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The Role of Teaching Democratic Culture in Enhancing Structured Classroom Critical Debates

A Case of 3rd Year EFL Students at Mila University Center and Constantine University

A dissertation submitted in partial fulfilment for the requirement of Master degree in didactics of foreign languages

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Dedications

I, Miss Chahrazed SELLAI, with deep affection and feelings, dedicate this humble work to

all the stars surrounding my life.

To my beloved parents: Azzedine and Yasmina who have gave me all what they own.

To my precious angels, my sisters: Asma and Lina who gave me support and hope.

To the one who enghlitened my darkness: Adem.

To my partner Maissa, the person with whom I have accomplished this work.

To my glamorous friends: Teqwa and Iness.

To M. Abdelmalek who has backed me up all the way.

❊❊❊

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Abstract

Since speech is an inherent part of language and regarding the importance of debates inside classrooms among learners and teachers in teaching, it is important that they get conducted under specific conditions to ensure their healthiness. One of the most important conditions to win a healthy debate is applying democratic culture. This study is a response for a call for clarity about students' difficulties in debates. The present dissertation attempts to delve in the role of the implementation of democratic values in enhancing structured classroom critical debates. Initially, the scene is set for a reconsideration about culture in general and its components. Then, spotting light on democracy to pave the way to the main term of the present dissertation. Thus, it is hypothesized if democratic culture is applied in education, it would promote respectful and inclusive communication, encouraging active participation, and develop important international values and skills such as critical thinking skills. This investigation aims at exploring the debate difficulties of students, and how teaching or applying democratic culture can eliminate them and enhance the classroom debates and fostering critical thinking skills. To verify the suggested hypothesis and to give consistency to the present study, a questionnaire have been submitted to a sample composed of 60 third year students at Mila University and Constantine University, plus an interview was conducted for 7 teachers from the English department at Mila university. The findings indicate that there is a huge lack in debating competences among learners, which prevents them from creating healthy debates inside classrooms. Besides, the results of the analysis confirm and recommend that teachers' role is important in guiding during debates on one hand, and in teaching democratic culture on the other hand.

Key words: Culture, Debate, Classroom Debate, Democratic Culture, Critical thinking.

List of Abbreviations and Symbols

ACT: American College Test

COE: Council of Europe

ECA: English Cultural Awareness

EFL: English as a Foreign Language

Q: Question

SAT: Scholarist Assessement Test

SCDs: Structured Classroom Debates

SQ: Students' Questionnaire

TI: Teachers' Interview

%: Percentage

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General Introduction

1. Background to the Study

In the area of education and foreign language learning, great interest has been devoted lately to the socio-linguistic side of learning. In other words, scholars and people specialized in the education and more specifically in the EFL filed, do not pay most of their attention to the acquisition of languages or any knowledge anymore, but most of their focus has shifted to the technical side, which means that they do not care anymore about what the learners know as much as they care about how learners are going to behave using what they know.

Culture plays a significant role in education, as it can influence the way students learn, think, and interact with others. The definition of culture and explores its individual components such as beliefs, values, norms, and social practice. Kluckhohn and Strodtbeck (1960) and their theory of value orientations. The authors explain how groups of people can may differ regarding their value orientations, when considered along within the dimensions of activity, social relations, self, world, and time. Culture Consists of the derivatives of experience, more or less organized, learned or Created by the individuals of a population, including those images or encodements and their interpretations (meanings) transmitted from past generations, from contemporaries, or formed by individuals themselves. (.Schwartz ,1992). Culture is the acquired knowledge that people use to interpret their world and generate social behavior (Spardlry, 2022).

Culture and intercultural are closely related concepts, as intercultural communication involves interactions between individuals or groups from different cultural backgrounds. Culture refers to the shared beliefs, values, customs, behaviors, and artifacts that characterize a group or society, while intercultural communication involves the exchange of

messages across cultural boundaries. Intercultural is the exchange of information between individuals who are culturally different and whose perceptions and symbolic systems are distinct enough to alter the communication event (Gudykunst &Kim, 2003). According to Chen and Starosta (2000), intercultural is a symbolic, interpretive, transactional, contextual process in which people from different cultures create shared meanings.

According to scholars, learners have the knowledge that they were supposed to acquire from their educational institutions; however, they do lack the healthy techniques to use that information, and behave properly once they move to the field work or once they face national context. This issue was the main reason for the emergence of a concept called "democratic culture".

The concept of democratic culture appeared for the first time in Andorra. Since December 2013, the project has been developed by an international and interdisciplinary expert group. Its aim is to develop guidelines for competences for democratic culture and intercultural dialogue that national authorities and education institutions can use and adapt. But it is until 2018 that the framework was officially launched from Copenhagen during a conference named "Democratic culture-from words to action" on 23-24 April 2018. The council of Europe is one of the major workers on this matter; its experts released a framework that encompasses democratic culture 20 competences that should be –according to them- taught in order to ensure good international citizens.

From the educational perspective and in the case of foreign language learning, the concept of democratic culture is not only about creating good citizens, but it also highly helps the development of the critical thinking of the learners. According to the European Democratic Education Community (2023):

Democratic education is education, which most appropriately meets the needs of the learner, the community and society. It does this through developing reflective individuals who are collaborative problem-solvers and creative flexible thinkers. Just what the world of constant political turmoil and emergent technology's needs. Democratic culture has an impact on the students' cognitive skills of the especially critical thinking, which is needed the most inside classrooms where classmates tend to have, discussions, arguments, and debates the most.

2. Statement of the Problem

Learning a foreign language can be affected by many factors. One of them is the awareness of the socio-cultural dimension. This factor can affect the acquisition of some skills especially speaking, in all its forms such as public speaking, discussions or debates. Regarding the major importance of debates as a way of discussing point of views, this research was made. The problem in this research is that students lack knowledge about how to conduct considerable and balanced debates, how to positively orient their manners, and the way of delivering their information. Moreover, the teacher's responsibility was highlighted in playing a major role in managing her\his classroom and the strategies used to reduce the intensity during classroom debates.

3. Aim of the Study

The current paper aims at shedding light on the role of teaching democratic culture in enhancing classroom critical debates. Throughout this research we seek to explore how teaching democratic culture or in a manner of speaking democratic values, can help students engage in more structured and productive debates inside the classroom.

4. Research Questions

1. What are students' debate difficulties?

2. Are both teachers and learners aware of the term "democratic culture", and to what extent does democratic culture influence learners' performance during debates inside classrooms?

3. How can teaching democratic culture help in fostering critical thinking skills?

5. Hypothesis

If democratic culture is applied in education, it would promote respectful and inclusive communication, encouraging active participation, and develop important international values and skills such as critical thinking skills.

6. Significance of the Study

This study endeavors to develop a better understanding of democratic culture as an existing effective variable in debates in general, and especially in EFL classroom debates. It also seeks to highlight the teachers' role in teaching this kind of culture, seeing that its crucial role on one hand by promoting the idea of that everyone's voice should be heard and respected, on the other hand to prepare the students' for facing bigger audience in the future such as in the society.

7. Tools of Research

In this research we attempt to administer a questionnaire for third year EFL students in the department of English at Mila University Center plus students in the department of English at Mentouri University at Constantine, in order to know their view towards foreign

culture generally and democratic culture in specific. For more support to our research, we administered an interview to the teachers of our department. By this mean of research, we will investigate the instructors' perception of the importance of the implementation of democratic culture inside educational institutions.

8. The Structure of the Study

This dissertation is divided into two parts, a theoretical part and a practical one. The theoretical framework is made up of one chapter, which is divided into two sections. The first section is devoted to conceptualizing and providing an overview of the concepts of culture and democracy, and the concept of democratic culture to offer the readers a clear picture and avoid vagueness. The second section will deal with debates in general, and then goes in specific to identify classroom debates. Furthermore, this section tries to discuss the relationship between classroom debates and critical thinking. The second chapter in this work is devoted to practical implications, which is a profound exploration of our variables through the use of a students' questionnaire along with a teachers' interview. In this chapter we will focus on analyzing and interpreting the data collected from the questionnaire and the interview in addition to discussing the obtained results.

Chapter One: Theoretical Work

Section One: Culture and democracy

Introduction

Culture and democracy are two concepts that started being used together more often lately, to indicate a concept referred to as democratic culture. Democratic culture includes a set of commitments that aim at producing productive individuals who participate actively, alone and together for a result that is not limited to the individual's benefit but work for the common good of the population. An idea started looming in the horizon in the last years for implementing the concept of democratic culture in educational institutions; it means to seriously start teaching democratic culture inside schools and guided by teachers. This decision has been made because of the lack noticed by the teachers themselves in their students' democratic levels. According to the tutors, the lack was revealed inside the classrooms during debates and discussions. Teaching democratic culture will serve as a help to fix this problem and will help at creating good citizens for their society and good citizens of the whole world, because it helps developing the sense of open-mindedness, respect for other people and culture, and some skills such as critical thinking.

1-Definition of Culture

Culture is a difficult notion to define; this is why it witnessed different definitions according to different fields of study. There is no stable definition for it, as there is no right or wrong one. Researchers of the field posited different definition based on their various perspectives and points of views of the concept of culture. However, it is commonly

agreed on that culture can be referred to as a comprehensive and encompassing term that includes what people learn about their history, religion, values, morals, customs, art, literature, and habits.

US anthropologists Kroeber & Kluckhohn, defined culture as "Culture consists of the derivatives of experience, more or less organized, learned or created by the Individuals of a population, including those images or encodements and their interpretations" (1952, as cited by Adler,1997). This means that culture is not only about superficial aspects of a speech community, but it delves into the innate morals and features that frame a society's way of life.

For Birukou, et al: "Culture means the collective integration of background knowledge, traditions, beliefs , norms, values, behaviors, attitudes, principles, meanings, faith, special relations, terminology of the universe, and possessions owned by a number of people and transferred from generation to generation."(2013, p.1-26). In other words, culture is not trapped in norms and values that govern the organization of the communities but it is about what the same community's individuals hold in common and it is mainly about what survives throughout the generations of communities.

On the same path, Chapel (2021) considered culture as a couple of beliefs and values that serve the cohesion of a given society, she added that they are dynamic and evolve as the culture changes over time. In other words, cultures tend to witness some changes as the world changes through time, so the values that serve as standards for different societies are not stable, but flexible and tend not survive all the changes. Actually, culture can be defined as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through socialization. These shared patterns identify the members of culture group while also distinguishing those of another group.

2- Characteristics of Culture

Culture is a complex whole of customs, beliefs, values…etc. That unite a group of people. It is basically how they act and behave; it means that culture is a whole way of life. This implements a big challenge to give an adequate definition for its characteristics .Since the word culture is broad as it was mentioned previously, it is a bit hard to define its characteristics once and for all, knowing that cultures defer from one to another. There are five basic characteristics that are shared by all the various cultures all around the world.

Chapel (2022) explained that it is not easy to provide an adequate definition of cultural characteristics since the word culture has different meanings and there are numerous elements that comprise any culture.

Culture may be understood as a system of people, places, and practices. While some cultures are formed around geographical and ethnic similarities, other cultures or subcultures might be based on shared religion, behaviors, or preferences". However, scholars generally refer to the characteristics of culture with the five basic components of any culture: learned, shared, and based on symbols, integrated, dynamic.

Chapel (2022) stated the characteristics of culture as follows:

_ Culture is learned, it is not biological; we do not inherit it. Much of learning culture is unconscious. Culture is learner from families, peers, institutions, and media. The process of learning culture is known as enculturation. While all humans have basic biological needs such as food sleep …those needs are fulfilled in various ways cross-culturally.

_ Culture is shared. Because it is shared with other members of the group, people are able to act in socially appropriate ways as well as predict how others will act. Despite the shared nature of culture, that does not mean that culture is homogeneous (the same).

_ Culture is based on symbols. A symbol is something that stands for something else. Symbols vary cross-culturally and arbitrary. They only have meaning when people in a

culture agree on their use. Language, money, and art are all symbols. Language is the most important symbolic component of culture.

_ Culture is integrated. This is known as holism, or the various parts of a culture being interconnected. All of a culture is related to one another and to truly understand aculture, one must learn about its parts, not only a few.

_Culture is dynamic. This simply means that cultures interact and change. Because most cultures are in contact with other cultures, they exchange ideas and symbols. All cultures change, otherwise, they would have problems adapting to changing environments. And because cultures are integrated, if one component in the system changes, it is likely that the entire system must adjust.

3- Elements of Culture

Culture by definition is what a specific group of people have in common that is normally not available for people who do not belong to the group. This is what enables the people of the same community to easily interact with one another and makes it harder sometimes for strangers to deal with them or understand them. Because what unites a certain group of people is their culture, and this culture represents their identity. Culture is a basic component in building people's personalities. It is the essence of intellectual or artistic achievements to a certain group of people. Cultures differ, and so their components, but what unites them is five basic components that are cited as follows.

3-1- Symbols

Every culture is filled up with symbols which basically mean something that stands for something else (usually abstract) even if they do not share any meaningful relationship. They are recognized by people who belong to the same culture because society agrees on

its representational meaning .symbols are many types, they can be: physical objects, words, gestures, images.

3-2- Language

Is an abstract system of meaning, words and symbols used to communicate with other people. The famous but controversial Sapir-Whorf hypothesis, named after two linguistic anthropologists, Edward Sapir and Benjamin Lee Whorf, argues that people cannot easily understand concepts and objects unless their language contains words for these items (Whorf, 1956). It includes the full languages and phrases that everybody knows, as well as the body language and signs that are used by a specific group of people. Any miss use of the language may cause some misunderstandings, because what is accepted by a community may not be accepted by another community. "However, the same gesture can mean one thing in one society and something quite different in another society … To illustrate with a famous example, "wassup" is a famous expression used by the American community to express greeting; however, this phrase is not accepted in the British community, and is considered as impoliteness (Axtell, 1998). Another example considering body language, is eye contact. In some cultures, it is considered as a sign of focus and paying attention; however, in other cultures it may be considered as a rude behavior

3-3- Norms and Values

Norms and values are the rules and standards that guide behavior within a society. Values serve as the ideals and guidelines of the same speech community; however, norms are culturally defined as the expectations from the community citizens for what is good or desirable and what is bad. Norms are two types: formal norms which are written and severe, and informal norms which are not expressed but understood. Bichieri (2006) treats norms as expectations regarding others' behaviors and internal motivations to conform to what one expects others to do. An example of this is giving up the seat for an elderly person in public.

Whenever there is an old person standing in public transportations and no one would leave his\her seat to that elderly, is considered as a sign of impoliteness, because some cultures expect people to save or give up a seat for that old person.

3-4- Assumptions

Assumptions are the ideas that we have been established strongly enough that we can assume they are always true and we do not have to prove them each time we test a hypothesis. Cultural assumptions define what is normal or natural in every cultural situation or human condition. Sometimes individuals, or even entire social groups, possess attributes (Ennis,1982).

3-5- Rituals

A ritual is a formalized mode of behavior in which the members of a group or community regularly engage. Religion represents one of the main contexts in which rituals are practiced, but the scope of ritual behavior extends well beyond religion .Most groups have ritual practices of some kind.(Crossman,2019). All cultures have in common these elements but they are expressed in different ways , at the same time these elements are what differentiate a culture from another, in other words they are the responsible for making each culture unique and one of a kind.

4- Culture and Communication

Culture by definition is some values and norms which are common between members of the same community .Culture is a couple of learned and shared human patterns or models for living; day- to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism (Damen, 1987). Culture on one hand is a unique way of organizing and developing human life, presented in the form of material and spiritual values. This concept distinguishes the way of life of a person from the way of life of any other living being.

Communication on the other hand, is the act of transferring information between two people, two groups of people or between two places. "Communication can be defined as a process by means of which a person is in contact with another through a message, and expects the latter of a response, be an opinion, activity or behavior" (Martinez,2008,p.581). In other words, it is the process of sharing ideas with people through speaking and writing, and receiving information form their part through listening or reading. Communication occurs under specific conditions and contexts, these contexts are highly affected by culture, because culture affects the extent to which language is used, it means that culture affects what people say, to whom they say it and how they say it.

According to the Sapir and Whorf hypothesis-also known as the linguistic relativity hypothesis which refers to the proposal that the particular language one speaks influences the way one thinks about reality and the way he sees the world. Linguistic relativity stands in close relation to the semiotic level that is concerned with the general relation between language and thoughts and to the discourse level that is concerned with how patterns of language used in cultural contexts affect thoughts.

"The Sapir–Whorf hypothesis, also known as the linguistic relativity hypothesis, refers to the proposal that the particular language one speaks influences the way one thinks about reality." (J.A,2001,p.127-140). For Sapir language does not reflect reality but shapes it to a large extent. Since the perception of reality is influenced by our linguistic habits, it follows that language plays an active role in the process of cognition. Sapir linguistic relativity hypothesis can be stated as follow:

a- The spoken language and thinking in shapes the way we perceive the world.

b- The existence of various language systems implies that the people who think in these different languages must perceive the world differently.

Sapir realized that there is a close relationship between language and culture so that one cannot be understood and appreciated without knowledge of the other. Language and culture are interrelated, because language determines the way in which we see the outside world, because language is the mirror of culture.

5- Culture shock

When people abandon the social environment and where they feel comfortable and safe and move to a new cultural environment, as in the case of students who decide to spend a period of time abroad, or start to learn about the English culture fir the first time, they will have to adjust to the new environment and the new culture. It should not be assumed that the target culture is ruled by the same patterns the culture of origin is, as each culture (not only each country) perceives the world around it in different ways and develops different mechanisms and strategies to interpret it. According to Lynn (1999) those people transplanted abroad will be exposed to stimuli, which, at some point or another, they will not know how to interpret in a coherent way as they will try to apply interpretation patterns that they found useful in their culture of origin but which are not always useful in the target culture.

Oberg (1954) coined the term culture shock in the mid-1950s, defines culture shock as the anxiety that results from losing all our familiar signs and symbols of social intercourse. In other words, it is not easy for someone to change radically his\her cultural identity, especially for a culture that may be totally opposite or different from their own. People get frustrated when they change their familiar environment, thus they highly struggle to adapt to the new one. Before starting to get familiar with the new place, people tend to manifest their frustration through what is so called culture shock.

6- Definition of Democracy

Democracy has various definitions according to different scholars and politicians. Webster New Encyclopedic Dictionary (1995) defines democracy as a government in which supreme power is invested in the people and exercised by them directly or indirectly through representation. Democracy is purely a political word which basically means everyone's voice is important, matters and should be fully respected. Democracy can manifest in a society indifferent manners, the most important one of them is when everyone's voice is heard, accepted, and respected. According to Watkins (1970) : "democracy is a system of government in which the people have a say in how they are ruled, either directly or through elected representatives" (215-223). Democracy is also a belief in freedom and equality between people .In a democracy, the people vote on issues or candidates that affect their lives and interests. The majority opinion usually becomes the law or policy. Democracy also limits the power of the head of state and provides for the separation of powers between different branches of government. Democracy also protects the rights and freedoms of individuals and minorities. Democracy is a way of life where problems are solved through argument, discussion of views instead of violence, distrust and conflict. It orders the social relationships among individuals in order to promote people's well- being and to protect their rights and interests. It allows individuals to get limitless opportunities to blossom according to his/her potentialities without any confrontation or conflict.

"In democratic theory, most scholars agree with the definition that democracy means inclusive, collective (or at least collectively accepted) will formation and decision making, aiming at political responsiveness—in the sense of effective transformation of citizens' preferences into policies and outcomes—while ensuring political rights and liberties via constraints of the will of the people" (Warren 2017,p.39-53).

Democratization is growing nowadays it reveals tensions associated with the concept and practice of democracy, especially as applied to education. It promotes a sense of co-operation, fraternity, freedom, responsibility, understanding and justice. Therefore, democracy has been considered lately as a way of life and a way of doing things (Davies, 1999).

7- Characteristics of Democracy

According to Cincotta (2013) democracy is more than just a set of specific government institutions; it rests upon a well-understood group of values, attitudes, and practices—all of which may take different forms and expressions among cultures and societies around the world. Democracies rest upon fundamental principles, not uniform practices.

The defining characteristics of democracy have long been debated, and this debate has become further stimulated by "unprecedented growth in the number of regimes that are neither clearly democratic nor conventionally authoritarian" (Bogaards, 2009; Diamond,2002, p. 25). This section examines the basic characteristics of any democratic state, government or any foundation no matter how simple it was: school was or even a classroom. Cincotta (2013, p.5-6) stated the core characteristics of democracy as follows.

7-1- Citizen Rule: A democratic government grants adult citizens the right to elect their representatives.

7-2- Majority Rule and Minority Rights: The principle of majority rule is an important part of the democratic system. However, the rights of minorities must also be protected.

7-3- Individual Rights: Democracies value the protection of individual rights.

7-4- Free and Fair Elections: Elections must be free and fair to be considered democratic.

7-5-Citizen Participation: Citizens must be able to participate in the democratic process.

7-6- Cooperation and Compromise: Democracies require cooperation and compromise to function effectively.

Citizens in democracy do not have only rights, but duties to participate in the democratic hall that in return protects their rights.

8- Democratic Culture Applied in Education

No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. (Annan,1998) Democratic culture is an up to date concept which appeared in the 21 st century. It aims at organizing countries, political parties and people in general, in order to avoid chaos in societies and protect each individual's rights and draw clear duties. This concept recently infiltrated into schools and into education institutions. Fostering this concept in schools has some long term goals, it does not only aim at promoting critical thinking or developing active participation inside the classroom, but more importantly creating democratic citizens who know their duties to their societies as much as their awareness of their rights. Respecting each other at school- with the help of teachers being positive role models- will teach learners to respect every individual in their environment. This process is still theoretical in many countries all over the world; however, the European network of Education Councils (2018) released an article about competences for democratic culture on April 18th.

The Council of Europe has been developing a Reference Framework of Competences for Democratic Culture, for use in primary and secondary schools and higher education and vocational training institutions throughout Europe as well as national curricula and teaching programs. The initiative came from Andorra during its Chairmanship of the Committee of Ministers and since December 2013 the project has been developed by an international and interdisciplinary expert group. The mandate is to develop non-prescriptive guidelines and

descriptors for competence for democratic culture and intercultural dialogue that national authorities and education institutions can use and adapt as they see fit.

The Reference Framework of Competences for Democratic Culture (RFCDC)was officially launched in Copenhagen on 23-24 April 2018 during the conference "Democratic Culture – from words to action" .The Framework itself comprises three volumes, the first contains the Model of Competences. The twenty competences are divided into four areas – Values, Attitudes, Skills and Knowledge and critical understanding – and accompanied by information about the background to the model, how it was developed and how it is intended to be used. Volume 2 contains a series of statements setting out learning targets and outcomes for each competence. These descriptors are intended to help educators design learning situations that enable them to observe learners' behavior in relation to a given competence. The descriptors were tested by volunteer schools and teachers in 16 member states, and volume three offers guidance on how the Model of Competences might be used in six education contexts.

According to the council of Europe, the implementation of democratic culture in schools helps in building competent citizens in their environment, and play an active role in building democratic societies. In order to be well prepared, the council suggested something called : competences for democratic culture. These latter are four skills that should be covered and most importantly mastered in order to ensure a democratic citizen. The skills are: values, attitudes, skills, knowledge and critical und

erstanding.

Figure 1: Competences for Democratic Culture
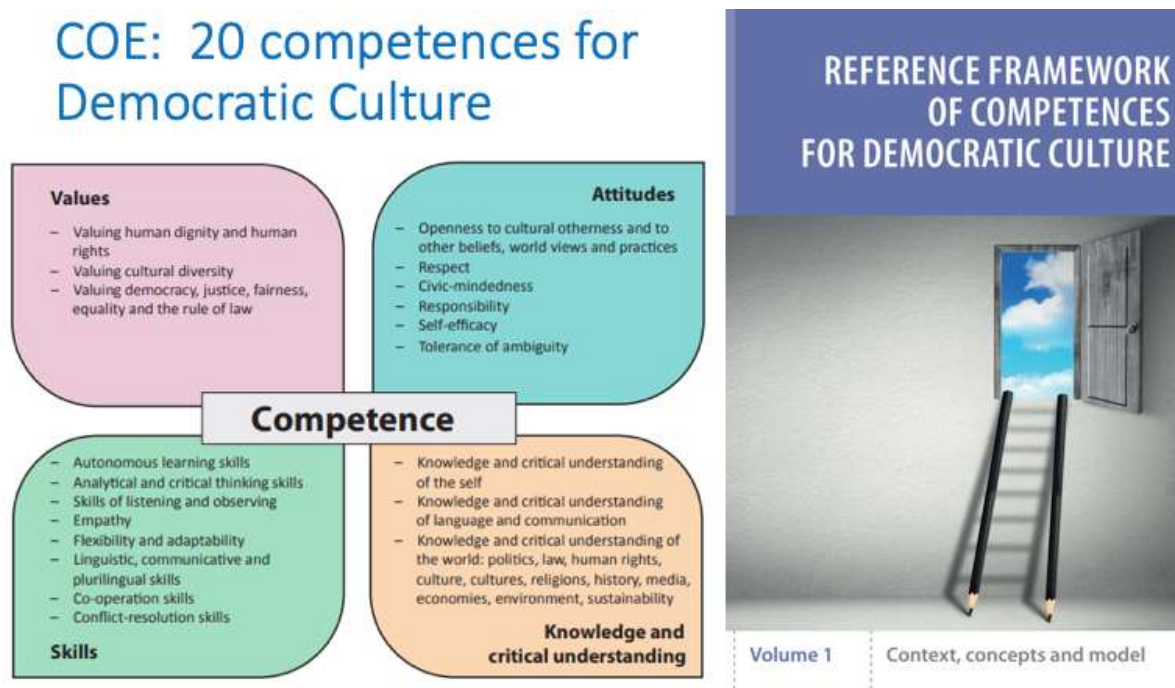
Competences for Democratic Culture (kevinen, 2015,p.3)

Kevinen (2015,p.3) mentioned in his book Reference Framework of Competences for Democratic Culture a figure which shows the competences of democratic culture, it is clear that these competences are related to one another, or more importantly complete one another. one's self, including their rights, cultural diversities, valuing democracy and the law.

Adopting such values would result in the feeling of responsibility, open mindedness and thus in the acquisition of a healthy attitude towards other cultures, mindsets by accepting, respecting and tolerating the differences that can be possibly faced. The third competence is called skills, which mainly should cover the skills that learners need once they come across a practical situation (debate, discussion,…etc.). These skills are mainly about observation ,flexibility, co-operation, conflict- resolution, and adaptation. They help the communicators to remain comfortable and control their reaction and emotions during a discussion or when things start to get a bit rough. The other skills are autonomous learning and critical thinking. These latters allow the learners to get the courage and motivation to search about matters

which they are not familiar with or are out of their league, and this leads u to the fourth competence which is called knowledge and critical understanding. It covers the importance of being aware of different aspects like religions, cultures, laws around the world, and critical understanding of the self. Having enough knowledge about the previous subjects, would highly facilitate communications and interactions with who it could ever be.

Conclusion

Culture and democracy are two different terms but often intertwined; they either support or hinder each other. Culture on one hand shapes the minds of the people who live in it, by shaping their beliefs, assumptions values, generally their general overview of the world and its aspects including some wide concepts as democracy and the participation in it. For example, some countries value collective work and common win; however, other counties value individualism and the individuals' rights and freedom. Democracy on the other hand has its influence on culture. Democratic societies respect and value cultural diversities that exist in the world and value as well the freedom of speech, equality and justice, hence; it highly helps promoting the existing values shared by the people of the speech community. Building a democratic society starts by building its constituent elements: the individuals. According to some councils all over the world the world, democracy should be taught starting from young ages and even including it in educational institutions in order to guarantee a healthy knowledge of democratic culture and practicing it at the same starting with a smaller circle in schools before going out to the big circle that is society.

Section two: Structured Classroom Debates

Introduction

There is no doubt that classroom debates are evident to be an effective strategy that can be used to improve skills. They can be integrated into the curriculum and teaching practices of any educational institutions. Snider and Schnurer (2002) argued that structured classroom debates facilitate numerous pedagogical benefits and can be easily adapted for use in a wide array of undergraduate courses. Nevertheless, university instructors incorporate SCDs into their classes less frequently than alternative active learning methods. SCDs exist at the cross-section of the movements toward active learning and cross-disciplinary curricula. In Many sides, Snider and Schnurer (2002) advocated the widespread adoption of classroom debates throughout the college curricula. They demonstrated that SCDs can be easily adapted for use in a wide range of disciplines. This chapter starts with the definition of the concept of debate and then; exploring essential debate skills in addition to mentioning the power of debate in education. Moreover, we investigate about classroom debate with its importance and benefits. The chapter also sheds light on critical thinking, the core of critical thinking, and especially the relationship between critical thinking and classroom debates.

1-Definition of Debate

Debate was first incorporated in American higher education in the 19th through 20th century, but did lose its popularity till 1980s as a teaching/learning instrument (Freeley, 2009; Redding, 2001). However, it became popular again in the United States and has been practiced over the last three decades. It has been providing a good educational experience for students in high schools and universities (Williams et al., 2001). Debates have been extended to students in all subject areas, regardless of the students' academic level.

Debate as an ancient method of teaching used by Greeks 4.000 years ago (Darby, 2007) and it is popular as an extracurricular activity for competition. It is a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition. It requires students to encourage the development of listening and oratory ability, engage in research and create an environment where students must provide a method for teachers to assess the quality of learning of the students and think critically. Besides, it also provides an opportunity for peer participation in evaluation.

Debate is well known as arguing opposite sides in form of argument. It is not a way of reconciling differences - that is a misconception but it is a way of arbitrating between differences. The purpose of a debate is not about seeking an agreement for two disputing parties when they leave the debate room. Instead, through the debate, others will make a judgment to support one of the two (Harvey, 2011). Debate is a method of discussing ideas or opinions that two rivals are trying to defend. It can be used as a tool in EFL classes to English language skills practice in real-life situations for learners. Debating can be used in EFL classes as a tool to make students practice skills of English language in real-life situations. It is a communicative interaction involves different perspective by delivering critical arguments (Wulandari & Ena, 2018).

2-Essential Debate Skills

Debate has been well-known pedagogical technique since there have been written records about teaching and learning. Originally employed for learning philosophy and theology, debate was later used in the fields of History, law, literature, and physical sciences. It has endured even as other traditional methods fall by the wayside or come under attack.

Mercadante (1988) states , "Perhaps one of the best ways we as instructors can help the minds of others to learn is to allow those minds to exercise their own powers through debate" (p. 1). Debate functions to develop skills in critical thinking, analyzing, synthesizing, and impromptu speaking. Krieger (2005) states that, many students had obvious progress in their ability to express and defend ideas through practice in debate. Nisbett (2003) states, "Debate is an important educational tool for forcing self-conscious reflection on the validity of one's ideas (p. 210)."

After reading about the definition of debate. Now is the time to take the next step and be familiar with the skills and capabilities you will need to develop how to become a competent debater. Because understanding debate techniques can help you have productive disagreements and make your arguments more compelling

2-1- Debate Fosters Critical Thinking and Analysis

As a debater, one of your main responsibilities is to build a convincing case to defend your stance on the motion. Othman (2015) portrays that Part of crafting your arguments is conducting research, as they are only truly convincing if they are supported by robust and relevant evidence from trustworthy sources. Through extensive research experience, you will learn to critically evaluate sources and their contents. Similarly, you can analyze your debate opponents' arguments and rebuttals to detect any logical flaws within them, and utilize them to your advantage. Critical thinking and analytical skills extend well beyond the debating stage into your daily life. For example, when reading the news, you can look at the news outlet, its political slant, and the context to gain a better understanding of the message being conveyed as a whole, rather than simply absorbing the information blindly, protecting yourself from misinformation and hoaxes.

2-2-Debate Makes You More Empathetic

When you are preparing your debate game plan, not only do you need to consider what you are going to say, but you also need to anticipate the arguments that your opponents may have, so that you can prepare your rebuttals, particularly for the second and third speakers of the affirmative team and all speakers on the negative team. This exercise requires you to walk in your opponents' shoes, and view the motion from their perspective, which needs empathy (Covey,2006).

2-3-Debate Makes You a Better Communicator

Good ideas go to die when they are poorly communicated. Even if you have meticulously prepared the most robust arguments, you still need to express them in a convincing manner (Paul, 2011). In other words, you need to be able to organize your arguments in a coherent and logical fashion, and to choose the right words to appeal to the appropriate audience. This includes conveying your arguments in a calm and non-accusatory manner. 2,300 years ago, Aristotle determined the components needed for better communication. They are referred to as the three pillars of persuasion - ethos, pathos and logos.

2-3-1-Ethos

According to Braet (1992), ethos refers to credibility or authority. For an argument to achieve the desired persuasive effect with a certain audience group, it has to have a perception of credibility. During a debate, part of an argument's credibility is the speaker's characteristics. Extrinsic ethos refers to the speaker's formal credentials, such as his/her education, profession, experience, and field of expertise. You need to sound like you are well-versed in a topic for the audience to trust you and be persuaded. Intrinsic ethos refers to the

speaker's conduct when presenting. For example, if you used a lot of filler words, like "umm" and "like", you would sound a lot less credible than if you were to communicate eloquently.

2-3-2-Pathos

Pathos refers to appeals to the emotions. Specifically, you can utilize pathos by appealing to the audience's sense of identity, ego, and feelings. To do this, you can try to establish common ground with the audience to create a sense of relatability. You can ask rhetorical questions and make emotionally charged statements that demonstrate your understanding of the audience's needs and values. When wielding the pathos sword, be careful not to get overly sentimental and detached from reality, as it can erode your credibility (Connors, 1997).

2-3-3-Logos

Braet (1992) defined logos as appeals to reason and logic. The most common technique in debate is to incorporate facts and figures derived from trustworthy sources to support your argument. For example, if you are arguing about the global economy, citing statistics from economists at the World Bank would be much more impactful than citing the opinion of an amateur observer from a blog article. Other techniques include analogies, which involve drawing parallels between two things, and deductive/inductive reasoning. Deductive reasoning goes from the general to the specific, while inductive reasoning moves from a specific example and makes generalizations

2-4-Debate Helps You Become a Better Team Player

Debate is often done in teams, and so preparing and executing it successfully requires collective effort from all members. So Eisenhardt (1997) sees that people need to be able to communicate and exchange ideas with teammates to collaborate effectively. This involves listening to other people's points of view, and giving and dealing with constructive

criticism so they can strengthen their arguments and make sure their team's stance is coherent. Furthermore, they also need to be able to resolve conflicts in a calm and fair manner, which requires empathy and compromise.

2-5-Debate Hones Your Presentation Skills

Presentation skills are related to communication skills, but are more focused on the public speaking aspect. Being able to remain calm and composed while delivering your rebuttals and arguments in front of your teammates, opponents, and the adjudicator(s) takes practice. So does giving eye contact, using hand gestures, maintaining a proper posture, and dressing properly, all of which contribute to your credibility (Gulnaz, 2020).

2-6-Debate Helps You Think on Your Feet

According to Pack (2016), no matter how much planning you have done to prepare for a debate, you can never truly know how the debate will go. You are bound to encounter arguments and rebuttals that you and your team had not anticipated. To succeed, you need to be flexible enough to adapt your arguments to the situation. Debates exert a lot of time pressure, as you only have the amount of time allotted to each speaker to modify your arguments before your turn. Teamwork comes in especially handy here, as your teammates may have ideas that you had not thought of before.

3- The Power of Debate in Education

Debate is a valuable activity for students of all skill levels. Debate teaches useful skills for other academic pursuits and life more generally. Most obviously, debaters build confidence speaking in public and expressing their ideas eloquently. That comfort speaking in front of others is useful in so many areas of life, from interviews to school presentations to discussions in college seminars.

Nevertheless, the benefits of debating are not limited to the skills built while students are speaking the preparation for competition teaches critical thinking and research skills, as well as Fitzgerald (2007) once said, "The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function." Debate tests and builds that ability by forcing students to see both sides of issues. Debaters flex their analytical muscles, learning to find the weak points in opponent's arguments. They learn to explain their own ideas and assess different viewpoints, whether in a debate round, a political discussion, a classroom, or a written essay. Moreover, debate requires students to research their ideas and support them with evidence, teaching them to conduct research and assess sources.

According to Arne Duncan, debate is "uniquely suited" to build skills required of a modern citizen, including critical thinking, communication, collaboration, and creativity. Those skills help students express their thoughts better in their academic work and their college applications. The College Board recently revamped the SAT test to focus more on exactly the sorts of skills debate teaches. As the New York Times explained, students taking the new version of the test must write "a critical response to a specific argument" based on analysis rather than personal experience. Debaters are used to responding to unfamiliar arguments in time-sensitive situations; thinking critically about a written passage on the SAT is not so different from responding to an opponent's argument in a debate round. Debaters likewise outscore non-debaters on every section of the ACT. Studies across the country have found that high school debate improves reading ability, grades, school attendance, self- esteem, and interest in school. Duffin, Frank, Latitudes in Learning, "Debate Across the Curriculum Results" (2005). Many universities even offer scholarships specifically for college debaters.

For those who commit to speech and debate, it offers a lifetime of benefits. Forbes published an article titled "How to Find the Millennials Who Will Lead Your Company," suggesting that the leaders of the future are ex-debaters. As that article notes, debate teaches "how to persuade, how to present clearly, and how to connect with an audience," exactly the skills businesses look for in their young employees. You will find ex-debaters in every area of public life, from Bruce Springsteen to Oprah Winfrey to Nelson Mandela. 60% of congressional representatives participated in debate, as well as at least a third of the Supreme Court. There are ex-debaters excelling in business, law, politics, academia, and many other fields (Siddiqi, 2022). Perhaps most important of all, debate is fun! You may have to cajole your son or daughter to go to their test prep class or do their homework, but debate makes learning a game; students build their critical thinking and speaking skills without it ever feeling like work. Debate gives students a rare opportunity to take ownership over their own intellectual development. In addition, throughout the years of practice and competition, debate builds lifelong friendships and community, teaching teamwork as well.

4-Definition of Classroom Debate

Research studies show that students learn through different ways and approaches. For that reason, instructors need to employ various instructional techniques to accommodate students with differing learning style such: Classroom Debates. Many experts and researchers (Moomala, Faizah, & Amiri, 2013; Doody & Condon, 2012; Yang & Rusli, 2012; Hall, 2011;Rear, 2010; Kennedy, 2009, 2007; Darby, 2007; Tumposky, 2004) agree that classroom debate is an approach which involves learners in the learning process, give them the chance to express themselves, develop the higher order thinking, prevent rote memorization and misunderstanding. It motivates the learners, and assist them to stay away

from prejudice, and make informed decisions and judgments based on valid sources of data. It is known that using debates in the classroom provide students the opportunity to work in a collaborative and cooperative group setting. By having students discuss and organize their points of view for one side of an argument, they are able to discover new information and put knowledge into action. Moreover, classroom debate is a way to get students engaging more purposefully with their readings it allows them to see multiple perspectives on an issue it allows them to hear those perspectives as inhabited by their peers and encourages them to listen more intently to each other before responding.

When coming to the use of classroom debate, it has been expanded to students in all subject areas, regardless of their academic level. Through classroom debate, students learn how to use the library, to reason, to analyze, to clarify ideas and to present arguments. Previous studies have demonstrated that debaters consistently value and highly rate the development of speaking skills, communication skills and critical thinking skills. Advocates of debate across curriculum in the United States argue that higher education system has generally failed to equip their students with fundamental oral communication skills. It has been reported that the majority of students in higher education graduated showed low communicative competence, because a small proportion of their required subjects they take entail communication skills (Goodwin, 2003).

5- Importance and benefits of classroom debates

Classroom debate is very essential in today's education system for engaging students and bringing life to the classroom. Using debates in the classroom can help students demonstrate critical thinking and develop presentation skills. Among the skills classroom debate is a great way of improving abstract thinking, research, reasoning, and even public speaking skills. Doody & Condon (2012) states that class debates give students the ability to

make reasoned and well thought out arguments. Debates in a classroom is also an opportunity for students to test their thoughts and views against that of peers. Students participating in debates frequently, engage analysis of information and in-depth research.

Classroom debating skills develop the strategy to increase the self-confidence and overcome the fear of public speaking. Most importantly, debaters become self-learners and gain knowledge to new information such as college-level philosophy, public policy, and current events. Students good at debate excel in oral and written communications and become comfortable with new concepts and unfamiliar language. Classroom Debate teaches students to recognize how others think and improves the ability to resolve the conflicts.more advantages of debates consist of the possibility that "debaters come to realize that positions other than their own have value, and that reasonable minds can disagree on controversial issues" (Galloway, 2007, p. 12).

Therefore, it is vital for every student to involve in the classroom debates and conceptualize their facts and ideas. In addition, classroom debates have various benefits, which include:

5-1- Critical Thinking

Debating, instead of arguing helps defuse an escalating situation. Omelicheva (2007) found that with debates, students can develop essential critical thinking skills-the ability to make well arguments in addition to questioning behind a particular conclusion. Critical thinking can also help students become curious about new ideas and building an attitude of questioning. Being a critical thinker a student can become more humble.

5-2- Articulating the thoughts

Fisher et al. (2001) argues that debating helps to become better at explaining a variety of topics. From planning the argument to choosing the words wisely, debating helps to identify the audience and choose the appropriate tone. The ability to articulate their thoughts, producing well-planned and sharp argument is a key in debating. So, with classroom debates, students will experience to articulate and plan their thoughts and opposing opinions.

5-3- Build a Meaning out of Complex Situations

Debating will also help students to construct meaning out of complex topics. Taking the time to research the topic carefully, construct the points will help to make a better argument because debates teach students to synthesize complex information, exercise creativity and implement different ways of understanding (Simonneaux, 2001).

5-4- Develops Courage

Most students would rather develop courage while speaking or arguing with others. Debating involves attention, preparation and a bit of bravery to stand in front of peers arguing exactly the opposite.

5-5- Integrate knowledge

Debate topics are multifaceted across several disciplines. Therefore, classroom debates allow debaters to gain knowledge outside the student's normal and academic subjects. Debates provide students the opportunity to explore real-world topics and issues. The success behind debates in the classroom is not in winning and losing but rather how well

a team of students prepared for and delivered their arguments. Many students at Ameya report that participating in competitive debates was the most educational reward aspect of their high school careers (Freeley & Steinberg, 2005).

6- Definition of Critical Thinking

Thinking is unconscious process in a person's life. In daily life, thinking is a process of solving the problem. That process will determine how the result obtained later. If the process is done with much consideration, it will give good result (Rahmi, Wahyudin, & Dahlan, 2018). Critical thinking is a broad concept, and it has generated various definitions and terminologies by experts. However, As a matter of fact, finding a particular accepted definition is almost impossible, and this diversity of interpretations could sometimes create challenges for instructors when trying to introduce it to their classes (Rear, 2010). However, one of the most frequently referred to definitions is the one used by Ennis (1987) who defines critical thinking as "reasonable reflective thinking that is focused on deciding what to believe or do" (p. 10). Norris (1985) in much the same vein defines critical thinking as deciding rationally what to or what not to believe.

For Ennis and Norris, critical thinking is about being careful and reflective when making decisions to believe or do something. It can be defined also as strategies, mental processes, and representation to solve the problem. According to Moon (2008), critical thinking is the ability to have complex ideas when a person can make decision with evidence to justify a reasonable judgment Critical thinking also is defined as cognitive process and purposeful self-regulatory judgment, which has two components. The first component is cognitive skill, which consists of interpretation, analysis, inference, evaluation, explanation, and self-regulation. And the second is motivational component, that is disposition toward

critical thinking itself (Facione, 1990). It can be concluded that critical thinking is a process of assessing the case, problem, and phenomena with complex idea and analysis to find the decision and reasonable judgment.

7- The Core of Critical Thinking

As mentioned before, the basic core of critical thinking is interpretation, analysis, inference, evaluation, explanation, and self-regulation. Interpretation refers to the ability of understanding and communicating the meaning or significance of a wide range of experiences, circumstances, information, events, decisions, norms, beliefs, rules, procedures or criteria. It requires sub-skill of categorization, decoding significance, and clarifying meaning (Peter, 2015).

Analysis is the way of identifying the intended and actual inferential relationship among statements, questions, concepts, explanations, or other form of representation intended to convey views, assumptions, observations, motives, facts, or opinion. It is includes examining ideas, detecting argument, and evaluating arguments as sub-skill of analysis.

The experts define evaluation as a way to evaluate the credibility of statements or other representations related to person's perceptions, experience, situation, judgment, belief or opinion. It is also evaluate the logical strength of actual or intended inferential relationships among statements, questions, and descriptions. The inference means to define and secure elements necessary to draw reasonable conclusion; to form conjectures and hypotheses; to consider relevant information and to educe the implications of data, statements, beliefs, facts, decisions, opinions, concepts, explanations, questions or other types of representation. The sub-skills of inference are querying evidence, conjecturing alternatives, and drawing conclusions.

Explanation is the process of stating and justifying the reason in terms of evidential, empirical, analytical, criteriological, and contextual criteria on which one's conclusions are based; and to present one's reasoning in the form of cogent argument. The sub-skills of explanation are explaining processes and outcomes, justifying practices, suggesting and defending one's causal or logical interpretations of events or opinions for good reason, and presenting complete and well-founded claims in the sense of seeking the best possible understanding.

And the last, self-regulation defined by many experts as self-conscious control of one's cognitive activities, the elements used in those activities, and the outcomes educed, particularly by applying analytical skills and analysis to one's own inferential concussion with a view to questioning, verifying, validating, or correcting the reasoning or performance. The two sub-skills are self-examination and self-correction (Peter, 2015).

8- Classroom Debates and Critical Thinking

Many learning institutions use structured debates to improve critical thinking and communication skills and as a method for deepening student understanding of complex social and political issues. Debates provide a way for critical discourse to flourish. It is a form of active learning with a strong theoretical foundation. Dewey (1939) and Baker (1955) were the first to confirm that active student engagement in a subject initiates the learning process of exploration. Educators encourage active learning through the use of learning strategies, which engage the student to take charge of their learning. Johnson, Johnson and Smith (2000) devised a framework which is a form of mini debate they refer to as constructive controversy as a way of engaging and involving students. Keller, Whitaker and Burke (2001) found that debates promoted greater student interest in the subject and Huryn (1986)

maintained that when students are excited about their learning they feel some ownership of the subject. This involvement results in greater study effort and better understanding of the material. Vo and Morris comment, 'to the extent that stimulating critical thinking on the part of the learning is an essential part of the mind-cultivating process, debating definitely has a role to play in collegiate education' (Vo & Morris, 2006, p. 315)

Debating, instead of arguing helps defuse an escalating situation. With debates, students can develop essential critical thinking skills, the ability to make well arguments, in addition to questioning behind a particular conclusion. Critical thinking can also help students become curious about new ideas and building an attitude of questioning. Being a critical thinker, means a student can become more humble.

Conclusion:

In sum, it is widely known that classroom debates considered as a method that can facilitate education because of what it can offer students. Structured classroom debates are effective at deepening students' comprehension of course content and enthusiasm for the subject matter. Furthermore, Structured classroom debates are a flexible and efficient means of creating an active learning environment in college classrooms. Instructors should not eschew the technique and its attendant educational benefits out of fear that the format cannot be tailored to their subject matter, syllabus, course, or students. Additionally, structured classroom debates engage students in course material; promote collaborative interaction and peer learning; and facilitate the development of valuable research, public speaking. Ideally, classroom debate activities improve engagement by tapping into a wide range of learning styles and driving up student interest, while also enhancing oral

communication skills and critical thinking skills that are widely applicable both within and beyond the university setting.

Chapter Two: Fieldwork

Introduction

Each research paper starts with a theoretical chapter, which provides a theoretical conceptualization of the topic put into study, followed by a practical part which supports the first part. This dissertation departed by a theoretical part that defined and explained the concept of democracy, culture, and the concepts combined together resulting in democratic culture. This second chapter is the fields work or the practical part, which is devoted to support the first chapter. It mainly contains detailed information on the research process and the field work, it means that the tools and methodology used to conduct the research as well as it puts into testing the hypothesis suggested in the previous chapter. The data was collected using questionnaire for students which is an effective way of gathering data, and interviews for teachers. Along this chapter, an explanation was provided to each question used and asked followed by a discussion of the obtained results.

1- Means of research

During the attempt to investigate the role of teaching democratic culture in order to enhance classroom critical debate, one questionnaire, and one interview have been used in order to get an enough amount of information and increase the credibility of the findings. The questionnaire was addressed to the students, in addition to an interview addressed to teachers. Both students and teachers were expected to share their experiences inside the classrooms, their evaluation of the state of democracy inside their universities, what problems they have faced during their experiences with debates, and what affects the democracy among learners.

2- Sample

To carry out the present work, a sample of 60 third year students of English are chosen randomly from a whole population of 155 students at the Department of Foreign Languages at Abd Elhafid Boussouf University- Mila, in addition to Mentouri University in Constantine during the academic year 2022/2023. The representative sample constitutes 38% of the whole population.

The choice of working with third year LMD students is due to many reasons. First, the students' familiarity with foreign language learning at university due to three years of studying English language. On the other hand, since the present work is about debates in general, third year students were chosen because they have enough experience with oral expression sessions and they have already interacted in multiple debates inside the classroom. Concerning the teachers, a structured interview was designed for teachers of English at the Department of Foreign Languages at Mila University Center. The interview was conducted with seven (7) teachers who have been teaching a variety of modules (Oral Expression, Written Expression, TEFL, Translation, ESP, Psycho-pedagogy …etc.) during their EFL teaching experience at university. The participants were chosen randomly from a whole population of 26 teachers of the English Division.

3- Students' Questionnaire

3-1- Description and Structure of the Students' Questionnaire

A students' questionnaire was designed and addressed to 60 third year EFL students at Mila University Center in order to study the learners' thoughts and perceptions about the issue that is treated in the present study. The questionnaire is introduced by a short paragraph which clarifies the role of the students in the work. The questionnaire consisted of 17 different questions. It is divided into three sections, The first section, "general information", contains two multiple choice questions; it aims at investigating personal information about

the participants. The second section, "cultural awareness", contains four multiple choice questions and four Yes/ No questions with justification. And the third section "democratic culture and critical debates", it consists of two Yes/ No questions, two multiple choice questions, and three open-ended questions.

3.2. Analysis of the Students' Questionnaire

Section One: General Information

Q01. Gender:

Graph01. Students' Gender
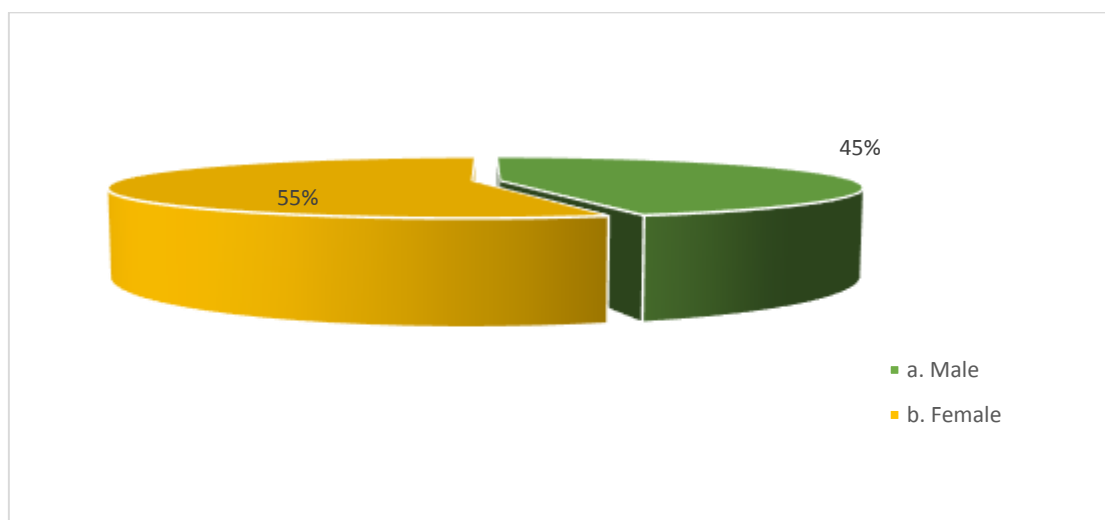
Personal information like gender are highly helpful when doing an investigation concerning a given phenomenon, in order to gain a clear image of the students answers and perspectives concerning upcoming questions the students were asked toreveal their genders first. From the table above, it is clear that most of the students are females. It has been recorded that the number of females in our sample is 33 which makes up 55%.Whereas there are 27 males which make up 45% of the sample. The number of males and females inside third year EFL classes helps us to reach different opinions and points of

views about the awareness of democratic culture and its effectiveness in enhancing classroom critical debates.

Q02. Age?

Graph02. Students' Age
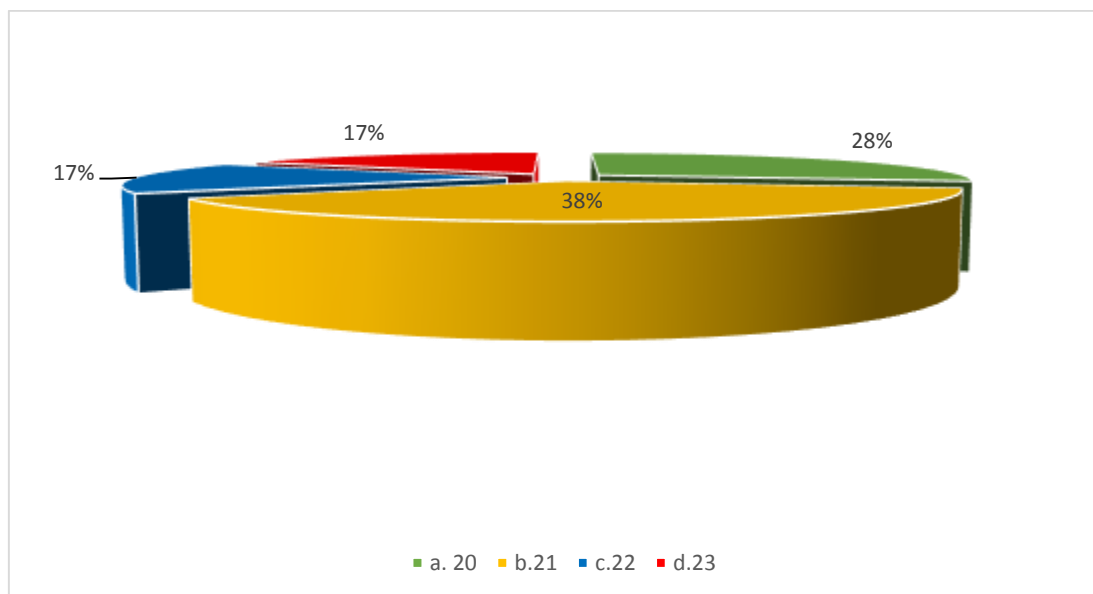
Students have been asked about their ages in order to have an approximate idea about their experiences and the number of years that they spent learning English as a foreign language so far, because the current investigation is mainly based on answers which resulted of an experience. The results obtained reveal that the students' ages of the chosen sample vary between 20 and 23 years old. The majority of students are 21 years old (38.33%), followed by students who are 20 years old which represent (28.33%). Students who are 22 and 23 represent a minority which is 16.66% for each. On one hand, the results show that third year LMD students of English are young which means that they can enhance their potential to acquire new skills to strengthen their debating abilities. On the other hand, the variation of students' ages gives us the opportunity to obtain different views about the issue in our study from different life experiences.

Section two: Cultural Awareness

Q03. How would you assess your level of English cultural awareness?

Graph03: Students' Level in the English Cultural Awareness
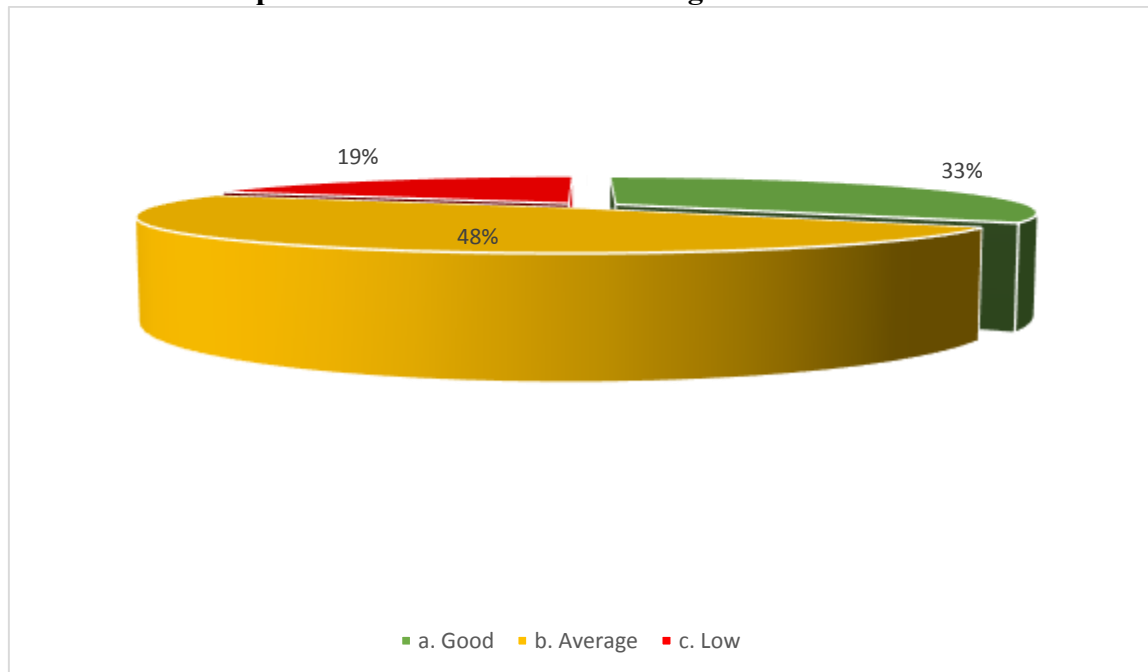
The reason behind questioning students about their cultural awareness is trying to find the reasons behind unhealthy conversations inside classrooms, and investigating if cultural awareness is one of those reasons. The results that are summarized above reveal the existence of cultural awareness of English speaking countries among the sample under study but with a variety of levels. (48.33%) of students which represent the majority have an average level of cultural awareness, followed by (33.33%) which makes up 20 students have a good cultural awareness. The lowest percentage (18.33%) stands for the learners with the lowest cultural awareness. The positive thing about these results is that the majority has good and average levels of cultural awareness which will serve as a great help for the present study.

Q04. According to you, the word culture refers to…

Graph04: The Reference of the Word Culture According to Students
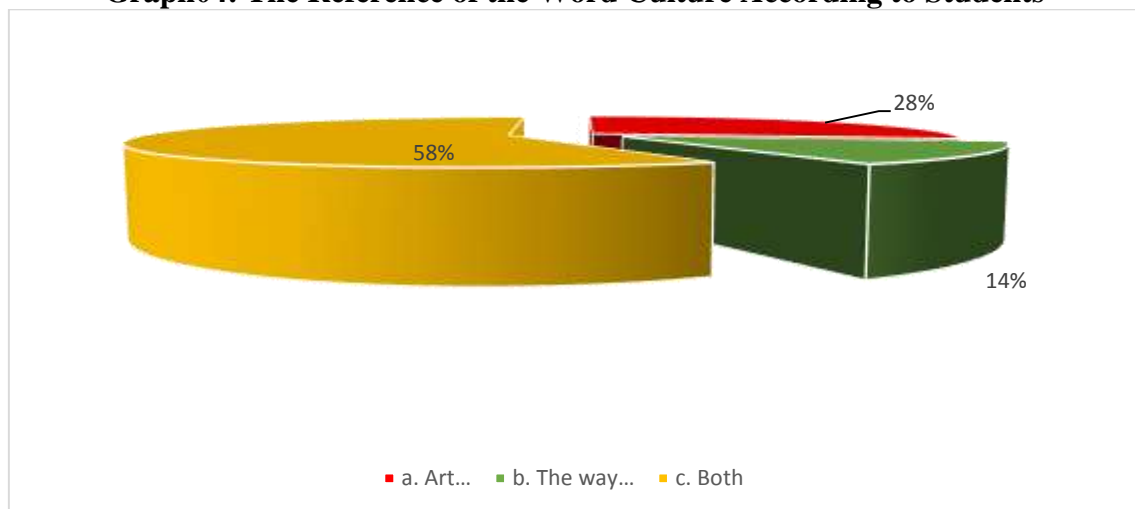
This question aims to spot the light on students' various perspectives concerning the definition and meaning of the word culture. The results obtained show that students look at culture from different angles. The majority of students agreed on both definitions of culture that were provided, the majority represent (58.33%) out of the whole sample. The second highest percentage (28.33%) of learners chose the sociological definition of culture which was definition a, whereas only (13.33%) chose definition b. As a beginning, it is noticeable that students have different opinions concerning the definition of the word culture, which implies the variation in their points of view as well as their personalities. The majority views culture as the big C culture, in other words they visualize culture by its outstanding elements. However the second majority views it as the small c culture which means the way of life of a given community, and the values that govern their life. While the rest believe that culture is both small c culture and big C culture combined together.

Q05. In your opinion, does culture influence the use of language?

Graph05: Students' Opinion about the Influence of Culture on the Use of Language
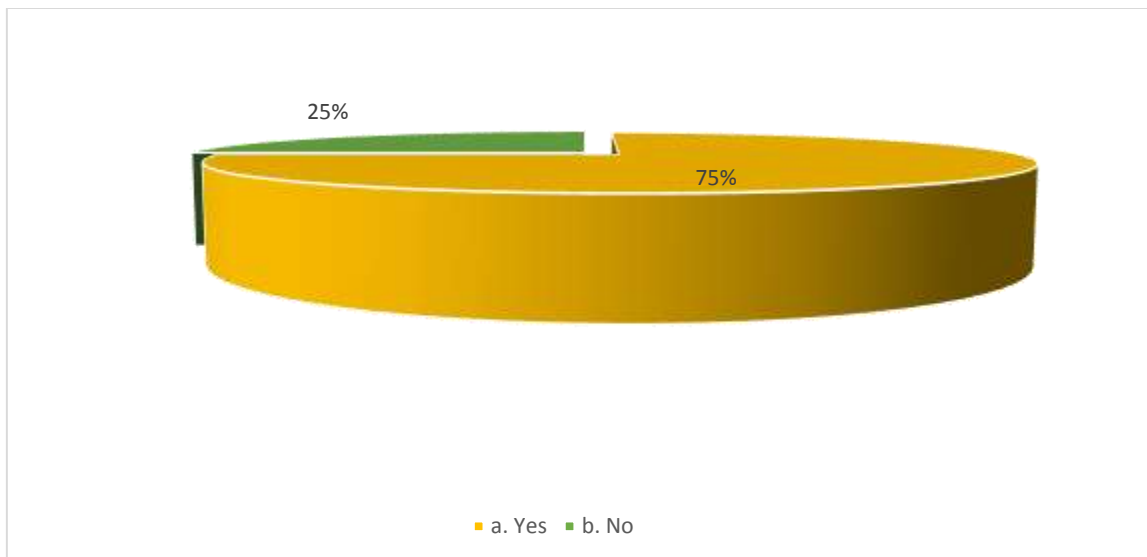
It is said that language is the mirror of culture. The question above was devoted in order to discover to what extent do students think that culture influences its language. The results obtained make it clear that the majority of students (75%) agree with the fact that culture influences the use of language, while a low rate of students (25%) disagree with this fact. It is believable that EFL learners have prior knowledge of the existence of a relationship between language and its culture. Learning about English speaking countries culture with all its aspects can help the learners develop a deeper appreciation for the language and its culture and to become more confident and effective communicators in a globalized world.

Q06. Do you think that it is important for EFL Learners to know about the cultures of English- speaking countries?

Graph06. Students' Perception of the Importance of Learning the Cultures of English- Speaking Countries for EFL Learners
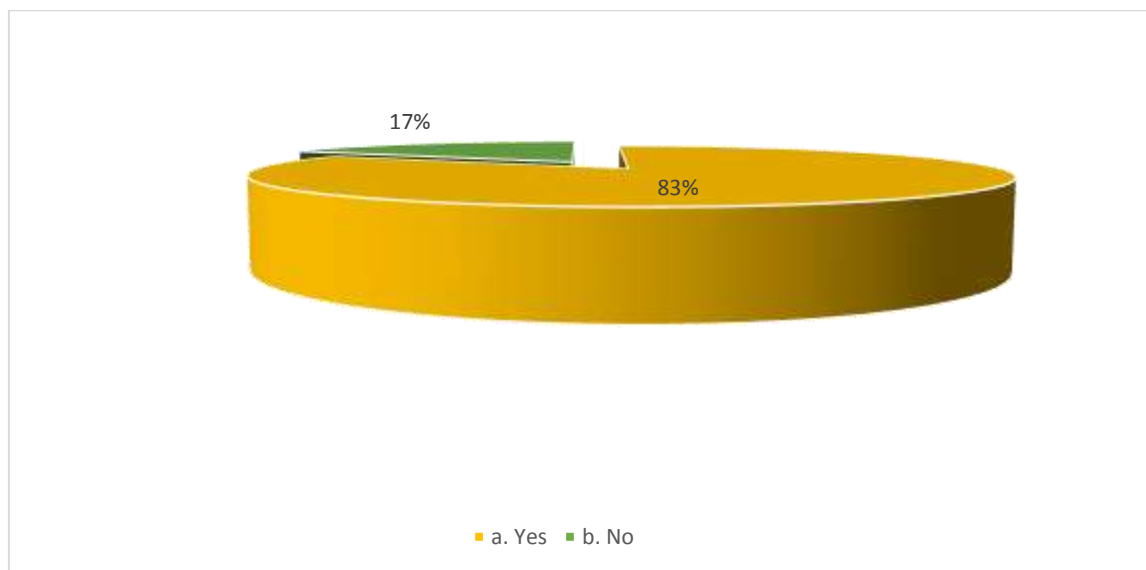
The results provided in the table above show that the very majority of the students of the sample represented by (83.33%) answered positively the question asked, they said " yes" they believe that it is of a great necessity for EFL learners to have a good amount of information about the English-speaking countries' culture. However, a minority represented by (16.66%) of the participants think that the international cultural awareness is not of that importance for them. This supports the previous question in which answers' supported the fact that language is the mirror of culture. This ensures that the majority of students believe that learning the culture of English-speaking countries is an essential part of the language learning process. They understand that language and culture are closely intertwined, and that understanding the cultural context in which the language is used can help them communicate more effectively.

Q07. Does Your English teacher provide you with enough amount of English-speaking countries culture?

Graph07. Students' Opinion about the Given Quantity of English-speaking Countries Culture by Techers
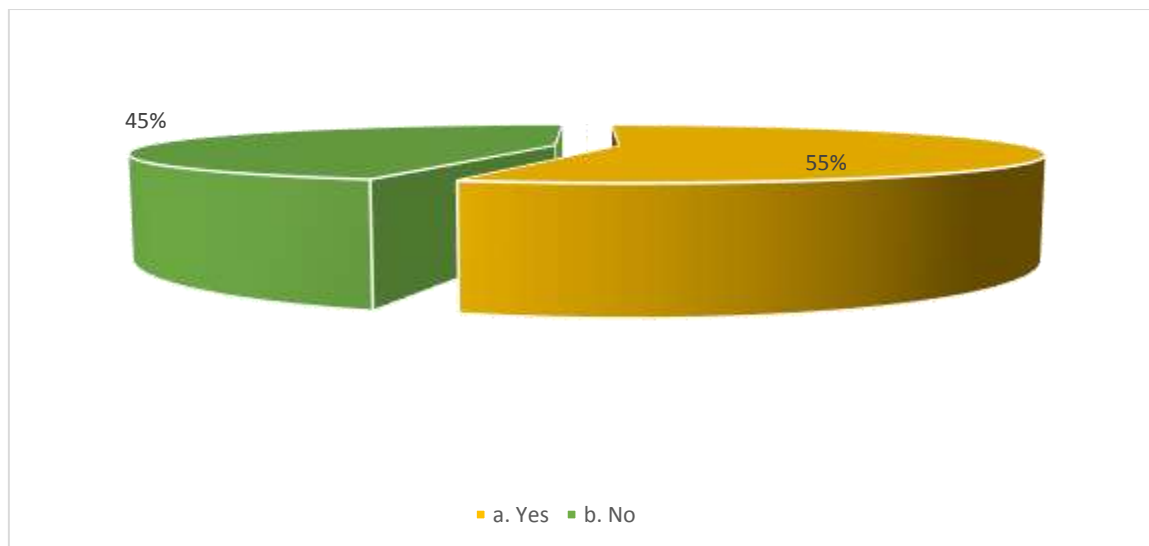
This question aims to know If EFL teachers provide their learners with enough amount of international culture inside EFL classes. From the results shown, it can be understood that students are being provided with English- speaking countries culture since the biggest percentage (55%) represents the students who answered with a "yes" which makes up 33 students, while (45%) answered negatively. This means some teachers of English do well at their jobs as EFL tutors by providing their EFL learners with a fine amount of the English foreign culture while teaching English, knowing that no language can be studied independently from its culture, since there are some terms and items in the English language that cannot be understood without being aware of the cultural aspects.

Q08. Do you look for the culture of English speaking-countries rather than the one exposed to you inside the classroom?

Graph08. Students' Curiosity about English Speaking-Countries Culture outside Classroom
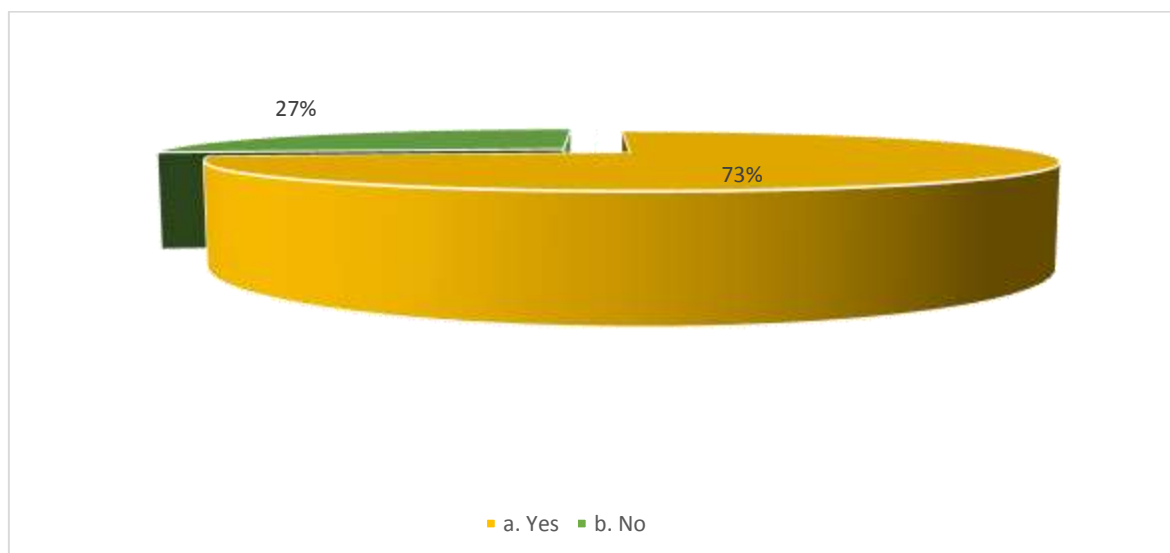
The aim of this question is to investigate the reason behind the lack of awareness of the international culture among our learners, so we asked them if they look for additional information besides the ones provided in the classrooms by their tutors. The graph shows two extremes with the domination of the answer yes with a percentage of 73.33% while only 26.66% who don't do an effort outside their educational institutions. This means that the majority of our participants are interested in the English-speaking countries culture. EFL learners recognize that cultural awareness is an important aspect of language learning, and are eager to explore the rich and diverse cultures of English speaking countries.

Q09. How much foreign culture do you think you have learned up to know?

Graph09. The Quantity of Learned Foreign Culture
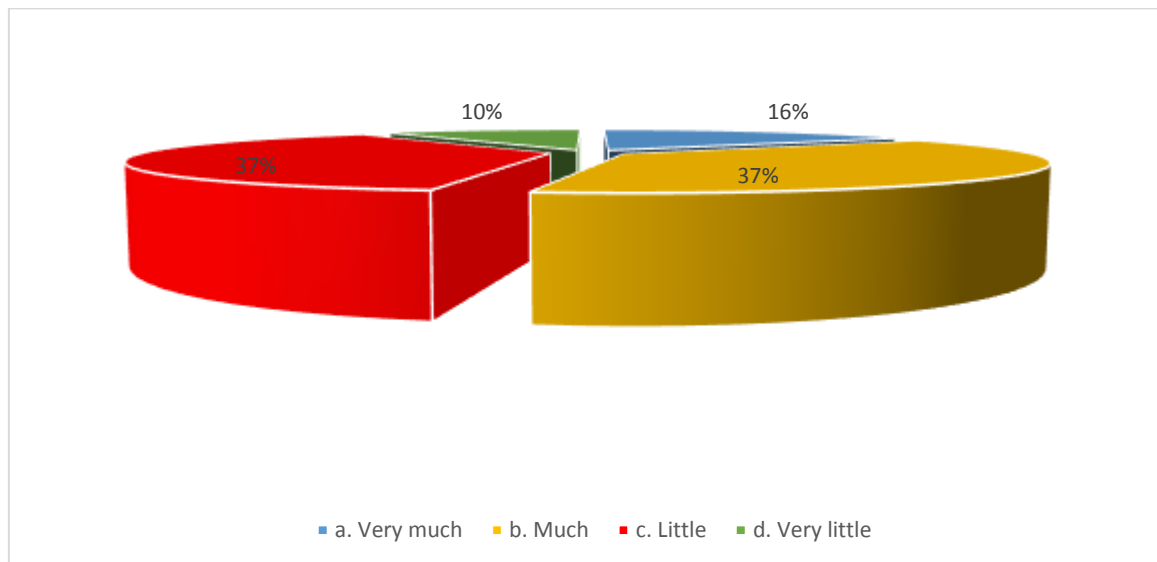
This question was devoted to reveal the amount of knowledge gained by the participants concerning the English culture. The data obtained showed that the two most picked up options were "much" and "little" with an equal percentage of 36.33, followed by very much 16.66, with a minority who has very little cultural awareness 10. It may be claimed that English learners have a tremendous desire to learn about foreign cultures, but according to the graphs shown above this claim is not totally true, not much students are interested in the culture as interested in the language. The world is made up of diverse ethnic groups , learners of twenty first century must be prepared to meet the most recent demands; they must be knowledgeable enough to interact with people from different cultures or to interact with each other inside the classroom whenever discussing or debating an intercultural topic or subjects.

Section Three: Democratic Culture and Critical Debate

Q10. What are your debate difficulties?

Graph10. Students' Debate Difficulties
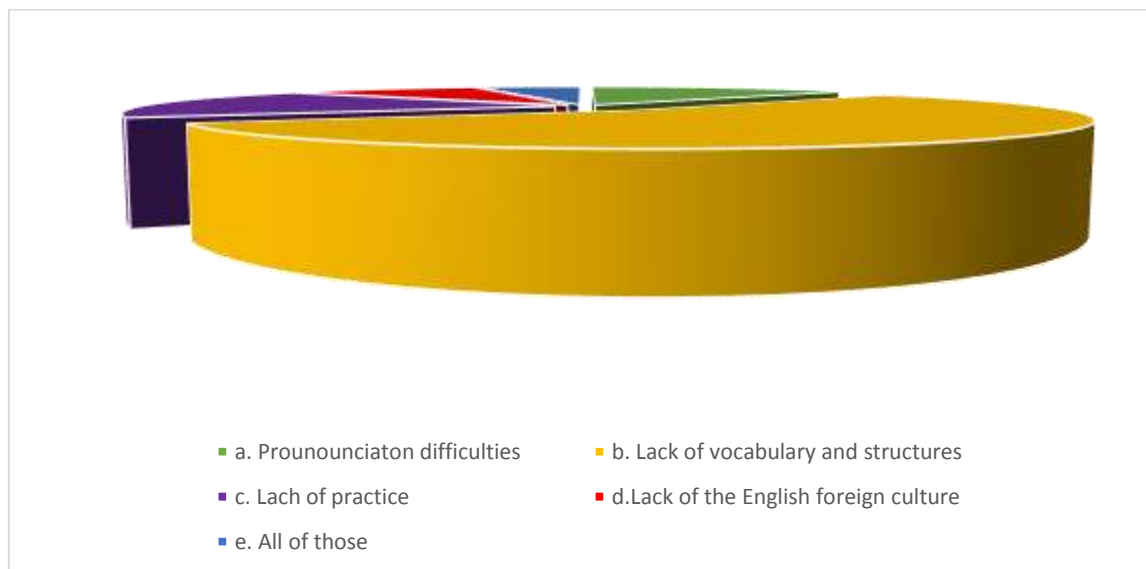
When this question was asked, it aimed at discovering what deprives the learners from participating in debates and what holds them from speaking their minds. According to the graph above, we can see that the highest percentage 55% which makes up 33 students of the learners explained that their main problem is the luck in vocabulary and structures. Followed by 18.33%, who claimed a lack of practice. Students who suffer from pronunciation difficulties were 13.33% of the whole sample. 5 learners said that their main problem is the lack in the English foreign culture. A minority of students 5% face all the previous problems. The results presented in the table above show that all the options provided were picked with different rates. This shows that the cultural awareness is not the only factor that affects the flow of debates , but there are other difficulties according to the presented graph. Surprisingly pronunciation and language vocabulary and structure were the ones highly picked, this means that students' awareness of the international culture is not the only

problem, but the main problem is a shortage in the speaking skill due to a lack in vocabulary

and pronunciation, which sometimes endures misunderstanding among learners.

Q11. To what extent do the cultural awareness help you improve your debate

performance?

Graph11. Students' Perception about the Helpness of Cultural Awareness in Improving

their Debate Performance
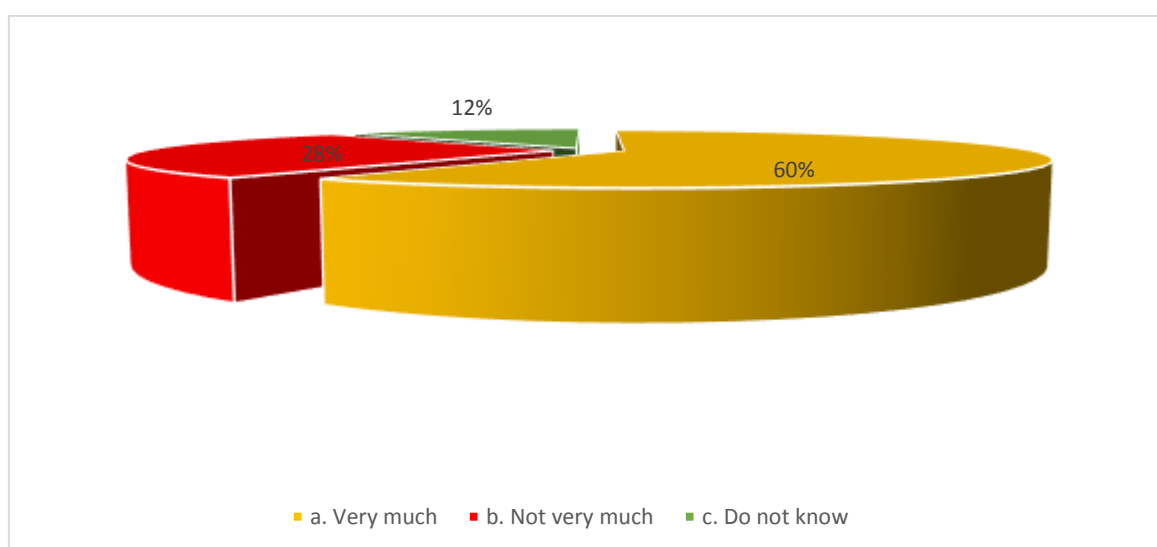
> This question was raised to see the various perspectives of the participants concerning

the impact of some factors on the quality of their debates, and this question deals with one of

the suggested factors by the researchers. The results surprisingly showed that more than half

the students 60% claimed that cultural awareness help very much the debate

performances among debaters. Next, there was the "not very much" category which

represents 28.33% of the sample. Followed by 11.66% which makes up 7 students who

confessed that they actually had no idea. As learners of English as a foreign language,

students should be aware of the importance of the awareness of the English culture while

using the language inside classrooms, in order to ensure appropriate communication and to

avoid misunderstandings during discussions and debates. According to the results obtained, a

good deal of learners believe that the awareness of the international culture serves as a great help for debaters. In other words, the comprehension of the cultural context during interactions with one another is crucial in order to win a healthy debate.

Q12. have you ever had a conflict with a classmate because of differences in your points of view?

Graph12. Students' Conflicts because of Differences in points of view
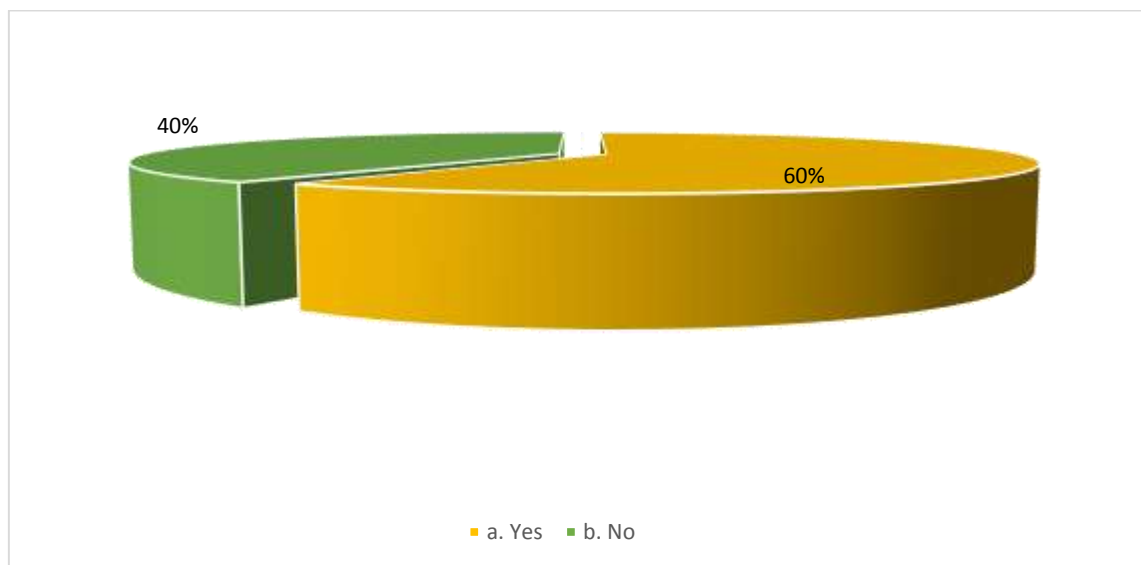
This question was devoted to know better about the situation of debates inside the EFL classrooms in the English departments of Mila and Constantine, and most importantly to rate the democracy in them. The results above clearly show that the number of students who had a fight inside their classes with their classmates was higher than the number of those who never fought during a debate. The students who answered positively were 36 out of 60 which means (60%) of the whole population, while (40%) answered with a no. Debates are an effective way of exchanging information. For EFL learners it is a good way to express their ideas and master talking to be prepared for international contexts and for the field work This high rate of debates turning into fights, as it is shown above in the results, because of differences in points of view reveal that there is a huge lack in democracy and respect among

the learners. Some students can not stand the fact that someone does not agree with them, this means that these students are intolerant of others' opinions and can not accept diversities.

Q13. Is it necessary to know about the foreign English culture in order to debate democratically and successfully?

Graph13. Students' Perception of Necessity to Know about the Foreign English Culture in Order to Debate Democratically and Successfully
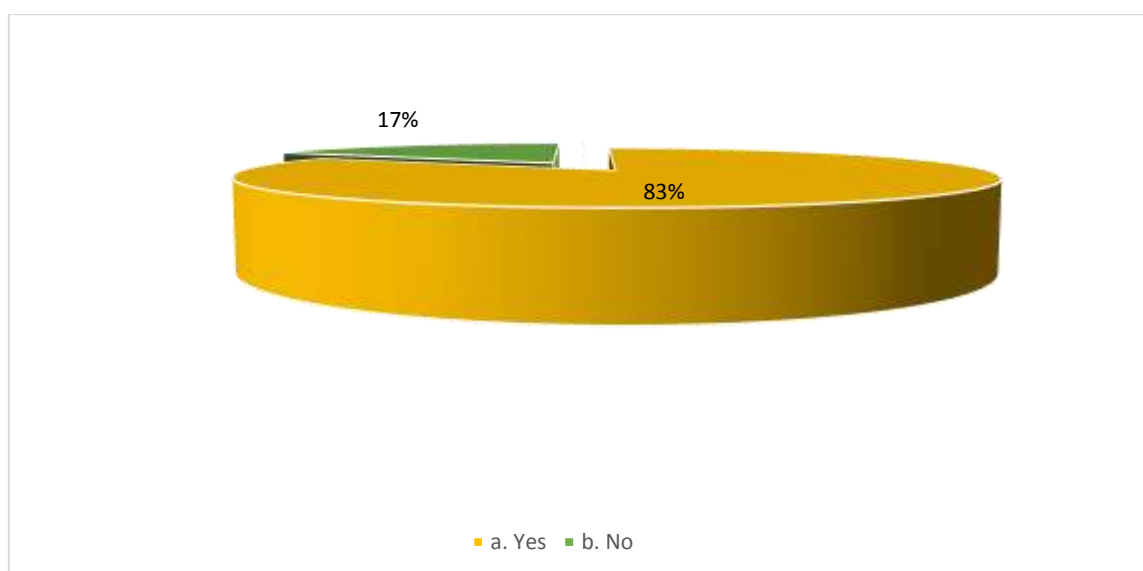
In this journey of investigating the problems faced by the students when debating. And in order to know whether the English cultural awareness is one of the factors for a successful debate, we raised this question. The results summarized above show that 83.33% of the participants believe that it is mandatory to know about the English culture in order to debate successfully. While a very few of them 16.66% who disagreed. This shows that many students have faced problems before because of cultural unawareness, which means that the participants are fully aware of the major role of cultural awareness in order to succeed in debates. The importance of cultural awareness is to possess the ability of discussing any topic, acquiring international values (means adopting the international way of thinking) and most

importantly developing a sense of critical thinking. In other words, learning about English culture is a viral key element in appropriately treating individuals from the same culture or even from different cultural categories.

14. How can you rate democracy during classroom debates?

This question was the gate to our main issue of study, and it was raised to start mining on the answers we need concerning the learners' classroom critical debates' personal experiences. According to their answers, the majority (40%) admitted that they had no idea about democracy inside the classroom, as a result they could not rate it . Followed by (25%) who said that the debates they have faced were good enough in terms of democracy. (25%) said that the democracy among their classmates was very low. Followed by (10%) who admitted that they noticed a high sense of democracy among their classmates. According to the results cited above , the state of democracy in educational institutions.

15. In what way do you think that teaching democratic culture may help in enhancing critical debates? Give your own opinion.

When we wrote this question, we aimed at having an idea about what do students think about the importance of teaching democratic culture, since they are the ones in the field, and they are the ones who encounter debates all the time at their universities, and face so many challenges of different kinds. The results show that (70%) confessed they had no idea how democratic culture can enhance classroom critical debates, they could not answer the question even after attempts of explanation, because they did not even understand the term . However, the remaining (30%) which stands for 18 students, surprisingly all gave the same answer. They agreed on the ability of freely giving opinions, and expressing ideas easily, as well as promoting respect for the others while giving their arguments to support their ideas and points of views, which means that these students are fully aware of the real problem behind the crisis of debates inside EFL classrooms, intolerance. Apparently some learners do not accept

opinions of others or points of views rather than their own, in other words they are not open enough to accept diversities. this stands as an obstacle in the face of anyone who tries to give and opinion or defend him/her self

16. According to you, what does affect the quality of debates?

This question was devoted to give a space for the learners to express their minds when it comes to classroom critical debates by reflecting on their own experiences with the issue under study. And a chance to better know about their personal perspectives about the circumstances that have an impact on the course of debates that they have encountered so far. According to the results, a variety of answers were given. The main factor repeated in the answers that we got were: the topic. The topic under discussion is of a great importance according to (30%) of the participants, because the mischoice of the topic triggers the other problems cited. Followed by who talked about two factors that highly affects the quality of debates which are (5%) lack the background knowledge and (5%) critical thinking. Next there was another factor that was common among the answers which was the language structure (20%).Followed by anger, lack of awareness and lack of respect that all fall under the umbrella term of ethics and manners with a percentage of (26%)which makes up 15 students. The lowest percentage 14% was about practice, the learners who answer with practice insisted thoroughly on it, because according to them any problem that affects the healthiness of debates is a result of the lack of practice inside classrooms. From what s cited above a new factor appeared in the answers which is the topic. The topic is not only one of the factors, but it is actually the most important one. Since the mischoice of the topic is the main reason for triggering debates, especially if the topic is sensitive and related to the international culture, with the students' poor cultural knowledge, topics are of the greatest importance while debating or discussing.

3-3- Discussion of the results

The students' questionnaire intends to investigate the importance of teaching democratic culture in enhancing classroom critical debates from the perspective of the learners. Under the light of the findings obtained from the questionnaire, one can say that the results are in the direction of our hypothesis.

The first section in the questionnaire, "general information", covers some background and personal information about the students to gain insights about them. The data obtained show that the majority of our participants are females. Concerning the age our participants are between 20 and 23, this means that our learners have enough experience in learning English as a foreign language. The second section entitled "cultural awareness" is devoted to demonstrate students' estimate of their cultural awareness towards the English culture, where most of students believe that they have an average level in the English cultural awareness, others claim to have a good level, while the rest have a low-level. From this, one can deduce that learners have a considerable level of cultural awareness which serves positively our study. According to what has been gathered, the participants tend to have enough amount of information concerning culture's definition and components, and it has been elicited that students believe in a relationship that teams up language and its culture, as they strongly believe that all learners of English as a foreign language should be fully aware of the aspects of the culture of the language they are learning no matter the nature of this language. In this regard, our participants pointed out at something very important, sadly their EFL teachers do not provide them with enough amount of the English culture inside the classrooms which pushes the students to look up the information themselves, it is not only because they need it but also because they find it very interesting to search for new cultures. Here fall out concerns; students know superficial things about English culture . In other words, they don't have enough information which serves their language use.

In the third section "democratic culture and critical debate", we delved deeply into our study by digging in the learners' minds and experiences seeking answers. To begin with, the very first thing that we noticed was that the expression "democratic culture" seemed odd to all the students so we had to explain it very well for them to enable them to answer the questions related to it. After analyzing the answers provided by our participants, we concluded that the situation of classroom critical debates is still at its beginning, since the answers claimed a lack in the democracy inside classrooms because the very majority of students witnessed debates turning into fights during the speaking session. As an explanation, our learners claimed some debating difficulties which were all the choices provided in the questionnaire; however, they added other factors that affected the quality of debates according to them. Some of the factors provided were: the topics, ethics and manners as an umbrella term that encompasses some factors under it such as: anger, maturity, and another factor that we did not expect was language structure. Surprisingly, this element had been repeated several times in the answers section, and honestly we did not expect such a problem that the language structure may get by any chance in the way, but according to the students, the understandable language plays a major role in clarifying any point of view which prevents misunderstandings while discussing any topic, especially sensitive ones. Moreover, students agreed on the importance of the awareness of the English culture and the international culture in general, this was not only mentioned in the multiple choices questions but also declared by the students in the open ended questions, it means that this is also one of the issues which affect the quality of debates. To be aware of the international culture is not only about being open minded to various topics, but it more like to adopt international values and most importantly to foster critical thinking skills .i.e. learners should learn how to think outside the box in order to ensure the healthiness of their discussions.

4- Teachers' interview

4-1- Description and Structure of Teacher's Interview

The teachers' interview is addressed to seven teachers in the department of English at Mila university center. The interview aimed at gathering data concerning the teachers' opinions concerning the state of democracy inside the classrooms, how we can spread the culture of democracy among learners, and the importance of teaching democratic culture inside educational institutions.

The TI is introduced by a short paragraph in which states and explains the purpose behind it, as it gives clear instructions to the participants. It consists of nine questions that encompass the most important aspects of our investigation.

The first three questions deal with the teachers' degree and teaching experience including the years and the modules taught. The fourth and fifth questions are based on the teachers' experience with debates inside the classrooms. They were asked to rate the democracy in the debates they have faced so far, and spot the light on some circumstances that had an effect on them. Questions five and six are designed to discover some problems which we assumed may be related to debate abilities. So we asked the teachers if the awareness of the English speaking countries and international cultural awareness in general has an effect on the students' debate capacities or not. Questions seven and eight are devoted to be our gate to delve deeply into our present work, they aim at discovering the teachers' understanding of the concept of democratic culture and inform us of the situation of the democracy among the learners of English in the English department of Mila. Question nine aims at investigating the importance of the implementation of democratic culture inside educational institutions and the effects it may bring to improve classroom critical debates. The data was gathered via to ways, some teachers answered the questionnaire directly and others answered it via Google forms after receiving the questionnaire via their

professional email accounts. The teachers were very collaborative and provided us with all the answers to our questions.

4-2- Analysis of the Teachers' Interview
Section one: General information

Q1: degree(s) held

The instructors were asked who hold high degrees in EFL teaching, they have been asked about their degrees and qualifications. Among the sample which represents 26 teachers, it has been noticed that 43% of our teachers have a doctorate degree in the English language which represents three teachers of our sample, and also 57% have master degree which are four teachers. The variety of degrees held by those teachers helps us to take into account the answers as reliable for our study to be successful as it reflects the teachers' qualifications and experiences in the field of teaching English as a foreign language.

Q2: How long have you been teaching English?

This question was developed to have an idea about the teachers' experience in teaching EFL at university. We asked them to give the number of years experienced in teaching English, the results show that two teachers taught for one year which means that they have little experience in teaching English, two teachers taught for 5-7 years, and one teacher taught for 15 years which means that she is the most experienced teacher in our sample. Their experience is fundamental in dealing with the students inside the classrooms and how the manage calm and democracy whenever a debate pops out inside the classes.

Q3: During your teaching experience at university, what are the modules that you have been teaching?

This question was devoted to gather more information about their experiences. We asked the participants about the modules that they have taught during their teaching experiences, because we believe that the more modules teachers cover the more experience they gain. According to them a variety of modules were covered, which are written expression, oral expression, psych pedagogy, linguistics, grammar, civilization and communicational skills. Their experience with so many modules let us consider their testimony and suggestions as very reliable and credible, especially the vital role they play, their observation and evaluation of the learners capacities and lacks when it comes to their debate skills.

Q4: Inside the classroom, have you ever touched on a debate between your students? If yes, can you rate the democracy in it?

All teachers agreed on having experiencing debates inside their classrooms; however the rating was different from one teacher to another as follows:

Teacher1: not very democratic debates but good enough.

Tacher2: no the debates were not democratic.

Teacher3: yes, democratic expression is allowed through giving pace to everyone to refuse, to agree, and to participate.

Teacher4: debates are not always democratic depending on the students' age, level, and on the debating subject as well.

Teacher5: not very democratic.

Teacher6: she rated the democracy by 50%.

Teacher7: not democratic.

Q5: According to you what affects the quality of debates?

All teachers agreed on the importance of subject selection and that it is a fundamental element in the success of debates inside the classroom, but there were some different answers provided by the teachers each one provided us with different other interesting elements according to his or her experience. The answers go as such:

Teacher1: lack of confidence.

Teacher2: superficial knowledge about the topic.

Teacher3: the extent to which students are confident about the topic.

Teacher4: added educational level, age, gender.

Teacher5: added techniques used.

Teacher6: agreed with teachers 4 in the students' level, and in the way they

defend their points of view with teacher 3.

Teacher 7: added body language and the use of cohesive sentences.

Q6: Do you think that the learners awareness of the English culture can help them to enhance their debate capacities? If yes how?

The answers to this question were standard. All the participants(100%) said that it is mandatory not only to teach learners the culture of English speaking counties, but to teach them the international culture in order to open up their heads to the world and internalizing their thinking , this will consequence in enriching their minds with new topics and new ideas

in order to create "a citizen of the world" as a teacher called it, and thus organizing and strengthening their debating personalities.

Q7: Have you ever encountered culture shock inside the classroom? If yes how did you deal with it?

The answers to this question were positive. (100%) of the teachers gave the same answer and close to each other when it comes to culture shock inside EFL classrooms, because the English language cannot be taught on its own, but instead should go hand in hand with its culture. Teachers accompanied their answers with example of their own experiences with their students and explained that it is a natural reaction from the part of the learners when they learn a new culture rather than their own.

Q8: What is your understanding of democratic culture?

Democratic culture was defined by our participants as the type of culture that would participate in creating a citizen with international aspiration, or in other words it is the development of an international citizenship.

Q9: Can you rate the situation of democracy among the learners in general?

Reflecting upon their experiences, our teachers described the democracy among EFL Learners so far as nice but not good enough, because according to them some learners are still hesitant to express their minds inside classes, so the rating cannot be very reliable, but reflecting upon the participating elements thing are doing fine. Moreover, the tutors spotted the light on the emergence and development of some fundamental cognitive skills among their learners like critical thinking.

Q10: What is the role of the implementation of teaching democratic culture? And how does it affect the debate quality inside the classroom?

All the teachers (100%) responses to this question rotated in one orbit: citizen of the world. According to them, this type of culture would favor critical thinking skills and abilities, would develop communicative competence which will result in a positive reflection of one's self when it comes to self-respect and self-worth. The criteria talked about will help the learners to develop the sense of the international citizenship so that they will function properly in any international context.

4-3- Discussion of the Results

The results obtained from the analysis of the teachers' interview strengthen our idea by far. By reconsidering the answers provided by the participants, we find an existing correlation between their responses and the stated hypothesis, revealing that.

The first three questions which are concerned with general information about our teachers, demonstrate that the degrees held by our informants vary, which indicates that there is a mixture among our sample in terms of experience between experienced teachers and novice ones. Regarding their teaching experiences the dominant percentage of the teachers questioned has been teaching English for a long period of time covering almost all the modules. This will guarantee their answers to be different, important and valid.

The second section called "classroom debates" is devoted to have an idea from the perspective of teachers concerning any debates that they have encountered inside their classrooms. They were asked to rate democratic debate presence during those debates as well as the circumstances that had an impact on them. After the observation and analysis of the answers that we have got, we concluded that all our participants had faced debates inside their

classrooms. Concerning the debates rating, the majority of our teachers detected a lack in the democracy and respect along the discussions between their students. According to them the students are different in terms of their gender and age and that is something important to start with. Surprisingly, gender and age are two factors that play a major role in the success or failure of a discussion. Most of the times debates turn into fights because of the mismatch of topics from the part of the teachers, which triggers the gender and age differences among the learners. This has something to do with their personalities and experiences on one hand, and different background knowledge about different topics on the other hand. Answering the sixth question, our teachers insisted on the importance of teaching international culture for its crucial role to enhance healthy classroom critical debates. The participants mentioned this as a side information because of the low awareness concerning the English speaking countries' culture and the international culture in general among their learners. Since the students are learners of English, they have to discuss universal topics, problems and issues and this is what the tutors try to avoid in order avoiding problems inside the classrooms.

Moreover other factors were cited from the part of our tutors which were the level and communication skills. These latter are as important as gender and age, because they have to do with the ability of the debating learners to express their minds freely and effortlessly.

The third section is the most important one since we really started searching for our study topic and started to ask our teachers about the term "democratic culture". All teachers who answered agreed on the same definition of the term with the expression: the international citizenship .i.e.is to be open to engage positively with other identities and cultures. And in order to build such effective citizens in the world, some measures are needed to be taken and the most important one should be the implementation of teaching democratic culture inside educational institutions, because learners lack the skill of "the art of debate" since most of the discussions and debates turn into fights. According to our teachers, some students cannot

stand the fact that someone does not agree on their point of view, and instead of calmly defending their idea, they feel attacked, they change their voice tone and suddenly start arguing and fighting with their classmates. Moreover, if learners cannot accept the simple differences that emerge every now and then inside classrooms over simple ideas, how are they supposed to accept bigger differences once they start dealing with a bigger audience like society or even the whole world. This is why our teachers concluded their interview with an insistence on the major importance of seriously implementing democratic culture in schools in order to ensure a guided, academic knowledge about this new term vis a vis of its importance.

This type of culture -and with a good practice- would favor the students' critical thinking skills and abilities; as it would enable them to develop the criteria of international citizenship so that they can act and function properly in any international content they may face.

Conclusion:

This chapter is devoted to examine students' as well as teachers' perspectives towards the implementation of democratic culture in educational institutions and its role in boosting the students' debate performances. The analysis and interpretation of the students' questionnaire and the teachers' interview reveal that neither the teachers nor the students have an idea about the meaning of "democratic culture" and we noticed that they have never faced the concept. Once they understood the meaning after some explanations from our part, we have found positive results .Both tutors and students are aware of the issue of the lack of the senses of democracy and critical thinking skills, as well as their full awareness of the benefits that democratic culture teaching brings in developing debating skills for learners. In addition, our participants suggested some coping strategies to reduce the tension inside classes and

raise the debates' and discussions' qualities among learners. Finally, we may conclude that democratic culture is a fundamental concept in education today for the benefits it brings to facilitate classroom critical debates, as much as it contributes in the creation of good, respectful, active, citizens at the long term.

6- Limitations of the Study

Some limitations are encountered during the accomplishment of this research. First of all, it was delimited only to third year students of Mila and Constantine, we would have added more generalized information if it had included a wider sample from all the study levels and universities all around the county. Second, the term of "Democratic Culture" is actually rare on the internet or in books and we have found almost nothing about it, since it is still theoretical concept in the whole world which makes it still under study. The only website that we could possibly use to gain theoretical information about the topic was the Council of Europe . Plus, even some teachers of our university could not even answer because they did not understand the term at all. Third of all the teachers' sample was so small because we could not reach out to all teachers of our university, since most of them were running out of time and busy enough with the responsibility of finishing the curriculum on time. We could not contact neither the students nor the teachers earlier because of the great deal of time that we spent in the theoretical part, because of what we have suffered of the lack of information about the topic under study and because of the holy month of Ramadan during which there was almost no one at the university.

7- Future Study Recommandations

- Future studies should study in details the impact of what the learners are being taught

on their personality shaping inside educational institution and EFL classes.

- More studies should be conducted about teaching democratic culture and its major importance in creating good citizens for the future, and for playing a major role in educating the technical sides of the learners' personalities and not focusing only the academic side .i.e. the role of universities is not only to create good academic people who are good at what they do but more importantly good at how they do it.

- More articles should be written by doctors and specialists of the field concerning debates in general and classroom debates specifically.

8- Pedagogical Implementations

- Oral expression sessions should be studied more including the topics put on the table for their major effect on the management of debates and discussions sessions. Oral expression sessions should not only focus on the linguistic skill of speaking, but should give more attention to deep cognitive skills that reinforce the speaking, such as critical thinking.

- Furthermore, teachers who host oral expression sessions should be well aware of their role as role models for their learners, since what learners learn from their teachers shapes their personalities by far. For this matter, Study days and webinars should be organized to teach the tutors the effective way to achieve pedagogical and democratic culture goals together.

- Educational institutions should team up with teachers and ministries to study more

what they are feeding the learners' minds and personalities with.

- In the future, there should be real modules that teach democratic culture and society ethics for all study levels since the very young ages.

- Teachers should be given the authority over what to teach their learners especially for oral expression teachers. They should conduct a need analysis as well as a background knowledge test, in order to know approximately what their learners know and what they ignore. This will serve as a great help for teachers to give the earners what they need to know and guide them through the learning process. Because the main problem is that students are free to look up anything they want and here comes the problem, it is either missing some important aspects, or the other extreme when they follow the sponge method and absorb everything they face. This is why international cultural aspects should be taught with a great cautious and guidance by the tutors.

General Conclusion

Learning anything requires learning its basics. When it comes to learning foreign languages and specifically English, one must learn and fully acquire the four basic skills. Each skill endures problems with it; it means that each skill has its own difficulties. Perhaps that the hardest skill to acquire is speaking with all its forms: public speaking, presentations, discussions, and debates. These latters represent to biggest issue in EFL classrooms, since students lack too many things that enable them to create good and effective debates- according to scholars and teachers in the field of education- because in order to be good debaters, students should not only have good linguistic background, but more importantly to have the manners that enable them to behave properly when facing an opposite argument or point of view. The manners are basically to show respect to everyone' opinion or point of view and to control one's anger and reactions. These latter can only be achieved by developing a sense of critical thinking, by trying to understand others' ideas and mainly respect them, and trying to understand what the others are getting at .The concept of democratic culture appeared to solve this problem by suggesting the solution of the implementation of teaching democracy at schools and institutions, from primary schools till higher education. It was asked to be implemented inside schools for how it highly serves the students' cognitive skills on one hand, and for the long time learners spend at schools on the other hand. The basic goal for this framework is not only to create good students who behave well, but it is about working on the learners' personalities and trying to work for the long term for the production of good citizens, whether to their own societies, or even to the whole world.

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Appendices

Appendix I:

Students' Questionnaire

Dear students

This questionnaire is part of a research work . It is undertaken in order to identify the role and the teaching democratic culture in enhancing structured classroom critical debates. The findings of the current research are based on your responses. You are kindly requested to answer the following questions.

Thank you in advance for your collaboration.

Section One: General Information.

1.Gender:

a. Male.   b. Female.

2.Age:………………………………………………………………………

Section Two : Cultural Awareness.

3. How would you assess your level in the English cultural awareness:

a.   Good
b.   Average
c.   Low

4.According to you, the word culture refers to:

a.   Art, music, theatre, literature, dancing…etc.
b.   The way of life of a given human group.
c.   both of them.

5.In your opinion, does culture influence the use of language?

Yes.   b. No

If "yes", how?

…..………………..……………………………………………………………………
…

6.Do you think that it is important for EFL learners to know about the cultures of English-speaking countries?

a.   Yes.   b. No.

 Please justify your answer: ……………………………………………....

……………………………………………………………………………

7.Does your English teacher provide you with enough amount of English-speaking countries culture?

a.   Yes.   b.   No

8.Do you look for the culture of English speaking-countries rather than the one exposed to you inside the classroom?

a.   Yes.   b.   No.

9.How much of the foreign culture do you think you have learned up to now?

a.   Very much.
b.   Much.
c.   Little.
d.   Very little.

Section Three: Democratic Culture and Critical Debate.

 10. What are your debate difficulties?

a.   Pronunciation difficulties.
b.   Lack of vocabulary and structures.
c.   Lack of practice.
d.   Lack of the English foreign culture.
e.   All of those.

12. To what extent do the cultural awareness help you improve your debate performance?

a.   Very much.

b.   Not very much.

c.   Do not know.

13. Have you ever had a conflict with a classmate because of differences in your points

 Of view concerning the cultural aspect?

a.   Yes   b.   No

14. Is it necessary to know about the foreign English culture in order to debate democratically and successfully?

a. Yes.   b.   No.

15. How can you rate the democracy during classroom debates?
………………………………………………………………………………………..…
…………………………………………………………………………………….......

16. In what way do you think that teaching democratic culture may help in enhancing critical debates? Give your own opinion.

…………………………………………………………………………………………
…………………………………………………………………………………………

17;According to you, what does affect the quality of debates?

…………………………………………………………………………………………...

……………………………………………………………….......................................

Appendix II:

Teachers' Questionnaire

Dear teachers:

This interview is part of a research work. Your completion of this interview will be of great help to bring to fruition the present research work. The main purpose of this interview is to identify the role and the effectiveness of the cultural dimension in enhancing English foreign language learners' classroom critical debates. You are kindly requested to answer the following questions.

We would be grateful if you could answer these questions, you may skip any question that you feel uncomfortable answering.

Thank you very much in advance for taking the time to share your experience.

1. What is your educational degree?...

2. How long have you been teaching English?..

3. During your teaching experience at university, what are the modules that you have

   been teaching? ……………………………………………………………………………

   ……………………………………………………………………………………………

4. Inside the classroom, have you ever touched on a debate between your students? If yes,

   can you rate the democracy in it?..

   ……………………………………………………………………………………………...

5. according to you, what affects the quality of debates?..

…………………………………………………………………………………………………

6. Do you think that the learners' awareness of the English culture can help them to

enhance their debate capacities? If yes how? ....

…………………………………………………………………………………………

7. Have you ever encountered culture shock inside the classroom? if yes how did you

deal with it?...

…………………………………………………………………………………………………

8. What is your understanding of democratic culture?...

…………………………………………………………………………………………..

9. Can you rate the situation of democracy among the learners in general? ……………..

…………………………………………………………………………………………

…………………………………………………………………………………………

10. What is the role of the implementation of teaching democratic culture? And how does it

affect the debate quality inside the classroom?

…………………………………………………………………………………………

ملخص

نظرا لان الكلام جزء متأصل في اللغة وفيما يتعلق بأهمية المناقشات داخل الفصول الدراسية بين المتعلمين والمعلمين في التدريس , فمن المهم إجراؤها في ظل ظروف محددة لضمان صحتها . أحد أهم شروط الفوز بنقاش صحي هو تطبيق الثقافة الديمقراطية. هذه الدراسة تعتبر استجابة لدعوة بالتوضيح حول الصعوبات التي يواجهها الطلاب في المناظرات. تحاول الأطروحة المتناولة الخوض في دور تنفيذ القيم الديمقراطية في تعزيز النقدية المنظمة في الفصول الدراسية. في البداية تم إعداد المشهد لإعادة النظر في الثقافة بشكل عام ومكوناتها . بعد ذلك , تم تسليط الضوء على الديمقراطية لتمهيد الطريق للمصطلح الرئيسي في الأطروحة. وبالتالي . يفترض انه اذا تم تطبيق الثقافة الديمقراطية في التعليم , فمن شأنها تعزيز التواصل المحترم والشامل بالاضافة الى تشجيع المشاركة النشطة و تطوير القيم و المهارات الدولية الهامة مثل مهارات التفكير النقدي. تهدف هذه الدراسة إلى استكشاف صعوبات النقاش التي يواجهها الطلاب , وكيف بإمكان تدريس او تطبيق الثقافة الديمقراطية أن يقضي عليها و يعزز المناقشات الصفية إلى جانب تعزيز مهارات التفكير النقدي. بهدف التحقق من الفرضية المقترحة و لإضفاء الاتساق على الدراسة الحالية. تم تقديم استبيان لعينة مكونة من 60 طالبا في السنة الثالثة بجامعة ميلة وجامعة قسنطينة. بالاضافة الى اجراء مقابلة مع 7 مدرسين من قسم اللغة الانجليزية في جامعة ميلة. تشير النتائج إلى وجود نقص كبير في كفائات المناظرة بين المتعلمين. مما يمنعهم من خلق نقاشات صحية داخل الفصول الدراسية. إلى جانب دلك, تؤكد نتائج التحليل وتوصي بأن دور المعلمين مهم في التوجيه أثناء المناقشات من ناحية , وفي تدريس الثقافة الديمقراطية من جهة أخرى.

الكلمات المفتاحية: ثقافة، مناظرة، مناظرة صفيّة، ثقافة ديمقراطية، تفكير نقدي.

Résumé

Étant donné que la parole fait partie intégrante de la langue et compte tenu de l'importance des débats à l'intérieur des salles de classe entre les apprenants et les enseignants dans l'enseignement, il est important qu'ils soient menés dans des conditions précises pour assurer leur salubrité. L'application de la culture démocratique est l'une des conditions les plus importantes pour gagner un débat sain. Cette étude répond à un appel à la clarté sur les difficultés des étudiants dans les débats. La présente thèse tente d'approfondir rôle de la mise en œuvre des valeurs démocratiques dans l'amélioration des débats critiques structurés en classe. Dans un premier temps, le décor est planté pour une remise en cause de la culture en général et de ses composantes. Puis, mettant en lumière la démocratie pour ouvrir la voie au mandat principal de la présente thèse. Ainsi, on suppose que si la culture démocratique est appliquée dans l'éducation, elle favoriserait une communication respectueuse et inclusive, encouragerait la participation active et développerait des valeurs et des compétences internationales importantes telles que la pensée critique. Cette enquête vise à explorer les difficultés de débat des élèves, et comment l'enseignement ou l'application de la culture démocratique peut les éliminer et améliorer les débats en classe et favoriser les compétences de pensée critique. Pour vérifier l'hypothèse suggérée et donner de la cohérence à la présente étude, un questionnaire a été soumis à un échantillon composé de 60 étudiants de troisième année à l'Université de Mila et à l'Université de Constantine, ainsi qu'un entretien a été mené auprès de 7 enseignants du département d'anglais de l'université de Mila. Les résultats indiquent qu'il existe un énorme manque de compétences de débat chez les apprenants, ce qui les empêche de créer des débats sains dans les salles de classe. En outre, les résultats de l'analyse confirment et recommandent que le rôle des enseignants est important

dans l'orientation des débats d'une part, et dans l'enseignement de la culture démocratique d'autre part.

Mots clés: Culture, Débat, Débat en classe, Culture démocratique, Pensée critique.