

Strategies to Assess EFL Students in Debate and Seminar Presentation: Students' Perspectives

¹ Kharman Wasfi Tahir , ² Nyan Kamil Ghafour

¹ Department of English Language, College of Basic Education, University of Salahaddin, Erbil, Kurdistan Region, Iraq

² Department of English Language, College of Basic Education, University of Halabja, Halabja, Kurdistan Region, Iraq

Corresponding author's e-mail: kharman.tahir@su.edu.krd

پوخته

توێژینهوهی جیاوازی ئه‌نجامدراون په‌یوه‌ست به‌ بابته‌ی کارامه‌یه‌یه‌ ئه‌ کادیمیه‌کان، پێشکه‌شکردنی سیمینار و دیبه‌یت. مامۆستایان رێگای جیاوازی به‌ کارده‌هێنن بۆ هه‌ڵسه‌نگاندنی قوتابیان له‌ کاتی خوێندن یاخود له‌ کۆتایی وهرزدا. مامۆستایان هه‌ڵسه‌نگاندن ئه‌نجام ده‌ده‌ن بۆ به‌ده‌ست هێنایی ئه‌نجامی پرۆسه‌که‌ وه‌کو فیدباک بۆ قوتابیان له‌ به‌رامبه‌ر ئه‌وه‌ی که‌ پێشکه‌شیان کردوه. هه‌ڵسه‌نگاندن وه‌ک رێگه‌یه‌ک به‌ کار دێت بۆ به‌ده‌ست هێنایی زانیاری ده‌رباره‌ی قوتابیان و فیربونیان بۆ ئه‌م مه‌به‌سته‌ مامۆستایان ستراتیجیه‌تی جیاوازی به‌ کار ده‌هێنن. ئه‌م توێژینه‌وه‌یه‌ ئامانجی ئه‌وه‌یه‌ که‌ به‌یرو بۆچونی قوتابیان بزانیته‌ ده‌رباره‌ی چۆنیه‌تی هه‌ڵسه‌نگاندنیان له‌ دیبه‌یت و سیمینار. بۆ به‌ده‌ست هێنایی ئامانجی ئه‌م توێژینه‌وه‌یه‌ راپرسی وه‌کو رێگه‌یه‌ک بۆ کۆکردنه‌وه‌ی داتا و زانیاری به‌ کارهاتوه‌وه. ئه‌نجامه‌کان و پێشان ده‌دات که‌ به‌شداری پێکردنی قوتابیان له‌ بریاره‌کانی ناو پۆل بروا به‌خۆبوونی قوتابیان به‌رزده‌کاته‌وه‌ له‌ قسه‌کردن له‌ شوێنه‌ گشتیه‌کاندا، هه‌روه‌ها به‌ کارهێنایی ستراتیجیه‌تی تایبه‌ت بۆ هه‌ڵسه‌نگاندنیان کاریه‌گه‌ری هه‌یه‌ له‌سه‌ر توانای قسه‌کردنیان.

الاستراتیجیات لتقیم الطلاب الذین یدرسون اللغة الانكليزية كلغة اجنبية في المناقشة و سیمینار: من وجهة نظر الطلاب

الملخص

هناك البحوث متعددة بخصوص موضوع المهارات الأكاديمية، تقديم سیمینار و مناقشات. المدرسون يستخدمون طرق مختلفة لتقييم طلابهم خلال المحاضرات او في نهاية الفصل. لتقييم الطلاب من خلال الحصول على نتائج الاختبارات المقدمة من قبلهم. تقييم الطلاب يستخدم من قبل المدرسون لمعرفة مدى استيعاب الطلاب ولهذا السبب يوجد عدة استراتیجیات للتعليم. غرض هذا البحث هو حصول على آراء الطلاب حول كيفية تقييم من الاسمينارات والمناقشات. من اجل تحقيق اهداف هذا البحث تم توزيع الاستبيان كأداة لغرض جمع البيانات والمعلومات. النتائج تدل بأن مشاركة الطلاب و تصدير قرارات الصف يشجعهم للثقة بنفس في مجال مناقشات و كلام ايضا في الاماكن العامة. ايضا استعمال استراتیجیة الخاصة لها دور في مجال خطاب.

گۆفاری زانکۆی هه‌ڵه‌به‌ج: گۆفاریکی زانستی ئه‌ کادیمیه‌ زانکۆی هه‌ڵه‌به‌ج ده‌کات	
به‌رگ	ه‌ ژماره‌ ٤ سالی (٢٠٢٠)
رێککه‌وته‌کان	رێککه‌وتی وه‌رگرتن: ٢٠٢٠/٨/٢٠ رێککه‌وتی په‌سه‌ندکردن: ٢٠٢٠/٩/٢٣ رێککه‌وتی بلا‌وکردنه‌وه: ٢٠٢٠/١٢/٣٠
ئیمه‌یلی توێژه‌ر	kharman.tahir@su.edu.krd
مافی چاپ و بلا‌و کردنه‌وه	© ٢٠٢٠ Kharman Wasfi Tahir, Dr.Nyan Kamil Ghafour, گه‌یشتن به‌م توێژینه‌وه‌یه‌ کراوه‌یه‌ له‌ ژێر په‌زنامه‌ندی CC-BY-NC-ND 4.0

Abstract

Different studies have been carried out in relation to Academic Skills course, debate and presentation as modules. Instructors usually use different ways to assess their students during or at the end of a course of study. They assess their students so as to make the results of the process, a feedback for the students concerning what they have presented. Assessment can be regarded as a way through which instructors gain information about their learners and what is learnt. Instructors use different strategies to assess their students. This paper aims at investigating students' perspectives concerning the way they are being assessed in debate and seminar presentation. To meet the aim of the paper a questionnaire is designed for the purpose of data collection. The result of the study shows that giving chance to students to participate in class discussions increases their confidence to speak in public places, using specific strategies by instructors for assessing students in Academic Skills course help to develop their oral ability. And assessment is welcomed by the students. The research ends with the list of references.

Key words: Assessment, Debate, Presentation, EFL Student

1. Introduction

Assessment is "a process of collecting information about something that we are interested in, according to procedures that are systematic and substantially grounded" (Bachman, 2004, P.435). According to Ketabi and Ketabi (2014), in every session teachers are going to assess their students. However, the way of conducting assessment is testing which is technically related to definite timing and settled procedures. Spolsky and Hult (2008) define assessment as all types of procedures that are used to assess individuals such as quizzes, tests, informal observation, self-assessments and interview. According to Anandan (2015), assessment term refers to different methods that teachers use to measure, evaluate, and document the academic readiness, learning progress. It can be concluded that assessment is the method that teachers use to collect information about their teaching process, the amount of understanding and remembering of knowledge by students through different ways. The current study aims at investigating EFL student's perspectives concerning the way they are being assessed in conversational Academic Skills course, especially in both debate and seminar presentation skills. The problem of this study is that, no specified strategy is provided for instructors to assess students in this course, and students' language level or language proficiency is not sufficient to be active participants in debate and seminar presentation. This study hypothesizes that: no specific strategies provided for instructors to assess EFL students in debate and seminar presentation skills and the students' proficiency level affects the implementations of the strategies. The study conducted to find out the answer of the following questions: Are there specific strategies that college instructors use to assess EFL students' debate and seminar presentation skills?, does students' proficiency level affect the implementation of the strategies?

2. Theoretical Background

2.1 Literature Review

Different studies have been carried out in relation to Academic Skills course, debate and presentation skill as modules. Greenstreet (1992) conducted a study which is entitled "Academic Debate and Critical Thinking: a Look at the Evidence". The study aims at exploring the frequently proposed claim of currently available texts in debate and forensics that debating enhances the critical thinking. The study is a qualitative research based on the other previous researches. The current study concluded that there is little support for the belief that participating in a debate enhances student's ability to think critically.

The study by Omelicheva (2007) entitled "Resolved: Academic Debate Should be a Part of the Political Science Curricula" is another study on debate. The main aim of the study was to answer the question "should political science educators use debate for teaching their undergraduate students?" the effectiveness of academic debate for students' learning has been established through experimental and observational research. The researcher reached to the point that awareness of obstacles to academic debate can be helpful to implement academic debate in a positive and non-threatening way to students.

Another related study is entitled "Assessing EFL Students' Oral Performance in Classroom Academic Debates: A Pragmatic Study" Mahmoud (2017), The MA thesis aimed at assessing EFL students' oral performance in academic debate classroom from a pragmatic perspective. It explored the most frequent difficulties/problems that the students face. It also explored the role of pragmatics (certain essential pragmatic notions) in improving the students' oral performance. Finally, it uses the best means for assessing the students' oral abilities at different communicative situations. The study is a mixed approach; qualitative and quantitative. The researcher has conducted a questionnaire and a test to achieve the aims of the research. The findings of the study showed that oral performance is affected very much by the pragmatic competence and background knowledge of the students. In order to communicate appropriately, the students need to learn and adopt the pragmatic notions like speech acts, cooperative principles, and politeness principles to avoid pragmatic failure, i.e., inability to understand what is meant as the speaker speaks in a debate to get the message, if not there will be pragmatic failure or the intended message will be missed.

2.2 Course Description

Scientific debate was a module that has been added to the curriculum of the first stage university students in the academic year 2011-2012, but it has been changed to be academic skills in the academic year 2018-2019. Students in all courses are going to be assessed to indicate individual's participation, work and achievement. English Foreign Language (EFL) students at university in academic skills course will be assessed by their instructors. Academic skills course is designed to develop students' abilities and skills in academic communication, argumentation and debate. Topics of this course help students to use sources for academic communication, to

produce knowledge, raising academic questions and answering them scientifically. It also helps them to think critically, respect others' idea and to direct academic arguments.

2.3 Debate

According to Rybold (2006), debate is a way of organizing discussion topic. People speak for and against a statement called a "motion". They argue and try to persuade others and judges or audiences that their arguments are the best. Debating is an opportunity to improve students listening and speaking skills, student's presentation skill and critical thinking, above all debating is "fun". Quinn (2005) has the same idea with Rybold as he states that debating is everywhere, and everyone can do it, "debating is fun", gives people a chance to meet new people and new ideas, allows the speaker to stand up and argue in public with someone else.

2.3.1 Formats of Debate

Freeley & Steinberg (2009) classify debate into two categories, applied and academic (educational) debate.

2.3.1.1 Applied debate: it is the type of debate conducted on propositions, questions, and topics in which advocates have their special interest. This type of debate is presented before an audience or judge with the power of render a binding decision on the proposition or respond to the question or topic in a real way.

2.3.1.2 Academic debate: it is conducted on propositions that the advocates have an academic interest. Typically, this form of debate presented before a teacher, judge or audience without direct power to render a decision on the proposition. According to (Freeley & Steinberg, 2009), there are various formats of academic debate that tend to have certain common elements:

1. Both sides (affirmative and negative) have an equal number of speakers.
2. Both sides (affirmative and negative) must have an equal amount of time.
3. Generally, the affirmative side speaks first and last.

2.4 Seminar Presentation

According to Exley and Dennick (2004), seminar is the students' presentation of the topic that has been assigned by the teacher. The standard form is that students give their presentation then the full group discussion raises. In the discussion usually instructors ask questions concerning the presented material. Students present and prepare their presentation by using the Power Point. Chivers and Shoolbred (2007) state that Power point presentations (PPP henceforth) starts out as a graphics program designed by researchers who need to have a quick way to present information when bidding for research funding. Now in higher education PP (Power Point) is widely used by teachers as the standard method of presenting. It is also used as the principal form of undertaking a class presentation and learning tool by students. Power Point is capable to product presentations of great sophistication, with linking texts images and sound. Power Point has some benefits if students use them

such as:

- 1.It helps to explain something in visual, that would take many words to explain.
- 2.PP is a great organizer, helps to put all slides in sequence and number them.

3. Makes presentation more memorable.

- 4.PP is fun, dynamic, colorful and portable.

3. Methodology

There are three basic types of questionnaire, close-ended questionnaire, open-ended questionnaire, and a combination of both. To achieve the aims and hypotheses of this research, a close-ended questionnaire has been designed. Close-ended questionnaire is probably the type which is used to generate statistics in quantitative research, the questionnaires follow a set format, and as most can be scanned straight into a computer for ease of analysis (Dawson, 2002. P,32). The researcher distributed the close-ended questionnaire among second year students because, they have finished the course and they know more than the first year students about the way they are assessed through the whole year. The form of the Questionnaire was a five scale of (Never, Rarely, Sometimes, Often and Never).

3.1 Sample and Participants

The participants of this study were EFL students of Colleges of (Basic Education, Education, and Language) at Salahaddin University-Erbil for the academic year 2019-2020. According to Richard and Schmit (2010), a sample in which members of the population have an equal and independent chance of being selected is known as random sample. In conducting this research 60 EFL students of second year English departments were chosen randomly from colleges of (Basic Education, Education and Languages) for the questionnaire, twenty students from each college. All participants were informed by the researcher that the recorded data will be kept confidential and their identities anonymous,

3.2 Ethical Consideration

Researchers have many ethical responsibilities to the participants. The traditional and often dominant issues that emerge when considering research ethics involve: obtaining informed consent from participants; participants have been given information about procedures and risks involved in the study and have been informed that their participation is voluntary, protecting them from harm, and ensuring confidentiality (Lodico, Spaulding, and Voegtler, 2006). For the purpose of data collection, the researcher officially required the departments of English Language in three colleges namely: college of (Basic Education, Education and Languages) to allow the researcher to collect data, through providing an official document to the departments. In this study anonymity is adopted, as Dawson (2007) states that anonymity is that the researcher show that what participants said cannot be traced back to them when the final report is produced.

3.3 Research Analysis Methods

In the current research both qualitative and quantitative methods are used. The quantitative data of the study ; questionnaire was entered into Statistical Package for the Social Sciences (SPSS) program in order to analyze, while the qualitative data of the study was analyzed through using content analysis.

4. Data Analysis

This section provides the analysis of the collected data from the questionnaire that is distributed among second year students of English departments at Salahaddin University-Erbil. They have been chosen as the sample for the tool since they have enough information about how they are assessed in debate and presentation in the previous year. This makes the work more reliable. In this study SPSS program has been used for the purpose of analyzing data. According to Landau and Everitt (2004), SPSS “statistical package for the social sciences” is a widely used package of program that is used for manipulating, analyzing and presenting data in social and behavioral science. Interpreting the results gained in SPSS program consist of some statistical terms such as standard deviation and mean. Standard deviation is the common measure of variability. This is appropriate when someone has distributed data normally.

$$(SD = \frac{\sqrt{\sum x^2}}{N-1})$$

Mean is the arithmetic average or it takes into account all of the available information computing the central tendency of a frequency distribution. It shows that the data are normally distributed data. (Morgan et al, 2004). In the analysis if the mean of the item is more than 3, it indicates a positive value. If the mean is 3, it indicates a neutral value. If the mean is less than 3, it shows a negative value.

$$M = \left(\frac{\sum X}{N} \right)$$

Table (1) shows the items of the questionnaire with the scales that the students choose for each item.

Table (1)

Items of the Questionnaire with the Students' Answers

No	Items	Never		Rarely		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	F	%
1	You actively participate in classroom decision making.	4	6.7 %	8	13.3 %	21	35.0 %	20	33.3 %	7	11.7 %
2	You are given equal chance to participate in the class activities.	2	3.3 %	11	18.3 %	16	26.7 %	14	23.3 %	17	28.3 %
3	Debate and presentation increase your confidence; as a student to speak in front of the audiences.	0	0.0 %	3	5.0 %	16	26.7 %	18	30.0 %	23	38.3 %
4	Debate and presentation encourage you to think critically.	2	3.3 %	11	18.3 %	24	40.0 %	11	18.3 %	12	20.0 %
5	Debate and presentation give a positive atmosphere to the class.	1	1.7 %	11	18.3 %	11	18.3 %	22	36.7 %	15	25.0 %
6	Debate and presentation helps you to create new patterns of knowledge.	3	5.0 %	5	8.3 %	16	26.7 %	21	35.0 %	15	25.0 %
7	Debate is fun in the classroom.	7	11.7 %	10	16.7 %	16	26.7 %	16	26.7 %	11	18.3 %
8	Debate develops communication skills.	3	5.0 %	8	13.3 %	22	36.7 %	14	23.3 %	13	21.7 %
9	Assessment strategies are not appropriate in debate and presentation.	4	6.7 %	14	23.3 %	30	50.0 %	12	20.0 %	0	0.0%
10	You as a student face problem when instructor assesses you in debate and presentation.	10	16.7 %	13	21.7 %	29	48.3 %	4	6.7%	4	6.7%
11	Your instructor gives you feedback after assessment.	4	6.7 %	18	30.0 %	19	31.7 %	16	26.7 %	3	5.0%
12	The instructor lets you know the criteria based on which you are being assessed.	4	6.7 %	18	30.0 %	21	35.0 %	10	16.7 %	7	11.7 %
13	Your instructor has a specific strategy for assessing you in debate and presentation.	3	5.0 %	13	21.7 %	17	28.3 %	14	23.3 %	13	21.7 %
14	Your proficiency level affects the way the instructor assesses you	4	6.7 %	13	21.7 %	21	35.0 %	18	30.0 %	4	6.7%
15	Debate and presentation	4	6.7 %	9	15.0 %	20	33.3 %	12	20.0 %	15	25.0 %

No	Items	Never		Rarely		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	F	%
16	Instructor assesses you orally in debate and presentation.	3	5.0 %	13	21.7 %	20	33.3 %	15	25.0 %	9	15.0 %
17	In debate and presentation you work in groups.	5	8.3 %	4	6.7 %	14	23.3 %	17	28.3 %	20	33.3 %
18	The instructor mentions a problem and asks you to solve it in group.	4	6.7 %	7	11.7 %	18	30.0 %	20	33.3 %	11	18.3 %
19	The instructor asks you to assess your friend (peer-assessment).	4	6.7 %	19	31.7 %	16	26.7 %	14	23.3 %	7	11.7 %
20	The instructor asks you to assess yourself (self-assessment).	6	10.0 %	12	20.0 %	24	40.0 %	9	15.0 %	9	15.0 %

Table (2) shows the items of the questionnaire with their mean, standard deviation and the P-value.

Table (2)

The Mean, Standard deviation and the Value of the Items of the Questionnaire

NO	Items	Mean	Std.Deviation	P-value
1	You actively participate in classroom decision making.	3.30	1.06	0.033
2	You are given equal chance to participate in the class activities.	3.55	1.19	0.001
3	Debate and presentation increase your confidence; as a student to speak in front of the audiences.	4.02	0.93	0.001
4	Debate and presentation encourage you to think critically.	3.33	1.10	0.022
5	Debate and presentation give a positive atmosphere to the class.	3.65	1.10	0.001
6	Debate and presentation helps you to create new patterns of knowledge.	3.67	1.10	0.001
7	Debate is fun in the classroom.	3.23	1.27	0.159
8	Debate develops communication skills.	3.43	1.13	0.004
9	Assessment strategies are not appropriate in debate and presentation.	2.83	0.83	0.124
10	You as a student face problem when instructor assesses you in debate and presentation.	2.65	1.05	0.013
11	Your instructor gives you feedback after assessment.	2.93	1.02	0.616
12	The instructor lets you know the criteria based on which you are being assessed.	2.97	1.10	0.816

13	Your instructor has a specific strategy for assessing you in debate and presentation.	3.35	1.19	0.026
14	Your proficiency level affects the way the instructor assesses you.	3.08	1.03	0.533
15	Debate and presentation encourages you to be better in persuading audiences.	3.42	1.21	0.010
16	Instructor assesses you orally in debate and presentation.	3.23	1.11	0.109
17	In debate and presentation you work in groups.	3.72	1.24	0.001
18	The instructor mentions a problem and asks you to solve it in group.	3.45	1.13	0.003
19	The instructor asks you to assess your friend (peer-assessment).	3.02	1.14	0.910
20	The instructor asks you to assess yourself (self-assessment).	3.05	1.17	0.742

The mean of item number 1 is 3.30, which shows a positive value. The standard deviation of 1.06 shows that individual responses on average were 1 point away from the mean. % 35 of students indicated that in the Academic Skills course instructors allow them to have their own role in deciding what to do in the class. Class decision making for students refers to choosing topics for their presentation, debate, poster and report writing. Students are allowed to decide to be in which group to work with in the class.

As it is shown in the table above the mean of item number 2 is 3.55, which indicate a positive value. And the standard deviation is 1.19 it shows that individual responses were 1 point away from the mean. Less than half of the sample which is %28 of students indicated that in the class students always are given equal chance by their instructors to participate in class activities. This affects the students to be active learners in the class rather than being passive learners, this helps students to be active in doing their presentations and debate.

The table above shows that the mean of item number 3 is 4.02, which shows a positive value. This is indicated by 23 students which is less than half of the sample, which is about %38 of them. It implies that debate and presentation as the skills in the Academic Skills course has its own effect on increasing students' confidence to speak in front of the audiences, and this helps them to be better prepared for their assessment in both skills. The standard deviation of 0.93 shows that the individual responses were less than 1 point away from the mean.

The mean of item number 4 is 3.33, which shows a positive value. This is indicated by 24 students that are about %40 of the sample. The standard deviation of this item is 0.9, shows that responses of individuals were less than a point away from the mean. It shows that debate and presentation encourage students to think critically in the Academic Skills course.

The table shows that the mean of item number 5 is 3.65 that indicate a positive value. Standard devia-

tion of 1.10 shows that responses of individuals were a little over 1 point away from the mean. According to the result of this item debate and presentation give a positive atmosphere to the class which is indicated by %36.7 of participants.

The mean of item number 6 is 3.67, the output of this item has a positive value. The standard deviation of 1.10 shows that the individual responses were 1 point away from the mean. So, generally debate and presentation encourage students create new patterns of knowledge that means creating new ideas and thoughts about a particular topic that they debate about and the presentation that they prepare themselves for in the Academic Skills course. This is indicated by 21 students and this is less than half of the sample.

The mean of item number 7 is 3.23, this shows a positive value. The standard deviation of 1.27 indicates that individual responses were a little over 1 point away from the mean. Students are generally agreed that debate is fun in the classroom that means they enjoy debating and debate can bring pleasure for their class.

The mean of item number 8 is 3.43 that indicate a positive value. The standard deviation of 1.13 shows that individual responses were a little over 1 point away from the mean. This is indicated by 22 students which about %36.7 of the sample. The output of the table shows that debate develops students' communication skills.

The mean of item number 9 is 2.83, indicates a negative value. The standard deviation of 0.83 shows that the individual responses were less than a point away from the mean. The result of the table shows that %50 of the students think that strategies that are used by college instructors to assess their students in debate and presentation are appropriate.

This item number 10 has a negative value because the mean is 2.65, which shows that students sometimes face problems when their instructors assess them in both skills; debate and presentation in Academic Skills course. The standard deviation of this item is 1.05, which shows that the individuals responses were a point away from the mean. The result of this item indicated by 29 students which is about %47.3 of the participants, who state that sometimes they face problems while they assessed by their instructors.

The mean of item number 11 is 2.93, that show a negative value. The standard deviation of this item is 1.02 shows that the individuals' responses were a point away from the mean. The result of this item acknowledges that instructors sometime gives feedback to their students after they assess them in debate and presentation skills in Academic Skills course. This is indicated by 19 students which is about %31.9 of the sample. The mean of item number 12 is 2.97, which shows a negative value. The standard deviation of 1.10 shows that the responses were a point away from the mean. The output of the table proves that sometime instructors let their student know the criteria based on which they are being assessed which is indicated by 21 of students that means the highest scale , %35.0 of the sample.

The mean of item number 13 as it is shown above is 3.35, it is accepted positively. And the standard deviation is 1.19, shows that the responses were a little above over 1 point away from the mean. The result of

this item affirms that instructor has specific strategy for assessing students in debate and presentation. This is indicated by 17 students that means %28.3 of the sample.

The output result shows that the mean of the item number 14 is 3.08. The standard deviation of 1.03 indicates that the responses of individuals were 1 point away from the mean. This shows that the proficiency level of students affects the way the instructor assesses students in both skills; debate and presentation in Academic Skills course and this is indicated by 21 students which is about %35.0 of the sample. So, this item is positively accepted.

The mean of the item number 15 is 3.42, that means the item is positively acknowledged. The standard deviation of 1.21 shows that the responses were a point away from the mean. The result of the table shows that debate and presentation encourage students to be better in persuading audiences. This is indicated by %33.3 of the sample or 20 students.

The mean of 3.23 is an indication of accepting the item number 16 positively. And the standard deviation is 1.11 shows that the responses were a point away from the mean. It displays that instructors assess students orally in both skills; debate and presentation by using oral strategies of assessment in the classroom. The output indicated by 20 students and this is less than half of the sample.

The mean of item number 17 is 3.72, which indicate a high positive value. And the standard deviation is 1.24 shows that the responses of individuals were 1 point away from the mean. This is indicated by 20 students which is about %33.3 of the sample. The output of the table explains that in debate and presentation instructors always let students to work in groups.

The mean of 3.45 of the above table indicates that the item number 18 has a high positive value. And the standard deviation is 1.13 shows that individual responses were a point away from the mean. The result of this item is indicated by 20 students which is about %33.3 of the sample. It means that instructors often mention a problem and asks students to solve it in group.

The mean of item number 19 is 3.02, which indicates a positive value. The standard deviation of 1.14 shows that the responses of individuals were 1 point away from the mean. It displays that peer-assessment as one of the strategies of assessment rarely used by instructors to assess their students in debate and presentation skills in Academic Skills course. And this is indicated by 19 students which is about %31.7 of the sample.

The mean 3.05 shows that the item number 20 is positively accepted. The standard deviation of 1.17 shows that the individuals responses were a point away from the mean. The result indicates that instructors ask students to assess themselves in debate and presentation. It shows that self-assessment is used by instructors as one of the strategies of assessment in Academic Skills course. This is indicated by 24 students which is about less than half of the sample or %40.

5. Results and Discussion

The chart below is the statistical analysis of all the items of the questionnaire in which the mean for each item as well as the total mean is shown.

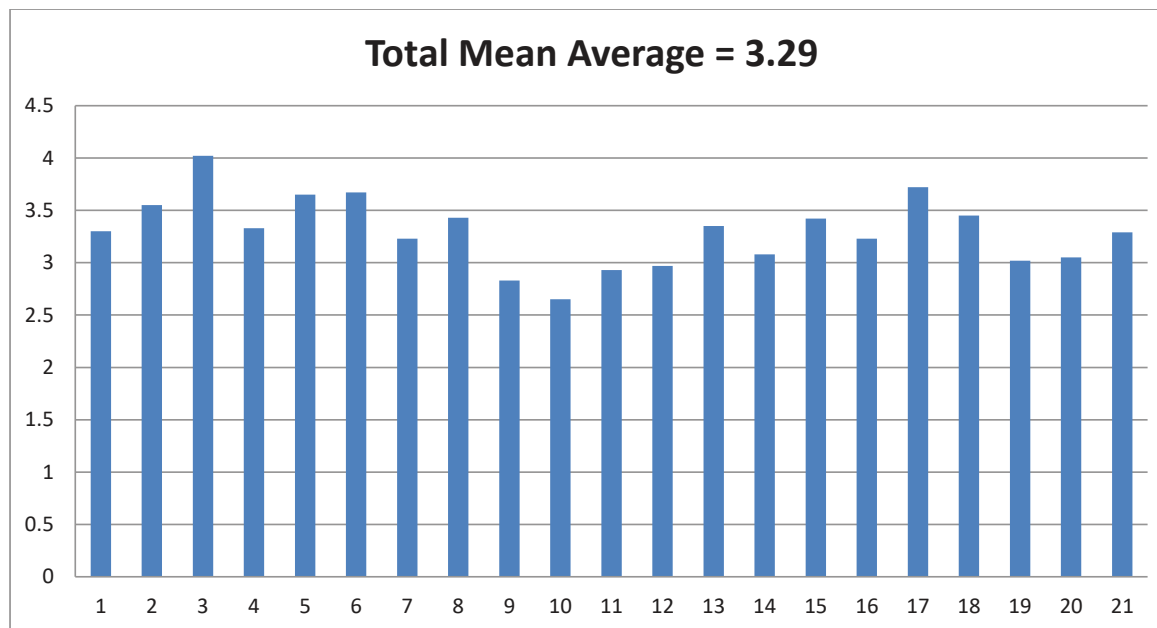


Chart (1)

The Result of the Questionnaire

As a result of the analysis of the students' questionnaire is shown above, the total average of the mean for all the items is 3.29, and SD is 0.49. This indicates that this mean is a positive value. Item 1 in the students' questionnaire shows that students are actively participate in the class decisions. Item 2 show a high positive value, which indicates that instructors gives equal chance to students to participate in class activities. Items 3, 4 and 6 in the questionnaire indicate a positive value, which show that debate and presentation increase students' confidence to speak in front of the audience, create new patterns of knowledge and encourage them to think critically.

Items 5 and 7 show a high positive and positive value, which display that debate gives a positive atmosphere to the classroom and it is fun in the class. Item 8 in the questionnaire show a high positive value indicating that debate develops students' communication skills. As item 13 positively indicates, instructors have specific strategy for assessing students in debate and presentation. Students' proficiency level affects the way the instructor assesses them since item 14 is accepted positively.

Item 15 positively indicates that debate and presentation encourage students to be better in persuading the audiences. Instructors in Academic Skills course assess their students orally since item 16 rated positively. Items 17 and 18 high positively indicate that in debate and presentation students' work in groups and instructor ask them to solve the problem in groups that s/he mentions in the class. Instructors in Academic Skills use self and peer-assessment to assess first year EFL students since both items 19 and 20 rated positively.

Items from 9 to 12 of the questionnaire have a negative value based on their Means. Item 9 indicates that assessment strategies are appropriate in debate and presentation. Item 10 shows a negative value because students face problems when they assessed by their instructor. Item 11 indicate that instructors sometime give feedback to their students since the item is accepted as a negative value. Instructors in Academic Skills course sometime lets students to know the criteria based on which they assess their students as it is indicated in item 12.

The table (3) which is shown below indicates the mean of each college differently for all items together. As it is clear the questionnaire of students was distributed among three colleges namely; college of Basic education, Education and Language. From each college 20 second year students were chosen randomly. The table below (3) shows if there are differences between the responses of students of three colleges.

Table (3)
The Statistical Results of Questionnaire

	Mean	Std. Deviation	F	P- Value
Basic Education	3.1775	.46495	1.798	.175
Languages	3.2500	.33325		
Education	3.4550	.60326		
Total	3.2942	.48643		

The table above indicates that the Mean of college of basic education is 3.1775 and SD is 0.46495, it shows that all items have a positive value. The Mean of college of Languages is 3.2500 and SD is 0.33325, which shows a positive value. Likewise college of Education has a positive value since the Mean is 3.4550 and SD is 0.60326. The P-Value is 0.175 it accepts H_0 ; $H_0: M_{\text{Basic}} = M_{\text{Education}} = M_{\text{Language}}$, which display that there is no difference between the mean of college of Basic Education, Education and Languages. This shows the validity and reliability of the tool and the data obtained.

6. Conclusions

Based on the results the following conclusions are arrived at:

1. Giving chance to students to participate in class discussions increases their confidence to speak in public places.
2. Using specific strategies by instructors for assessing students in Academic Skills course help to develop their oral ability.
3. It is also concluded that students' proficiency level affects the use of assessment strategies by instructors. This verifies the hypothesis which is put at the beginning of the research as the proficiency level of the students affects the implementation of the strategies.
4. Peer and self-assessment as two assessment strategies are used by instructors to assess EFL students in the course.
5. Assessment is welcomed by the students.
6. students' have nearly the same perspectives concerning how they are assessed. . .
7. Giving feedback has its own role in encouraging the students to participate more in the discussions.

References

- Anandan, K. (2015). Assessment for Learning: Bharathidaan University.
- Bachman, L.F. (2004). Statistical analyses for language assessment book. Cambridge: Cambridge University Press.
- Chivers, B., and Shoolbred, M. (2007). A Student's Guide to Presentations: Making your Presentation Count. Britain: Sage.
- Dawson, C. (2007). A Practical Guide to Research Methods, A User Friendly Manual for Mastering Research Techniques and Projects. 3rd ed. How to Books Ltd., Oxfordshire.
- Dawson, C. (2002). Practical research methods: A user-friendly guide to mastering research techniques and projects. How to books Ltd.
- Exley, K. and Dennick, R. (2004). Small group teaching: Tutorials, seminars and beyond: Routledge.
- Freeley, A, J. and Steinberg, D, L. (2009). Argumentation and Debate: Critical Thinking and Reasoned Decision Making. 12th ed. Boston: Cengage.
- Greenstreet, R. (1992). Academic Debate and Critical Thinking: A Look at the Evidence. International Conference on Critical Thinking and Education Reform. Sonoma State University, 9-12 August. USA.
- Ketabi, S. and Ketabi, S. (2014). Classroom and Formative Assessment in Second/Foreign Language Teaching and Learning: Theory & Practice in Language Studies, 4(2). pp. 435-440.
- Landau, S., And Everitt, B. (2004). A Handbook of Statistical Analyses using SPSS. London: A CRC Press Company.
- Lodico, M., Spaulding, D., Voegtler, Katherine. (2006). Methods in Educational Research: from Theory to

Practice. USA; JOSSY-BASS.

Mahmoud, D, J. (2017). Assessing EFL Students' Oral Performance in Classroom Academic Debates: A Pragmatic Study. Unpublished Thesis: Salahaddin University

Morgan,G., Leech, Nancy., Gloeckner,Gene., And Barrett,K. (2004). SPSS For Introductory Statistics: Use and Interpretation. 2nd .New Jersey: Lawrence Erlbaum Association.

Omelicheva, M.Y. (2007). Resolved: Academic debate should be a part of political science curricula. Journal of Political Science Education, 3(2), pp.161-175.

Quinn, S. (2005). Debating. Brisbane: Queensland.

Richard, J,C., Schmidt, R. (2010). Longman Dictionary of Language Teaching and Applied Linguistics. 4th ed. UK: PEARSON.

Rybold, G. (2006). Speaking, Listening and Understanding: debate for non-native English speakers. New York: International Debate Education Association.

Spolsky, B. and Hult, F.M. eds. (2010). The handbook of educational linguistics.(pdf) Available at <https://books.google.iq/books?hl=en&lr=&id=8nc6nRRbMSQC&oi=fnd&pg=PR10&dq=spolsky+and+hult+2008+assessment> (Accessed 21 June 2020).