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DEBATE AS AN ESSENTIAL STRATEGY IN FOREIGN LANGUAGE TEACHING

Abstract. *The article, based on the analysis of available research, presents main approaches to the understanding of the notion of «debate» in modern methodology.*

The paper analyses debating in a foreign language as a worth trying and experimenting, among the other teaching methods and strategies.

It is proved that debate is the mix of research, discussion, engagement, competition, and cooperation seems to have a strong potential in a language learning environment. Therefore, the use of debate should be promoted in the EFL classroom, as it links language with the creation of meaning, fostering meaning-making, and deep learning as general educational goals.

Debating in English is a practice that requires all English language skills along with the skills of presentation and delivery. Debaters need updated information about current issues and concepts of different fields. Moreover, they need to conduct research on various issues. While presenting their logic and argument, debaters require standard delivery skills to convince judges and audiences. When practiced in an EFL class, debating makes students use language and presentation skills.

It is noted that debating helps in several ways to ice-break in EFL classes. The teachers introduce simple but controversial topics to the class and ask them to comment on those topics while sitting in their respective seats, students will feel encouraged to take part in the discussion. The teacher's role should be encouraging as well as motivating.

Key words: *debate, foreign language teaching, teacher's role, learning environment.*

Анотація. *У статті на основі аналізу наявних досліджень представлені основні підходи до розуміння поняття «дебати» в сучасній методології. У статті аналізується дискусія іноземною мовою яка займає ключове місце серед інших методів і стратегій навчання. Доведено, що дебати – це поєднання дослідження, обговорення, залучення, змагання*

та співпраці. Тому у процесі навчання іноземної мови слід заохочувати використання дебатов, так як вони пов'язують мову зі створенням сенсу, сприяючи створенню змісту і глибокого навчання як загальноосвітніх цілей.

Дебати на англійській мові – це практика, яка вимагає всіх навичок англійської мови, а також навичок презентації та подачі. Учасникам дебатов потрібна інформація про поточні проблеми і концепції в різних галузях. Більш того, їм потрібно проводити дослідження з різних питань. Представляючи свої аргументи, учасникам дебатов потрібні стандартні навички презентації, щоб переконати суддів і аудиторію. Під час занять англійською мовою дебати заохочують студентів використовувати мовні навички та навички презентації.

Зазначено, що дебати по-різному допомагають «зламати лід» у процесі навчання іноземної мови. Викладачі знайомлять студентів із простими, але дискусійними темами і просять їх прокоментувати ці теми. Студенти відчуватимуть себе заохоченими взяти участь в обговоренні. Роль викладача повинна бути не тільки мотивуюча, а й надихаюча.

Ключові слова: дебати, навчання іноземної мови, роль викладача, навчальне середовище.

In present-day methodology, the interest in issues connected with using debates in EFL classes is steadily increasing. The technique of debate has been widely investigated for its potential in terms of public speaking skills and other soft skills. It has become obvious that there is an inseparable connection between teaching language and providing meaningful listening, speaking and writing practice. Moreover, without knowledge of developing argumentation skills for persuasive speech we cannot learn the language as a means of communication.

It is widely known that debate is a rhetorical practice dating back to ancient Greece, based on an interactive and representational argument to persuade judges and audience. Hence, debating can be used in teaching English as a foreign language classes to practise all the skills in real contexts. Many researchers emphasize the importance of debates in EFL. For example, Daniel Krieger considers debate as an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways [5].

Farah Najam comments that a debate provides you with an opportunity to conduct yourself in a professional manner [3].

One can agree with Letizia Cinganotto that debate can be a motivating tool for the acquisition of language in authentic communicative contexts, as communicative purposes go way beyond the formal requirements of the EFL classroom [2].

As stated by the International Debate Education Association, «Debate is, above all, a way for those who hold opposing views to discuss controversial issues without descending to insult, emotional appeals or personal bias. A key trademark of debate is that it rarely ends in agreement, but rather allows for a robust analysis of the question at hand».

Alasmari and Ahmed remark that debating in English is a practice that requires all English language skills along with the skills of presentation and delivery. Debaters need updated information about current issues and concepts of different fields. Moreover, they need to conduct research on various issues [1]. Additionally, debaters need to master pronunciation of words, stress, vocabulary, brainstorming, script writing, logic building and argumentation. So practising debate in English requires many skills, which ultimately lead them to learn English [1, p. 148].

According to Alasmari and Ahmed when debating is used in EFL classes, all four skills of English language (listening, speaking, reading, and writing) are practised.

Listening: Through debates students can enhance their listening skills as they must focus on understanding what the opposing team is saying in order to plan their counter arguments. Moreover, training often takes place through Ted Talks.

Speaking: Regular practice of debate will improve fluency, pronunciation and vocabulary.

Reading: In order to plan effective and persuasive speeches, students have to read many sources that can be gathered through local and international newspapers, magazines, books, and websites.

Writing: Debaters have to take notes on what they are planning to say, organize the different parts, as well as focus on coherence, consistency and persuasion [2].

It should be noted, when a debate in a foreign language takes place, more criteria relevant to language competence are generally added, in particular:

- **Vocabulary:** debaters are led to use a wide variety of vocabulary;
- **Grammar:** fluency is generally more important than accuracy as some mistakes can be tolerated, provided that the speech is clear and effective;
- **Prosodic aspects** (pronunciation, stress, intonation): consistency of intonation and stress with the specific purposes of the speech is particularly important;

- Coherence of the speech and references to other arguments: being able to listen to the other speakers' arguments and react to them accordingly is crucial [2].

In order to make debate activities successful, the teacher must ensure that each and every student is well-acquainted with the topic beforehand. Give them enough time to prepare and get motivated for the big day.

Farah Najam propose to play some games in the classroom leading up to the debate, and allow the competing teams to play against each other building a productive rivalry through words. Some of the classroom debate games are as follows:

Quick Debates/ Hat Debates

A hat debate requires the teacher to break the class into two teams: «For» and «Against». The «For» team should sit in an outward-facing circle. The «Against» team should sit in a larger inward-facing circle with each member facing a member of the opposite team. A variety of debate topics are to be written on small slips of paper and placed in a hat. Often, such debates take place with just one speaker «for» and one speaker «against» the topic. It's just a one-minute argument. One circle should rotate and then the teacher draws a new topic from the hat. Participants in this kind of debate have a minimal time to prepare, so it's a great practice for spontaneous thinking and arguments.

Inner Circle/Outer Circle Debate Strategy

This debate strategy centres on listening to the views of others and responding to them. It is a very good pre-writing debate strategy.

Steps to follow

- Arrange the students into four groups of equal size.
- Assemble the students of Group 1 in a circle and sit on chairs facing outward, away from the circle. Arrange students in Group 2 into a circle of chairs around Group 1, facing the students in Group 1. Groups 3 and 4 gather around the perimeter of the circle, facing the circle.
- Choose an issue that the students will be motivated to discuss/debate.
- Now, give students in the inner circle 10-15 minutes to discuss the topic. For this duration, all other students focus their attention on the students in the inner circle. Other students are not allowed to speak.
- Students in the outer circle take notes about points those students bring up; notes are used in a follow-up classroom discussion and/or for writing an editorial opinion expressing a point of view on the issue at hand.

Role Play Debate

In a role play debate, students scrutinize different points of view or perspectives related to an issue.

Steps to follow

- Whatever the issue is for debate in your classroom, decide in advance or ask students to help you identify the stakeholders in the debate.
- Then gather the index cards – one card for each student.
- Note down the roles of the stakeholders on the index cards, one stakeholder per card. Be sure you have at least three index cards for each stakeholder role.
- When it is time to debate, each stakeholder presents his or her point of view.
- After the presentations, the entire class can join in by asking questions of the individual stakeholders. When it ends, students decide which side of the debate – the Affirmative or Negative – presented the strongest case [3].

Before starting a discussion, you have to agree on specific rules and regulations. That can be done in advance by the teacher, or students can do some research and come up with their own debate rules. After the rules, time limits, and scoring rubric are established, form the teams. That can be done by lottery, or students can choose a side. Each side should have some time to prepare their arguments prior to beginning the official debate. Each side also has to keep in mind that they will have to counter the arguments made by the other side. So, students don't just think about their own arguments, but they also think about what the other side might come up with and they will formulate a rebuttal [4].

Debate usually starts with the affirmative team (they support the statement/debate topic), followed by a member of the opposing team. Then another member of the affirmative team is up again, then opposing, and so forth. After each side has presented their arguments, they each get a chance to rebut the arguments made by the other side. The judges and audience should take notes during each side's comments so they can assign points later. It's very important that the debate team members speak slowly, clearly, and loudly enough so everyone can understand them.

As can be seen, debate as an activity, helps reach multiple classroom objectives: they not only practice speaking and listening skills, but also motivate students, develop their argumentation strategies, and encourage learner autonomy. Debates foster a great classroom envi-

ronment by encouraging teamwork and friendly competition. Students tend to think analytically and express themselves clearly.

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ВИКОРИСТАННЯ НОВИХ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті йдеться про використання нових інформаційних технологій у навчанні іноземної мови, яке передбачає активну позицію того, хто навчається, у процесі засвоєння знань. Новий вид пізнавальної діяльності виключає пасивне сприйняття інформації. Ця діяльність здійснюється протягом напруженої розумової діяльності, яка вимагає зосередженості та максимальної уваги, у результаті чого отримуються нові знання. У свою чергу, креативний характер навчально-пізнавальної діяльності сприяє розвитку пізнавальної самостійності студента, формуванню умінь самостійно поповнювати знання, здійснювати пошук та орієнтуватися у потоці інформації.

Сучасна методика викладання іноземних мов розглядає проблему розвитку видів мовленнєвої діяльності, формування мовленнєвої, а також соціокультурної та міжкультурної компетенції не лише засобами