

# Using English Parliamentary Debate – World Schools Format to Improve Public Speaking Ability of the First Year Students of English Self Developmental Program in SMAN1 Pekanbaru

Yudi Suseno, Rumiri Aruan, Hadriana

Faculty of Teachers Training and Education

University of Riau

## Abstract

*Debate is often seen as one of the exciting form of public speaking. The challenge of learning to be resourceful thinkers that is able to compose ideas and articulate them to convince the panel of adjudicators. If we pay more attention, debating can be one of the most basic, but important, skills that educators can offer students. In parliamentary debate, students will assume the roles and some of the conventions of members of the Government Houses. This format lends itself to create a more dramatic form of presentations, The research design is an Action Classroom Research that concentrate the assessment based on public speaking ability. The findings of the research shows a significant rises of figures of each criteria based on two cycles conducted in SMAN 1 Pekanbaru.*

**Key words:** *Public Speaking, Parliamentary debate, Test.*

## Introduction

Speech communication skills are essential for success in school and work, require careful planning and research for instruction. There is somewhat a consensus that English mastery, especially in speaking will eventually leads to a good career prospect and success at both educational and professional success. Since it's important, English is taught widely at formal school starting from elementary school up to universities; even at informal school i.e. courses. There are four English skills to learn, namely speaking, reading, writing, and listening skill. Speaking seems intuitively the most important skill to master.

The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information (Collins: 2000). Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. Hence, in speaking classroom the learners should work as much as possible on their own, talk to one another directly and not through the medium of teacher.

Public speaking is a highly deliberate form of communication. It is highly structured and guided by strict time limitations. Interestingly, today public speaking is observed to be moving towards a more natural way of speaking.

“Public Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context in front of public” (Chaney: 1998). The

other additional information is shown by Hornby (1995), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. By speaking with others, we are able to know what kinds of situation are in the world.

Based on the substantive speeches done in SMAN1 Pekanbaru before this research was carried out, it was found that the student was unable to pass the standard passing grade converted into numbers by Yamashiro Rating Scale, it was hard for them to start a conversation, and to acquire information from the conversation is also considered as a difficult task. In a common sense, social skill is very important in this changing era, where competitions standard had been raised everywhere. Especially in English, it was getting too hard even for high school students who had studied English for years. For students to produce English in an instant, no-delays and non hesitant way to communicate with others is relentlessly hard. This particular issue is supposed to be dealt soon, but then most of students don't have any idea on how to overcome speaking issues based on the research findings in the field.

There are a lot of things that needs to be understand, students were mostly stuttering and pausing his/her speech during interviews, some of them were very shy and doesn't respond the questions from interviews. Some of them were also very hesitant when they are demanded to express their very own opinion in English, prior research findings in the field contribute to the result that speaking is still an issue among these students. While in fact, the objects of the research are students in the debate classrooms, where most of them are the best students in English subject at school. There are several of ways to study speaking ability in English, but not all is acceptable by students. This makes the writer suggest the idea of using English Parliamentary Debate into classroom.

Basically, a debate is a discussion between sides with different views (Hornby: 1995). Persons speak for or against something before making a decision and the other side argue against it. Two thousand years ago, citizens of Athens held regularly scheduled public assemblies. Peoples' votes determined the policies and actions of the state. Citizens decided whether Athens went to war and how it fought. They created the laws that impacted their daily life. But the votes were always preceded by debates where citizens and leaders argued about the right choices, what was morally and legally right, the best way to achieve a desired outcome, and what was possible and prudent.

Debates are a means of encouraging critical thinking, personal expression, and tolerance of others' opinions. Today, debate still remains essential to democracy. Debates are conducted in governing assemblies, held in lecture halls and public arenas, presented in schools and universities, written in newspaper and magazine columns, heard on radio, or seen on the television. Like our predecessors in ancient Greece, people argue about what is best for their societies and shape the course of law, policy, and action. (Snyder: 1999).

Debate is a teaching strategy to improve verbal communication and critical-thinking skills. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. In addition, it is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all student debaters. Maryadi (2008) states that "debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves". This strategy can involve all students to be active, not only debate performer. In

addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing.

Davidson (1996) wrote that "with practice, many students show obvious progress in their ability to express and defend ideas in debate [and] they often quickly recognize the flaws in each other's arguments." Nisbett (2003) declares: "Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas." Fukuda (2003), in a debate study conducted with Japanese students, found that "before the debates only 30.8% of the students were not afraid of expressing their opinions when they were not the same as others'. After the debate this figure rose to 56.7%." He went on to say that "the knowledge or skills which came from the practice in the debates led the students to become more accustomed to expressing opinions and thus lead to better speaking skill." This suggests that, although debate is quite challenging, non-native speakers can develop the debating skills which are described in this thesis.

It is a common saying that thought is free. The working of his mind is limited only by the bounds of his experience and the power of his imagination. But this natural liberty of private thinking is of little value. It is unsatisfactory and even painful to the thinker, if he is not permitted to communicate his thoughts to others, and it is obviously of no value. Moreover, it is extremely difficult to hide thoughts that have any power over the mind. If a man's thinking leads him to call in question ideas and customs which regulate the behavior of those about him.

Some people like Socrates would prefer to face death rather than conceal their thoughts. Thus freedom of thought, in any valuable sense, includes freedom of speech. At present, in the most civilized countries, freedom of speech is taken as a matter of course and seems a perfectly simple thing. This is something accustomed to it that we look on it as a natural right. But most of students these days forget the joy of thinking, the complexity of thoughts, and the teachers themselves forget how students are required to think and speak out their thoughts.

Another small detail needed to be noted, is that debating has been competed around high-school nationwide and this provides another good reason why schools need to adopt this particular way of teaching public speaking into one of the best method used widely.

Adding an English Parliamentary debate to students encourage them to think, train their research skill, and give chances for students to express their thoughts into words which could help their speaking directly.

These issues along with the reasons and benefits of actually implementing parliamentary debate to high school students become the main motives in taking the action research of Using English Parliamentary Debate - World Schools Format to Improve Public Speaking Ability of Students of English Self Developmental Program in SMAN 1 Pekanbaru.

## **Methodology**

This study is a Classroom Action research. Classroom action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about personal and organizational change (Kemmis, & McTaggart, (Eds.). (1988)). After six decades of action research development, many methodologies have evolved that adjust the balance to focus more on the actions taken or more on the research that results from the reflective understanding of the actions.

## **Procedure**

The whole research consisted of 2 cycles, in cycle 1, the writer gave the pre-test and applied basic data collection method for 3 meetings and later continued to cycle 2 after reflecting on the first cycle. The whole process is basically divided into 4 part, planning, action, observation and reflection.

According to Shea (2009), a debate in ELT class can be simplified, and yet the rules are generally containing 6 steps at least:

Step 1: Identify suitable topics. Topics may be generated by the students or the instructor but must have opposing viewpoints.

Step 2: Identify a motion (or motions). The motion is the specific wording of the topic for the debate and appears in the form of a statement that students can agree or disagree with. Once the motion is set, each student will be assigned to one side of the issue.

Step 3: Group the students into two sides and start doing research on both sides of the issue (students separately find one specific stance). Graphic organizers may be useful in identifying what information is unknown. Students conduct research and sort through information to understand the arguments.

Step 4: Develop arguments and counter-arguments. A writing assignment may be used to develop arguments, and students can receive peer feedback by sharing their ideas in groups.

Step 5: Debate. The debates may follow a variety of formats. Speaking times, number of speakers, and the emphasis on research may vary. Students should be prepared to answer questions and should practice key vocabulary ahead of time.

Step 6: Review and reflect. As a written or oral exercise, participants and observers may comment on the most persuasive arguments presented on either side of the debate.

When planning class debates, it is very important to select topics that have supportable positions to argue on either side (Shea: 2009).

Before giving the treatment to the students, the writer conducted the pre-test. The pre-test is practicing speech which is considered completion of task. Then, the writer will see the students' way in using these expressions. The pre-test is done to get the background

information about students' basic ability. This way will enable the writer to notice the significant effect given by this treatment to the improvement of students' speaking ability.

The duration of each meeting in this research is around 90 minutes.

In doing this action, a teacher has to manage the class situation with some steps as follow:

**The Figure of Activities in the Class**

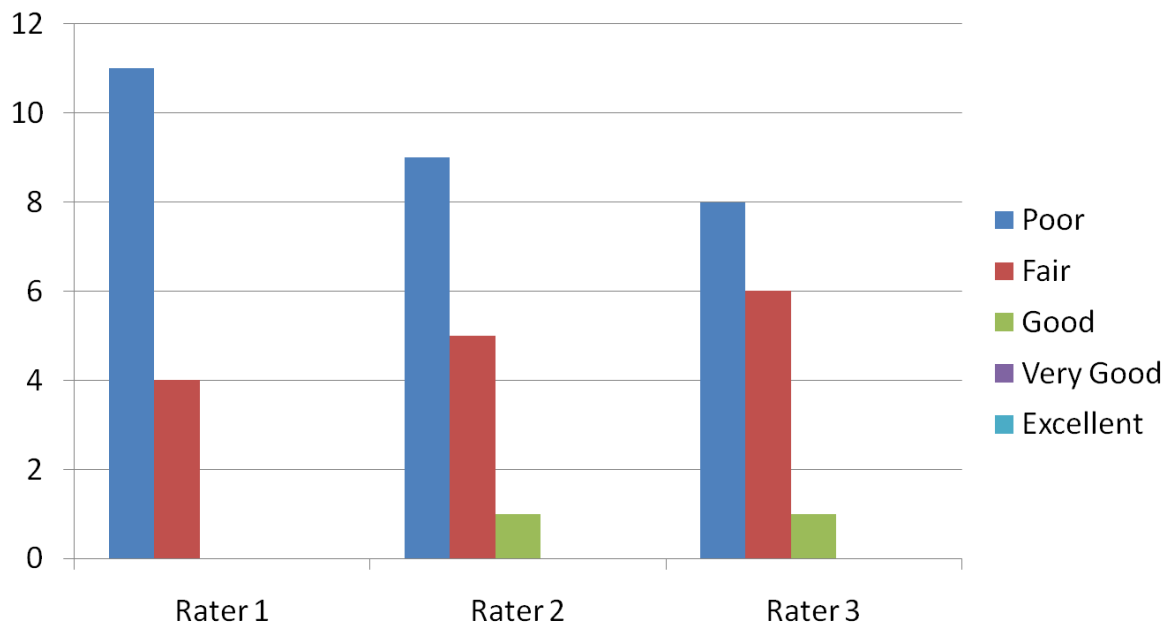
<b>Teacher (Mentioning Statement)</b>	<b>Students (Responding)</b>	<b>Time</b>
<b>1. Pre-activity</b> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Giving Motions and background</li> </ul>	<b>1. Pre-activity</b> <ul style="list-style-type: none"> <li>• Paying attention and giving responses</li> </ul>	10 minutes
<b>2. Whilst-activity</b> <ul style="list-style-type: none"> <li>• Teacher gives the basic knowledge about public speaking. Especially debating</li> <li>• Teacher explains the concept of parliamentary debate.</li> <li>• Teacher group the class by sides/positions.</li> <li>• Teacher supervises as the debate went on.</li> </ul>	<b>2. While-activity</b> <ul style="list-style-type: none"> <li>• Students pay attention to the explanations.</li> <li>• Students pay attention to the teacher's explanation.</li> <li>• Students start case building.</li> <li>• Students start the debate</li> </ul>	65 minutes
<b>3. Post-activity</b> <ul style="list-style-type: none"> <li>• Giving feedback / verbal adjudication to the students.</li> </ul>	<b>3. Post-activity</b> <ul style="list-style-type: none"> <li>• Students can also give verbal adjudication.</li> <li>• Students get some input from the teacher.</li> </ul>	15 minutes

## Research Findings

### First Cycle

**Table 1 - Pre-Test**

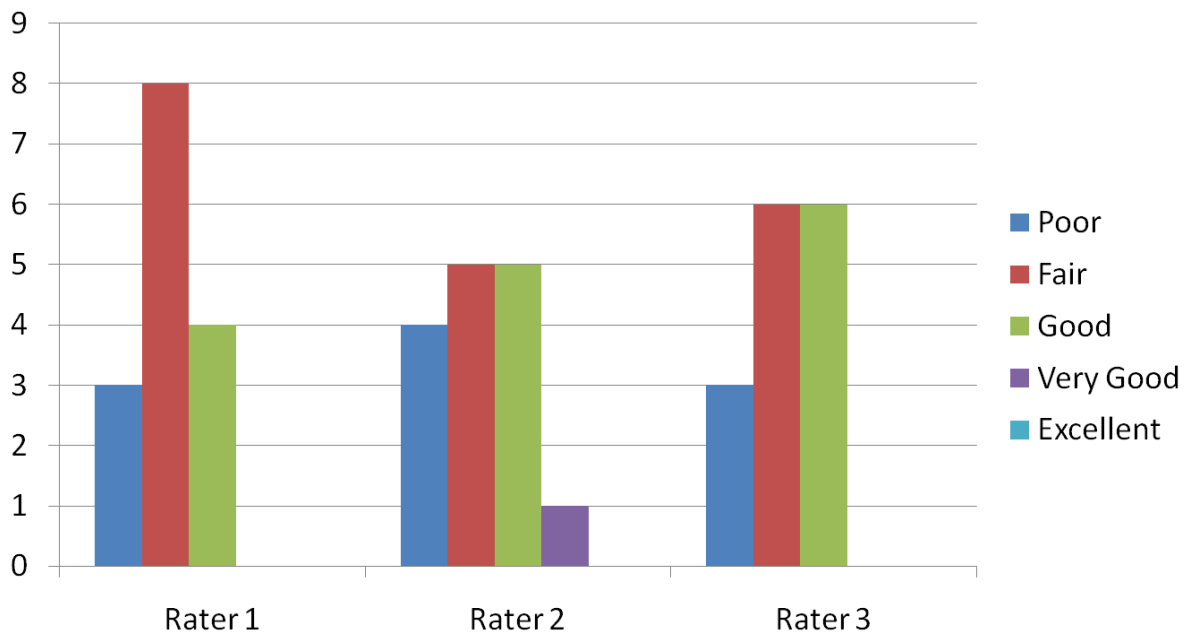
No	Score	Ability Level	Rater 1		Rater 2		Rater 3	
			F	P (%)	F	P (%)	F	P (%)
1	36-42	Excellent	0	0%	0	0%	0	0%
2	29-35	Very Good	0	0%	0	0%	0	0%
3	22-28	Good	0	0%	1	6.7%	1	6.7%
4	15-21	Fair	4	26.67%	5	33.3%	6	40%
5	8-14	Poor	11	73.33%	9	60%	8	53.33%
Total			15	100%	15	100%	15	100%



From the tables and histograms above, it can be concluded that none of the students gained excellent or very good category based on the ratings given by Rater 1, 2 and 3. According to Rater 1, 11 students (73.33%) are categorized as poor, and 4 students (26.67%) are categorized as fair. The Rater 2 group 9 students (60%) as poor, 5 students (33.3%) as fair, and 1 student (6.7%) as good. The Rater 3 put 8 students (53.33%) at poor category, 6 students (40%) at fair, and 1 students (6.7%) in good category.

**Table 2 - Post-Test 1**

No	Score	Ability Level	Rater 1		Rater 2		Rater 3	
			F	P (%)	F	P (%)	F	P (%)
1	36-42	Excellent	0	0%	0	0%	0	0%
2	29-35	Very Good	0	0%	1	6.7%	0	0%
3	22-28	Good	4	26.7%	5	33.3%	6	40%
4	15-21	Fair	8	53.4%	5	33.3%	6	40%
5	8-14	Poor	3	20%	4	26.7%	3	20%
Total			15	100%	15	100%	15	100%

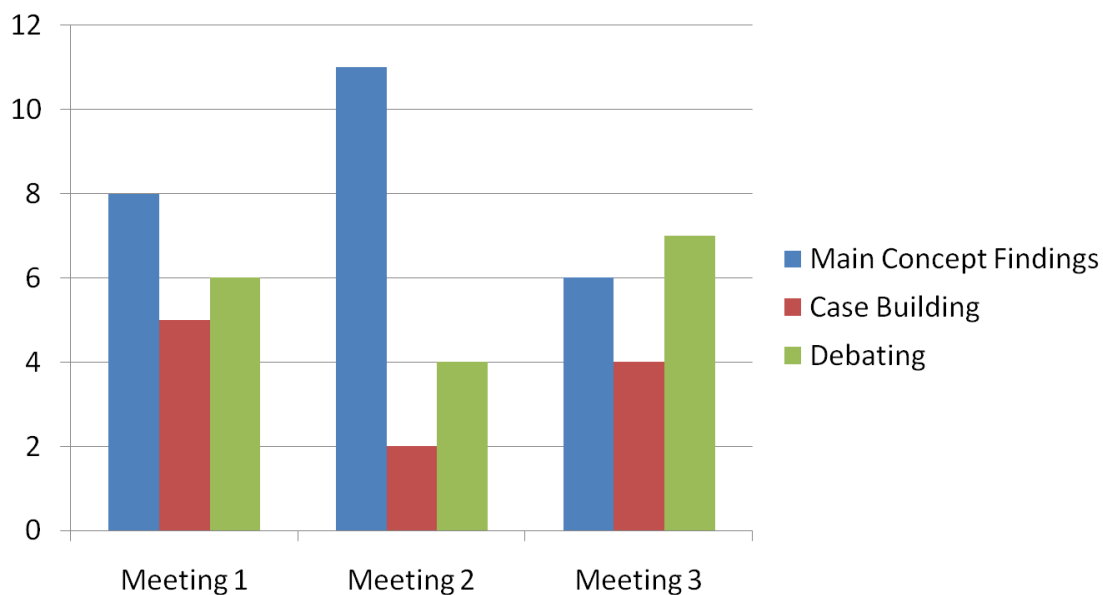


From the table and histogram above, it can be concluded that none of the students gained the excellent category. The histogram shows that the students' post-test public speaking ability according to Rater 1 is as follows: four of the students (26.7%) are in good category, none of the students (0%) are in very good or excellent. 3 students are in poor category (20%) and 8 students are in fair category (53.3%). According to Rater 2: four of the students (26.7%) are in poor category, none of the students (0%) are in excellent category. five students are in fair category (33.3%), 5 students are in good category (33.3%) and one student (6.7%) reached very good category. The histogram also shows that the students' post-test public speaking ability according to Rater 3 is as follows: three of the students (20%) are in poor category, none of the students (0%) are in very good or excellent category. six students are in good category (40%), and another 6 students are in fair category (40%).

**Table 3 - The Result of Observation in Cycle 1**

The result of observation in the form of teachers' and students' observation sheet can be seen in appendix.

No	Students' Activities	Meeting 1		Meeting 2		Meeting 3	
		F	P (%)	F	P (%)	F	P (%)
1	Main Concept Findings	8	53.3%	11	73.3%	10	66.7%
2	Case Building	5	33.3%	2	13.3%	6	40%
3	Debating	4	26.6%	4	26.6%	7	46.7%



It can be concluded from the histogram and table that the students' ability after the first cycle is still fluctuating, there are mainly three parameters used to see the students' ability in Debating, their ability in finding main concept, case building and then debating. These are observed by the teachers (Observer 1 and 2), at the first meeting, the number of students that are capable of finding a main concept in a topic is only 8, covering 53.3% of all students, the number of students able to conduct case building and produce sufficient arguments are 5 (33.3%) and 4 students are able to conduct debate in an appropriate way (26.6%). The next meeting the number of students able to grasp the main concept of a case surge to 11 people, summing up 73.3% of all, while the ability of students producing sufficient arguments for case building drop to only 2 students (13.3%) and the number of students able to debate stay the same in the range of 26.6%, covering up 4 students. The last meeting in the cycle, the number of students able to find the main concept of a certain case decreases to only 10 students (66.7%), students able to do case building and producing strong arguments increase to 6 (40%) and the students that are capable of doing debate rises until 7 person (46.7%).



## Reflection of Cycle 1

Based on the result of the observation and post-test above, the students' ability in speaking after applying the English Parliamentary Debate – World Schools Format as way of increasing their public speaking ability, the result is not satisfactory yet. Based on the result that most of students didn't reach the satisfactory level yet as the percentage of the students able to do debate is not even 50%, and the criteria for Very Good and Excellent is still a rare find after the first post-test. In the case, the writer had to rearrange the planning in the method.

After the interview conducted with the students, the result of reflection will be implemented at the cycle 2:

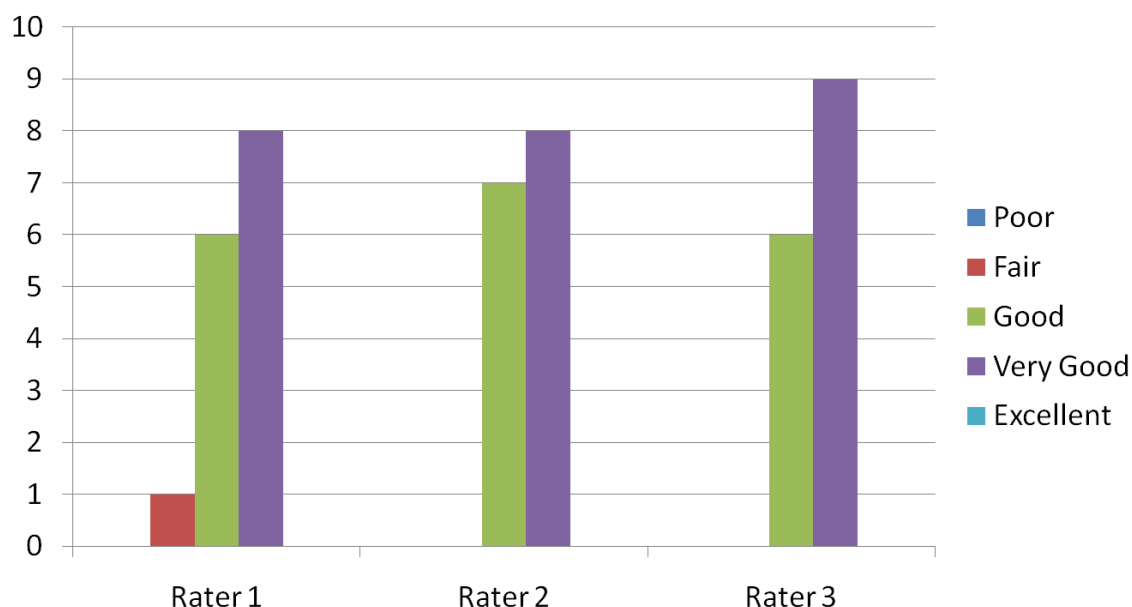
1. The method used will still be using English Parliamentary Debate – World Schools Format.
2. The Writer has to remind students to engage more in debating and responding to the current motion.
3. The writer needs a more varieties at topic so the students can understand the motion better.

## The Second Cycle

**Table 4 – Post Test 2**

All the students' post-test score are presented is shown in this table:

No	Score	Ability Level	Rater 1		Rater 2		Rater 3	
			F	P (%)	F	P (%)	F	P (%)
1	36-42	Excellent	0	0%	0	0%	0	0%
2	29-35	Very Good	8	53.3%	8	53.3%	9	60%
3	22-28	Good	6	40%	7	46.7%	6	40%
4	15-21	Fair	1	6.7%	0	0%	0	0%
5	8-14	Poor	0	0%	0	0%	0	0%
Total			15	100%	15	100%	15	100%

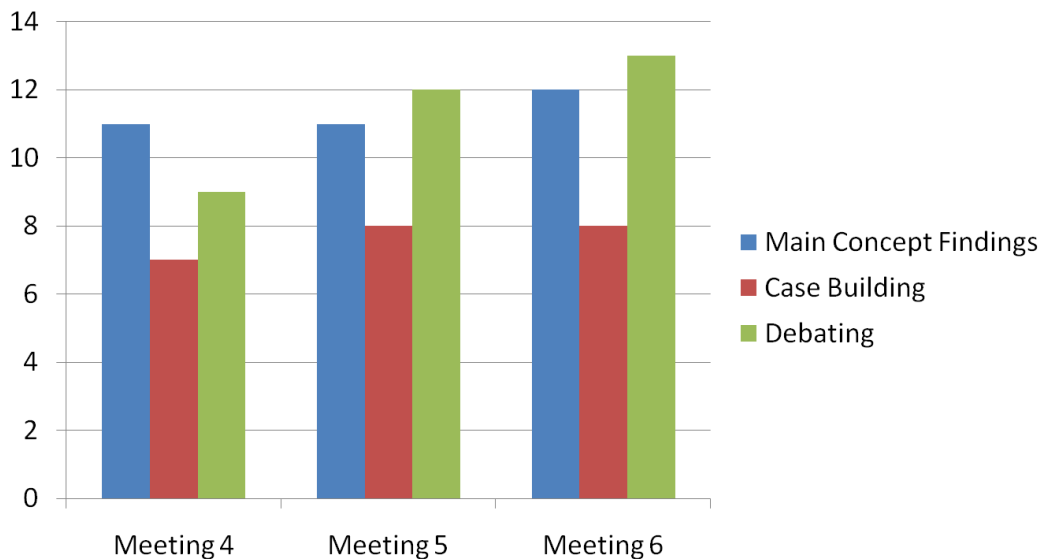


From the table and histogram above, it can be seen that none of the students based on each rater puts the student on neither poor nor excellent category. It can be concluded from the histogram that the students' post-test public speaking ability according to Rater 1 in cycle 2 shows that one of the student (6.7%) is in fair category, six of the students (40%) are in good category. And another eight students are in very good category (53.3%), none of the students (0%) reach poor and excellent category. According to Rater 2, eight students (53.3%) reach very good category, and the other seven students (46.7%) are in good category. In addition, none of the students (0%) reach poor and fair and excellent category. According to Rater 3, six students (40%) reach good category, and the other nine students, covering up 60% of the total subjects reach very good category. In addition, none of the students (0%) reach poor and fair and excellent category.

**Table 5 - The Result of the Observation in Cycle 2**

The result from the observation and the students' activities in learning process can be seen in appendix 20-25. Table below shows the students' activities scores in cycle 2:

No	Students' Activities	Meeting 4		Meeting 5		Meeting 6	
		F	P (%)	F	P (%)	F	P (%)
1	Main Concept Findings	11	73.3%	11	73.3%	12	80%
2	Case Building	7	46.7%	8	53.3%	8	53.3%
3	Debating	9	60%	12	80%	13	86.7%



The table and histogram shows a dramatic improve from the students' activities at meeting 4, 5 and 6 compared to the first cycle. The three parameters used to see the students' ability in public speaking are debating skills, their ability in finding main concept, and case building. These are observed by the teachers (Observer 1 and 2) same like at the first cycle, at the fourth meeting, the number of students that are capable of finding a main concept in a topic reaches 11, covering 73.3% of all students, the number of students able to conduct case building and produce sufficient arguments are 7 (46.7%) and 9 students are able to conduct debate in an appropriate way (60%). The next meeting the number of students able to grasp the main concept of a case are 11 people, summing up 73.3% of all, while the ability of students producing sufficient arguments increases to 8 (53.3%) and the number of students able to debate came in the range of 80%, covering up 12 students. The last meeting in the cycle, the number of students able to find the main concept of a certain case increase to 12 (80%), students able to do case building and producing strong arguments stay at 8 (53.3%) and the students that are capable of doing debate increases to 13 person (86.7%). In conclusion, the figures show rising percentage compared to the first post-test.

## Reflection of Cycle 2

The writer found that there was an improvement to the students' general public speaking ability after Debating skills are taught, however the result is not significantly can be seen only after 1 cycle. The students' public speaking ability changes can be seen from the pre-test, cycle 1 and cycle 2. Most of the students are able to do debate and shows a significant rises in the figure, reaching the categorization of good and very good. This proves that the strategy of using English Parliamentary Debate – World Schools Format is proven successful.

## Conclusion

From the analysis above that the result from the entire average index scores by the three raters the criteria shifts from Poor category to Fair in the first post-test and rises to Good category at the second post-test in cycle 2.

After all the research findings are analyzed, the conclusion of the research is, English Parliamentary Debate – World Schools Format can improve Public Speaking ability of students. The factors that contribute to this are:

1. Using debating will force the students to be able to express themselves in front of public because it demands the students to convince the audience and teachers.
2. Debating challenge students to be more active, as the whole process of debating demand all of the speakers to be involved in the process.
3. Debating increases students' confidence overall as the working process demands the most out of students.

Based on the explanation and the result of the data presented in chapter 1 until chapter 4, conclusions can be drawn:

1. The use of English Parliamentary Debate dramatically increase students' public speaking ability because it promotes self-learning and research skills as well as self-confidence boosting from all of the reflection process, feedback and learning process. Public speaking tasks as debating will enhance language learning too. As students participate in debates, they will develop motivation and engagement with the materials. Language skills will improve because students are using language in meaningful ways for specific purposes and are working toward personal goals.
2. Students learn how to access information and gain knowledge. These are skills that can effectively transfer to future learning and employment contexts. Public speaking tasks empower students by allowing them to take charge of their own learning and to communicate their knowledge to others in authentic ways. It increases students' confidence to speak out loud in the classroom, the data proves that the students' public speaking ability from the category poor (index scores 1) rises into good (index scores 3), and some of the students in the post-test in cycle 2 manage to be categorized as very good as well, the result is satisfactory.

Another glimpse of attention the writer manage to understand after the research is, most of the students has shown increases in self-confidence as public speaking is always a problem with most of the students before the teaching strategy is implemented. In addition, the students are somehow capable in doing debate despite they are talking about motions or topic they have first encountered, provided they are given prior background knowledge by a text/ teachers' short explanation about the current issue. English Parliamentary Debate supplies the need of the students in expressing themselves more, thus help build the chance of students in being a better public speaker, as there are basically four categories analyzed, divided into seven parameters, voice controls divided by projection, pace and intonation, body language into gestures, and eye contact as well as argument strength and the effectiveness as in the language use and vocabulary.

The students had shown increases in public speaking ability analyzed by the chart done by the three raters. Based on the presentations of the data analysis, the problems which presented in teaching the first year students of English Developmental Program class had been answered, the implementation of teaching strategy that uses English Parliamentary Debate has shown satisfactory result because the method used in the classroom had received attention and put an effort to increase students' public speaking capability. The factors contributing to this result are: using debating will force the students to be able to express themselves in front of public because it demands the students to convince the audience and teachers, challenging students to be more active, as the whole process of debating demand all of the speakers to be involved in the process, and debating increases students' confidence overall as the working process demands the most out of students.

### References

- Arikunto, Suharsimi. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. (Rev V). Jakarta: RinekaCipta
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practice*. San Francisco State University: Longman.
- Best, J. W. 1981. *Research in Education (4th edition)*. New Jersey: Prentice Hall Inc.
- Chaney, A. L. and T. L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13
- Collins, Rosetta. 2000. *Teaching English: Essential skills*. London: McGraw-Hill Book Company
- Casey, Brian & John Filliter. 1995. *An Introduction to Parliamentary Debating*. Oxford Press.
- Cohen, L. & Manion, L. (1996). *Debates: reasoning and persuasion*, (4<sup>th</sup> edn.). London: Routledge.
- Diane, Alexander. *Handbook to Debate*. Oxford Press: 2005
- Davidson, Bruce (1995) Critical thinking education faces the challenge of Japan. *Inquiry: Critical Thinking Across the Disciplines*. XIV (3)
- Eckersley, C.E and J.M Eckersley. 1960. *A Comprehensive English Grammar*. Longman
- Farah Roebuck. *Limited Prep Guidelines*. 2006. The New Zealand Schools' Debating Council. [http://www.debating.org.nz/files/Limited\\_Preparation\\_Guidelines.pdf](http://www.debating.org.nz/files/Limited_Preparation_Guidelines.pdf)
- Fukuda, Shinji (2003) *Attitudes toward argumentation in college EFL classes in Japan*. *Proceedings of the First Asia TEFL International Conference*. Pusan, Korea.
- Gray, Mark and Hughes Grant. 1998. *Remarks on Parliamentary Debate*. Oxford: Oxford University Press

- Harris, David. P. 1969. *Testing English as a second Language*. London: McGraw- Hill.
- Harris, R. 1989. *The Worst English in the World?* , University of Hongkong Press.
- Hornby, A. S. 1995. *Oxford Advanced Learners' Dictionary*. London: Oxford Progressive Press.
- Johnson, M. Dona. 1987. *Approaches to Research in Second Language Learning*. New York: University of Arizona Longman.
- Kemmis, S., & McTaggart, R. (Eds.). (1988). *The action research planner*. Third Edition. Geelong, Victoria: Deakin University Press.
- Kemmis, S., & McTaggart, R. (Eds.). (1987). *The action research planner*. Second Edition. Geelong, Victoria: Deakin University Press.
- Kerlinger, F. N. 1965. *Foundation of Behavioral Research*. New York: Hott Rinehart, and Winston, Inc.
- Leech, G. N. 1983. *Principle of Pragmatics*. Harlow: Longman
- LeBeau, Charles & Harrington, David & Lubetsky, Michael (2000) *Discover debate: basic skills for supporting and refuting opinions*. Language Solutions
- Maryadi, A. 2008. *Implementasi Debat di Sekolah*. Jakarta: RinekaCipta
- Manning, M. & Nakamura, T. (2006). Teaching Debate in the EFL Classroom.  
[http://www.jalthokkaido.net/conference/JALT\\_Hokkaido\\_2006.pdf](http://www.jalthokkaido.net/conference/JALT_Hokkaido_2006.pdf) and  
<http://www.myplick.com/view/5n0YpaQ4v06/Debate-for-EFL-classrooms>
- Meane, John and Kate Shuster. 2003. *On That Point! (An Introduction to Parliamentary Debate)* International Debate Education Association.
- Merriam- Webster. 1998. *Merriam-Webster's Dictionary 10th Edition*.
- Nunan, David. *Second Language Teaching and Learning*. 1999. Boston: Heinle & Heinle.
- Nesbett, Richard E. (2003) *The Geography of Thought*. The Free Press
- Richard Paul and Linda Elder. 2008. *The Miniature Guide to Critical Thinking Concepts and Tools*, Foundation for Critical Thinking Press.
- Verderber, Rudolph F, Kathleen S. and Deanna D. (2009). *The Challenge of Effective speaking*, Routledge Press.
- Sather, Trevor. 1990. WSDC Rules.pdf taken from [www.wsdc.org/rules](http://www.wsdc.org/rules)
- Sather, Trevor. 1999. *Pros and Cons: a debater handbook*. Routledge Press.
- Sather, Trevor. 2002. *NLSDU Teachers Guide to Debate*. Newfoundland and Labrador:
- Shea, Gina Iberri. 2009. *Using Public Speaking Tasks in English Language Teaching*.

Northern Arizona University

Shelagh, Byron. 1993. *Interdisciplinary of Debate* (1993).pdf

Snider, A. (1999). *The Code of the Debater: Introduction to the Way of Reason*. USA.

Sponsored by the Open Society Institute, the World Debate Institute and the University of Vermont.

Trapp, Robert. 1997. *Parliamentary Debate*. Cambridge: Cambridge University Press, pg 64,

Chapter 3. *Manner in Speaking*

Tinker Sachs, G. (Ed.) (2002). *Action research in English language teaching*. Hong Kong:

University of Hong Kong.

Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language*, (New York:

Cambridge University Press, 1960) p. 5

Verderber, Rudolph F, Kathleen S. and Deanna D. 2008. *The Challenge of Effective*

*speaking*. Routledge Press.

Wallace, M. (1998). *Arguments and Power: Parliamentary Debate*. Cambridge: Cambridge

University Press

Wolcott, H.R. 1990. *Qualitative inquiry in education: The continuing debate*. Oklahoma State

University Press.

Yamashiro, A. D., & McLaughlin, J. W. (1998b). *Getting started in debate: An EFL teachers*

*guide*. *JALT 1997 Conference Proceedings* (pp. 153-160). Summer 1998. JALT.

Yamashiro, A. D., & McLaughlin, J. W. (1996). *Adapting debate to the EFL classroom: From*

*activities to tournaments*. *English Education for Developing Communication '96*

Tokyo: Kanda Institute of Foreign Languages.

Yamashiro, A. D., & Johnson, J. (1997). *Public speaking in EFL: Elements for course design*.

*The Language Teacher*, 21 (4), 13-17.

Zakahi, Walter. 1988. *Public Speaking and Manners*. San Francisco State University:

Longman.