THE IMPACT OF DEBATE TEACHING STRATEGY ON TEACHING READING COMPREHENSION TO IRAQI EFL PREPARATORY SCHOOL STUDENTS

**2022
MASTER THESIS
ENGLISH LANGUAGE AND LITERATURE**

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Prepared as

Master Thesis

KARABUK

July 2022

TABLE OF CONTENTS

THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Khiro Issa Mahmood MAHMOOD titled "The Impact of Debate Teaching Strategy on Teaching Reading Comprehension to Iraqi EFL Preparatory School Students" is fully adequate in scope and quality as a thesis for the degree of Master of Arts/ Applied Linguistics.

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DECLARATION

I hereby declare that this thesis is the result of my work, and all information included have been obtained and expounded by the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials not original to this thesis have been cited and referenced literally.

No matter what happens, I'll take full responsibility for anything that goes against what I stated above

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FOREWORD

First and foremost, I would like to express my gratitude and thank Allah, the most merciful and most gracious, who has assisted me in completing my education, illuminated my intellect, and inspired me to complete my academic career.

Secondly, I also dedicate my thesis to our Prophet Muhammad (peace and blessings be upon him) and to all of his noble family and companions, who is the Prophet of Mercy and Humanity.

I'd like to express my heartfelt appreciation to my supervisor, Assist. Prof. Dr. Manal Omar MOUSA, for her invaluable mentoring and constructive criticism. I thank my teachers in the English department for their efforts to help me get a great education. On top of them, Prof. Dr. Serdar, ÖZTÜRK the head of the English department, and all the staff.

I'd also like to express my gratitude to my classmates, brothers and sisters, for their kind support and encouragement throughout these years while I worked toward completing this project.

DEDICATION

This work is dedicated to my parents, who have never failed to provide us with financial and moral support, forgiving all our requirements while we created our system, and taught us that even the most monumental endeavor can be finished if done in small steps.

This thesis has been dedicated to my supervisor Asst. Prof. Dr. Manal Omar MOUSA, I couldn't have completed this project without her continued support and counsel. I dedicate this thesis to my family, friends, and all my teachers who supported me to continue my study.

ABSTRACT

Debate plays an important role in the development of teaching English and reading comprehension competence for students. The debate strategy can be strengthened by reading in class. Also, the debate is a good way to teach students how to read better by using an effective tool. The goal of this study is to find out how debate as a pedagogical method affects Iraqi EFL students' reading comprehension and how the debate affects EFL students' discussion in the class. To achieve these goals, data were gathered through a quantitative study method that used an experimental design. The present research sample (75) is confined to the fourth-grade students enrolled in Al-Baraa Bin Malik preparatory school in Al Sharqat district in Salah-Eldin-Iraq-during the academic year 2021–2022, who were selected randomly, forming: experimental (30) and control (30) groups, along with (15) students who participated in the pilot study. Based on the various statistical criteria, including age, parenting, and English proficiency, both groups are identical. After that, the two homogenous groups were divided into control and experimental groups using a randomization procedure. In the experimental group, debates were the primary strategy for instruction, while in the control group, traditional reading processes were employed. The statistical analysis (SPSS) of the participants' reading comprehension test findings revealed that the strategy has a substantial impact on teaching reading comprehension skills to Iraqi EFL students. Then, pupils expressed that the discussion assisted them in comprehending other ideas and reducing prejudice. Following the debate, many students mentioned that their attitudes and perspectives have changed. More significantly, several students stated that the debate improved their ability to acquire and master reading comprehension skills when compared to conventional style. Finally, after giving the post-test, the results showed that the experimental group did better than the control group which followed the traditional method.

ÖZ

Tartışma, öğrenciler için İngilizce öğretimi ve okuduğunu anlama yeterliliğinin gelişmesinde önemli bir rol oynamaktadır. Tartışma stratejisi sınıfta okuyarak güçlendirilebilir. Ayrıca, bir münazara, öğrencilere etkili bir araç kullanarak nasıl daha iyi okuyacaklarını öğretmenin iyi bir yoludur. Bu çalışmanın amacı, pedagojik bir yöntem olarak münazaranın Iraklı İngilizce öğrencilerinin okuduğunu anlamalarını nasıl etkilediğini ve münazaranın İngilizce İngilizce öğrencilerinin sınıftaki tartışmalarını nasıl etkilediğini bulmaktır. Bu hedeflere ulaşmak için veriler, deneysel bir ön ve son test tasarımı kullanan nicel bir çalışma yöntemiyle toplanır. Mevcut araştırma örneklemi (75), 2021-2022 eğitim-öğretim yılında Salah-Eldin-Irak'ın Al Shirqat ilçesindeki Al-Baraa Bin Malik Ortaokuluna kayıtlı olan ve rastgele iki gruba ayrılan dördüncü sınıf öğrencileriyle sınırlıdır: deneysel (30) öğrenci ve kontrol (30) öğrenci ile pilot araştırmaya katılan 15 öğrenciden oluşmaktadır. Ön test ve son test, bir araştırmacının dil yeteneği puanları bir veya iki standart sapma içinde olan 75 öğrenciyi belirlemesine izin verdi. Yaş, ebeveynlik ve İngilizce yeterliliği dahil olmak üzere çeşitli kriterlerin istatistiksel bir çalışmasına dayanarak, her iki grup da aynıdır. Bundan sonra, iki homojen grup, bir randomizasyon prosedürü kullanılarak kontrol ve deney gruplarına ayrılır. Deney grubunda tartışma, öğretim için temel teknikken, kontrol grubunda geleneksel okuma süreçleri kullanılmaktadır. Katılımcıların okuduğunu anlama testi bulgularının istatistiksel analizi (SPSS), tekniğin Iraklı İngilizce öğrencilerine okuduğunu anlama becerilerinin öğretilmesinde önemli bir etkiye sahip olduğunu ortaya koymaktadır. Daha sonra öğrenciler tartışmanın diğer fikirleri anlamalarına ve önyargıları azaltmalarına yardımcı olduğunu ifade ettiler. Tartışmanın ardından birçok öğrenci tutumlarının ve bakış açılarının değiştiğini söyledi. Daha da önemlisi, birkaç öğrenci, tartışmanın geleneksel tekniklerle karşılaştırıldığında okuduğunu anlama becerilerini edinme ve ustalaşma yeteneklerini geliştirdiğini iddia ediyor. Son olarak, son testi verdikten sonra, sonuçlar, tartışma stratejisini kullanan deney gruplarının, ders kitabını normal şekilde kullanan kontrol grubuna göre daha başarılı olduğunu göstermiştir.

Anahtar Kelimeler: Münazara stratejisi; Okuduğunu anlama; Münazara öğretimi; Hazırlık okulu; Okuma becerisi

ARCHIVE RECORD INFORMATION

Title of the Thesis	The Impact of Debate Teaching Strategy on Teaching Reading Comprehension to Iraqi EFL Preparatory School Students
Author of the Thesis	Khiro Issa MAHMOOD
Supervisor of the Thesis	Assist. Prof. Dr. Manal Omar MOUSA
Status of the Thesis	Master's Degree
Date of the Thesis	19/07/2022
Field of the Thesis	English Language and Literature/Applied Linguistics
Place of the Thesis	KBU/LEE
Total Page Number	133
Keywords	Debate Strategy; Reading Comprehension; Debate Teaching; Preparatory School; Reading Skill

ARŞİV KAYIT BİLGİLERİ

LIST OF ABBREVIATIONS

DTS   **:** Debate Teaching Strategy

TRC   **:** Teaching Reading Comprehension

EFL   **:** English as a Foreign Language

KBU   **:** Karabuk university

TLS   **:** Teaching-Learning Strategy

RCS   **:** Reading Comprehension Skills

RC   **:** Reading Comprehension

LR   **:** Literature review

SCT   **:** Social Cognitive Theory

ED   **:** Experimental Design

QED   **:** Quasi-Experimental Designs

EX   **:** Experimental Group

CO   **:** Control Group

DP   **:** Discrimination Power

DL   **:** Difficulty Level

SD   **:** Standard Deviation

CLT   **:** Communicative Language Teaching

RTCRCT   **:** Read Theory Critical Reading Comprehension Test

CCTST   **:** California Critical Thinking Test

CT   **:** Critical Thinking

SUBJECT OF THE RESEARCH

The main topic of the current study is the Impact of Debate Teaching Strategy on Teaching Reading Comprehension to Iraqi EFL Preparatory School Students' development of teaching English and reading comprehension competence.

PURPOSE AND IMPORTANCE OF THE RESEARCH

Using debate in the class is a new strategy for students to improve their English language skills, and enhance their critical thinking and present abilities. Therefore, the purpose of this study is to find out whether teaching debate impacts the reading comprehension of EFL learners.

METHOD OF THE RESEARCH

This study employed a quantitative research design with two designs: an experimental pre and post-test. The first independent variable (instructional style) changed on two levels, with the experimental group utilizing the debate strategy and the control group using the traditional lecture strategy. The present study applied "The experimental design." It involved two groups: the experimental group that is taught by debate strategy, while the control group is taught by the traditional method.

RESEARCH PROBLEM

Debate provides an effective education for learners in preparatory schools and faculties. Classroom discussion extends to all students at different levels. Additionally, learners know how to utilize the library, evaluate, clarify concepts, and express arguments through debate. Although debates have existed for thousands of years, most schools and educational institutions today conduct discussions in a competitive environment (Bellon, 2000). Thus, the potential of debate to improve respondents' reading skills and learning is abstruse. Therefore, it is unclear whether the debate served as a useful learning tool for them (Salter & Conneely, 2015). In that frame, the researcher finds that arguments or debate activities in a class tend to elicit feelings of anxiety and uneasiness among students. That mission motivates us to undertake this

study, primarily examining whether debates aid in the learning of EFL preparatory school students.

POPULATION AND SAMPLE

The current study's total sample comprises (75) students in the fourth preparatory class at Al-Baraa Bin Malik school in Al-Sharqat district, Salah Eldin-Iraq, during the academic year 2021-2022. The students were divided into two groups A and B chosen randomly to constitute the experimental, control and pilot study, with a total of 75 participants. (A) has 30 students, whereas (B) has 30 students, and (C) 15 students are employed for the pilot study.

SCOPE AND LIMITATIONS

This study focused on using debate as a teaching strategy to develop reading skills by negotiating or dialoguing with a text. Besides, the sampling is limited to EFL preparatory school students at **"Al-Baraa Bin-Malik"** preparatory school in Al Sharqat district, Salah-Eldin- Iraq during the academic year (2021–2022). Further, the study is limited to using the textbook "English for Iraq" for the fourth preparatory school**.**

1. INTRODUCTION

The debate teaching strategy is especially important in teaching reading comprehension skills to preparatory and EFL students as they progress through the class. Consequently, the focus shifts from learning to read and how to use the debate as a new strategy for teaching reading comprehension in a classroom setting (Lapp et al., 2008). Waters (2000) states that reading comprehension has placed a strong focus on the use of problem-solving methods, which ostensibly help pupils detect, analyze, and overcome difficulties in reading. Facione and Facione (2010) state that debates can be used to communicate and understand a wide range of facts, opinions, norms, and standards. Also, deductive reasoning may be used to assess whether a conclusion is true or whether the premises that led to it are true. Furthermore, by using a debate strategy, it is possible to generalize from particular bits of data to legitimate outcomes and conclusions (Tannebaum, 2017). According to Leek (2016), the argument is an important aspect of reading learning. This cooperation helps people retain knowledge for a longer time and allows them to participate in the conversation and share learning (Freeley & Steinberg, 2005). Kennedy (2009) emphasizes that the debate strategy encourages students' active participation. As a result, the pupils' attitudes shift from passive to active. So, the debate strategy is better for improving reading abilities than conventional techniques such as lectures. Based on previous studies comparing lectures and debates, pupils who were exposed to arguments fared better on reading comprehension assessments (Omelicheva & Avdeyeva, 2008).

Many textbooks and articles discuss the debate in detail, and they are often associated with modified debate forms, topical dialogues, and "Socratic" inquiry. Initially, instructors and academics devised adjustments to address certain educators' worries about previous disputes. The debate strategy demonstrated that although the instructors are challenged to engage students at all levels in big class debates, they may split duties within each in-class debate team and adjust content as required to assist all students. According to Lustigova (2011), themes may be "consistently adapted to the language level and background interests of the class," but she noted that students generally take responsibility for both individual and group work as part of a team.

Academic debates as a teaching-learning strategy in the classroom are supposed to foster proactive thinking, develop reading comprehension skills, and provide students with quick feedback. Debates are scheduled classroom exercises in which one specific topic is examined, and students offer their perspectives on the subject as a group. The fundamental goal of these discussions is to strengthen students' capacity to think independently through a series of assertions or arguments in order to expand their comprehension and improve their ability to comprehend the subject being contested. Many educational initiatives, according to Jagger (2013), may be used to promote conversations between the instructor and the pupils. Activities such as debates will help with collaboration, excitement, and critical thinking in the classroom. Therefore, the purpose of this study is to determine EFL preparatory school students' perspectives and preferences for utilizing debate as a learning approach by using debate in teaching reading comprehension, as well as the effects of debates on the participants' language progress and debate teaching in teaching reading comprehension to EFL students.

1.1. Problem Statement

Debates provide effective education for learners in preparatory schools and faculties. Classroom discussion extends to all students at different levels. Additionally, learners know how to utilize the library, evaluate, clarify concepts, and express arguments through debates. Although debates have existed for thousands of years, most schools and educational institutions today conduct discussions in a competitive environment (Bellon, 2000). Thus, the potential of debate to improve respondents' reading skills and learning is abstruse.

Furthermore, most previous studies have shown that these debates do not include all the students in the class. Only students who are fluent in English choose to participate in these discussions, thereby denying the opportunity to the rest of the students. However, students have been expected to debate the main part of their discussion in class. All students will have an equal chance to participate in debates. Therefore, it is unclear whether the debate served as a useful learning tool for them (Salter & Conneely, 2015). In that frame, the researcher finds that the arguments or debate activities in a class tend to elicit feelings of anxiety and uneasiness among

students. That mission motivates us to undertake this study, primarily examining whether debates aid in the learning of EFL preparatory school students

1.2. Research Questions

To achieve the research aims of the current study, the researcher addressed the following research questions:

1. What is the effect of the debate teaching strategy on enhancing students' skills and academic performance?

2. How does debate impact the reading comprehension of EFL learners?

3. What is the role of teaching debate strategy in improving students' performance in reading comprehension?

4. What are the significant statistical differences in the means of the parents' education (father and mother) and students' age for the experimental and control groups?

5. What are the statistically significant differences (a = 0.05) in the means of the pre-test and post-test of debate teaching in reading comprehension for the experimental group?

1.3. Research Objectives

The main goal of the current study was to improve the existing ELT system in Iraq by introducing a discussion approach for EFL students and teaching EFL students how to master the English language to improve their overall performance.

The following are the research goals for the present experimental study:

1. Determining the effect that debates have on students' knowledge, confidence level, and the extent of their interaction.

2. Finding the usefulness of the teaching debate strategy for EFL learners learning the English language.

3. Using debate in class as a new strategy for students to improve their English language skills, and enhance learners' critical thinking and abilities.

4. To examine if there is any relationship between parents' education and the student's age in the pre and post-test.

5. Finding out whether teaching debate impacts the reading comprehension of the experimental group's students

1.4. Research Hypotheses

The study's objectives are to be accomplished by validating the following hypotheses:

1. There are no statistically significant variations in post-test accomplishment between the control group's mean scores, who are taught conventionally, and the mean scores of the experimental group, who are taught using the debate strategy.

2. No statistically significant differences exist between the reading comprehension methods for the experimental group in the pretest and post-test methods owing to the instructional approach, acquired abilities, and overall scores (Traditional, Debate).

3. There are no statistically significant differences in the accomplishment of the experimental group at the recognition and production levels in the post-test.

4. There are no statistically significant differences in the educational level of the parents and age of the students in the pre and post-tests.

5. There are no statistically significant differences between the two groups before and after the experimental period in the pre and post-tests.

1.5. Scope of the Study

1. The use of debate teaching strategy in developing reading skills through negotiating or dialoguing a text.

2. The Fourth class students in **Al-Baraa Bin-Malik** preparatory school- Al Sharqat district, Salah-Eldin- Iraq during the academic year (2021- 2022).

3. The textbook" English for Iraq" for the fourth preparatory school.

1.6. Significance of the Study

In every setting, the capacity to debate with others is critical, whether at work or school or in regular encounters with friends and family members. Unfortunately, the ability to discuss and negotiate seems to erode due to the increased use of technological tools. Similar to how reading assignments have been effectively used throughout the curriculum to assess students' comprehension, discussions have also been successfully implemented across various disciplines, including the academic sector. However, it is uncertain how successful this strategy has been received as a teaching tool in the Iraqi setting.

Encouragement of EFL preparation school students to engage in debates, according to the study, would result in education since learners will take an active role through the discussion, and the lecturer's intervention will be decreased. This study will also give insights into the influence of discussions on EFL preparatory school students' viewpoints. Finally, this study may provide some insights into applying debates that might improve learning among learners in an educational sector, which is of a particular interest.

1.7. Definitions of The Basic Terms

1. **Debate:** A debate, literally "scratching and digging," is a type of discourse intended to elicit an answer or a solution. In other words, two or more individuals discuss a subject, sharing ideas to form an opinion. The debate is intended to elucidate and explore facts via encounters that profoundly affect the mental part of human thinking (Soraya, 2005).

A debate: is a very structured communication episode regarding a particular subject, in which opposing advocates alternate in front of a decision-making body (Snider, 2006).

Debate is defined as "the process of investigation and advocacy, a strategy of reaching a reasoned conclusion about an issue" (Freeley & Steinberg, 2008, p. 6).

2. Learning Strategies (LS) are activities and concepts in which a student engages to affect the learner's encoding phase. As a result, the objective of any given learning strategy may influence the learner's selection, acquisition, organization, or integration of new information. Consequently, successful teaching includes instructing pupils to learn, retain information, think critically, remember and motivate themselves (Weinstein & Mayer, 1983).

Teaching/Learning Strategies: **(TLS)** Teaching techniques, referred to as pedagogical approaches, are tactics used by the instructors to convey course information to keep students interested in practicing various skill sets (Senthamarai, 2018). A teacher may use a variety of instructional tactics depending on the unit's content, grade level, class size, and teaching aids. Multiple instructional tactics accomplish teaching and learning objectives and accommodate diverse student populations (Ogle, 1986).

3. Reading Comprehension Skill: (RCS) Comprehension in reading refers to the ability to comprehend what is being read. Numerous learners excel at identifying words in the text but fail to learn what they read. For example, they may not understand the difference between the main character and someone who is only present for one interaction or they may have a trouble choosing important events in a story and putting them in the correct order (Karimi & Nafissi, 2017).

Reading Comprehension (RC) is defined as the process of getting meaning from writing. The aim is to understand the whole text rather than deducing meaning from specific terms and phrases (Kintsch, 1998). Consequently, reading comprehension generates a mental picture of the importance of a text that is combined with the reader's past knowledge.

Reading: a psycholinguistic guessing game (Ngabut, 2015). According to Anderson et al. (1985), reading means comprehending written materials. Therefore, it necessitates the coordination of several connected origins of the information. Wixson et al. (1987) state that reading is the process of building meaning, which comprises the following:

1. Reader's previous knowledge.
2. Textual information.
3. C: Reading's Framework.

1.8. Study Procedures

1- Assigning a sampling from EFL preparatory school learners to apply the debate strategy.

2- The teacher or researcher help students in deciding which task or controversial issue to be the debate target.

3- Before carrying out the plan, the researcher has to give a preliminary review of how they start and debate the class.

4 - The researcher informs their students of the nature and format of the debate teaching strategy. A debate strategy often includes groups: those who favor a supporting resolution (a positive team), those who oppose the solution (an oppositional team), and those who evaluate the level of evidence, argumentation, and defensive performance. The positive and defensive teams are often composed of three individuals, while the instructor, a small number of pupils, or the whole classroom, is responsible for judging.

Along with the three distinct groups, there may be the audience of class members who are not participating in the official discussion. Therefore, a specific resolution is drafted, and discussion rules are created.

5- Enhancing the debating skill while providing organized feedback to the listener. Then, constructing a reading and debate teaching strategy and applying the test to the sample.

6 - Presenting conclusions, analyzing, and recommendations are given in terms of the obtained results.

1.9. Summary of Chapter One

The chapter starts with an introduction, problem statement, research questions, research objectives, hypotheses of the study, the scope of the investigation, the value of the study, the definition of terminology, the study procedures, and a summary.

2. LITERATURE REVIEW

2.1. Introduction

Debates as a teaching strategy in the class aim to encourage creative thinking, improve reading comprehension skills, and enable students to respond quickly. Debates are structured class activities in which a certain subject or a concept is discussed, then students prepare collaboratively to express their perspectives on the subject or issue. Debates on any topic are permitted. Rather than concentrating only on winning the tour, these conversations aim to strengthen students' ability to read individually by presenting them with a series of assertions or arguments that will help them enhance their overall comprehension and ability to read. In order to promote conversation between the instructor and the students, Jensen et al. (2009) suggest a variety of instructional practices to be utilized. In addition, activities such as debates will help improve the classroom atmosphere by enhancing metacognition, collaboration, fostering learning and developing rational thought and issue-solving abilities. Thus, the primary objective of this study is to ascertain the interests of EFL secondary school students in the use of debate as a strategy of instruction and the impact of discussions on students' verbal development and broad educational experiences.

In their study, Snider and Schnurer (2002) mention that Protagoras, as the "Father of Debate," credited for popularizing debate over 2400 years ago in Athens, Greece. Likewise, Huryn (1986), Combs and Bourne (1994) praise Protagoras for promoting debate over 2400 years ago in Athens, Greece. In fact, Protagoras is credited with promoting debate by Freely and Steinberg (2005). The argument was first introduced into the American learning setting in the 19th and early 20th centuries. Still, it did not regain favor as a teaching and learning tool until the 1980s. It eventually regained popularity in the United States, and was practiced for more than three decades.

Debate, a process of evaluating many multi-views and reaching a conclusion, has been around for over 4000 years, and arguing as a teaching approach dates back over 2400 years to Protagoras (481–411 BC), Athens' "father of debate" (Snider &

Schnurer, 2002). Despite its long history as a teaching approach, debates in the academic context are mainly reserved for members of competing debate teams (Bellon, 2000). However, research has shown that discussions can be used effectively in a variety of fields, including history, law, medicine, psychology, sociology, and education (Garrett et al., 1996; Budesheim & Lundquist, 2000; Dundes, 2001; Keller et al., 2001; Musselman, 2004; Roy & Macchiette, 2005).

The effectiveness of debate in teaching and learning reading comprehension at all school levels has become more widespread worldwide. However, in practice, parents are not the only ones concerned with inadequate teaching; almost all stakeholders in education, including school administrators, members of civil society, and academics are also worried about it. In addition, students, particularly in high schools, express concern over ineffective teaching techniques on a similar scale to teachers. On the other hand, effective teaching necessitates the selection of pedagogical tactics from a pool of options that encourage learning and the development of different competencies such as reading, communication, comprehension, critical thinking, and interpersonal skills, among other things. However, even for the most experienced teachers, selecting the proper teaching technique is not a simple task (Ibid).

Vargo (2012) states that utilizing debate in education encourages students to take ownership of their learning since it allows them to prepare and show their work to other students. Its educational tool is consistent with the academic theory, which holds that learners learn best when they study and engage in debate classes. However, Zare and Othman (2013) point out that utilizing debates to educate students benefits them in various ways, including using school resources, critical thinking, problem analysis, and rationally presenting their arguments. These studies suggest that the use of debate as an educational strategy may aid in the development of different skills such as research, critical thinking, and communication abilities (Brown, 2015). "Debates" are an ancient teaching-learning approach that, according to Darby (2007, p.1), "presupposes a pre-existing attitude, either pro or con on a particular subject, claim, or problem-solving solution". According to Hall (2011), the debate is an educational strategy that improves rational reasoning and thinking abilities while raising awareness of students' attitudes, values, and views.

27

Further, a debate is an educational approach that allows students to voice their viewpoints on a given problem from two distinct points of view. It is in a direct opposition to one another's debate (Chang & Cho, 2010). So, the researcher looked at new ideas to teach debate strategy in reading comprehension in a classroom environment. Based on the Merriam-Webster Dictionary (2016), "pedagogy" refers to the approach and pursuit of instructing students in various subjects. In addition, it may be referred to as the art or profession of teaching.

The debate illustrates that teaching reading is highly regarded throughout the academic sector. A challenge for teachers is to give students chances to apply and build such talents. The methodology required to teach these abilities necessitates a change in many schools and universities. Bellon (2000) highlights that many schools poorly prepare pupils for lessons, and memorization does not teach many interactions and reading functions properly.

2.1.1. Historical Background

Protagoras of Athens, the founder of debate, used the debate as a teaching strategy about 2400 years ago (Freeley & Steinberg, 2005). Debate and reading comprehension studies revealed that quantitative studies reported the advantages of debating in class for students as EFL. Barjesteh and Vaseghi (2012) researched to examine the potential impact on EFL students' reading ability. Students were classified into two groups according to their degree of skill: low and high, with each group further segmented into essential and non-critical subgroups. Their study showed that debate improves pupils' reading and comprehension.

Aloqaili (2011) studied the relationship between debating and reading comprehension. According to the study's conclusions, there is a high association between debate and reading comprehension. Furthermore, Fahim, Bagherkazemi, and Alemi (2010) examined the association between reading skills on the TOEFL's document version and TOEFL reading ability. Three tests were administered:

1. WGCTA_Form.
2. Reading section of the TOEFL document exam.
3. IELTS reading part for general instruction.

The findings have revealed an excellent connection between learners. In their studies, Sheikhy Behdani (2009) and Lachini (2003) investigated the relationship between debate and reading comprehension and discovered a significant association between the two variables.

The evolution of EFL teaching and learning has shifted away from the old methods towards more communicative approaches. So, the debate indicates that the English language is learned to communicate with other people. By using a communicative strategy and engaging in debates, it is envisaged that learners would be able to converse in English in their everyday lives in real-life scenarios or settings. This condition necessitates that a learning process is placed on communication (use) rather than understanding the language itself (usage). Unfortunately, although the communicative philosophy is taught in many schools and higher education institutions, it is not accompanied by communication tactics or debate techniques. This situation arises as a result of the fact that many EFL instructors continue to employ the traditional paradigm of instruction. According to Kurniawan (2013), the previous paradigm may be summarized as follows:

1. A teacher is just a teacher (not an educator), the source of all information that seems well-versed in all subjects.

2. Schools are required to adhere to the timetable.

3. Learning is restricted to what is taught in the curriculum.

4. Facts, material, and theories are the only things taught in this class.

5. The most important thing to remember is what you have learned.

6. The provision of one-of-a-kind or equal treatment to all students.

7. The emphasis is on learning in the classroom.

8. The debate is seen as an item rather than a medium.

9. The predominance of static media in the media mix

10. The use of restricted means of communication (or communication).

Moreover, he describes a new model of learning that should be used in all aspects of school. This paradigm, for example, should serve as the foundation for learning English as EFL. So, the modern model is as follows:

1. Putting "learning" into practice rather than "training".

2. Considering the teacher to be a facilitator rather than an educator.

3. Treating texts as subjects rather than as objects.

4. Making use of multimedia rather than mono-media.

5. Using different learning strategies in class.

6. The learning process is inductive rather than deductive.

7. Using relevant stuff rather than a memorable material.

8. Encouraging students to participate actively rather than passively.

9. Using debates in the class.

10. Enhancing students to use the new strategy (Ibid).

It is critical to have a new paradigm strategy to accomplish effective learning since the old paradigm is being replaced with the new one, making education more inventive. Hence, learning to debate in class is beneficial for EFL instructors and students. Furthermore, it is more enjoyable and meaningful for pupils to study when the lecturers are creative in approaching the subject matter. Here are a few principles of creative learning to keep in mind:

1. **Educational environment.** In this new learning environment, pupils are no longer the learning topic. Instead of blaming their discussions via an argument in class, they become the object of the debate.

2. **The underlying problem.** The learning process must be based on real-world challenges. Therefore, students' challenges during discussions are real, true, relevant, and significant.

3. **It is fully integrated.** It is necessary to incorporate the learning into other fields. Whatever disciplines may come after, education cannot be limited to a single subject or a single set of materials because language is interwoven in various models.

4. **The foundation of society.** The learning process should take into consideration the state of society. It is essential to be aware of the student's condition, for that information gained from the learning will be put into practice in the

community in which it is received. If the teaching is focused on social growth, it will be much easier for the learners to put their newfound information into debates.

5. **Multi options.** Students should be able to make decisions about their learning. Thus, students have the atypical talents of those who engage in disputes with one another. Therefore, education should provide students with various possibilities, which implies that adopting multiple instructional approaches to fit students' interests should be the goal.

6. **Organized and systematic.** The outcome of the learning process will reveal whether there has been systematic learning. When learning is organized systematically, it will be simple to quantify, allowing for effective evaluation and follow up.

7. **It is long-term**. Learning cannot be restricted to the confines of the school, the classroom, and the official teaching hours alone. It should be a lifelong learning experience (Ibid).

2.1.2. Theoretical Framework

Much of today's reading debates focus on learning standard academic English for educational assessment, especially in schools (Faggella-Luby, Ware, & Capozzoli, 2009). In that frame, Paulo Freire and Donaldo Macedo (1987) argue that for reading to be meaningful, it must be "located within a context of social theory and understood as an intrinsic component of how education makes, changes, and renews meaning". Therefore, reading should be evaluated in terms of whether it contributes to "reproducing present social formations" or it contributes to "promoting democratic and emancipatory change". In the opinion of critics of critical literacy, texts must be viewed as a continuous reading of reality and bargaining of socially relevant debates (Gutierrez, 2008; Barton, Hamilton, & Ivancic, 2000). Respondents assert that reading can function as both a cultural agent in which robust discussions are re-inscribed on all the readers as active receivers and a tool for artistic expression in which readers get to be considered for the task of combing through the studying for links to their daily lives and interaction debates to forge an independent identity (Morrell, 2008; McLaren & Kincheloe, 2007).

According to Roderick Watts and Constance Flanagan (2007), students' daily lives happen within a complex and frequently divided society. Consequently, they advocate for a concept of civic (or what they refer to as "cultural") personality that is based on a vital rather than prescriptive knowledge of the institutional forces that shape society and that confirms learners' perspectives rather than a behavioral explanation of the pervasive factors that influence culture. In this regard, Robert Lawy and Gert Biesta (2006) contend that citizenship is a practice rather than a possession and that learners demonstrate their civic identities by their "participation in the actual activities that comprise their everyday lives".

Despite the overlapping debate effects on students' abilities, debates play a significant role in reading comprehension, debate use, and how students see themselves as learners. Hence, the essential debate activities describe reflecting learners' opportunities and abilities, ranging from analysis to perspective-taking to empowerment, growing students' skills (Joel Westheimer and Joseph Kahne, 2004).

2.1.2.1. Debate Teaching Strategy: Theoretical Review

Bandura (1977) points out that the individual studies in a social context (from one another). Hence, the notion of social learning implies that instructors create a social setting in which active learning may occur. Therefore, it is a primary teacher's task. In this context, building an engaged school community is cohesive through encouraging social connections and participation. The theory also specifies that culture is a significant part of knowledge formation. People learn via their interactions through the culture, which is a key component of the idea (Vygotsky, 1962).

Because the social theory considered utilizing debate to educate instructors to establish a social environment in which people learn from one another by imitations, and interactions, participation was the favored theory of learning. A lecturer could build an effective learning environment for the public who would benefit from understanding the debates and principles already taught and learned and develop competencies in students such as participation, verbal presentation, reading comprehension, and logical thinking (Ibid).

2.1.2.2. Related Theories

This field is essential to know the importance of using theories in the educational process, its types, and its methods. In our review of prior research on the use of debate strategy in teaching reading comprehension for EFL students, the researchers addressed several theories, including cognitive, behavioral, social and communicative ones. We will discuss the role of these theories and their relevance to debate strategy in teaching reading comprehension to fourth-level preparatory students, as well as the proper use of theory in research. Scientific theories are used to gain more knowledge and achieve goals such as debate strategy in teaching or addressing a problem in the educational structure. Therefore, students must realize how to go through a suitable learning model for effective language learning in the educational process (Alves, 2014). One of the keys to fruitful learning is to learn how to use the correct methodologies. Students can use numerous techniques in their language learning, like social methodology, behavioral and cognitive theory. These are the fundamental methodologies that students can use (Hyland, 2016). Since English is utilized broadly in instructive settings, from elementary to higher education levels, he also mentioned that language securing must be performed effectively with a successful strategy obtaining. So, different theories are used and applied in debating teaching strategies in the educational field, as in Figure 1 below.
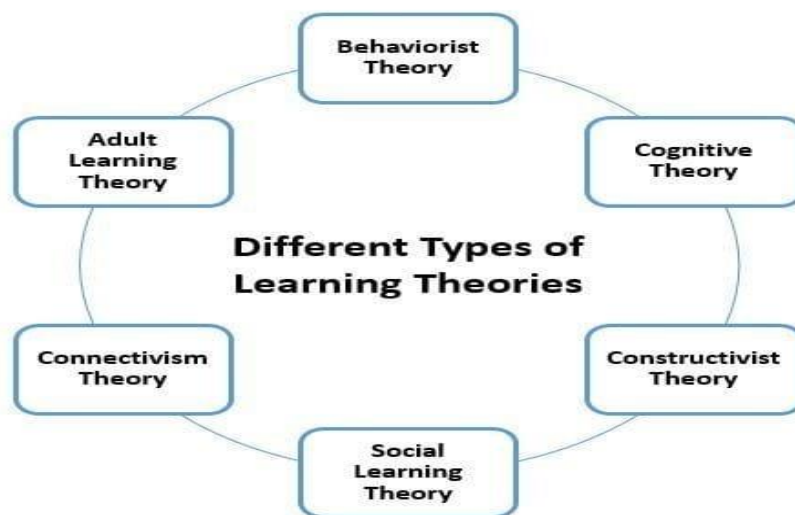
Figure 1. Different type of learning theories (Nguyen, 2013)

There are three theories (social, cognitive, behavioral and communicative) that are used together in the debate teaching strategy in teaching reading for EFL students,

fused into an electronic graphic for comprehending and getting other details adequately to accomplish the primary study objective. So, Fig. 2 shows some well-known theorems about how to structure, use debate references, and organize this topic.
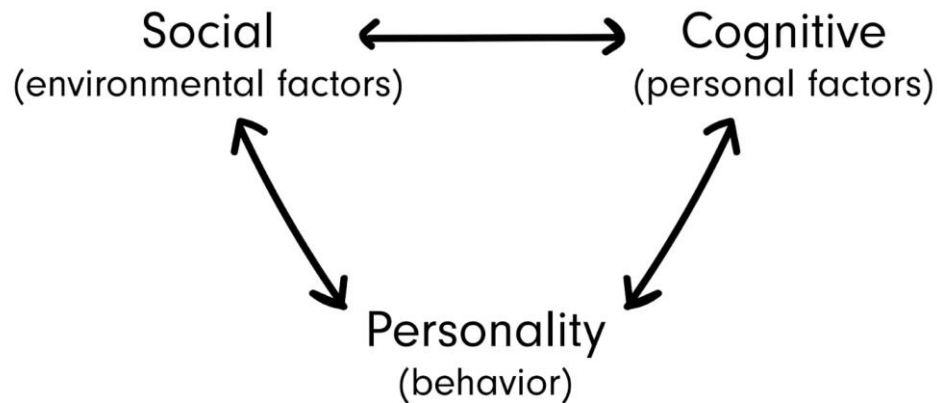
Figure 2. A social cognitive theory of personality (Bandura, 1999)

Social, cognitive, and behavioral factors combine to form this hypothesis of personality, which builds on previous behavior. Social variables are those that are discovered via observation. While cognitive variables arise as a result of cognitive evaluations of the perceived social environment, both of the above elements influence personality, which manifests as a behavior. Thus, all effects are influenced by each other in some ways. This is called "social constructivism," and it means that they all affect each other.

2.1.2.3. Definition of Theories

In our analysis of prior studies and the significance of theories in studying debate strategy and its relevance in teaching, the researcher needed definitions related to the theory and debate strategy in teaching simultaneously.

Cognitive theory is defined as a process of establishing human knowledge and its sources of memory, understanding, attention, receiving, processing, and processing information regardless of the methods of research in it, studying it in terms of its nature and sources, value, and relationship to reality, and the comprehensive general answers that cognitive theories provide concerning the mental structure (Resnick, 2017).

Behavioral theory concerns human behavior and is a collection of habits that a person learns and gets through his developmental phases. Vygotsky (2011) talks about the rules of perception and how people react to the things they see in the world when they are learning new things.

Social theory is a set of interrelated concepts that explain the causes of an observable and studied social phenomenon (Tarka, 2018).

Communicative theory is a significant project that reconstructs the concept of the mind on the basis of a socially liberating communicative act rather than practical or objective terminology (Kiraly, 2014).

Social Cognitive Theory (SCT) is a theory that is employed in a variety of situations. Also, it applies to explanatory behavior. So, we learn via experience, knowledge, and symbols and use it in teaching to form the world in which we learn, as well as react to it and adapt to the changes in it (Bandura, 2011), as illustrated in Figure3.
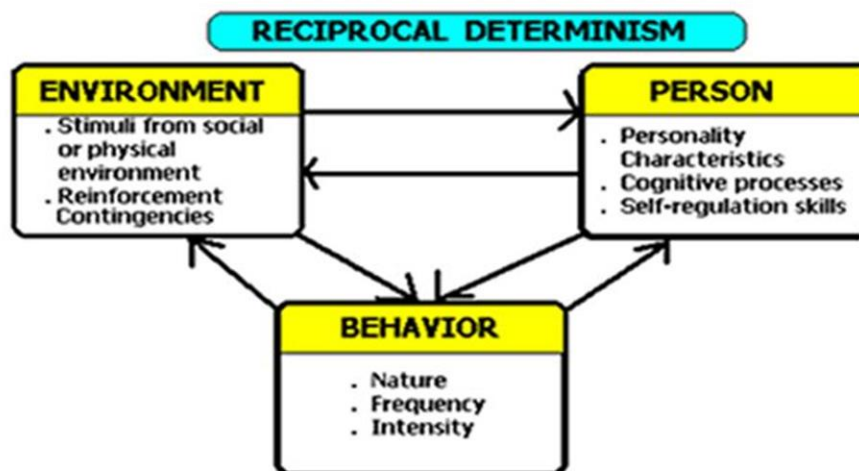
Figure 3. Social Cognitive theory (Bandura, 1986).

This review shows the significance of the strategy used to investigate different researchers' findings and has yielded variable impacts (Miller, 2016). As a consequence, it is argued that the debate technique might be used to help students develop their critical thinking skills. Theoretically, it involves psychological association. Consequently, the current review suggests that inclination and inspiration are critical indicators of learning. It also recommends that the more proximal impacts

35

of methodology use and handling experience intercede with parts of teaching reading comprehension. Additionally, this study tests whether participants' orientation influences the idea of the concurrent interrelationships among the psychological and persuasive developments being referred to (Lee, 2020). Deciding the concept of the interrelationships among applicable (e.g., proficiency, motivation, a technique used, handling experience) could advance language teachers' comprehension of debate strategy EFL reading improvement and give them more knowledge.

2.1.3. The Importance of Debate in Teaching Reading Comprehension

Debate is a good way of teaching reading comprehension because it engages students cognitively and linguistically in various ways. Thus, the debate effectively develops EFL learners' reading skills and provides meaningful listening, speaking, and writing practice (Alasmari & Ahmed, 2013).

Stewart (2003) discovered that his uninterested and reticent students selected debate as their favorite classroom activity in teaching reading comprehension. A poll of non-native English speakers at US institutions concerning their language requirements finds that formal reading and debating abilities are difficult topics (Ferris, 1998). This provides an opportunity for instructors and learners to combine the practice of these vital abilities. According to Davidson (1995) and Krieger (2005), with experience, many learners made noticeable growth abilities for acquiring and defending concepts in debate instruction. In addition, they spotted a weakness in per other's ideas. "Debate is an essential educational technique for teaching reading comprehension abilities and for generating self-conscious reflection on the efficacy of teaching read" (Nisbett, 2003). When arguing is employed in EFL lessons, all four English language skills (for example, reading comprehension) are practiced. Furthermore, debaters must grasp word pronunciation, emphasis, vocabulary, reasoning, and refutation. As a result, practicing discussion in English necessitates various abilities, which eventually leads to their learning missions.

In the EFL context, when learners have limited chances to practice English in real-life circumstances, debate aids to improve their language skills by expressing their viewpoints rationally and logically. Consequently, there is a single practice where students must employ their English abilities, including speaking, reading, and

vocabulary development. According to Makiko (2009), students learning a new language for global communication must convey their views boldly. In addition, students who want to express themselves must possess critical thinking abilities. Therefore, a discussion is an excellent means of enhancing students' verbal communication abilities and essential reading skills.

English language teachers and practitioners have already demonstrated debate's effectiveness as a tool for teaching reading comprehension; it serves as an excellent source of encouragement for EFL instructors who have not yet included discussion in their curriculum. Debate requires knowledge of many related fields and domains, which necessitates a thorough examination of current concerns, and social, economic, and political ideas and concepts. These studies broaden students' knowledge, improve their reading habits, and expand their vocabulary. Students can gather information and discuss there in groups if debate topics are announced ahead of time whenever learners establish reading habits under the guise of preparing for a debate. Debating clubs show study circles to examine debate-related subjects and ideas. Students obtain data and information from a variety of sources. Teachers also expose students to various information sources; newspapers, magazines, books, and websites, both local and worldwide, are examples of references. Students may assemble information and create wall magazines based on multiple issues and occurrences. After that, students prepare for debate by participating in these activities (Alasmari & Ahmed, 2013).

The researchers think that allowing students to engage in debates would improve learning. Students will take a different active function over the discussion, and the instructor's involvement will decrease. This debate will also provide light on the influence of conversations on EFL students' perceptions, focusing on three primary norms: knowing, willpower, and reading abilities. Finally, this research supplies insights into arguments that might improve learning in reading and other fields (Ramlan et al., 2016). Consequently, teachers assist their pupils in developing certain cognitive abilities. In other words, the major goal is to help learners become more autonomous learners, employing various methods and approaches, whereby the most common is in-class discussion. Therefore, debating might be one of the most practical ways for learners to develop reading skills. Moreover, it is an approach that can improve learners' other abilities (Boumediene, Hamadi & Fatiha, 2021).

2.1.4. Active Learning and Classroom Debates

Over the past three decades, university administrators have grown increasingly and have been interested in active learning methods, such as classroom simulations and peer instruction (Archer & Miller, 2011). As a consequence, departments now face significant pressure to incorporate a cross-disciplinary content. The most notable example of this trend is the "writing across the curriculum" model. Students must write essays and prepare research papers in various classes outside the traditional English departments (Bellon, 2000).

Debate activities are employed in many fields; a growing amount of data demonstrates the effectiveness of such debates when used as a teaching tool. Individuals or students may be assigned opposing perspectives by their school instructor or university lecturer, who moderates the discussion. So, learners study the subject and debate in the classroom setting. Considerably, the study addresses the advantages of the active learning that occurs due to process, regardless of whether learners work individually. Then, students are subjected to examination by their partners, instructors, or students in the class, who may also serve as judges. In some circumstances, students are assessed on their participation; in other words, they may be required to submit an essay about their experience after the discussion, or they may be required to take examinations on the topic matter as they would normally do. However, some teachers have reported using organized debate instead of the competitive model. Students were still assessed on the relevancy of their participation, the inquiries and replies they provided, and the use of their provided information, but there was no competitive aspect present (Eillot, 1993; Goodwin, 2003; Vo & Morris 2006; Jensen 2008; Rao, 2010; Vo and Morris, 2008, 2010; Simonneaux, 2001, 2002; Zohar & Nemet, 200). In their study, Johnson et al. (2000) discussed the concept of "constructive debate," where students engage in groups to present all sides of a study and then collaborate to create an acceptable solution for all respondents. Jerome and Algarra (2005) claim a "deliberative debate" style has been discovered, which is an exploration activity with no set viewpoints in which, ideally, a balance is achieved, as opposed to the "adversarial argument" style that is generally seen in contests. A few of the publications studied also emphasize the advantages of informal speaking in the

classroom for learning, such as how it might help students be more creative (Fisher, 1993; Pan, 2006).

2.1.5. How Debate Augments Classrooms

In sum, classroom debates may be an effective strategy to motivate pupils to study. For instance, instructors can:

1. Assist pupils in organizing and synthesizing data (Much like a term-end test study time).
2. Encourage students to learn independently.
3. Enhance students' cooperative abilities.
4. Improve their linguistic abilities.

2.1.6. The Student's Experience of Debate Activities

It is vital to understand some of the disadvantages of participation to guarantee that they are addressed in the future. The time commitment required for competitive debaters is the most often mentioned disadvantage in polls of those who participate.

According to Fine's (2000) educational fieldwork, entrants in the 'contest' of the debate were concerned that the strategic skills they had learned would "bleed into other subject areas in which a connection is presumed between views of the speaker and his or her social claims" and that they would become known as those whose statements should not be taken seriously. He also points out that students may adopt a casual, contemptuous attitude towards the truth due to debating both sides of an issue, or their convictions may be 'eroded' as a result of debating both sides. According to one of the coaches who took part in this research, although debate may provide significant educational advantages in and outside of the class, once in the room, a debate is treated as a 'game,' emphasizing winning at all costs. To what extent it is permissible for an argument to be primarily about winning or losing is up for dispute, as is whether the debate should be mainly about pursuing truth should be at its core. At this point, the research examined improved ambition, trust, self-esteem, and widening perspectives are the most common "wider" effects associated with debate among students.

Given that just a small number of the studies chosen for assessment are concerned with these outcomes, the evidence base in this area is less clear than for the academic advantages. However, suppose the obstacles associated with measuring these softer outcomes can be overcome, the patterns that have been discovered may give valuable guidance for subsequent empirical investigations, which should be conducted in conjunction with an examination of the more academic advantages. In a similar way, only a small number of researchers have addressed the subject of whether involvement in discussion activities has any negative consequences or not. Therefore, the current study refers to the learners' viewpoints. It reveals their concerns regarding the degree of commitment necessary to engage in aggressive argumentation and its impact on other aspects of their study.

Literature study determines the present state of knowledge on the consequences and advantages of engaging in debate events throughout the educational setting. After evaluating the current information, it becomes clear that there is a widespread agreement that discussion activities should promote learning while also providing significant advantages to the respondent. The debate format may be seen as encouraging students to participate in active learning, with the proponents suggesting that students would get more relevant experience by studying, debating, and defending a subject rather than merely teaching about it from a text. Consequently, the most exciting part of the research is the association amidst the involvement in discussing academic achievement. Many studies have shown that discussion activities have a practical and significant impact on students' educational attainment from a variety of circumstances, particularly in improving their reading skills. Because of the wide range of other variables in a debate, it is exceedingly difficult to demonstrate the effectiveness of educational interventions in general. That is especially true for educational interventions and does not imply that a positive relationship exists; rather, it argues that determining the influence and causation is difficult. A significant piece of information from the literature analysis is that debates are limited to competitiveness. So, debate activities as a teaching tool are represented prominently in the field. There is proof of a correlation between discussion and enhanced topics in education. The employment of debate strategy as an educational technique relates to a "higher depth of knowledge." However, they are prone to dependability problems because they are isolated studies, even though they demonstrate the existence rather than the lack of a

relationship (Akerman & Neale, 2011). Participating in debating events promotes students' employment and motivation toward a topic. It also enhances students' knowledge and assists learners in applying their education. Given the rapidity with which things change and the complexity of the current education process, students must think critically from an early age. There is a significant association between the practice of engaging in debating events and the development of discussing abilities, with both qualitative and quantitative data demonstrating that involvement may increase necessary thinking skills. However, there is uniformity in how essential thinking capabilities are defined and tested. There is considerable speculation over whether such advances in necessary thinking skills are possible. Several studies have shown that debating activities may help students attain higher levels of intellectual accomplishment and various other outcomes that lead to developing more well-rounded and confident students for discussing class. A significant conclusion is that participation in debating activities may positively boost learners' confidence, ambitions in terms of schooling, and cultural awareness, among other things. Thus, this study demonstrates some of how discussion activities are utilized in education to assist the development of reading comprehension; however, further examples of how these benefits are achieved for students and learners from various backgrounds and educational environments are required. This study gives meaningful details to grasp how participation in active debate affects students and creates beneficial advantages for their development. The utilization of debate activities in some educational situations may be helpful, and they can serve as a great teaching tool when employed outside of more formal competitive debating tournaments. One of the most significant findings of this review is that debate activities are appropriate for supporting students' education. It is hoped that the evidence argued will assist policymakers and the educational profession in understanding the significance of the debate and increasing its usage in the schooling sector (Ibid).

2.1.6.1. The Importance of Debate as a Pedagogical Strategy

Several researchers have written on the relevance of employing debate as a teaching strategy in their studies. Many writings included widely published analyses on applying debate in education and various situations and subjects. For example,

Berdine (1984) states that a teacher might hold several debates to help students learn more effectively. Therefore, students are divided into vying groups that show in turn or generally argue about unstructured issues, role-playing, simulations, and discussions in a class. While this is happening, Vargo (2012) categorizes arguments as follows: "four corner, role-play, think-pair sharing, and classmate debates and teachers." While the debate structure might vary, it is argued that a classroom argument conducive to good teaching and learning should have four components. These are as follows:

1. Advancement of ideas by using description, exposition, and illustration.

2. A clash of opposing viewpoints backed by arguments and facts.

3. Expansions or counter-arguments to critiques are rejected by the opponent once again.

4. Perspective is the act of balancing ideas and problems to arrive at a logical conclusion, which may be either about the subject or about how arguments are presented. (Ibid)

When a teacher (a faculty member or a lecturer) plans and conducts a debate as a strategy in a debate class, instructors (or faculty members or lecturers) confirm that the system develops ideas and reading skills; although there are differences of opinions supported by some writers, the arguments advanced are disputed, and the views are weighed against one another. Consequently, the respondents will improve their reading, oral communication, and critical thinking abilities and obtain new information (Ibid).

Much research has shown strong connections between debate utilization and the resulting advantages concerning the debate's roles when employed as a teaching approach. According to Fallahi and Haney (2011), a debate has proven to be effective in teaching students in pedagogy and learning. Berdine (1984) concurs with the assessment, but a debate encourages reading engagement and better engages pupils in a class. As Snider and Schnurer (2002) point out, the discussion inhibits passive learning and requires students to comprehend what they are taught actively. Hence, the advantages of employing debate as a pedagogical strategy are experienced by debaters and audience members due to the many post-debate conversations (Green & Klug, 1990). However, the bulk of these investigations was conducted in classroom settings

and examined the application of debate as a tool in teaching reading comprehension for EFL students. A debate has also been shown to boost learning results. For instance, one short-term effect of discussion increases information acquisition, as Kennedy (2009) puts it, since it helps students understand previously taught materials. In their study, Omelicheva and Avdeyeva (2008) state that the debate helps students improve their knowledge, application, and critical assessment abilities in the long term when a contentious issue is provided for the debate.

In addition, debates assist students to improve their listening and shared speaking skills. In their study, Combs and Bourne (1994) state that it supplies opportunities for students to create oral skills. Eventually, Vo and Morris (2006) assert that debate helps students develop their creativity. All of these, and more, are advantages of discussion that this research sought to reaffirm in the context of education.

Goodwin (2003) and Kennedy (2007, 2009) confirm that debates can be both a rendition and a means of communicating ideas and debates, opposing perspectives, and reaching a conclusion. Also, it is a type of contact that can take place orally or in writing (Snider & Schnurer, 2006). The debate as a form of education stretches back to ancient Greece and the Roman sages. They refer to Confucius or other Chinese scholars who wrote famous treatises extolling the virtues of dialogue as an efficient learning method. Notably, one of the debate's qualities is that it requires and fosters thinking.

Debate is described as "what you are thinking about or how you are thinking" (Rybold, 2006). Because we are constantly inundated with information, current time thinking is essential in our discussion of the topic. According to Worthen and Pack (1992), the capacity to critically assess knowledge is a necessary skill for every individual to possess. So, students are encouraged to argue, and they will be more able to cope with the future's educational difficulties and complexities. Additionally, Rashtchi and Sadraeimanesh (2011, p.386) assert "practicing debatable issues changes learners from passive recipients of new knowledge to active practitioners." Thus, a debate is a critical teaching tool that promotes students' critical thinking and issue-solving abilities throughout their education.

According to Nisbett (2003, p.147), the "debate is a necessary educational tool for developing analytical thinking talents and prompting self-conscious reflection on the integrity of one's ideas". Likewise, Worthen and Pack (1992) and Bellon (2000) advocate the adoption of debate in the secondary school curriculum as a viable technique of motivating students and promoting effective learning. In this regard, Bellon (2000) argues "even those who have experienced debate's ability to increase education and promote students learning are becoming proponents for integrating debate throughout the overall school curriculum. Thus, activities similar to debates may also help students learn more about their subject matter. Furthermore, according to Goodwin (2003), both instructional experience and empirical studies have shown that discussion aids students in developing reading comprehension. Following these steps, Bellon (2000) asserts that if students are not allowed to discuss the main ideas they learn in the class, it is unlikely that they would be able to build up their understanding of the course material.

2.1.6.2. The Benefit of Debate as a Learning Strategy in Teaching

Learners benefit significantly when instructors use instructional tactics that encourage active participation (Doody & Condon, 2012). Also, debates in class accomplish the purpose of active learning (Kennedy, 2007, 2009). Reading comprehension is an activity in a classroom that involves students doing anything more than listening to a teacher (Faust & Paulson, 1998). Then, research demonstrates that good classrooms are participatory, but pupils learn less when they are pushed into passive roles or behaviors (Bellon, 2000). Furthermore, the debate prepares students to be receptive to opposing viewpoints on a given topic (Kennedy, 2007).

In their study, Omelicheva and Avdeyeva (2008) note that engaging students' "attitudes, sentiments, preferences, and beliefs" is essential to effective learning. The debate's strategy approach accomplished the goal since it is considered "an outstanding kind of active learning" (Fallahi & Haney, 2007). Therefore, it is necessary to permit learners to speak to be active in the class (Bellon, 2000). This kind of opportunity is created via in-class debates, which are also useful since they aid in the function of bringing learners to "a new level of competence or learning that the teacher has set for

them" (Firmin, Vaughn & Dye, 2007). Furthermore, they are successful since they motivate pupils to pursue their education (Alford & Surdu, 2002).

In another study, Stewart and Pleisch (1998) assert that inactive students who participate in language tasks, study, and debate composition seem to like dealing with language activities, doing research, and writing papers. Additionally, classroom disputes benefit the whole class, not just the most zealous and talented students. This benefit is offered to the most inactive pupils as well. Warner and Bruschke (2001) connect this advantage, which helps every student participate in the debating process to the benefits of education.

Further, the in-class debate is regarded as a successful EFL pedagogical approach owing to its potential to actively engage in a learning process involving practicing the four skill sets of language communication (Alasmari & Ahmed, 2013; Rybold, 2006; Snider & Schnurer, 2006). Zare and Othman (2013) confirm that students have easier access to linguistic input and output during in-class arguments. Along with speaking, the debate can help ESL/EFL students develop critical reading skills through researching the debate topics, listening through listening to each team's opposing views and assessing flaws in them, and writing skills through collecting data and preparing assertive speeches during the debate process. In sum, it is undeniably extensive as an L2/EFL educational tool, as shown by the fact that it involves the practice of the four abilities that help debaters improve their language competence throughout the process of debating. On the other hand, the debate group has generated enough evidence to suggest that debating helps debaters strengthen their language skills (Omelicheva & Avdeyeva, 2008). Unfortunately, when it comes to debating for EFL/ESL learners, the relatively few publications that have been produced have mostly concentrated structures of discussing the strategy.

Learners engage in a competitive intellectual activity and outshine one another in their points and framing. Debaters push others to their limits in a competitive manner. In other words, "the rivaling process motivates pupils to perform at a high level" (Rowland, 1995, p. 108). Students hone their thinking ability and linguistic competence by participating in such debates (Lustigova, 2011). Consequently, the "contest round competition is a powerful motivating force that draws in novices and

pushes advanced debaters to dizzying heights of professional and academic excellence" (Mitchell,1998, p. 18)

Likewise, the class established during the debate is favorable to creative working and educational opportunities. Thus, students participate in debates where they work together to resolve the topics posed by the initiatives under consideration. Then, students develop reading and cooperation skills through this process and understand the necessity of shared efforts to create effective learning. Fallahi and Haney (2007) observe in their research that "a total of 80 % of respondents had a sense of group success or collaboration throughout the debates," and "a total of 64 % preferred working in a team rather than working alone." Meanwhile, learners improve and respect the utilization debate to approach education, which is significant (Alford & Surdu, 2002; Kennedy, 2009).

Khan et al. (2012) conducted a study that divided health policy learners into active and inactive debaters. A structured questionnaire was used to examine the respondent' debate perspectives as a teaching tool. Along with an increased understanding of debate topics, active debaters reported growing their interest in debate. Similarly, Kennedy (2009) adds that most respondents in five debates reported good attitudes towards the arguments and even said that they would use debate as an educational technique if given the option. According to Hill (1982), one of the most frequently cited motivations for participation in debating events was pleasure or fun. In a similar vein, several additional studies have shown that students who engaged in discussion activities found the experience entertaining and informative.

Additionally, instructors engaged in classroom discussion have a favorable perspective on this strategy. Also, teachers who experimented with discussion in vocational classes were enthusiastic about the new tool (El Majidi, de Graaff, & Janssen,2015). Hence, those who participated described the experience as inspiring and fulfilling. At the same time, the lack of experience hurts students' attitudes towards the discussion. Therefore, a thorough understanding of the elements contributes to and maintains this optimistic attitude. Nevertheless, more investigations into this teaching technique is required. In their study, Park, Kier, and Jugdev (2011) state "additional study is required on this teaching strategy, not just in terms of faculty perspectives and experiences, but also in regards to student perceptions and views".

Hill (1982) is a pioneer in investigating what inspires students to argue. His research employed a questionnaire and asked debaters to identify the factors that appropriately define their motivation for participating in the debate in order of significance. Six categories emerged from this research: academic, social, competing, and others. Further, Jones (1994) asserts that they relied on abbreviated and undeveloped responses. In comparison, the latter was tested on the Likert scale, which does not allow for an answer that adequately accounts for the gravity of the arguments offered.

The framework of a classroom debate may take on various shapes and sizes by comparing debate among two psychology teachers to standard lecture-driven courses. Lewin and Wakefield (1983) find that this debate style increases students' interest in the issue and encourages independent scholarly investigation. Garland (1991) concludes that using point-counterpoint panel discussions on difficult themes in undergraduate psychology courses effectively teaches course material, sharpens critical thinking abilities, and encourages classroom engagement in various situations. Green and Klug (1990) evaluated debate usage using a major undergraduate sociology course as an example. They found that classroom conversation rose even among students who were not actively engaged in the debate itself. To educate about contentious themes and enhance students' critical thinking, reading skills, and verbal communication abilities, Moeller (1985) employs debate in undergraduate behavioral coursework to learn about sensitive subjects and develop effective communication skills. Then, students rated the arguments on a Likert scale of 1 to 10, with higher ratings indicating a more meaningful learning experience overall. Elliot (1993) uses a structured discussion style similar to this in an undergraduate class on women's behavior to increase course involvement and improve students' critical thinking. Based on their responses on the evaluation forms, the researcher finds that debate, by its very nature, encourages students to participate in the classroom.

Finken (2003) examined 151 participating in a course on human activity. He discovered that discussions influenced students' perspectives in a moderating manner. Following the debate, students reported having fewer extremist sentiments. Additionally, students who debate against their existing opinion on a topic generate biased assimilating, but learners who argue for a belief consistent with their views do not (Budesheim & Lundquist, 1999).

The capacity to participate in a reasoned debate on contentious matters creates an understanding of opposing viewpoints that are a necessary component of effective discussion (Johnson, Johnson, & Smith, 1997; Oulton et al., 2004). For instance, Khan (1999) discovered in academic research on the psychology of racism that some students who participated in interactive instructor-led discussions reexamined their beliefs after exposure to open debates on this difficult and sensitive subject. As a result, classroom discussion is a teaching strategy that may provide meaningful learning experiences for students while also enhancing their engagement in the classroom. Participating in a debate entails engaging in a social dialogue concerning opposing points of view. Students must use library resources, take notes, define terms, construct arguments and rebuttals, and work together to prepare for a debate. Debating a controversial topic enhances listening, and public speaking ability fosters an appreciation for the complexities of a disputed subject. In addition, it provides growth opportunities for preconceived notions about the subject matter (Bell, 1982). So, debating is a fantastic way to engage in active learning. In contrast, when students apply fundamental psychological ideas to real-world challenges, they are more likely to remember their acquired information (Bell, 1982; Garland, 1991).

Regardless of the difficulties, teaching in classroom debate is typically seen as beneficial, and they think that participation increases the learning opportunity. Yet, overall, not all students participate in class due to apprehension about receiving negative feedback from their classmates, worry about receiving a low grade, a perceived lack of understanding about the topic under discussion, or a lack of time to think about their response before responding (Hess, 2001; Lusk & Weinberg, 1994). In their study, Hyde and Ruth (2002) examined why students identify and do not engage in sensitive themes to divert their effectiveness. According to the study, first-year students most often report reasons for forbidding debate as:

1. Anxiety

2. A lack of preparation

3. Their academic situation

4. Number of classes

5.   They worry that they would be seen as foolish by the teacher or their peers in the survey.

Finally, engaging students in classroom debates on difficult themes may be tough for teachers of introductory psychology courses. Fostering meaningful conversations might even be more challenging. Some teachers avoid discussions on difficult matters in their lectures completely to avoid offending learners and discouraging timid or less talkative pupils. Others want to avoid awkward pauses or poorly worded statements during classroom debates (Johnson & Johnson, 1988).

2.1.6.3. Debate and Collaborative Teaching

The previous literature debates the proficiency of collaborative teaching strategies. Hence, a debate is a teaching activity that helps students participate linguistically and cognitively in a collaborative setting and constitutes an expressive medium for teaching and practicing all language skills. In addition to evolving debate, Krieger (2005) reveals that debate is an influential speech, writing, and reading skill. Moreover, debate is an interaction-based strategy that establishes meaningful rapport between debate partners and teachers. Also, discussion helps students gain intellectual and emotional maturity. It encourages teaching and teachers' future personalities and leads to success. Further, debate affects students' academic learning and occupational achievements. In sum, argument develops students' skills and strategies (Garrison, Anderson & Archer, 2001).

The role of debate as a strategy to scaffold English skills and cooperate with EFL/ESL students was revealed by Aclan and Aziz (2015). They argue that debate is a suitable tool for communicative language teaching that is student-centered, holistic, and task-based in all stages of the debate, pre-debate, brainstorming, and actual debate, whereby debaters are trained on an argument, refuting positions, and post-debate all debates with the debaters involved with teaching (Arar, 2017).

2.1.7. Debate: A Teaching-Learning Strategy

Debate is a time-honored strategy of instruction and education that assumes a point of view, an argument, or a problem solution. In fact, Protagoras is credited with

inventing the academic debate technique in the fifth century. The argument as a teaching approach flourished in the nineteenth and early twentieth centuries before declining in favor. However, the 1980s witnessed a resurgence of interest in debate as an educational teaching approach, with the concept of encouraging critical thinking. According to Darby (2007), a debate is still an effective tool for developing critical thinking and communication skills with fourth language abilities (reading, writing, speaking, and listening). So, for the debate as a teaching tool, those steps must be taken into consideration:

1. Academic instructors should view debate as a useful tool for practical learning. For instance, debate assists learners to improve their ideas and contact perspectives while studying certain information types.

2. Debate enables students to progress beyond "rote memorization of facts, theories, and skills" and allows them to apply information via role-playing while displaying their beliefs, values, and attitudes. However, the discussion may eventually compromise and distort the learning process. For example, students may prioritize influencing others' views above being truthful. Another disadvantage of the argument is that it may cause worry to certain students.

Students must extensively analyze and research the issue before a discussion, utilizing reason, logic, and analysis to create conclusions.

1. Students must next work together to consolidate their positions and reduce duplication. This process enables the adoption of a viewpoint, expressing opinions and arguments. As a pedagogy and education technique, a debate encourages experienced leaders and modification agents while eliminating capability prejudice and fostering critical review when submitting contentious issues (Ibid.)

The literature debates the disadvantages of discussion as a technique of instruction. Thus, significant issues might be sometimes trivialized as right or wrong. Certain subjects involve several perspectives and are best handled via an open conversation. Nevertheless, a debate may be always followed by a class discussion. Some claim that arguments are about winning and losing, which results in students' dissatisfaction and anxiety. Limitations may be addressed by downplaying grades and competitiveness and focusing on preparation and debating participation.

2. Debates should be seen as a "learning experience" rather than a means of assessing gained information.

2.1.7.1. Debating's Functions

Debating is a strategy that needs all aspects of English learning and presentation and delivery abilities. Debaters need expertise on topics and ideas in various fields. Additionally, they must undertake studies on a variety of issues. Finally, debaters need conventional delivery abilities to persuade judges and audiences while delivering their rationale and argument in that frame. When debates are done in an EFL class, they require students to apply their language and present abilities. Eventually, the following discussion focuses on the value of debate in developing English language abilities and its role of it in teaching "reading comprehension" (Lusk & Weinberg, 1994).

2.1.7.2. Reading and Debate

Debating requires a breadth of knowledge across several related disciplines and domains, which necessitates a thorough examination of events and academic, social, financial, and political ideas and concepts. These analyses broaden students' understanding, improve their reading habits, and help them increase their terminology. Thus, debate themes are publicized in advance; learners may gather tools and conduct group discussions. That is, pupils establish reading habits under the guise of preparing for the debate. Debating seminars show study circles to examine debate-related subjects and ideas. Students obtain data and information from a variety of sources. Additionally, teachers expose students to different information sources, such as provincial and multinational newspapers, periodicals, textbooks, and websites. Learners may gather details, and create journals on various topics and events. Students prepare for debate participation by engaging in these activities (Alasmari & Ahmed, 2013).

Linguistic communication is the most efficient and sophisticated medium for carrying out debating. According to Mangel (2005), the main thinking element includes language. Halpern (1996) considers language a medium for expressing one's

ideas. Also, he believes understanding is the most important purpose for using debate ability, particularly in reading. When a student can question and analyze reading, critical thinking tactics in language education are reading comprehension or conversation abilities (Richards & Schmidt, 2002a). In another study, MCPeck (1991) states that the multiple aims of reading include problem-solving, assessing what has been read, and integrating understanding with the rest of the knowledge. In addition, students may learn skills to aid them while reading. Lubis (2019) believes this can be accomplished by reading, assisted practice, and reflection. In sum, reading is regarded as a communication activity in which meaning is transferred from the researcher's mind to the reader's imagination. It is an exercise that involves students with linguistic texts and promotes greater language acquisition and debate (Nuttal, 1996).

Consequently, instructors adopt various approaches and procedures to optimize their students' skills in reading comprehension. For example, a debate strategy may successfully foster reading comprehension and serve as a useful teaching tool. Students' necessary reading skills are developed via discussion, delving into different viewpoints (Roy & Macchiette, 2005).

2.1.7.3. Debate as an Active Learning Way

Debate is an active term in high schools, universities, or other foundations. However, when considering an expanded conception of persuasion, a debate has surprisingly flexible functions (Toulmin's, 1958, 2003). Also, writing policy documents have already been adopted in various psychological and cultural sciences (Kennedy, 2007). According to Kearney (2014), "modern debate's focus on the education process" and important themes are not unexpected given the emphasis placed on them. The practice of "in-class" argument is the topic of extensive investigation and has been used more in various disciplines. Louden (2010) states that "in-class debate provides a competitive incentive for finding as many innovative and unique approaches to a topic as possible in a class," and it is also "an integrative tool that will help students to do the tasks of splicing together various subject elements" when conducting their research on topics. Furthermore, it provides "hands-on" learning that uses various abilities to interest students of all ages. Therefore, the student-centered "in-class" debate helps create better learning conditions.

According to Efrizal (2016), a "test case" featuring the use of a debate structure between "construction law" students enhanced their comprehension of "real-world" applications beyond the text's sample issues. Most students prefer active participation learning environments, such as Efrizal's "alternative conflict resolution" approaches made accessible via her debate format, to passive learning environments, such as standard classroom settings. Zare and Othman (2013) claim that a thriving classroom involves "interactive learning." Indeed, a study conducted in the United States by Rao (2010) revealed "positive associations between discussions and both short- and long-term learning outcomes" between business learners participating in mortal help administration courses in the United States. In addition, flexibility of discussions enables a student to actively listen and discover numerous different ways to understand a subject. "Debate's interactive nature necessitates contextualized and meaningful language use throughout the process, from preparation to the actual debate" whereby Aclan and Abdul Aziz (2015) emphasize that students' futures in the workplace are dependent on their ability to communicate effectively in the context.

2.1.7.4. Debate as an Educational Environment

The debate is a good strategy for the formal debate of general topics. So, different reasons for opposing viewpoints are discussed in the discussions. After that, the argument may be found in public forums or legislative bodies (Al-Mahrooqi & Tabakow, 2015). This is a formal way of communicating, in addition to the debate response, with a moderator and an audience. The discussion includes characteristics, such as logical clarity, factual truth, and emotional appeal to the spectator. One group usually outperforms the other by offering a greater "context" or explanation of the issue. In a formal debate contest, there are standards for responders to discuss and agree on differences within a system that dictates how they should do it (Boumediene, Hamadi & Fatiha, 2021). Debates are conducted in various settings and assemblies to address topics and decide on actions to be taken, frequently by voting. Deliberative entities such as parliaments, legislative councils, and other assemblies take part in discussions. The legislature in international democracies is continually debating and agreeing on new laws. Formal discussions between candidates for public offices, such as debates on leadership, are common in democracies. Debates are often conducted for

educational and recreational reasons, and they are frequently associated with educational institutions and debating groups.

Oros (2007) states that academic debates are inclusive in the educational curriculum. Additionally, discussions may be included in the assessment of courses as introduced to respondents at the beginning of each session. They also complement other teaching approaches these academics use and have various teaching styles to maintain students' active engagement with the topics. As Tessier (2009, p. 145) revealed, the "discussion is not meant to be a goal in and of itself, but rather a means to achieve desired educational results in conjunction with other teaching strategies and student experience." According to Bonwell and Eison (1991, p. 2), this kind of active participation enables pupils to "learn more effectively by actively evaluating, discussing, and applying knowledge in meaningful ways rather than passively receiving information".

According to Walker and Warhust (2000), debates are a tactic that goes beyond learner participation. Discussions urge academics to deviate from their traditional role of imparting knowledge and permit learners to teach one by one. On the other hand, Zare and Othman (2013) assert that the content of the discussion is dependent upon whether the problems were apparent and did not support one side of the argument. Also, they felt that, via discussions, students learn critical abilities such as thinking, analyzing, and presenting ideas. In addition, interactions between students and lecturers should be more successful than traditional methods of instruction. This kind of debate is "underpinned by collaborative principles and the production of individual and communal knowledge between instructor and student, as well as between students with regards to an educational debating culture" (Walker & Warhust, 2000, p. 529). Hence, this collaborative learning strategy through conversation may help students develop an interest in active learning and higher-order thinking. Oros (2007) mentions that debate has a main role in interpersonal social skills and teaching strategy. In a debating system, the act of expressing opinions and contrasting "for and against" viewpoints fosters peer engagement.

2.1.8. Debate's Role in Improving Reading

Based on previous studies, the debate teaching strategy is a good way to help students improve their reading skills, as well as their critical thinking and analytical skills.

2.1.8.1. Classroom Debate

Jackson (1973) stressed the need for lecturers to pursue opportunities to enhance their reading comprehension, problem-solving abilities, and communication skills in teaching classes. So, debates support learners in improving their awareness of social matters by evaluating different points and acknowledging that there may be varying viewpoints on any subject area as individuals. Most significantly, students must research to know the evidence used in discussions that favor the opposing position. However, by definition, debate topics or questions have no right or wrong answers. By using debates, students can provide various perspectives on a certain subject of discussion rather than attempting to pick a new one.

Additionally, students can hone their investigative skills outside the classroom before bringing them to the debate. Students should engage actively in independent debate, gathering materials from various perspectives, interpreting them concerning the discussion subject, and preparing a suitable discussion case during the class. Students can effectively participate in independent analyses and gather knowledge from various viewpoints, evaluate and analyze them about the subject of the discussion, and prepare an effective argument for discussion in class. Therefore, debate increases the effectiveness of the speech. In addition, debate helps students develop their ability to compose and convey meaningful words (Mubaraq, 2016).

Given that the design and delivery of the debate discourse are significant variables in determining the effectiveness of the study, debaters must choose, arrange, and explain their materials according to the best level of public discourse. Extemporaneous delivery is a requirement that forces speakers to deal with different situations. Typically, a single head in an initial discussion stage, a group of entrepreneurs in a community club, or a radio or television audience will address many audiences. Each of these conditions introduces unique difficulties. Continuous

adaptation to the audience and expressive requirements enable debaters to increase their flexibility and capacity for thought and speech. Public speaking anxiety is a widespread affliction among scholars and practitioners alike. In return, it may be a significant impediment to communicating effectively and academic performance (Ibid).

A debate is an excellent platform for learners to create coping tools to cope with fear of public reading or speaking. Because debate requires substantial preparation and facilitates it, students build confidence in their ideas and excitement for advocacy to participate. The discussion focuses on the content rather than the manner, emphasizing the points rather than the individuals. Student debaters can calm their nerves since they have much more to worry about. Through practice, the pupils gain trust and understand how to manage their unavoidable uneasiness so that it does not interfere with their ability to achieve their objectives via practice repeats (Austin & David, 2013).

2.1.8.2. Argumentation and Debate

The debate provides argumentation instruction. Teachers have argued arguments in this discipline from classical times to the present as the best form of instruction (Andrews, 2010). The discussion offers a good chance for students to use argumentation theories in contexts that help them develop their knowledge and grasp of these theories, as well as their application abilities. As an academic strategy, the debate supplies a good push for knowledge since learners have a short-term objective of succeeding in a tournament and rewarding it by improving their thinking edge and expanding their abilities (Cottrell, 2017). This mixture of short- and long-term goals enables an optimum educational environment. Further, the continual monitoring of students' success via rapid feedback and judge-debate evaluations gives many opportunities for growth and improvement and the detection and resolution of misconceptions.

2.1.8.3. Contemporary Understanding Debate

Debate provides for the study's extensive review of crucial issues. Thoughtful conversations include long-term concerns that students have a poor grasp of critical matters. Gaining an understanding of the views of the arguers will allow you to study the practical concerns and associated publications that constitute the foundation of the submissions under consideration (Othman et al., 2015). During their debate participation, students should get a better-than-average understanding of contemporary topics and employ strategies that will enable them to analyze the issues critically. In sum, the researchers say that the real goal of the debate is to learn more.

2.1.8.4. Perspectives of Students on Debate Activities

Students acquire material understanding, debate, and interaction skills via arguing, as both teaching experience and empirical research confirm (Allen et al. 1999; Bellon, 2000; Williams, McGee & Worth, 2001). Then, the researcher incorporates discussion tasks into most courses. Furthermore, their instruction reflects the ideas, attitudes, abilities, and behavior that influence the success or failure of the jobs they will perform in class (Bransford, Brown, & Cocking, 2000; Freire, 1970/2002). Thus, to ascertain students' perspectives on the discussion activities, do they believe that debate helps their educational process? If this is the case, how does it benefit them in their experience? When applying these issues, knowledge and the literature indicate three criteria that need special attention. These norms are directed at three particular reasons why students may find debate activities in their topic classrooms ineffective:

First, since argumentation necessitates explicit variance, learners may identify it with undesirable interpersonal or passionate characteristics such as animosity or violence (Benoit, 2012; Tannen, 1998; Trapp, 1986; Walker, 1991). In this circumstance, it is understandable that some learners may be hesitant to participate vigorously in the discussion activities.

Second, some learners consider the level of competition in this specific kind of discussion and debate frightening or unjust, depending on their personality. For example, some women may be disadvantaged in conversations due to gender differences in debating styles (Meyers, Brashers, Winston, & Grob, 1997). According

to Meyers et al. (1997). Students have the right to oppose unfairness in debating events lawfully.

Third, learners may be inexperienced with debating activities. Therefore, they may oppose the innovation in this scenario, opting instead for class interactions and discussion projects, which they already know how to study.

The researchers pose these topics as a result of teaching experience; they also come out of an interest in debate-class. As long as the discussion remained limited to extracurricular activities and classes dedicated specifically to argumentation, those who decided to participate might be assumed to affirm the movement's merits (Williams et al., 2001). However, when discussion expands outside of these conventional techniques, students will come into contact with it is more unwillingly, and their opinions will become more significant. Bellon (2000, p. 161) notes "proponents of discussion throughout the curriculum must provide sufficient evidence of pedagogical advantages in order for such programs to succeed" At the very least, part of this information should come through students' voices, expressing students' viewpoints on curricular debates.

2.1.9. Debate Builds Reading Comprehension

Students engage in an instructional framework designed to improve their reading skills through the study of argumentation and participation in the debate. A variety of studies have studied whether college courses enhance reading comprehension in discussions. For example, Becker (1986) finds that debaters significantly outperform non-debaters on reading exams after engaging in debates. Consequently, debaters develop the ability to apply reading comprehension and develop their ideas to face the difficulties encountered during the study.

2.1.10. Some Educational/Cultural Points to be Considered in the Debate

Arguments in the debate are often influenced by cultural and educational factors surrounding them, or with their "yes or no" outcome, judgments frequently raised by these factors. Tumposky (2004) claims that a debate's function or the debate

class may enhance learners' ability to "oversimplify and misrepresent" support for an appointed debate class. As a result, the study draws on prior research demonstrating that arguments are created at the students' level. Clinchy (2002) notices that studying students' behavior patterns were characterized by a predisposition to "quiet" when confronted with debate or discourse and a willingness to accept "received information" from external authorities. Therefore, Clinchy stresses the significance of college professors' communications to students, stating that students should strive to "move above received knowledge and on to more active, reflective, and thinking".

A study conducted by Nisbett (2003) draws attention to the differences in social and cultural learning methods, notably between categories such as "Western" and "Asian" pupils. It shows "very diverse systems of perception and cognition exist—and have existed for thousands of years". According to the author, these discrepancies lead certain Asians, such as Chinese and Japanese learners, to place a high value on "harmonious connections with the group," resulting in a propensity to assess the group's conduct and context and avoid divergent points of view. On the other hand, they "respect individual distinctiveness", and their culture fosters their endeavors. Consequently, Nisbett contends that Western students are more comfortable expressing themselves and supporting their peers; additionally, he asserts "debate is virtually as unusual in contemporary Asia as it was in ancient China". All the vocabulary of debate is another kind of Westerners essentially lack.

Murray (2003, p.397) supports this position and describes this alternative viewpoint as "differing fundamentally from the Western perspective". Many Asian educators and scholars, on the other hand, have a very different perspective on this idea. For example, Kubota (2004) comments that this culturally distinctive model of Eastern thought stresses a "fixed" vision of Far-Eastern culture and that it is "generated in discourses that incorporate politics and power conflicts" on the verge of typing. Affirming this debate, McKinley (2013) points out "Western interpretations, which maintain negative stereotypes of 'passive' or 'silent' or 'uncritical' East Asian students, are no longer sufficient" and "more excellent observation and fundamental understanding" are required in the future.

According to Lu (2013), much attention is paid to the "level of skill among Taiwanese college students." Contestability about rankings and levels with certain

other parts of Asia, such as Korea, overshadows the importance of acquiring (CT) skills. Taiwan appreciates "the key role of education in the process of globalization and internationalization of higher education". Further, McLaughlin and Moore (2012) state in their impact of critical thinking in articles that they also bring up issues connected to Lu's (2013) claim. They assert that it is simpler to grade papers on grammatical "correctness" than it is to grade essays on "logical growth" or the examination of "different points of view. According to Song and Cadman (2012), "human beings have the potential to learn" and "develop an understanding of one another's methods of knowing about the world" as well as "bridge cultural differences that come into focus when these collide." Specifically, the authors state that the purpose is "to come to grips with the conceptual frameworks within the debate". Although certain aspects of debate highlight dissent and argumentative stances, many other researchers state that in a constantly changing society, students must know assessment, critique, and persuasive strategies to be economically competitive in their future careers. Higher education is going to meet the requests of the business by placing "less emphasis" on learning and more focused "critical thinking skills, such as analytic and quantitative reasoning, problem-solving, and written communication," emphasizing this point even further (Devedzic et al., 2018). Therefore, all of these are fostered and increased because of the use of "in-class" debates in the classroom.

2.1.11. Debate Targets

Osborne (2005) states that incorporating discussion into world history class's years ago had clear and explicit goals to draw students' attention to reading, reading sources, and short works, provide a mature learning environment and introduce the importance of reading and its role in the debate. For instance, students' goals offer significance to reading primarily in sources and short works of study. The researchers reasoned those well-chosen readings would increase students' engagement and cooperation with these projects. Inviting students to argue is a more authentic way to introduce them to reading comprehension than memorizing facts or reading essays. Hence, the debates are most similar to what researchers do: reading, analyzing, and reviewing both intellectuals' work and the sources upon which it is based, and then using this work as a foundation for their reasoning is very equivalent to what scholars

do and also identical to the use of history that one aims to make as a community member in the future. This strategy would assist students in becoming more knowledgeable and advanced.

Researchers realized that the debate topics motivated students to grapple with difficulties and limit their perceptions of faults as education progressed. While these objectives remain essential, they inspire learners to struggle with challenges and challenge their misconceptions. This issue should, in turn, strengthen their commitment. In addition to promoting disciplinary aims, the style of a discussion may also encourage a student's personal growth, leading to an individual "paradigm shift". The history of the world is replete with institutions, customs, and ideas about class, race, gender, power, and spirituality. This endeavor, on the other hand, was not intended to be a return to an earlier, discredited view of history, as "philosophy teaching by example," as Lord Bolingbroke famously put it; nor was it intended to be a collection of tidy little tales that could be followed by another, as Aesop's fables are. Rather than that, investigating these difficult situations would require an examination of the social and historical contexts in which these beliefs or behaviors made sense and seemed as natural to the people of that era and place as components of our culture do now. Thus, the readings and conversations would help towards the objective of building the ability to comprehend other points of view beyond the dualistic premise that there is a right and an incorrect solution to every subject ("I am correct and you are at fault"). While the first attitude may be one of slothful tolerance that avoids complexity ("It's all OK"), this is a step ahead of narrow-minded judgmentalism ("Burn in hell, heretic!"). Unfortunately, many students still operate at this relativistic level (Colby, Ehrlich, Beaumont, and Stephens, 2003). Ideally, students would eventually gain the capacity to transcend relativism, discriminate between competing assertions, and legitimately advocate a personal stance based on a grasp of those concepts and a deliberate commitment to a set of values (Perry, 1970). Debating problems that require students to face opposing ideas may aid in this process of maturation. It is also possible that the questions directly connect to the study somehow. Thus, the significance of the problem and readings would still be self-contained inside the classroom (complete the chores, or you have nothing to offer in the discussion) but would also be linked to students' personal lives or current public concerns. Doing so would develop the practice of seeing present situations from the perspective of

previous events. Some researchers believe that mastery of facts and argument terms in hotly debated issues can lead to students' empowerment.

Debates need respondents to emphasize listening and reading attentively, summarize well, ponder, choose a clear stance, defend it with evidence, and effectively articulate their views, including answering the other side's counterarguments. In this regard, Graff (2003) argues that even primitive arguments may be productive if they avoid efforts to score points by misrepresenting or insulting rivals rather than seriously engaging with their views. In any event, such instances do not constitute discussions, but as Jon Stewart memorably observed to his Crossfire co-hosts, "party political trickery" is harmful to a country on the public stage. Every debate should prepare a set of original references and little bits of historical knowledge for every discussion for each argument. Additionally, the researchers created a Blackboard discussion thread. In class, we examined historical texts and then argued the matter, relying on the material as proof. Finally, students prepared a brief essay in which they took a position on the subjects we discussed. They also contributed to news items and commented on their own and other students' participation in the online conversation. Although students were assigned a role in the debate, they were told to take a personal stance in their papers, allowing them to gain experience both adopting and defending attitudes and values with which they disagreed, as well as demonstrating their capacity to assist a unique place with corroboration (Osborne, 2005).

The next branch will discuss how these objectives might be achieved while enrolled in a core course. However, after many years of experimentation with varying combinations of discussions, the conclusion has been reached that the study of the debate can end up serving these broader future objectives and that the same techniques that are used to further the goals of personal development and preparation for education can also be used to assist students in achieving these objectives. To achieve these objectives, we believe that classroom discussions are a particularly effective progress method.

Debating styles permeate academic and cultural environments as well as democracies; wherein discussion is a fundamental part (Graff, 2003). However, most students are unfamiliar with this culture of debating at first. In sum, debates assist students in learning how to engage in "intellectual dialogue" and participate in the

public discourse of academic society. So, development in these fields helps them become better students and helps them become more equipped for life in and outside of school. Moreover, by learning to debate successfully, they can improve their learning abilities.

2.2. Previous Studies

According to Rashtchi and Sadraeimanesh (2011), a debate is a helpful strategy in enhancing Iranian EFL students' reading skills. The study investigates the impact of debate as a debating strategy on Iranian EFL students' reading skills. To fulfill this purpose, intermediate-level students were selected via convenient sampling. The research included 55 Iranian intermediate EFL students aged from 18 to 25 who were enrolled in a class of reading at Azad University's Islamic North Tehran. The students were allocated to control and experimental groups randomly.

Subsequently, the reading portion of the "TOEFL" exam was administered as an autonomous exam to see a substantial change in reading skills before the research. Then, the TOEFL test, which consisted of fifty-five multiple-choice questions on English construction and reading understanding, was given to a group of thirty learners. The TOEFL allowed experimenters to select forty learners whose proficiency scores were one common deviation over and down the standard. Finally, parties' responses to a reading awareness and Honey's questionnaire (2005) were statistical studies. ANOVA showed that debate significantly impacted Iranian EFL students' reading skills.

The findings showed the impact on language instructors, learners, and educators. Therefore, the debate's critical thinking technique improves learners' inferential skills while thoroughly comprehending the written material. Also, it allows students to understand and analyze the material's possible meanings, read between the lines, and question the source of information. In sum, critical thinking practice transforms students from inactive recipients of unique details to crucial thinkers.

In another study, Yang and Rusli (2012) thoroughly examined debate usage as a schooling strategy "improving knowledge retention in preservice instructors".

Their study examined the influence of utilizing debate as an instrument strategy on preservice trainers' content knowledge and the effectiveness of using debate in teacher education in the Singaporean environment. It concentrates on the basic steps:

1. Learners' interest in more text readings and debate lessons.

2. The degree to which students perceive discussion to be advantageous to their topic knowledge.

3. To what extent did debate aid students in drawing connections between subject content and real-world situations?

4. What qualitative feedback did students provide on their learning opportunities during the debate exercise?

A sample included 56 pre-service instructors enrolled in the Singapore National Institute of Education's exceptional education program on hearing loss. Before the debate, students received readings and lectures about the diagnosis, symptoms, and danger signs of hearing difficulties and useful recommendations for interacting with those with a hearing deficit. Thus, a rule outlined above has a dual purpose: they assist students in acquiring core concepts about the topic matter before the discussion. Additionally, it distinguishes between readings and lectures and debates. For that, multiple conversations happened in the classrooms.

As a result, this study contributes to the growing literature on argument as a tool or technique in educational classes, especially in Singapore education. In this case, a debate has advantages for improving learners' skills and higher-order abilities; all of which are encouraged by the Singapore government. The debate also provides a chance for teachers to evaluate students' comprehension of material and may indicate modifications to the courses in the future.

Another study by Al-Mahrooqi and Tabakow (2015) aimed to evaluate the efficacy of discussion from students' viewpoints in the Arabian Gulf.

A 40- item questionnaire was given to both student populations. Additionally, numerous students who completed the study's questionnaires accepted to be interviewed. The interviews consisted of four pre-determined questions to be answered S.Q.U. Also, seventeen AUD students took part in the interview phase of the research.

The authors wanted to examine how students would react to "in-class" debating strategies they were unlikely to encounter in high school.

The results discovered positive students' responses to "in-class" debates in their admittedly pilot study "effectiveness". Relevant "in-class" debating to 1st- and 2nd-year classmates in an innovative "Efficient Reading" class at Sultan Qaboos University (S.Q.U.) in Oman and an equivalent reading class in "Enhanced Composition and Investigations" at (AUD). A combined 2/3 from both student groups reported that talks helped them learn their language in both classroom and real-life contexts by enabling them to "apply what they had learnt". Overall, this tiny comparative study (with 62 respondents) suggests that further research can be done on "in-class" arguing for EFL/ESL processing, speaking assurance, reading, and fluency among other things that used in-class debate.

Another study by Tous, Tahriri and Haghighi (2015) focused on the effect of critical thinking (CT) education during the debate on EFL learners' reading skills. This research aimed to show the debate's impact on different gender EFL learners. Then, it also discussed how they perceived critical thinking (CT) teaching.

The study's sample comprised 120 learners of the eleventh class from Lahijan / Iran. Among 120 students, 88 students were "forty- four males and forty - four females" with 3 to 5 years of expertise in special English courses. They were then divided into two groups: Dominate "twenty-two males and twenty-two females."

The study used a quantitative technique with pre/posttest and quantitative analyses. The variable that is not controlled: Initially independent (didactic method) differed between two classes: the experimental group's instructional approach used the Meeting-House Debate strategy.

In contrast, the control group's conventional technique used the debating strategy. The second variable was the gender of the students: "men versus women". A third factor (participant) might be altered into two stages: control and test group. Students' pre-and post-test Read Concept Crucial Students' Reading Test (RTCRCT) and California (CK) Skills Test (CCTST) scores were used as dependent mutated (CCTST).

The study indicated that learners in the experimental outdid those in the control group. Nonetheless, it is unclear whether "learners will involve what they have known in other contexts or not". Consequently, follow-up research utilizing the students chosen as the sample in this study is suggested. Furthermore, future research may examine the impact of debate training "reading skills" on bigger sample sizes using an incidental sample method.

Further, Dehham, Bairamani and Shreeb (2021) conducted a study on "Improving Iraqi EFL High School Learners' Speaking Ability Utilizing Debate Style".

This study intended to determine whether the debate strategy affected the speaking abilities of Iraqi EFL high school students who spoke English as a second or foreign language. So, the primary objective of the research was to determine the influence of debate on the speaking skills of Iraqi EFL learners.

The sample included (63) students from the Governorate of Babylon's Al-Zahraa school separated into two groups. The control group is the first section (A), containing thirty-one learners. In contrast, an experimental team is the second (B) section, which is composed of thirty-two learners. After that, following elimination, the sample had 60 respondents for every group (30). Academic discussions were held with the experimental team and were handled accordingly. The instructor taught for nine weeks during the second term of 2018/2019.

The study used an experimental design to investigate the influence of debating expansion role on creating speaking competencies in the analysis representative. A practical design analyses conditions in which a specific hypothesis or idea is tested and determined by various variables. Then, a pre and post-test to ensure that procedure was effective was performed. The findings following the administration of the posttest revealed that the functional groups disclosed to the argument strategy performed better "than the control group subjected to the traditional technique suggested in the textbook."

Based on the findings, the debate approach is critical for arousing the primary senses (hearing and speaking) and enhancing learning. Also, using debate strategy in class helps students improve their speaking abilities while increasing their awareness and understanding.

Table 1. Review of Previous Studies

Author/s	Research Designs	Theories	Sampling	Data Collections	Findings	Limitations & Suggestions
Rashtchi & Sadraeimanesh (2011)	Quantitative Research	Cognitive theory	The research involved 55 Iranian intermediate EFL students enrolled in a class reading at Azad University's Islamic North Tehran.	TOEFL test, multiple-choice questions, questionnaire and post-test	The findings indicated that debate strategy practice makes students more active learners and improves their reading comprehension for Iranian EFL students.	This study gap led to some problems for language teachers and students, as well as a small sample size and limited time. _____ In the future, the authors suggest that the instructor should strive to make the supportive knowledge background as engaging as possible. Thus, they express that they can enjoy and relax while in debate class without feeling compelled to compete in the group practiced discussion "in class".
Yang, & Rusli, (2012)	Quantitative and Qualitative	Social theory	56 pre-service instructors enrolled in the Singapore National Institute of Education's exceptio	Prettest and Posttest, a questionnaire, survey and an argument questions.	The findings indicate that the debate also provides a chance for teachers to evaluate students' compreh	This study is restricted to the small sample size and the fact that it focused on a single topic area (hearing impairment). ……… Future researchers might look into how the

					ension of material and may indicate modifications to the courses. Also, several students noticed a shift in their opinions and viewpoints following the experience.	argument affects information retention and higher-order thinking skills at a larger scale than they do now.
Tous, Tahriri & Haghighi (2015)	Quantitative research. (experimental/ pretest & posttest.	Behavioral, Social and Cognitive	The sample of this study comprised 120 learners in the eleventh class from Iran/ Lahijan city	Posttest, Oxford Placement Test (OPT). Reading Skills and California Critical Thinking Skills Test (CCTST).	This study revealed that learners in (experimental) exceed those in (control). However, it is unclear if students will apply what they have learned in other contexts or not.	The limitation of this analysis: - A small sample size -Limited time _____ Suggestions for future research: using the students chosen as the sample of the study is suggested. In addition, future studies could look into the impact of debate teaching on reading comprehension, using a random selection method with larger samples.
AL-Mahrooqi, & Tabakow,	Qualitative study	Cognitive, Social and	62 students took "necessa	Interviews consisted of four pre-determined,	Results showed that "in-class"	According to the authors, the study's main limitations are

| (2015) | | behavioral | ry" classes in "Effective Reading" at SQU and "Advanced Research" at AUD. | open-ended queries and questionnaires. | debates had positive effects on students. | the pressures of time and the quick review of reassessment answers in rebuttals.
———
This study proposes more research "in-class" debates for successful English language processing, critical thinking, speaking confidence, socialization, and fluency. |
| Dehham, Bairamani, & Shreeb (2021) | Quantitative experimental research | Cognitive theory | (63) students Governorate of Babylon's Al-Zahraa school. (Random sample) | Pre-and post-test used to gather data. | The findings revealed that the experimental debate strategy achieved better than the "control group" subjected to the traditional technique suggested in the texts. | The gaps in this research are the small size of the sample used and the lack of time.
———
In future research, teachers should encourage students to use debate as a way to improve their speaking skills by negotiating or talking with each other. |

This table shows that the majority of the studies used quantitative research designs. It is noted that most prior studies selected the sampling randomly. Concerning data collection methods applied by previous studies are pre, posttest, questionnaires and

Interviews. The previous studies showed that most studies were limited in terms of using small sample size and there is a contrast in the findings.

2.2.2. Summary of the Chapter

This chapter presented the relevant historical background, conceptual framework, ideas, related theories, and definitions. It also gives an overview of previous studies, as well as introduces the ideas for each one of those studies.

3. METHODOLOGY

Chapter three contains the methodology (materials and procedures) followed to fulfill the goals of the hypotheses varied in the present study. It concentrates on the basic steps:

3.1. Research Design

The impact of debate teaching strategy on improving reading comprehension in the research sample is studied using a quantitative study design "Experimental." An experimental design is a way to look at situations in which a certain hypothesis or concept is tested and a lot of different factors can be looked at (Taber, 2019).

This study employed a quantitative research design with two designs: an experimental pre and post-test. The first independent variable (instructional style) changed on two levels, with the experimental group utilizing the debate strategy and the control group using the traditional lecture strategy.
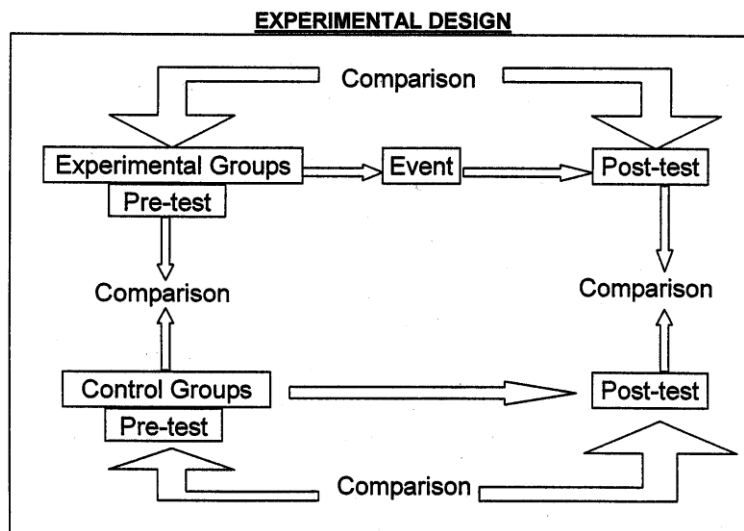
Figure 4. Experimental Research Design (Gary , 2017).

The two groups had a pretest and posttest to ensure the method was successful for both groups. The pretest was conducted in Salah El-Din governorate-Al Sharqat district for the 4th Preparatory School students at the start of the 1st (2021/2022) semester at **Al-Baraa Bin Malik** preparatory school on the 1st of November 2021.

3.1.1. Experimental Design (ED)

Experimental research is defined as "the blueprint of techniques that allow the researcher to test hypotheses by obtaining reliable conclusions regarding the relationship between independent and dependent variables" (Abutabenjeh & Jaradat, 2018, p.245).

Besides, the experimental design is the "conventional approach of undertaking quantitative analysis or examining an idea (practice) to determine whether it affects the outcome or relevant variables" (Lee, 2012, p. 26).

Table 2. The Experimental Design of this Study

Groups	Pre-test	Independent variable	Post-test
The Experimental Group	Pre-test	Debate teaching Strategy	Post-test
The Control Group	Pre-test	"English for Iraq " book Traditional style	Post-test

3.2. Sampling

The current study's total sample comprises (75) students in the fourth preparatory class at Al-Baraa Bin Malik school in Al-Sharqat district, Salah Eldin-Iraq, during the academic year 2021-2022.

The students were divided into two groups: A and B are chosen randomly to constitute experimental, control and the pilot study, with a total of seventy-five participants. (A) has thirty students, whereas (B) has thirty students, and (C) fifteen students are employed for the pilot study.

Table 3. Sampling of the Study

Groups	Sections	Students' numbers
EG	A	30
CG	B	30
Pilot study	C	15
Total	A+B+C	75

3.3. Data Collections

The current study used a quantitative research design to explore EFL preparatory school students' understanding of classroom debates. So, using debate as a teaching tool improves the reliability of the data. Thus, to collect the data, the researcher used a pre and post-test in this study. Through the tests, the students give responses to their learning styles in debate classes.

This study focused on the discussion as a teaching instrument in the class, emphasizing its ability to improve students' motivation, language abilities, and soft skills. To demonstrate how instructors and students might see the discussion to enhance language acquisition, the data were evaluated from a static and variable instrument, emphasizing the technique's potential as indicated by students. Finally, the main results were explained by examining the data collected and acquired by the qualitative methods.

3.4. Analyses of Data

To analyze the quality of the debate samples collected from the participants during the pretest and the posttest, the researcher employed many tools that focused on various performance elements. EFL reading abilities have been examined as a composite construct covering many language domains, including correctness, fluency, coherence, and complexity (Skehan, 2009; Hyland, 2018; Lee & Subtirelu, 2015). Consequently, the researcher analyses the created discussion samples for fluency, readability, and cohesiveness markers. Additionally, it includes the quantity of performance (oral output), since research indicates that the volume of words generated by students might represent their competence in part (Li, Chen, & Sun, 2015).

The statistical means used to analyze the study's data are the T-test analyses (for Two Independent Samples and two Related Samples) and SPPS statistical package. The data were analyzed using one-way ANOVA to answer the research questions. Afterward, the data were analyzed by applying the autonomy samples T-test to see if there is a statistically crucial disparity among EFL learners.

3.5. Instruments of the Study

The present study is quantitative, and the following instrument is employed to gather the data:

Tests "pre-test and post-test"

Table 4. The instrument and objective of the study applied

Instruments	Objective
Pre and Post-tests for both groups	Determining the effect that debates have on students' knowledge, confidence level, and the extent of their interaction.

3.5.1. Testing (Pre and Posttest)

The purpose of the pretest and posttest was to define answers to research questions. The pretest was administered to the experimental group and control group before taking the main topic of this research, "The impact of debate teaching strategy in teaching reading comprehension to Iraqi EFL" for experimental group and the conventional method for the control group.

The English language book "English for Iraq" was used, and the posttest was given to the experimental group after 10 weeks, as well as the control group. Both groups were given the same subjects, and the test time restriction was set at 60 minutes.

3.6. Variables of the Study

A quantitative research is applied in this study, comprising empirical pre-post testing and a statistical analysis design. As a consequence, this style is advantageous to learning, as the current empirical study has found a favorable relationship between goal and language learning (Dewaele et al., 2018). Therefore, some related variables were addressed:

One of the variables, (instructional style), is a variable in two stages: the experimental group employed the debate strategy in class, whereas the conventional approach was used in the control group.

Second, the student's involvement and his intelligence level during the using of debate strategy in learning reading skill.

A final point to mention is that the variable (participant) is changeable at two levels: control and experimental groups, respectively. The control variable was the students' pre-and post-test results on the "Read Theory Critical Reading Comprehension Test" (RTCRCT), which was administered before and after the study.

3.7. Equivalence Groups

In order to achieve equality between the two groups, it is important to control the variables that could cause the learners' levels to vary, such as their basic English and their educational level in debate. There are a lot of things we can do to improve our teaching, evaluate debate, or look at different teaching methods and strategies again (Davidov et al., 2014).

3.7.1. The Students' Age

The learners' ages of the two groups are calculated based on the 1st of December 2021. To examine if there is a discrepancy in ages, as seen in "Appendix A", using the T-test procedure for variables reveals no substantial variation in age among the experiment and control groups. The experimental mean value is (199.36) with a standard deviation that is (5.52), whereas the average of control is (201.00) with a normal deviation (5.15). The rated t-value is (1.184), and this means it is less than the tabular value of (2.00), at the level of flexibility (58) and (0.05) significant value. This means that learners in both experimental and control groups are the same in ages, as indicated in table 5.

Table 5. Students' Age, Mean, Standard Deviation, T- Level, and Significance

Groups	NO.	Mean	SD	T-Level		DF	Significance
EG.	30	199.36	5.52	**Calculated**	**Tabulated**	58	0.05
CG.	30	201.00	5.15	1.184	2.00		

3.7.2. Parents' Education

3.7.2.1. Fathers' Education

This tactic is used to examine if there is any disparity in the educational level of the students' fathers. The chi-square method was applied. At a significant value (0.05), fathers' education levels do not seem to be different, because the chi-square of the calculated (5.681a) is less than the tabulated level (11.07) as mentioned in table 6.

Table 6. Chi-Square Level

| Educational Level | Group | | Total | Chi-Square Level | | DF | Significance |
	EG.	CG.		Calculated	Tabulated		
Bachelor	8	7	15				
Diploma	4	1	5				
Higher Studies	3	1	4				
Illiterate	1	2	3	5.681a	11.07	5	0.05
Primary	10	17	27				
Primary	4	2	6				
Total	30	30	60				

3.7.2.2. Mothers' Education

According to the chi-square calculation, mothers' educational levels are equivalent in both groups. Thus, the (4) grades of flexibility and (0.05) significance, the calculated result (1.897a) is less than the tabulated (9.48). Table 7 below shows no significant difference in this variable.

Table 7. Chi-Square Level of Mothers' Educational Level

| Educational Level | Group | | Total | Chi-Square | | DF | Significance |
	EG.	CG.		Calculated	Tabulated		
Bachelor	5	3	8				
Diploma	4	2	6				
Illiterate	2	3	5	1.897a	9.48	4	0.05
Primary	16	17	33				
Primary	3	5	8				
Total	30	30	60				

3.7.3. Students' Performance in the Preceding Academic Year

As shown in "Appendix (B)", students' English performance in the previous academic year (2020–2021) was audited and compared. The mean value of the experiment is (71.00), whereas the mean value of the control is (72.76), with standard deviations of (14.34) and (9.43), respectively, and a freedom score of (58) and a significance level of (0.05). The T-value was determined at (0.564) which is lower than the tabulated value (2.00). So, this result implies no important disparity in past achievements among the two groups, as in table 8.

Table 8. Significance, T-Value, SD, and Means for learners' Performance over the Preceding Academic Year

Group	No.	Mean	SD	T-Value		DF	Significance
EG.	30	71.00	14.34	**Calculated**	**Tabulated**	58	0.05
CG.	30	72.76	9.43	0.564	2.00		

3.7.4. Students' Achievement in Pretest

The researcher administered the pretest to learners in the experimental and control groups. The average score of the "experimental group" is (48.43) with a variance of (11.75), while the control group's average score is (47.53) with a normal deviation of (8.508) and a calculated value of (0.717). There is no essential variation at the (0.05) significance levels of the findings groups when exposed to the exam of distinction among these two overall means using the T-test. To figure out if the two groups were the same before taking the pre-test, the calculated value (0.717) is less than (2.00) at (58) freedom, which means that they are equal, as illustrated in table 9.

Table 9. Mean Scores, Standard Deviations, and T-value for the student's achievement in the pre-test

Groups	No.	Means	SD	T-Value		DF	Significance
EG.	30	48.43	11.75	**Calculated**	**Tabulated**	58	0.05
CG.	30	47.53	8.508	0.717	2.00		

3.8. Instructional Material

The material taught to both groups of students is "English for Iraq". The textbook is divided into eight units, with ten lessons in every unit. The students' book and the activity book provide information and exercises about the lessons. Each four-unit is a round-up of the previous three units. Thus, the researcher does only two units of English for Iraq: Unit one and two, as shown in table 10.

Table 10. Instructional Material

No.	Units	Lesson	Topics
1	1	1ST	English for Iraq/ How do you learn? Grammar and Function / present simple
2	1	2nd	Changes / Grammar and Function / present continuous
3	1	3rd	Choosing a summer programme / Adjective ending in *ed* and *ing*
4	1	4th	Asking for information / indirect question/ class debate
5	1	5th	A tour of the self –access center/ Reading
6	1	6th	Arabic and English/ Official languages/ Reading and debate
7	2	7th	What do you do at school/ comparative and superlative adjectives
8	2	8th	UNICEF/ Helping people learn/ Reading and discussion
9	2	9th	A special School / Reading and learning new vocabulary
10	2	10th	An interesting Job/ Past – Past perfect (simple and continuous).
11	2	11th	Sami wrote an essay / Reading and practicing to write it.
12	2	12th	An Interview with a teacher at School/ Revision

3.8.1. Experimental Group / Lesson Plan

Date: Monday,1st NOV, 2021

1st Course: 4th Class Preparatory

Subject: Language learning

Aim: To develop students' skills by using the debate to assist them in acquiring and enhancing their knowledge in the reading comprehension field.

Steps for presenting the lesson material:

Debate teaching strategy is an important step in reading instruction for a good start to the class. This stage includes certain exercises that help students understand why they are reading the material and how to deliver the content in an interesting way by employing a debate teaching strategy in teaching reading comprehension. In addition, they need to relate the introductory class to the present one in order to integrate their skills and prevent disruption in their chain of thinking. So, if it is the first lesson, the researcher should describe the technique or instrument and its function to the learners to be familiar with it and understand when to use it correctly. In contrast, the researcher advises students of it and prepares to utilize a debating approach to reduce the students' shyness and urges them not to pause or be concerned about any difficult words when reading the text. The steps that the researcher used in the classroom are:

1. Introducing debate reading with each class using a passage from a book and ask students to repeat the lesson.

2. Writing a few brief phrases describing their reading comprehension.

3. The instructor assigns students to read a book aloud in class to detect disputes while reading and listening to the speaker's pronunciation.

4. Creating activity book exercises complete with solutions.

5. Forming groups of pupils to answer questions; each team gets one exercise (role play).

3.8.2. Control Group / Lesson Plan

Date: Sunday, 7th NOV, 2021

1st Course: 4th Class Preparatory

Subject: Official languages

Aim: To develop students' skills and help them debate in class in reading comprehension.

Steps for presenting the lesson material:

In debate teaching reading comprehension, the warm-up is critical to a good start to the class. This stage includes exercises that help students understand why they read the book and convey it enjoyably and entertainingly. Additionally, they need to connect the introductory lecture with the current one to connect their material and avoid breaking the chain of their thoughts. If this is the first lesson, the instructor should explain the tool's nature and purpose to the students to be acquainted with its use and when to utilize it. If not, the instructor only serves as a reminder and prepares the students for the reading level (Traditional style).

1- The researcher reads the text from the book and explains it on the board.

2- Write the primary subject on the board and have students repeat it back to the researcher.

3- A few pupils are allocated to reading a section of a student's book to identify certain duties.

3.8.3. Teaching Planning

Teaching is most effective when the instructor can adapt their lesson plans to their needs, interests, and capabilities. Lesson planning differs depending on the topic being taught. Certain issues may need elaborate planning, while others require a basic overview (AL-Mutawa & Kailani, 1989). Hence, they must support the achievement of instructors' responsibilities (König et al., 2017; Borko, Roberts, & Shavelson, 2008; Shavelson & Borkson 1979). First, exams often include preparing a lesson plan to prepare teachers for this difficult undertaking. In light of this, the current work takes an empirical method. Thus, we concentrate our efforts on the main topic of this study, "debate strategy in teaching reading comprehension". Then, teachers' general and specific topic planning decisions are connected to adapting teaching during the introduction, which is described as how instructors may attach lessons to their classes' skill levels and individual attitudes. Instruction is obtained by a detailed coding system analysis of the content of demonstration lessons' written plans. These are quantifiable

markers. Theoretically, these decision-making abilities are a subset of a lesson-plan capacity construct. According to Blömeke, Gustafsson, and Shavelson (2015), it integrates research evidence from teaching and relates to didactic concepts. Also, Kansanen (1995) and Scholl (2018) conducted a study on intuitive education and interpretive issues, amongst other sources (Parsons et al., 2018).

The lesson plan serves as the template for the learning process and should be prepared with extreme care (Vygotsky, 1978). The instructor should double-check the learning modules, create effective presentations for use in class, and include materials and activities that are fascinating to students and simple to grasp and complete independently. Additionally, the instructor should remember that each lesson should always adhere to an appropriate educational philosophy to guarantee excellent learning. The simplest approach for creating a lesson plan is to stick to the fundamentals with these considerations in mind. Which of these is it? Follow accepted educational practices, strive to create a positive learning environment, provide simple and easy-to-understand instructions that students can follow, and make appropriate and doable assessment activities. So, even the best lesson plan is ineffective if not carried out properly. Therefore, it may be accomplished by the instructor initiating and continually maintaining a motivating atmosphere with the students. With all of these factors taken into account, a lesson preparation will remain feasible and effective, ensuring that a good teaching-learning process occurs regardless of the educational scenario or issues.

The current study focuses on debate teaching strategy in teaching reading comprehension and the learning tasks that students are asked to do during the portion of the main debate of a class. Consequently, these activities correspond to the teachers' assignments provided to their students to elicit knowledge processing and actions in debate class (Neubrand et al., 2013). Researchers often do tasks in pairs or sometimes in groups. In addition, activities may be documented in the plan (König, Buchholtz, & Dohmen, 2015) as the instructional content (debate topics and debate reading comprehension during class).

3.9. The Achievement Tests Construction

An accomplishment exam was developed regarding the instructional material's content and behavioral objectives. In addition, five questions are on the posttest.

The first question comprises (A) and (B) about understanding reading materials out of the textbook, and the student should answer the questions, complete the sentences, and so on. Each item is worth two points, and this question intends to comprehend the text concerning reading skills. Each item consists of five-point. Therefore, each item is worth two points, A (10 marks) and B (10 marks), for a total of twenty effects.

On the other hand, the second question has five items. Each item is worth four marks, for a total of twenty grades. This question is intended to assess reading comprehension with textbook reading.

Question three consists of five items worth four points each and is connected to a grammatical level. Its purpose is to assess the students' evaluation level.

Question four is made up of (A) and (B): (A) contains five items; every item is worth two points based on vocabulary and recognition level "Complete the gaps". The goal of this inquiry is to assess students' understanding.

B is made up of five components. Each item is worth two marks, and the researcher asks the students to match the right words to the appropriate meaning to assess their understanding ability.

Question five: The researcher asks the participants to write a piece or paragraph from the curriculum to assess their knowledge level and reading comprehension grades. This question gets 20 marks. Thus, the total of all questions are (100) marks.

On the 10th of January, 2022. The posttest was administered to the "Control and Experimental" groups. The allocated time for answering the exam was one hour. After that, the exam papers were gathered to be graded.

Table 10. Specifications of Text, Issues and Post-test Grades Described in Detail

Level	No. of Questions	Content	Behaviors Objectives	No. of Items	Marks
Recognition	**1/A**	Choose the best option after carefully reading the following paragraph.	Enable learners's understanding and measure comprehension	5	10
Recognition	**1/B**	Explain if the following statements are (True) or (False) in the following ways:	The learner will be able to discriminate the correct answer.	5	10
Production	**2/**	Respond to the following questions using information from your textbook.	The learner will be able to retrieve information, demonstrate the ability to memorize information or text.	5	20
Recognition	**3/**	Grammar and Purposes	The learner will be able to apply and rearrange sentences.	5	20
Recognition	**4/A**	Completion of sentences	The student will be able to comprehend and construct a complete sentence.	5	10
Recognition	**4/B**	Sort the words by antonyms.	To enable the learner's ability to retrieve and recall information.	5	10
Production	**Q/5**	Written Dimension	The student will demonstrate the ability to analyze and produce multiple sentences.	1	20
Total	**5**			31	100

3.10. The Posttest's Scoring Scheme

Questions one, two, three, and four are scored by the researcher himself, whereas question five is scored by a group of three instructors, including the researcher and two teachers. The group takes into account the topic questions, which are specifically based on the criteria of the rules shown in table (3.11). Each examinee needed to achieve the "questions" and the totality is split by them to get an "overall grade" for each of the members who participated. Each item is worth two points for question number one; one is for correct grammar and one is for an accurate response. For question five, four points are awarded for writing and two points are for the organization. As for grammar functions and vocabulary four-point. Spelling and punctuation, each one gets three points. Furthermore, scores must range from subjective inquiries separately and total supplied scores by three. Finally, as stated in the table, the final degree is attained 12.

Table 11. Scale of Assessing the Fifth Question

No. of Question	Criteria	Quality	Score
5	Handwriting (Idea)	Very good Good Weak	4 1 0
	Spelling	Very good Good Weak	3 2 0
	Vocabulary	Very good Good Weak	4 2 0
	Grammar	Very good Good Weak	4 2 0
	Organization	Very good Good Weak	2 1 0
	Punctuation	Very good Good Weak	3 2 0

3.11. Validity of the Study

Study validity is a measure of the researcher's components, which is referred to as its reliability and validity (Bynom, 2001). Validity is classified into two types:

interviews and content. According to Anastasia and Urbina (1997, p. 268), the content is "a systematic analysis of the test content to evaluate if it covers a certain sample of the study to be examined". In contrast, interview validity is defined as "the way the test appears to examinees, test administrators, instructors, and others" (Papay, 2012, p.132).

More specifically, the debate is an essential instrument for teaching discussion, developing reading, and boosting students' thinking about the validity of their ideas. In debate research with Japanese students, Fukuda (2003) found that the learners were afraid of significant viewpoints. In addition, the debate assists students in developing the reading comprehension abilities required to cooperate with colleagues and compete against other students. Consequently, they read comprehension English in an increasingly simple way and grasp diverse communication styles. In this regard, Nisbett (2003) states "debate is a crucial educational instrument for gaining analytic thinking abilities and for requiring self-conscious reflection on the validity of a learner's beliefs".

3.12. Pilot Study

Kim (2011) states that a pilot study is an initial test using a sample from the experimental sample to familiarize the researcher with any obstacles throughout the tests. The objective is to supply the investigator with details about applying the tool influences and estimate the period necessary for completing the tests. Also, the goal is to try measuring the test's discriminating strength and difficulty level.

According to Richards and Schmitt (2013), a pilot test is for a small representative group of students to verify the strategy's effectiveness and its role in the study.

Consequently, 15 students were randomly chosen from the two involved segments, "Control and Experimental," for the administered exam. The outcomes show that the time required to respond to all examination items extends between 50 and 60 minutes, and there are no ambiguities in the test instructions. In sum, 15 students were employed for the pilot study.

3.13. The Study's Reliability

In this study, the researcher used tests that are dependable to apply (pre-test and post-test). The ranges of reliability in the reading argument test were indicative of the test's usefulness for the experiment. Furthermore, the content reliability in the reading comprehension test was (0.81) reliable for research. In this regard, Goodwin (2003) underlines the use of a new experiment rather than reproducing the outcomes by repeating another case. Besides, Kirk and Miller (1986) provided several examples of how reliability could be viewed in qualitative work. Because there is no validity without reliability, proving the first is enough to prove the latter.

As seen above, numerous forms of empirical data were acquired for this study. Thus, different forms of suitable material (e.g., talk transcripts, reading tests, including handwriting exams) were compared while categorizing various types of information.

3.14. Analysis of the Test

As described below, the test items must be examined to identify two crucial characteristics: difficulty level and discrimination power.

3.14.1. Level of Difficulty

A difficulty is estimated as the percentage of learners who properly react to each item. The degree to which a thing appears to be challenging or facilitating for a specific number of tests is the item difficulty. It simply indicates the percentage of students who correctly answer the item. Then, the most relevant test item will get an item difficulty of (0.46) to (0.76), which is considered acceptable (Brown & Abeywickrama, 2010).

3.14.2. The Power of Discrimination

According to Boopathiraj and Chellamani (2013), discrimination estimates the capacity to which the outcomes of a unique item correlates with the real test.

An item is regarded to have low discriminating power if both students appropriately rate it with high and low ability. On the other hand, the item discrimination refers to how an item distinguishes between excellent and bad learners. Hence, that contains accurate responses from good learners and inaccurate replies from bad learners. Therefore, it has a strong discriminating power. It is the resulting test that has a high discriminative power.

Consequently, it has a strong discriminatory power. So, it is the resulting test implying that high discriminative power is close to (1.0), and no discrimination power at all equals zero (Brown & Abeywickrama, 2010).

The acquired results show that the test item DP domain ranges from (0.32) to (0.66). The test items in DP are displayed in table 13.

Table 12. Level of Difficulty and The Power of Discriminate of Test

Q/ No.	Items	High	Low	Difficulty	Discrimination
Q1/A	1	11	3	0.57	0.40
	2	12	4	0.65	0.40
	3	12	3	0.69	0.45
	4	12	4	0.73	0.40
	5	11	5	0.53	0.30
Q1/B	1	8	2	0.46	0.40
	2	12	2	0.61	0.66
	3	9	3	0.76	0.40
	4	12	4	0.73	0.53
	5	9	4	0.65	0.33
Q2	1	15	2	0.65	0.52
	2	13	2	0.69	0.44
	3	14	3	0.73	0.44
	4	15	6	0.65	0.36
	5	12	4	0.69	0.32
Q4/A	1	14	6	0.53	0.40
	2	15	6	0.57	0.45
	3	11	4	0.61	0.35
	4	16	5	0.69	0.55
	5	10	3	0.73	0.35
Q4/B	1	16	5	0.57	0.55
	2	15	4	0.69	0.55
	3	14	3	0.57	0.55
	4	13	5	0.57	0.40
	5	12	3	0.69	0.45
Q5/	1	18	9	0.73	0.36

3.14.3. Distractors' Efficiency in Lots of Items

The approach used item study to determine the execution of the distractors (wrong answers) in different-choice problems. First, improving the question's measurement qualities is by providing acceptable choices for examinees with an understanding of the topic tested by the item (Salkind, 2010). One of the secrets to the success of multiple-choice test questions is how distractors (i.e., the wrong answers) are written. For example, suppose the item has two or three incorrect solutions, in that case, if a distractor is not drawing any learners, or the object gives hints in the right, the variable-choice thing may not be functioning as its conscious intent as an expression of learning or abilities (Secolsky & Denison, 2012). Therefore, the investigator opted to stick to the choice without varying anything. Consequently, as indicated in the table, it shows the efficacy of the wrong choice for each item.

The researcher made the decision to stick to the alternative and not to change it. For every item in question one (A), the efficacy of erroneous alternatives to be represented in table 14, and all (wrong alternatives) are legitimate, as demonstrated in table 14.

Table 13. Distractors' Efficiency in Lots of Items

(N.)	Group	A	B	C	Alternatives' effectiveness		
1	High	1	2	Correct	-0.166	-0.16	*
	Low	3	4	Correct			
2	High	Correct	2	2	*	-0.33	-0.16
	Low	Correct	3	4			
3	High	1	Correct	2	-0.08	*	-0.16
	Low	3	Correct	3			
4	High	Correct	1	1	*	-0.33	-0.16
	Low	Correct	5	3			
5	High	Correct	2	1	*	-0.16	-0.16
	Low	Correct	3	4			

3.15. Posttest Administration

After confirming the validity, reliability, and delivery, the post-test was administered to 60 participants. First, paper tests were allocated to the participants, who were directed to carefully read the education and write their replies on their forms within the little time of the examination. Following that test, papers were assembled and assessed following the scoring methodology devised. Finally, this chapter introduced the approach, including population, the sample, reliability and validity, pretests and posttests, variables of interest in research, techniques, and statistical analysis. The following chapter will go into statistical analysis, discussion results, and the answers to the study's questions.

3.16. Ethical Issue

The personal information of the participants is kept a secret to guarantee participants' preservation and defend the rights and participants' privacy. It is important to be concerned about obtaining informed permissions from the participants, ensuring data confidentiality, and safeguarding the participants' identities. It is essential that neither the identities of the participants nor their personal data is revealed to other parties.

3.17. Summary of Chapter Three

The third chapter of this study focuses on the research design, the sample, the data collection, the analysis of data, the pilot study, the dependability (reliability, credibility, validity), and a summary of the chapter.

4. RESULTS

Chapter four presents the collective statistics and how the data are interpreted to respond to the research questions and verify the research hypotheses.

To achieve the research objectives of the current study, the researcher addressed the following research questions:

1. What is the effect of the debate teaching strategy on enhancing students' skills and academic performance?

2. How does debate impact the reading comprehension of EFL learners?

3. What is the role of teaching debate strategy in improving students' performance in reading comprehension?

4. What are the significant statistically differences in the means of the parents' education (father and mother) and students' age for the experimental and control groups?

5. What are the statistically significant differences (a = 0.05) in the means of the pretest and posttest of debate teaching in reading comprehension?

Research Hypotheses

1. There are no statistically significant variations in the post-test accomplishment between the control group's mean scores, who are taught conventionally, and the mean scores of the experimental group, who are taught using the debate strategy.

2. No statistically significant differences exist between the reading comprehension methods of the experimental group in the pretest and post-test methods owing to the instructional approach, acquired abilities, and overall scores (Traditional, Debate).

3. There are no statistically significant differences in the accomplishment experiment group at the recognition and production levels in the posttest.

4. There are no statistically significant differences in the educational level of the parents and age of the students in the pre and post-test.

5. There are no statistically significant differences of the two groups before and after the experiment period in the pre and post-test.

4.1. Comparing the Mean Scores of the Experimental Group with the Control Group in the Post-test Achievement

It is necessary to collect and disparate both results to evaluate whether there is an important disparity between the experimental and control sets in the posttest. So, the mean result for the experimental group is (75.90), whereas the mean result for the control group is (65.86). As indicated in Table (4.1), the estimated t-value for two independent groups is (3.196), although the scale t-value is (2.00) at the grade of flexibility (58) with an effect size (0.05) at the amount of autonomy.

The results related to the main question: what effect does debate discussion have on improving preparatory students' critical thinking abilities and academic achievement?

One sub-question was added to address the main question:

Are there any significant variations in the means of the pretest and posttest critical thinking abilities and overall score related to the teaching style (Traditional, Debate) at (a = 0.05)? as shown in Table (4.1)

The First Hypothesis: There are no statistically significant variations in the post-test accomplishment between the control group's mean scores, who are taught conventionally, and the mean scores of the experimental group, who are taught using the debate strategy.

The result reveals that there is a worthy variation in the post-test results in the experimental and control groups and that this disparity is in the experimental group's favor. It means that the experimental group's accomplishment is higher than the control group's achievement using a debate strategy. As a consequence, the first hypothesis is rejected.

Table 14. The Mean Scores, Standard Deviations, and T-values for the Students' Achievement in the Post-Test

Groups	No.	Value	SD	T-Value	DF	Significance

							level
Ex. G	30	75.90	12.10	**Calculated**	**Tabulated**	58	0.05
CT.G.	30	65.86	12.21	3.196	2.00		

4.2. Comparison of Pre and Posttest Mean Scores for the Experimental Group

It was shown that the average disparity between the experimental group in the posttest is (75.90) with a Standard Division (12.10). In comparison, the pretest rating is (48.43) with a Standard Division of (11.75). When the variable is considered, the scale t-value is (8.393), which is more than the tabulated t-value (2.04) with a (0.05), a significant value when the score of independence is (29).

To answer the second question: "How does debate impact the reading comprehension of EFL learners?

The Second Hypothesis:

The following hypothesis was investigated:

"No statistically significant differences exist between the reading comprehension methods for the experimental group in the pretest and post-test methods owing to the instructional approach, acquired abilities, and overall scores (Traditional, Debate)".

Based on the findings, there are substantial statistical variations between how well students did before and after they used the debate teaching strategy. According to these results, the second hypothesis is rejected, as in table 16.

Table 15. The T-test Value of Paired Samples, the Experimental Group Performance in the Pre-Test and Post-Test

Groups	No.	Value	SD	T-Value		DF	Significance
Post.	30	75.90	12.10	**Calculated**	**Tabulated**	29	0.05
Pre.	30	48.43	11.75	8.393	2.04		

4.3. Comparing Students' Achievement at the Recognition and Production Level

The total value of the experimental group's recognizing level performance and the average score of the experimental group's production performance were calculated, and the results were checked to see if there is a significant disparity across them. According to the statistics collected, the average score for learners at potential recognition is (36.36), while the average score for learners at the rate of production is (40**.**73). The t-test technique is employed for considering two matched samples, and the scale t-value is (4.958), whereas the class t-value is (2.04), the flexibility level is (29), and the effect size is (0.05).

Related to the third question, What is the role of teaching debate strategy in improving students' performance in reading comprehension?

The Third Hypothesis:

To answer the question, "Are there statistically significant differences in the means of the pretest and the post-test of reading comprehension?", the following hypothesis was investigated as in table 17. "There are no statistically significant variations in the accomplishment of the experimental group at the recognition and production levels in the posttest". The finding shows a statistically significant difference in the learners' accomplishments in the recognition compared to those at the production level. As a basis, the third hypothesis is rejected.

Table 16. Students' Mean Scores and T-value of the Experimental Group's Performance at the Recognition and Production

Groups	No	MS	SD	T-Value		DF	Significance Level
Prod.	30	36.36	6.17	**Calculated**	**Tabulated**	29	0.05
Recog.	30	40.70	6.73	4.958	2.04		

4.4. Comparison of Parents' Educational Level and Students' Age (Pre and Post-Test) for Two Groups

To achieve the objectives of the study and answer **the fourth research question**, "What are the significant statistically differences in the means of the parents' education (father and mother) and students' age for the experimental and control groups?" The researcher used "Chi-square" to find out if there was a difference in the educational level of parents and the "T-test" to find out if there was a difference in age. It would affect students' achievement in the post-test.

Fathers' Education

This tactic is used to examine if there is any disparity in the educational level of the students' fathers. The chi-square method was applied. At a significant value (0.05), fathers' education levels do not seem to be different, because the chi-square of the calculated (5.681a) is less than the tabulated level (11.07) as mentioned in chapter three in table 6.

Mothers' Education

According to the chi-square calculation, mothers' educational levels are equivalent in both groups. Thus, the (4) grades of flexibility and (0.05) significance, the calculated result (1.897a) is less than the tabulated (9.48), as explained in chapter three in table 7.

The Students' Age

The learners' ages of the two groups are calculated on the 1st of December 2021. To examine if there is a discrepancy in ages, as seen in "Appendix A", using the T-test procedure for variables reveals no substantial variation in age among the experiment and control groups. The experimental mean value is (199.36) with a

standard deviation of (5.52), whereas the average control is (201.00) with a normal deviation (5.15). The rated t-value was (1.184), and this means it is less than the tabular value of (2.00), at the level of flexibility (58) and (0.05) significant value. This means that learners in both experimental and control groups are the same in age, as indicated in Chapter 3 in table 5.

The Fourth Hypothesis

After investigating the hypothesis, "There are no statistically significant differences in the educational level of the parents and age of the students in the pre and post-test". The results revealed that learners in both experimental and control groups have the same educational level and age. As a basis, the fourth hypothesis is accepted.

4.5. Comparison of Student's Achievement Before and After the Experimental Period

To investigate the sample level in terms of before and after the experiment and answer **the fifth research question titled** "What are the statistically significant differences (a = 0.05) in the means of the pretest and posttest of debate teaching in reading comprehension?" The researcher applied "One-way ANOVA" to examine if there are any statistically significant differences between the two groups before and after the experiment period in the pre and post-test, as in table 18.

Table 17. One-Way Analysis of Variance

	Sum of Squares	Df	Mean Square	F-value Computed	F-value Tabulated	Sig.
Between Groups	17990.967	3	5996.989			
Within Groups	14681.000	116	126.560	47.384	2.68	0.05
Total	32671.967	119				

Table 18. shows that the computed F-value (47.384) is higher than the tabulated F-value (2.68) at (0.05) level of significance. This means that there are statistically significant differences between the students' performances in the pre and post-tests in the favor of the experimental group.

Table 18. Comparisons of Means (Tukey HSDa)

Groups	N	Subset for alpha = 0.05		
		1	2	3
pre- control	30	46.5333		
pre- experimental	30	48.4333		
post-control	30		65.8667	
post- experimental	30			75.9000
Sig.		.914	1.000	1.000

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 30.000.

The Fifth Hypothesis:

According to the findings, the students' mean scores of the control group in (the pre-test) is (46.5333), and their mean scores in (the post-test) is (48.4333). This means that the traditional method has no effect on the control group students' performance in learning English.

While the mean scores of the experimental group students in the pretest are (48.4333) and their mean scores in the post-test are (75,9000), this means that the debate strategy affects the experimental group students' performance and they do better than the control group students. Therefore, **the fifth hypothesis** "There are no statistically significant differences between the two groups before and after the experiment period in the pre and post-test" is rejected.

4.6. Findings

This section discusses the findings of this study on debate strategy in teaching reading comprehension and its impact on the student's academic development through the analysis of student scores by parents' educational level, students' age, and pre and post-test.

The findings reveal that learners in the experimental group who are taught in a debate teaching strategy do better than students in the control group who are taught in the traditional style. This demonstrates that the argument teaching technique is more effective than the standard method of English instruction. When debates are used as a

teaching strategy, the following elements may help students improve their English skills:

1- Developing critical thinking and analysis ability.

2- Sharpening effort and performance.

3- Debaters obtain a basic and detailed understanding of various current events and social concerns subjects.

4- Improving debating skills.

5- Debaters learn to express an argument persuasively.

6- They get the perspective and awareness that there are two sides to almost every debate they are presented with each other.

7- They learn respect for others to let them have their say.

8- Debaters get the confidence to discuss in front of a large number of people by engaging in debate.

9- They practice structuring and organizing their thoughts, as well as identifying, introducing, developing, and summarizing essential themes.

10- They learn to be aware of the passage of time to prioritize their content and to talk within a specified period.

11- They develop the ability to respond rapidly to fresh ideas and critical issues, as well as to remain calm in the face of crises.

In sum, the final result revealed that the performance of the students in the experimental group that used the debate strategy in reading exceeded their peers in the control group that used the traditional method.

4.7. Discussion of Findings

The purpose of this study is to investigate the impact that debate strategy as a teaching strategy has on the reading comprehension abilities of Iraqi EFL students. The results revealed that there was a significant difference in the post-test performance between the experimental and control groups, which may be attributed to the debate's intervention in the class. The outcomes of the study may lead researchers to employ

debate as a strategy to assist the study's participants to read better and think more critically.

Our results illustrate the debate's unique ability to drive learners to participate in reading comprehension, both through social and competitive aspects and through its link to real-world themes. The debate requires students to take stances by not allowing them to stay on the sidelines of controversy. Nevertheless, requiring students to argue for both sides also forbids them from collapsing down on one side of an issue. The argument really helps students recognize the shades of grey by forcing them to argue problems in black and white. Also, a debate assists students to learn how to think about things in a more complicated way, which not only helps them understand what they read, but also helps them build their own knowledge in all areas of literacy development.

Increases in the performance of the experimental group from pre-test to post-test implies that a debate strategy has a statistically worthy influence on the students' reading comprehension. As a result, the debate group outperformed the control group dramatically. This finding is consistent with Rashtch and Sadraeimanesh (2011) and Fahim and Saeepour's (2011) findings that debate has a major influence on reading comprehension skills.

Pretests and posttests in the rendering of the "Experimental Group" showed that strategy had a significant impact on the students' reading comprehension. This study's findings are consistent with those of Barjesteh and Vaseghi (2012), who discovered a substantial impact of CT training on the reading comprehension of Iranian EFL students. Furthermore, a favorable association was discovered between RTCRCT and CCTST scores.

Third, it was discovered, via testing the performance of learners in an experimental group before and after the debate strategy, that the debate strategy had a statistically significant role in the students' reading comprehension during the debate strategy. This is in line with the findings of Fahim, Bagherkazemi and Alemi (2010), who found a significant association between reading comprehension and the achievements of the students in the post-test.

Fourth, the result finds that the educational levels are equivalent in both groups. Then, it was discovered that there was no difference in the statistical means of the two

groups when compared statistically related to their parents' education or ages. This result is in line with that of Claytor (1997) who reported that there was no correlation between gender, parents' level, age, and CT skills.

Concerning last question of this study, based on the findings, there are substantial statistically differences between how well students did before and after they used the debate teaching strategy for the experimental group. This result is in line with that of Ten and Volman (2004) who stated that the debate teaching strategy affected students and enhanced their engagement in discussions in the experimental more than the control group that was taught using the traditional style. The same findings were supported by Camp and Schnder (2010) who confirmed that a debate strategy is a well-established educational tool for improving reading and other skills.

The study's findings show that a debating strategy encourages students to enhance their reading abilities. Because critical thinking processes are difficult to master, it is feasible to enhance their acquisition by engaging pupils in language skills such as reading. Snow (2002) notes that since authors cannot potentially make all of the information clear in the text, they must depend on readers to draw the appropriate conclusions in each circumstance. Furthermore, without adequate thinking processes, readers may fail to understand the intended arguments. Consequently, encouraging learners to debate various elements of the reading content can lead them to think about it form opinions, and eventually defend their stance. Therefore, the findings of this study are consistent with those of Freely and Steinberg (2000), who emphasize the relevance of discussions as a tool for improving critical thinking. Thus, debates with other students about their education help them improve both their language skills and their critical thinking skills by making them better at both.

The present study's findings revealed that the experimental group of students interacted more positively than their counterparts in the control group. As a result, arguments have an impact on students' active learning, critical thinking, and connection with their peers. These results are consistent with earlier research in both on-campus (Zare et al., 2013). This shows that students' success in educational debates was affected by how well they knew how to learn and teach debate.

During the discussion, students will be required to draw conclusions based on data and defend a range of scenarios using critical thinking. Furthermore, debate

abilities are influential in generating productive and efficient teamwork (Roy, 2012). For that, debates are an effective experience for learners to help them improve these talents. The debate strategy argues that the procedure in the study also included the joint application of debate strategies, which assists in preparing students for collaboration abilities. Debate with peers, mediated by the teacher, was a fun and fulfilling experience rather than a tough and anxiety-inducing activity. The findings should motivate instructors to rethink the way they argue in the classroom and apply this strategy to assist students realize how to solve issues in educational process.

An examination of the results revealed that many students in the debate strategy benefited from the debate in their classrooms as a consequence of the "English for Iraq" curriculum, regardless of whether they participated in the program's extra-curricular component. We contend, however, that students who opted to participate in debate class derived specific academic and critical-thinking advantages from the group. Students told us that they spent a lot of time studying for debate because they wanted to be ready to go up against their classmates and win.

Regardless, debate strategies are useful not just because they assist academic reading comprehension growth in many ways that emerge on tests, but also because they provide community-connected experiences that school-based opportunities alone cannot (Peasah & Marshall, 2017). They substitute conventional educational frameworks like grades with the more formal ways of impressing classmates and making instructors pleased. Also, they create connections between the curriculum and current events.

One strategy for future studies may be to improve subject discussions and expand the size of the sample, thus enhancing debate. Researchers should enlist individuals from many disciplines. Researchers in learning should investigate the use of relevant critical thinking measuring data. The goal is to find out if taking part in classroom debates makes this strategy better or not.

Our results illustrate the debate's unique ability to drive students to participate in complicated text reading and analysis, both via the social and competitive aspects of the activity and the link to real-world subjects. By refusing to let students sit on the sidelines of an argument, the debate forces them to choose sides. However, requiring students to advocate for all sides, it also prevents them from focusing just on one side

of an issue. The activity of disputing ideas in a debate helps students perceive the many shades of knowledge. Debate teaches individuals how difficult things are, which allows them to not only absorb what they read but also think critically about all the information. Finally, the use of debate was an effective approach for enhancing classroom discussion on contentious issues. The debating assignments sparked a lot of enthusiasm and expectation among the EFL fourth-grade school learners. Also, the debates were very helpful because they allowed classmates to share their knowledge and opinions about educational topics.

In sum, debates may be used to create successful student learning and can be used in a variety of curriculums. Participants feel like they are engaging in a learning environment that stimulates reactivity, participation, and involvement through a good monitoring system led by the instructor, thanks to a nearly semester-long and planned debating project. Also, it exposes learners to social engagement and provides several possibilities for information gained through debate strategies (Kennedy, 2007).

Our findings suggest that rather than viewing the debate strategy in teaching reading comprehension as supplements to formal learning, they should be understood as foundational experiences that reinforce the traditional approaches with a renewed instructional goal, especially for students from previously marginalised groups whose voices are all too often silenced in public discourse (Bartels, 2008). Community discussion is an important tool for conveying their perspectives.

4.8. Summary of the Chapter

Chapter four includes a review of research questions, research hypotheses, and their results, in addition to the discussion of the findings and lastly, the summary of the chapter.

CONCLUSION

This chapter is broken down into five subsections. The first part describes the primary results of the present study, while parts two and three discuss the study's implications and shortcomings; the fourth section discusses suggestions, and the fifth section explains the recommendations for further research.

Conclusion

This study discusses the topic ("The Impact of Debate Teaching Strategy on Teaching Reading Comprehension") and its concept. It addresses the introduction, the problem statement, study procedure, literature review, methodology, sample, data collection, data analysis, statistical mean, discussion limitations, and future studies. Since studies put forward many trends that contributed to formulating the problem of the study, these trends are: what is the impact of debate teaching strategy on teaching reading to EFL and how can we take advantage of it?

This study aimed to examine the impact of a debate teaching strategy on teaching reading to EFL preparatory students. As well as using debate in class as a new strategy for students to improve their English language skills enhances learners' critical thinking and presenting abilities.

This study reveals that discussion improves reading comprehension and decision-making skills when compared to the traditional way of teaching English, which is centered on memorizing words and so results in poor retention. The debate strategy may assist in developing diverse points of view, which can result in the generation of diverse terms linked to the debate issue. A debate refers to a conversation in which arguments for and against a topic or proposal are given. Debating is a strategy of participatory argumentation that is formal. Students who go to preparatory schools need to improve their English because EFL development is very important for students who want to improve their English language skills by taking English classes for non-specialists to improve their skills.

Based on the findings, the discussion was both productive and pleasant. In many ways, research on the influence of debate teaching on reading comprehension is insufficient. Therefore, suggestions for further research are provided below:

- According to the findings of this study, pupils in the experimental group well performed than those in the control group.

- It is unknown if they will be ready to access what they have learnt in other situations.

As a consequence, a study employing the learners chosen as a sample in this research is proposed. Thus, future research could look into the effect the debate instruction has on reading comprehension by using a random sampling strategy with a bigger group of participants.

In future studies, the researchers must take the following guidelines :Teachers should be helpful and innovative in their instruction because English is a difficult subject for certain pupils. For that, teachers must be aware of their students' psychological conditions to design such delightful learning activities. Teachers must understand what their students enjoy and hate about their teaching approach and utilize it properly as the key to teaching English, particularly speaking skills.

Students should bear in mind that studying English is very important. Furthermore, students should be able to think critically to determine what to do in the face of any dilemma. Again, speaking English fluently does not happen overnight, so students should set aside time to practice speaking English on a daily basis.

Implications of the Study

The results have significant implications for both English instructors and students. The current study reinforced the necessity for classroom discussion strategies, which were found to be useful in boosting reading comprehension skills. Then, through the instructors' good use of argument as well as engaging students in open conversations about contentious and intriguing themes, students should be involved in the debate class (Bagherkazemi, Derakhshan, & Rezaei, 2011).

Furthermore, the results may encourage material developers to pay close attention to this strategy, emphasizing the impact of the debate teaching approach in a class. Therefore, students' textbooks must be altered in order to improve students' abilities in debating.

Limitations of the Study

The current study emphasizes mainly on the use of debate teaching in teaching reading comprehension to EFL students. A meaningful discussion of the research should draw the potential limitations, clarify the gaps in the tracks, supply possible alternates, and describe the points taken to qualify the mistakes. A good debate strategy will enrich the learners' understanding of the research's limitations and support future studies.

This study highlights that the debate strategy encourages learners to get a debate during language lessons and often does not complete mastery of the debate they know, necessitating the need for learners to develop their information supply. So, successfully implementing a strategy will help learners extend their reading skills.

Suggestions

The results of the current study showed the effect of using the debate strategy on academic achievement, reading skills, and evaluating arguments for fourth-grade students in preparatory school. So, the interest of learners helps them build their knowledge of themselves and makes the scientific content of the book more smooth in proportion to the level of students and helps them stay away from terms that do not suit higher levels and ages. For teachers, it's important to think about setting up training courses that focus on class discussions and how they can help students learn more about it. Therefore, expanding the study to include the debate's full macrostructure as well as other skill sets like speaking, listening, and writing is also necessary. Rather than focusing on specific abilities, these genres would be more generic. In addition, a larger sample size should be used than in the present study.

For further work, the following studies are suggested for investigation: First, the role of using debate strategy for teaching English grammar and essays. Second, the effectiveness of using the debate strategy for teaching the four skills for EFL preparatory school students. Third, the impact of utilizing a debate strategy on students' achievement in verbal skills. Finally, teachers' capacity in the debate strategy on teaching literary texts for EFL.

Recommendation for Further Research

This study indicates that using debate as a teaching/learning approach in the classroom has a positive influence on pupils. In this way, when pupils are frequently exposed to technology, students learn in a multitude of ways, it is vital to employ a broad range of instructional tactics in today's educational setting.

The employment of a debate strategy to teach English to EFL preparatory schools results in boredom and a disinterest in the issues being taught. So, teachers should employ the debate strategy because it allows for direct interaction with study material as well as active connection with classmates as the primary means of information transfer in which they 'teach' one another through interactions with peers while the teacher serves as the co-ordinator, facilitator, and consultant in the teaching process. Therefore, debates encourage students' effective teaching by giving them the liability of understanding course information, a strategy that entirely shifts their viewpoint from inactive to active. Consequently, curriculum designers should consider this crucial strategy.

All EFL teachers should promote student participation. According to the findings of this research, students gained the most significant effect and increased their confidence as a direct result of this strategy. Furthermore, teachers should concentrate on most of the topics and encourage students to engage in debates to enable them to speak, read, and write more effectively in the educational setting.

Summary of the Chapter

This chapter includes the conclusion, the study's implications, the study's limitations, the recommendations, suggestions for more research, and a summary of the chapter.

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LIST OF TABLES

LIST OF FIGURES

Appendix (A) Students' Age in Months

Experimental Group		Control Group	
NO.	Age	NO.	Age
1.	211	1.	211
2.	200	2.	200
3.	205	3.	210
4.	202	4.	199
5.	203	5.	206
6.	201	6.	199
7.	200	7.	200
8.	203	8.	201
9.	196	9.	200
10.	199	10.	209
11.	197	11.	199
12.	191	12.	200
13.	192	13.	201
14.	195	14.	196
15.	199	15.	199
16.	200	16.	203
17.	201	17.	208
18.	197	18.	195
19.	198	19.	199
20.	196	20.	200
21.	194	21.	192
22.	200	22.	191
23.	201	23.	200
24.	215	24.	199
25.	198	25.	200
26.	210	26.	209
27.	193	27.	197
28.	194	28.	199
29.	195	29.	210
30.	195	30.	198

Appendix (B) Students Previous Year Degrees in English

Experimental Group		Control Group	
NO.	Scorers	NO.	Scorers
1.	70	1.	82
2.	74	2.	76
3.	52	3.	88
4.	80	4.	88
5.	75	5.	58
6.	50	6.	66
7.	69	7.	63
8.	57	8.	70
9.	69	9.	80
10.	91	10.	67
11.	60	11.	85
12.	54	12.	79
13.	87	13.	63
14.	87	14.	70
15.	72	15.	71
16.	92	16.	65
17.	93	17.	88
18.	58	18.	71
19.	59	19.	77
20.	75	20.	68
21.	50	21.	69
22.	94	22.	92
23.	70	23.	75
24.	60	24.	73
25.	75	25.	75
26.	86	26.	60
27.	56	27.	78
28.	50	28.	61
29.	80	29.	64
30.	85	30.	61

Appendix (C) Pilot Study Scores

No.	Marks
1.	50
2.	46
3.	80
4.	88
5.	71
6.	66
7.	62
8.	40
9.	71
10	53
11	56
12	45
13	60
14	70
15	78

Control group and Experimental group

Time : 60 minutes

                                                    Name:
                                                    Date : 1st Nov 2021

Q1: Read the following passage carefully: **(20 M.)**
When I realized it was too dark for me to read easily. I put the book down and got up to turn on a light. I heard someone crying. "Help"! "Help"! it seemed come from the trees at the other end of the yard. I heard the cry again. I decide to go out and have a look in the yard. I got a flashlight and went out into the yard. Once again I heard the cry I searched all over that end of the yard including the branches of the trees. There was no sign of anything. I went back into the house. I had just sat down to read my book a gain when I was startled by the cry of "Help"! "Help"! this time from the right behind me I dropped my book and jumped up. There was a large green and red bird. It was my neighbor's parrot.
Now answer any FIVE of the following questions
  1. Where did the writer decide to go ?
  2. What did the writher turn on the light?
  3. The writer heard the cry (Two times, Three times, Four times).
  4. Did the writer startle?
  5. The large green and red bird. It was his brother parrot.(True / False).
  6. Give the passage a suitable title?
Q2: Answer (five) the following questions using information from your text book: (20 M.)
  1. Which language(s) do you speak?
  2. What do you find difficult about learning English?
  3. The number of learning Arabic at university is going up. (True / False).
  4. A word with the same meaning of company is (farm, frame, firm).
  5. Study programs are an exciting way to meet new people, learning new things and ……………… . (complete).
  6. The fisher school is a program of arts. (True / False).
Q3: Grammar and Functions: **(20 M.)**
  1. When …… (he / go) ? (Present continuous: question)
  2. She is (interested / interesting) in history.
  3. Is your English is better? (short answer).
  4. Where is the school? (indirect question).
  5. always, maha, fish, eats .(Re order).
Q4.A: Spelling: **(10 M.)**
 1. man ;woman .Male;…………… adult;……….. .
 2. play; playing. Stop; …….….… . drive……..… .
 3. book; books, wife…………... . child..……..… .

4. Tell the time (10 :1 10).

5. Bilingual dictionary means…………… (in Arabic).

6. Tall; taller, happy;…..……. .

B: Punctuate this sentence : (she likes english french and italian)　　　**(10 M.)**

Q5. Written Component : Choose either A or B　　　**(20 M.)**

A. In one or two paragraphs write about your country. Make use of these notes: The name of your country/ its capital/ the population/ crops, climate.. etc…

B. Write about your life. Make use of these question and notes.

Your name/ you live in/ your father, mother, sister and brothers. Where do you stay now? What do you feel about school? The subject you like and dislike. Your hobbies/ What do you want to be in the future?

Appendix (E) Students' Scores in the Pre-Test

NO.	Experimental Group Scorers	NO.	Control Group Scorers
1.	55	1.	52
2.	50	2.	57
3.	54	3.	40
4.	40	4.	45
5.	50	5.	44
6.	58	6.	45
7.	59	7.	55
8.	41	8.	42
9.	43	9.	59
10.	5	10.	53
11.	42	11.	57
12.	52	12.	31
13.	40	13.	55
14.	56	14.	57
15.	50	15.	55
16.	58	16.	55
17.	44	17.	40
18.	41	18.	44
19.	38	19.	38
20.	63	20.	43
21.	59	21.	30
22.	44	22.	58
23.	55	23.	41
24.	44	24.	50
25.	53	25.	46
26.	30	26.	34
27.	57	27.	51
28.	51	28.	35
29.	54	29.	44
30.	67	30.	40

Appendix (F)Post-test

Control group and Experimental group

Time : 60 minutes

Name:
Date : 14ᵗʰ Jan

2022

Q1): Reading Comprehension:
(20M)

Read the following passage carefully:

Tariq and his brother Hani went to the zoo yesterday. They were very early. The zoo was closed so they had to wait in the street for 50 minutes. Then a man came to the zoo and opened it. They went in at nine a.m. In the zoo they saw different animals. They saw six monkeys jumping up and down in their cages. They saw three brown little bears. They seemed hungry and Hani tried to bring some food for them but it was not allowed. They also saw a big old lion and four big yellow tigers. Tariq and his brother enjoyed their visit although the weather very hot. They came back home at half past twelve.

Now, choose the most suitable choice:
(10M)

A) 1- Tariq and Hani had to wait in the street because they were……………. .
 (a. very late b. very tired c. very early).

2. They went in the zoo at …………………………
 (a. 9 o'clock in the morning   b. 9 o'clock in the evening   c. half past twelve).

3. Their visit to the zoo was ……   (a. boring b. enjoyable c. horrible).

4. The ……….. seemed hungry.   (a. little bears b. old lion c. big tigers)

5. Tariq and his brother ……….. at 12:30. (a. left the zoo b. came back home   c. went in the zoo).

B) Describe whether the following statements are (True) or (False):
(10M)

 1.Hani tried to bring food because his brother, Tariq, was hungry.

 2.Because the zoo was closed, Tariq and his brother had to wait for 50 minutes.

 3.They saw six monkeys sleeping in their cages.

 4- It was very cold when Tariq and Hani visited the zoo.

 5.At 10 a.m. a man came and opened the zoo

Q2) :- Answer following questions using information from your text book:
(20M)

1. (1946/ 1953) the year UNICEF was created (Choose) .

2. The 'F' stands for ………… . (Complete)

3.UNICEF thinks more children should work in a factories. (T/ F)

4.Do most synonyms have exactly the same meaning? (answer).

5.Find three more English words that come from Arabic.

Q3) :- Grammar and Functions:
(20M)
1. who happened the accident driving when was ? (Re order) .
2.……… Abdullah …………… Ali are in year 10. Insert(as big as / both ….. and / unlike).
3.I didn't know how to read……………… write. Choose (or / so)
4. He was tired because he (work) on the film set. (correct / past perfect continuous).
5. Jasmine ……….. (go) to the bookshop yesterday.(correct the verb).

Q4) A:- Complete the sentences with these words:
(10M)
 (Calculators ;bored ; rehearse ;write ;snores)

1. Actors need to………………for weeks before they make a film.
2. I can't sleep in the same room as my brother because he………………very loudly.
3. I'm going to………………………..a report on desert animals for my Science class.
4. Can we use………… in this exam or do we have to do the Math in our heads?
5. I wanted to play football, but it rain all day and I had to stay at home. I was very……………. .

B-Match the words with their antonyms: **(10M)**
1.dead   2. official   3.different   4.modren   5. Pure
 a. unofficial   b. old   c. impure   d. alive   e. similar

Q5. Written Component :
(20M) **Write a paragraph about something that have happened to you at school or on the way to school**

Appendix (G) Students' Scores in the Post-test

NO.	Experimental Group Scorers	NO.	Control Group Scorers
1.	80	1.	65
2.	77	2.	80
3.	60	3.	52
4.	93	4.	58
5.	78	5.	50
6.	60	6.	88
7.	70	7.	60
8.	58	8.	53
9.	84	9.	55
10.	90	10.	57
11.	65	11.	61
12.	58	12.	52
13.	90	13.	60
14.	92	14.	78
15.	70	15.	84
16.	90	16.	70
17.	91	17.	80
18.	63	18.	67
19.	57	19.	64
20.	74	20.	55
21.	65	21.	55
22.	87	22.	65
23.	82	23.	62
24.	63	24.	80
25.	72	25.	68
26.	82	26.	70
27.	68	27.	60
28.	80	28.	88
29.	88	29.	89
30.	90	30.	50

CURRICULUM VITAE

Khiro Issa MAHMOOD is Iraqi citizen. He completed his BA in English Language and Literature at Mosul University in 2010. Khiro works in different fields related to English language and literature especially writing, editing, and teaching. He worked as an English teacher in a preparatory school for ten years and still up to now. He moves to Karabuk-Turkey in 2020 and then, he starts his master's degree in the department of English language and literature at Karabuk University.