I beg to differ.
- **(strong)** I'd say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.

Interruptions

- Can I add something here?
- Is it okay if I jump in for a second?
- If I might add something...
- Can I throw my two cents in?
- Sorry to interrupt, but...
- **(after being interrupted)** You didn't let me finish.

Settling an argument

- Let's just move on, shall we?
- I think we're going to have to agree to disagree.
- **(sarcastic)** Whatever you say. /If you say so.

Retrieved from (https://www.englishclub.com/speaking/agreeing-disagreeing-topics.htm)

<center>**M. FOR AND AGAINST TIPS**</center>

Top tips for writing

1. Start each paragraph with a word or phrase so the reader knows what to expect, for example *firstly, on the other hand, to sum up*

2. Link your sentences with these words

3. Organise your essay in paragraphs.

- **Paragraph 1:** Introduction
- **Paragraph 2:** Arguments for the subject
- **Paragraph 3:** Arguments against the subject
- **Paragraph 4:** Conclusion

4. when you write for and against essay, think about these questions

- What topic will you write about?
- What are the arguments for it?
- What are the arguments against it?
- What's your opinion about it?

5. Look at the sample of the writing essay

Reality TV shows are good entertainment

Reality shows are a very popular form of entertainment on TV nowadays. There are dozens of different types of programmes such as singing contests, cooking competitions or going to live in the jungle.

Firstly, I think that there is a lot of variety in reality TV. People at home can choose which types of programme they want to watch depending on what they are interested in. Some people like watching singing or cooking competitions while others prefer watching programmes about building houses or travelling around the world. In addition, reality TV programmes are a great opportunity to discover talented singers, dancers or chefs. Several people who take part in these programmes get jobs as a result of being on TV. Another advantage is that the people on the shows have interesting experiences and meet new people.

On the other hand, some people think that reality TV is an easy way for them to become famous. However, most successful singers, actors or chefs have worked hard all their lives and are good at their job because of their hard work. Also, sometimes the people on the shows have to do really difficult or dangerous things. The competitions are very hard and there is only one winner. Another disadvantage is that some programmes always follow the same format and this can be boring to watch.

To sum up, I think that reality TV is good entertainment. There is lots of variety which means there is something for everyone and they are interesting to watch.

Retrieved from http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/and-against-essay

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N. CURRICULUM VITAE

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EDUCATION

Degree	Institution	Year of Graduation
BA	Ajdabia University	2010
High School	Seven of April	2007

WORK EXPERIENCE

Year	Place	Enrollment
2010-2011	Taliat Al-Elm School, Libya	English Teacher
2012-2014	Ajdabia University, Libya	English Teacher Assistant

FOREIGN LANGUAGES

Advanced English

CERTIFICATES

IELTS	FCE	Malta

PUBLICATIONS

Akyüz, A., Tanış, A., Khalil, E., Ardıç, Ö., & Mede, E. (2017). Effects of Videos on Students' Knowledge of the Target Language Culture. *İnönü Üniversitesi Eğitim Fakültesi Dergisi,* 18(3), 162-174.

Akyüz, A., Tanış, A., Khalil, E., Ardıç, Ö., & Mede, E. (2018). Integrating Culture in Language Classrooms: The Effects in Teaching and Learning. *In Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs* (pp. 579-602). IGI Global.

HOBBIES

Reading, Movies, and cooking