

Debate is a serious and exact intellectual drilling.

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ABSTRACT: In directing conversation sessions for students of English as a foreign language (EFL) we, teachers, help the student more from pseudo communication, in which his use of English is fictitiously concocted and predictable, to communication where he expresses his personal ideas and needs in the context of reality.

KEY WORDS: The captain, EFL / ESL, spokesman, “pro” and “con””

During the early stages of conversation practice, we are found to maintain a fairly controlled situation in which the student interacts with us and other students within the constraints imposed by his limited knowledge of the language. If your students have reached the advanced level in English, they may enjoy participating in debates. In order for debates to be successful, however, we must make modifications in traditional debate format. When we participated in debates in our native language, for instance, we sometimes act as a spokesman on the “pro” side of an issue whereas our true feelings are on the “con” side and vice versa. We do this to improve our debating skills.

EFL students, on the other hand need practice in speaking English more than in polishing debating skills. They will speak more fluently during a debate if they can represent their true feelings on an issue. Therefore, have them defend their actual sentiments-everyone will find the debate more satisfying this way. But first of all what is the debate itself? Debate is a serious and exact intellectual drilling. Debate program sees debates as an important part of democratic traditions of our life. It’s an activity, which is directed to find answers to the main social questions. Debate is an argument to the conflict of values and principles. Here are some suggestions to teachers:

- 1) Describe the debate topic. Ask which student would like to be “pro” and “con””
- 2) Select an equal number of students to speak on each of the debate “teams”? (Two to four people on each team usually work out the best).
- 3) Allow the students sufficient time to prepare their arguments. They can speak from notes but they should not read their presentation.
- 4) Have the two teams sit in front of the class so that everyone can see them.
- 5) Appoint one member on each team as the “captain”. The captain will give his presentation first and summarize the team’s views at the end.
- 6) Set a three-minute time limit for each presentation. Alternate a presentation by a Team I member with one by a Team II member.

7) After everyone has given his presentation and the captains have summed up teams, class members in the audience can question people on either team. We may also want to direct questions to team members.

8) End the debate when the subject is exhausted or if the students get involved in heated argument. Generally speaking, it's best not to have the audience vote on which team they found most impressive since this might touch on speakers' sensitivities.

Now we would like to tell you about the Parliamentary debate in details. One element that unifies parliamentary debate is the extemporaneous nature of the debate. Parliamentary debate focuses on topic; usually framed as motions before the house. Examples of debate helps student to organize and form their speech; what fact must be first the main point of the speech. What is the second, and so on. It teaches students to work with official documents and events during proving some facts. Also we can say that debates teach other students to mark speakers and be objective in making a judgment. At the end of our article can say surely that debates are very useful in teaching English. They can develop speaking skill which is the most important aim of the teacher of EFL / ESL classroom and others of course. To grow into a healthy and vibrant activity, debate needs to be available as a means of creative and diverse expression of beliefs and values. Debate needs to "Met many flowers bloom and contend". Notes: since debate is an audience-centered format, debaters shouldn't adhere to the jargons.

A caution: there can be resistance or delay when students must state the problems and choose one. Group often takes up to 15 minutes the first time they do the activity. This situation requires guidance from the teacher to direct the students' attention away from the general and toward the specific. For example, students ruminated on drug use in society today and needed to be redirected toward thinking about the issue's impact on their lives. Also our students like to speak about everyday problems: love, family affairs, friendship. This problem-solving activity can be intergraded into various syllabus designs. For content-based instruction, learner's life becomes the focus. For a functional syllabus, practice in brainstorming, supporting, advising, clarifying, agreeing and disagreeing is the focus. For structural, syllabus, students get practice in using conditionals, modals, and past, present and future tenses. After the first implementation of the activity, the teacher becomes simply a time-keeper, allowing interaction to occur among the group members.

Throughout the semester we try to be mindful of the requirements outlined earlier: that activities use real life communication and that it art: collaborative. We have found these criteria are more likely met if each time we undertake the activity during the semester the group members remain constant. Student collaboration is fostered by the

growing satisfaction of addressing issues that matter in their lives and solving some actual problems together.

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