

**An-Najah National University**  
**Faculty of Graduate Studies**

**The Influence of Debate Discussion on  
Enhancing Secondary Students' Critical  
Thinking Skills and Academic  
Achievement**

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**This Thesis is Submitted in Partial Fulfillment of the Requirements for  
the Degree of Master of Methods Teaching English Language, Faculty  
of Graduate Studies, An-Najah National University, Nablus, Palestine.**  
**2017**

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## **Dedication**

I would like to dedicate my simple work to:

My parents, especially to my lovely mother for her endless tenderness and care, and for her inspiration and encouragement.

My deep gratitude to my husband who supported me emotionally and morally all the time in my educational journey. My gratitude also goes to my lovely sons, Orwa, Nadeem, Omayer, and Ahmad for their patience, cooperation, and tolerance.

My brothers and sisters and their families especially my elder brother who implemented the roots of knowledge loving inside me, and applying it by offering valuable books when I was little girl, who draw reading and writing passion in my soul.

Finally, I would like to dedicate this work to the principle of Education & Sciences Home high school in Jaljulia, and to English staff for giving me the opportunity to apply my experimental study on their students.

## **Acknowledgement**

I would like to acknowledge Almighty Allah for giving me the ability to complete this dissertation.

I would like to express my deep and endless thanks to my supervisor, Dr. Ahmed Awad, who has given me the opportunity to join the world of research; he has taught me how write in a better way; he has supervised my thesis, implanted the soul of giving, science support, appreciation to my specialization and for assisting me to let this work complete.

I would like to present my thanking and appreciation to thesis committee members Dr. Ziad Tanni and Dr. Suzan Arafat for their valuable comments.

I would also like to present my thanks to Dr. Sohail Salha for offering me help and advice whenever I asked him to design this study.

## الإقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

# **The Influence of Debate Discussion on Enhancing Secondary Students' Critical Thinking Skills and Academic Achievement**

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه  
حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث  
علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

## **Declaration**

The work provided in this thesis unless otherwise referenced, is the  
researcher's own work, and has not been submitted elsewhere for any other  
degree or qualification.

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التوقيع: **Signature:**

التاريخ: **14/11/2017** Date:

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**Abstract**

This experimental study aimed at examining the influence of debate discussion on enhancing secondary students' critical thinking skills and academic achievement for tenth grade in Jaljulia Secondary School, Palestinians 1984 in Israel. It also aimed at observing the relation between argument writing skills, reading comprehension skills as achievement dimensions and debate discussion as effective strategy in cooperative learning. The study applied Watson and Glaser critical thinking appraisal to measure critical thinking skills. Reading comprehension test was conducted to measure student's comprehension skills, in addition to writing argumentation to test students' academic achievement. SPSS statistical package was taken, one-way ANOVA test was administered, as well as classroom observation rubrics. The results revealed that there are statistical significant differences between the experimental group and control group in critical thinking skills, and sub skills (inference, evaluation, deduction) in favor of the experimental group, and academic achievement. In the writing test, results showed statistical significant differences in writing argument, and reading comprehension skills. Classroom observation showed increase in respect for the other team, in constructing rebuttal, and understanding of the topic in favorer of experimental group as well.

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Regarding these results, the researcher recommended applying debate discussion strategy for all students' levels in teaching practices. Additionally, she recommended conducting studies that deal with the sub skills of critical thinking and argumentative writing skills.

## **Chapter One**

### **Introduction and Theoretical Framework**

- 1.1 Introduction**
- 1.2 Theoretical Framework**
- 1.3 Statement of the Problem**
- 1.4 Objectives of the Study**
- 1.5 Questions of the Study**
- 1.6 Hypotheses of the Study**
- 1.7 Significance of the Study**
- 1.8 Limitations of the Study**
- 1.9 Definitions of the Terms**
- 1.10 Summary**

## **Chapter One**

### **Introduction and Theoretical Framework**

#### **1.1. Introduction:**

Since the study introduced debate discussion, critical thinking, and achievement, it is important to have plausible ideas about what debate discussion is. It is also necessary to know why debate discussion is required in teaching and in learning, in addition to the definition of critical thinking and why critical thinking skills are a crucial part in society and life. Also, the definition of achievement and its importance as measurement for testing knowledge. Furthermore, this chapter included the statement of the problem, purpose of the study, significance of the study, limitation of the study, the originality of the study and definition of the terms.

#### **1.2 Theoretical Framework:**

Iranian Shah called religious scholars both Sunni and Shi'a to put them close to each other to understand completely religious issues that they defer. All Shi'a scholars came; the Sunni scholars did not attend the meeting except one, Imam Ahmad Ibn Hanbal, who came late holding his sandals under his armpit. He was asked: why did you hold your sandals? He answered, I heard that Shia were steeling sandals in the Prophet Mohammed's time. At that moment, Shi'a scholars looked at each other surprisingly and answered: as we know, there were no Shi'a in Prophet Mohammed's time. Then, Imam Ahmed Ibn Hanbal said, "This ends our

discussion with this big question, “where did you get your religion from”? (Kagarko, 2015).

The above-mentioned text is an example of the shortest persuasive debate in the Islamic history; it tackles the most controversial issue between the two Islamic groups. Imam Ahmed employed evidence and exemplification in the argument, which is completely based on reason and critical thinking. Moreover, The Sunni scholar used facial expressions and acting to strengthen the argument, therefore the importance of rhetoric reasoning in facilitating argument to convince others is strongly revealed in the previous text (Crosswhite, 2012).

Recently, globalization across the world, and technological advancement necessitate collaboration between residents in different geographical areas in many aspects of life; in communication, economy, projects, and education, so that the interest to communicate in English is increased and spread, therefore, instructional developments in education become basic requirement to create new learners who appeal with new world progression (Aclan, & Aziz, 2015).

In the area of the impact of effective teaching strategies on producing fast and good learning outcomes, Raba (2017) recommended using pedagogical strategies that improve students’ analytical thinking skills that invite students to participate actively. Raba& Herzallah (2015), adopted debate discussion to help enhance students’ critical thinking skills, and to encourage learners to judge and give evidence based on reasoning in order to cope with the goals of education and current situation that requires well-

cultivated learners (Otaibi, 2007). Similarly, Subarr, Gillard, Firth, Scrymgour, Welford, Lomax-Smith, & Constable (2008) described successful learners as deep thinkers who deal with matters logically; check out and evaluate evidence in a systematic well organized.

The concept debate discussion is comprehensive and broadly used, in the sense that students' instructional level determines which debate to choose, whether lower level debate (school level) or higher level debate (university level). Moreover, debate discussion can be deliberative that defines exchanges and dialogue among participants who are stimulated to express their opinions toward an issue in order to know how to reach a compromise of some sort. Alternatively, adversarial debate, which was adopted in the experimental study, participants were asked to construct an argument with or against the motion (Jerome& Algarra, 2005).

With respect to the importance of debate discussion, Ericson, Murphy & Zeuschner (2011) mentioned that students gain many abilities from participating in debate discussion activity such as: absorbing information, arranging it, and classifying it into major ideas or minor ones what to consider or what to refute. Furthermore, Freeley & Steinberg (2013) revealed that debate discussion is a process of inquiry and advocacy, which can develop multicultural sensitivities among debaters in the time of actual debate; it also developed social maturity, and authorized personal expressions. In addition, it developed problem solving and effective speech delivery. Along with these benefits, debate discussion can enhance critical listening and reading skills.



Accordingly, debate discussion as an effective strategy was early mentioned in correlation with establishing good curriculum by Taba (1962), and (1967) who suggested curriculum that encourages learners to think and improves cognitive abilities rather than learning by heart. Taba emphasized the use of appropriate teaching strategies that help students to develop earlier and a better understanding of symbolic forms and abstract concepts rather than learning by less suitable strategies.

**According to** Paul & Elder (2013) creating critical thinkers faces many challenges such as the ignorance of most cultures to any new mode of thinking for solving problems, and the replacement of it with short-term thinking that comes up with quick fix solutions. They conducted a deep research on the topic and clarified the association between critical thinking, and the efficacy level of senses; the person who has the desire to listen, to debate, to solve problems, to think deeply and to internalize will be strong sense thinker.

Furthermore, Jahjaga (2013) stated that teaching debate is important for democratic, cultivated and open societies. The fundamental objective of democratic society is to create speakers who have the capacity to persuade in social discourse to achieve their goals.

The importance of social interaction in a debate is strongly asserted by Vygotsky's theory which emphasized the importance of debate as a teaching strategy; he also argued that language works are like a device to develop reasoning through social and cultural interactions. Learner's Engagement in activities permits more active participation in the process of

learning, they solve problems and make decisions, and then they reach judgment. To be clearer, learning is collaborative, and therefore teaching methods should be varied to suit all students' interest (Daniels, 2016).

Moreover, Vygotsky (1978) asserted the significance of adults as facilitators for developing language through interaction at the social level. Therefore, teaching debate discussion requires on one hand; highly competent and qualified teacher who plan to teach debate instruction and direct his students to build argumentation, organizes the students and makes the discussion more effective. On the other hand, at the individual level, a student should possess sufficient amount of vocabulary items, expressions, and personal traits to enable the student administering his presentation perfectly and exchange the experiences, that's mean student internalize the language and concepts (Snider & Schnurer, 2002).

In contrast to the above-mentioned literature positive correlation between learning and social interaction, Celce-Murcia (2008) argued that linguistic competence is much more important than that of social factors. Further, building language skills is essential significance of debate discussion. It is effective in developing integrated language skills such as reading, writing, speaking and listening, besides that, debate helps students in asking questions, clarifying and augmenting ideas, therefore the need for teaching argumentative essay is required in this research (Nanni, 2016).

Scott (2008) asserted that debate helps students to understand the topic better; learn new knowledge; and gain an understanding of the debate process. In addition to that, debate is a great extra tool to the lecture-based

classes that allow teacher to create teaching environment full of active participation. However, weak correlation between debate as a valuable tool for developing critical thinking skills, the researcher recommended teachers to implement debate in technological classes and to examine its effect on critical thinking.

Debate discussion has a format that consists of two teams one is in favor of the government (affirmative) and it aims to change while the other is in favor of opposition and it aims to clash, moreover, debate core discussion is found on the proposition, sometimes proposition of value or policy resolution and it is form of affirmative statement, finally, Government (affirmative team) takes the responsibility to evidence its side. Both sides end the debate with rebuttals on both sides which summaries their respective positions (Matlon, 1988).

Deanna Kuhn (1991) argued that seeking reason is happened when we are confronted with a debatable proposition and when we observed that others have another attitude or different opinion. Research documented that college- educated individual have problems in building new argumentation, imagine evidences and rebut positions other than their own. Therefore, debate practice and debate work create excellent strategy that leads learners to experience argument that is central to truly critical thinking.

In the area of school achievement, DuFour & Eaker (2005), students aspire to achieve high grades, and teachers desire to reap the fruits of their work via debate that affects students' achievement and encourage best language acquire. This agrees with Ganyaupfu, (2013) who believed that academic

achievement depends on cooperative learning environment among students and safe classroom setting full of encouragement, hardiness, and motivation to maximize students' academic achievement.

### **1.3. Statement of the Problem:**

To the researcher's experience in teaching, students' comprehension does not exceed knowing superficial frames of connectors and belongings; their speaking proficiency faces a major problem, which is inadequate classroom interaction in a collaborative fashion. To solve these problems, the researcher conducted this study in an attempt to solve or minimize these problems. Considering the problems above, the researcher asked this question: “Can debate discussion enhance student’s critical thinking skills and achievement “?”

### **1.4. Objectives of the Study:**

This study aimed at achieving the following objectives:

To encourage English language teachers to apply adversarial debate discussion strategy on English language lessons among students.

To assert the fundamental role of teaching argumentation on enhancing students' critical thinking skills and achievement and to develop students' performance in English language skills.

### **1.5. Questions of the Study:**

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

1. What is the influence of debate discussion on enhancing student's critical thinking skills and academic achievement?
2. Are there statistical significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of reading comprehension, writing skills and total scores due to teaching method (Traditional, Debate)?
3. Are there statistical significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of critical thinking skills and total score due to teaching method (Traditional, Debate).

#### **1.6. Hypotheses:**

The main question of this study triggers the following null hypotheses:

1. There are no statistical significant differences at ( $\alpha=0.05$ ) in the influence of debate discussion on enhancing student's critical thinking skills and academic achievement.
2. There are no statistical significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of reading comprehension, writing skills and total scores due to teaching method (Traditional, Debate).
3. There are no statistical significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of critical thinking skills and total score due to teaching method (Traditional, Debate).

#### **1.7. Significance of the Study:**

This study stemmed its importance from investigating the influence of debate discussion on enhancing student's critical thinking. Therefore, teachers should encourage students to increase debate discussion in both

writing and speaking. Moreover, this study is significant for the teachers as a teaching strategy to expose the effectiveness of using debate discussion as a social interactional strategy to enhance critical thinking and achievement. Based on the above, the researcher conducted this study.

### **1.8. Limitations of the Study:**

This study is limited to:

1. Locative limitation: This study will cover tenth grade students in Education and Sciences Home, a high school in Jaljulia.
2. Temporal limitation: The study will be carry out in the scholastic year 2016/2017 in the second semester.
3. Human limitation: The population of the study consisted of male and female tenth grade students in Education and Sciences Home, a high school in Jaljulia.
4. Topical limitation: The study examined the influence of debate discussion on enhancing student's critical thinking skills and achievements.

### **1.9. Definition of the Terms:**

**Debate** is a play in which two opposing teams make speeches to support their arguments, and to disagree with those of the other team. Although debate consists of argument and counter argument, the debater should keep expressing his opinion from the beginning until the end of the debate in order to win the argumentation. Consistency has radical importance in

forming complete and accurate debate (Krieger, Smith, Naishadham, Hartman, & Barbeau, 2005).

**Critical Thinking (CT):** is a “general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims” and is characterized by “disciplined thinking governed by clear intellectual standards” (Bassham et al, 2005).

**Academic Achievement:** is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best (Bhagat, 2013). The researcher interpreted Academic Achievement as students' performance in reading comprehension skills and writing argumentation skills therefore the test that conducted to measure it was divided into two parts.

### **1.10 Summary:**

To sum up, this chapter presented the introduction of the topic and theoretical framework, problems of the study, questions of the study, hypotheses, and significance of the study. Further, limitations of the study and definitions of terms are also included.

## **Chapter Two**

### **Review of the Related literature**

#### **2.1 Introduction**

#### **2.2 The Theories that Tackle Debate Discussion: Contributions of Vygotsky, Dewy and Bandura**

#### **2.3 Studies that Deal with the Importance of Debate Discussion**

#### **2.4. Studies that Deal with the Importance of Critical Thinking Skills**

#### **2.5 Studies that Deal with the Correlation between Critical Thinking and Debate**

#### **2.6 Studies that Deal with Debate and Cooperative Learning**

#### **7.2 Studies that Deal with the Importance of Argument for Debate and Critical Thinking**

#### **2.8 Studies that Deal with the Importance of Achievement for Debate and Critical Thinking**

#### **2.9 Originality of the Study**

#### **2.10 Conclusion**



## **Chapter Two**

### **Review of Related Literature**

#### **2.1 Introduction:**

This chapter includes seven sections; the first section introduces the theories that tackle debate discussion: Contributions of Vygotsky, Dewy and Bandura. The second presents studies that deal with the importance of debate discussion as a pedagogical strategy on improving students thinking skills. The third presents the studies that deal with the importance of critical thinking skills. The fourth includes the literature that tackles the correlation between debate discussions and the next section introduces studies that deal with debate and cooperative learning. It also introduces the Studies that deal with the importance of argument for debate and critical thinking. Finally, the originality of the study and summary.

To construct a complete and deep insight about debate discussion, critical thinking, and achievement, the researcher referred to different related studies, which were arranged topically, and according to the importance.

#### **2.2 The Theories that Tackle Debate Discussion: Contributions of Vygotsky, Dewy and Bandura:**

To initiate with social-cultural constructivism perspective, Vygotsky developed the view of psychological thinking and "zone of proximal development" argued that the fundamental role of language is as an instrument for developing cognition through social interaction and culture. The concept culture has wide and comprehensive meaning which includes,

common beliefs, values, knowledge, skills, relationships, customs, social performs, feelings, attitudes, desires, and values. It has also shared written and spoken symbols. In other words, Vygotsky connected mental processes such as problem solving, and critical thinking with culture to add ample interest to the role of interaction as essence of life and as learning skills enquiry in learning process (Miller, 2016).

Therefore, any imperfection in the child-surrounding environment, such as problems at home, or at classroom will affect child's achievement at school and life as well. Socioeconomic, and educational circumstances have central effect in shaping child mentality. In addition to that, humans' assistance that appeared clearly in adults' assistance to children to achieve skills perfectly in cultural setting (Miller, 2016).

Vygotsky expanded the correlation among language, culture and cognition function in relation to children development; he explained that every function or mental activity in the child's cultural development appears twice; first, when child interacts with adults on the social level, Vygotsky called it inter-mental- interaction among mind in sociocultural interaction settings-. Adults help children to shape their language and mentality, to more complicated cognitive function. Second, on the individual level intra-mental in this level, children internalize the language; it becomes though (Miller, 2016).

The basic cognitive functions that Vygotsky (1978) mentioned are attention, sensation, perception and memory. However, in high mental processes, child cooperates social nonverbal interaction to use the

language. By the time, Child develop more and more sophisticated approaches to problem solving on social cooperative setting. Vygotsky named this process, the zone of proximal development (ZPD) which means, "The distance between a child's actual developmental levels as determined through problem solving under adult guidance or in collaboration with capable peer "(Vygotsky, 1978, p.86).

So learning approaches and strategies should fit the learners' abilities, some learners need less help than others, to achieve a lot, and vice versa. That leads to intellectual development upon "zone of proximal development" (ZPD), Learners create their own knowledge based on their experiences, and develop cognition through collaborative work, and via facilitation, and direction of adults to develop their ZPD (Vygotsky, 1986).

Moreover, to construct and maximize learner's knowledge in formal setting, learners' needs environmental knowledge accelerations-psychological tools-such as; role-playing, debate discussion, group work, pair work, videos, pictures, and argumentation among learners, in addition to personalities and possibilities, motivation and willing to learn have effective meaning among cultures besides the effect of learner's values and beliefs. All the previous factors and culture's artifacts constitute the basic issue in negotiating meaning and influence learners to be critical thinkers (Vygotsky, 1986).

Vygotsky explained the concept "formation process" in developing the language, he classified concepts into two kinds; the first is "spontaneous concepts", they are intuitive, concrete and based on every day experience, it

constitutes the basic concepts for learning more sophisticated scientific concepts. However, "scientific concepts" are logical, abstract. Children connect the previous concepts to the current concepts in learning new materials to reach full understanding (Kozulin 1986).

Based on the previous classification of concept formation, learning aims at expanding the students' knowledge, and making bridge between scientific and spontaneous concepts that are found in learner's experience. Otherwise, in the absence of the correlation between the spontaneous concepts and scientific concepts, teacher should use scaffoldings to demonstrate scientific concepts in a formal setting (Alves, 2014).

Similar to Vygotsky, Bandura (1977) suggested the concept "observational learning that occurs when learners learn behavior by observing and imitating effective models from the surrounded environment such as family members, peer work, and other children, teachers or by fantasy characters". Learners who engage in debate discussion pay attention to the behavior of other learners such as acquiring new sentences, grammatical forms and using nonverbal expressions such as body language, facial expressions and gestures, they encode what they remember then they will produce the behavior that appropriate for the same sex in that society.

In order to encourage students to repeat the positive behavior, Teachers may reinforce or punish the students. So observing the reinforced behavior encourage the observer to repeat it. Therefore, psychological tools that Vygotsky mentioned such as: debate among students, signs, pictures and

symbols develop learner's language functions through the interaction among learner's psychologies.

Bandura introduced the notion identification of another person (the model), and it involves adopting observed behaviors, values, beliefs and attitudes of the person with whom you are identifying and then mediating , this process has four conditions; Attention: the extent to which the behavior affects the observer to imitate it. Therefore, interpersonal relations will influence the selected model. Retention: to remember the behavior that keep more attention to, and it depends on context. Reproduction: the ability to perform the behavior but it is limited to physical ability. Finally, Motivation: to have the will to perform the behavior (Zhou& Brown 2015).

Similar to Vygotsky, Boud, Cohen and Walker (1993) stated that learners actively construct their own experience through engagement in learning process, therefore, learning is a holistic process, socially and culturally constructed, and it is influenced by the socio-emotional context in which it occurs. (Foley, 1995).

As concluded from Dewey's argument, the best way to enhance critical thinking is by giving students the chance to reflect on what they have learned, and to provoke students by asking arguable questions continuously. As showed by Dwyer, Hogan, & Stewart (2011), Dewy classified thinking as a system of three levels: the first level of thinking is consciousness. It is uncontrolled ideas in mind, the second level is imagination, and it is a controlled thinking, it is sequential coherent parts of fancy and intentionally work where one can draw the conclusions, and

finally, is the belief that is accepted or rejected as an asset of conclusions. The Reflective thought of learners that concerns critical thinking is better than the nature of the experience itself. Therefore, in order to gain a deep understanding, it is important to reflect upon earlier experience. In practice, experiential learning is distinguished from other learning; it is Intentional learning design, teachers prepare activities, debate discussion, role-playing group work, pairs work etc. Facilitation that indicates the role of the facilitators such as peers, teachers, leaders in affecting learning outcomes. Assessment of learning outcomes that achieve by an individual or collective work, and assert critical essays and projects.

Dewey observed the relationship between reflecting on personal experience and learning. He mentioned two kinds of experience involved in learning process, a primary and secondary experience, social and physical environmental material interaction is the basic constitutions of primary experience. For Dewey, the non-reflective experience is in the central, and it is habitual based. A reflective experience stems from solving problems among contradictions of habitual experience and way of action.

Dewey asserted the role of acquired culture from the past generation in shaping thinking, in addition to, its effect in classification, interpretations, and analysis of observations and complicated thoughts. Moreover, Dewey emphasized the roll of awareness, and critical selection of cultural levels, that blended in the observations. Therefore, learning by doing and then reflecting was the core interest of Dewey's theories (Khasawneh, Miqdadi & Hijaz, 2014).

In Experiential learning theories, learning is a cyclical process connects between experiences that students acquired, interpreting data and reflecting on it, concept abstractness and deeper thinking forming and action. Experience is grown deliberately through reflection on it.

## **2.3 Studies that Deal with the Importance of Debate Discussion:**

### **2.3.1 Debate Discussion Definition and Historical Background:**

Recently, in the area of learning English as a second language, some countries deal with it as a foreign language. The use of it is limited to instructional constitutions and other educational and technological purposes. Therefore, students crash with difficulties that prevent them from using the language in real life situations. In addition, different kind of teaching methods and techniques is debate discussion, which experiences to encourage students practicing communication skills (Al-Asmari, 2012).

Moreover, Debate discussion method of teaching is rooted to the Ancient Greece, Protagoras introduced this method, and it was a traditional method of teaching Islamic jurisprudence in the twelve century Othman, Sahamid, Zulkefli, Hashim, & Mohammad (2015). They also showed that debate discussion method of teaching spoken and written language has been developed and spread widely all over the world and its effect on enhancing students thinking skills and increasing achievement is shown in our schools. So that the researcher presented the most recent literature background views of this method of instruction.

Further, Different studies investigated the influence of debate discussion in education. Therefore, research into this area indicated that debate is an equitably structured communication event about some topic of interest, with opposing advocates alternating before a decision-making body (Snider & Schnurer, 2006). The previous definition of the debate discussion contains two teams; every team presents his own side perspective toward the same topic. Both have the same opportunity to argue other positions, and to refute it. They communicate with each other with opening and an end. Directed structure, and form make debate more applicable and easy.

### **2.3.2 Debate Discussion and Language Skills:**

The influence of the debate discussion on developing writing, speaking, listening and reading skills was presented in literature. Many scholars pointed out to the significance of the debate in the mentioned area, for instance, Sabbah, 2015 claimed that debate discussion helped to improve students speaking and writing skills, which had deep impact in improve using punctuation marks in writing. The research recommended analyzing Palestinian curriculum to diagnose the reasons behind student's weakness in speaking skills. Moreover, to create authentic teaching setting by gathering student's in-group work or in pair work for producing effective interactional environment.

Furthermore, Al-Mahrooqi and Tabakow (2017) stated that debates improved student's use of logic to practice the language, and it expanded students' social skills such as encouraging polite social interaction, and



appropriate cross-gender communication that helped students to practice the language by applying what students learn in new real situations. In addition to speaking skills. Both study samples mentioned challenges and suggested improvements associated with their reading and research skills. In addition, research suggested conducting more studies to present the effect of debate on critical thinking, argumentation and teamwork interaction.

Additionally, the format of the debate, and the use of language in appropriate context are as important as accuracy in debate discussion situation. To be clearer, in debate discussion learners acquire not only linguistic competence but also sociolinguistic competence; debaters learn the language of the dialogue, turn taking, respect to other interlocutor's perspectives, and they acquire ethical values such as working cooperatively (Hymes, 1972).

Similarly, Canale and Swain (1980) argued that instead of mastering grammatical rules and accuracy, learning should aim at improving communicative language ability. In addition, Research recommended teachers to depend on authentic materials such as debate, dialogue, and role play in the teaching process. Such genuine sources assist students to come close to the language, to apply linguistic terms in new settings, and support learners to practice the variety of occasions, events, and situations.

A great deal of research shed light on Debate as beneficial strategy in teaching writing skills. Sanonguthai (2011) asserted that even though active learners in the debate show anxiety in using abstract words and in

paraphrasing paragraphs, they show a positive effect in developing IELTS writing. The weak students need more attention to increase their motivation in the actual debate time. The study recommends extensive reading practice to improve language use and accuracy, besides that, the teacher should provide effective and friendly feedback for student individually.

Further, Neumann, Kaegi, Voegelin, Hussam, Munir & Hug (2013) stated that teaching by implementing a simplified debate technique expanded speaking skills; it increased student's ability to use newly generated words, and students become more fluent in speaking. Debate encourages students to speak in public and to be more active in learning. Moreover, Rubiati (2010) contended that debate technique has advantages in improving speaking skills, teaching and learning through debate technique is an interesting process for teachers and students, therefore, students' motivation in speaking is increased.

In the same area of research, Hasana (2012) observed that applying debate discussion as the instructional technique in class has a crucial importance in mastering students' speaking competence; debate encourages students to use the language to communicate with peers. The researcher advised teachers to spend their efforts in building teaching strategies that enhance learner's motivation, and willing to participate. Additionally, students should also concentrate on the teacher's interpretations in class activities. Moreover, to keep hard work in order to develop their language abilities.

Goodwin (2003) mentioned that students' positive responses on how debate goes across the curriculum encourages small group's discussion learn

course content better, and it enables discussion on both sides of the same issue. Controversially, most classroom includes a large number of students, and the division of students into small groups sometimes becomes difficult to achieve. However, the better organization and distribution of students in the groups and teacher's planning help to gain better success.

Likewise, a debate as instructional method activity has more beneficial qualities than other communication activities on online learning. Debate online communication activities add more to the higher level of learning and to cognitive qualities. These qualities are: The structure in activities are well organized, roles are well defined, and every participant is responsible for achieving his position, it encourages learners to argue others opinion obviously (Kanuka, Rourke, & Laflamme, 2007).

### **2.3.3 Debate Discussion and Social Skills**

In the social area, research approved that debate discussion is a social device that holds insides mechanisms for developing communities. Nisbett (2010) extended the case for debate by arguing that debate discussion has a role in open societies by affecting the way people think and demonstrating their thought. He added that debate is an important educational strategy for learning analytical thinking skills, and forcing self-conscious reflection on the validity of one's ideas.

Moreover, Snider (2005) presented more comprehensive look toward debate discussion and the social impact of the debate discussion in shaping open societies where democracy is a state of mind, and the column of

modern societies. Debate works as a social tool in democratic societies where citizens pose the freedom to express their ideas freely, judge and counter proposals, and respect the right of opponents to disagreement. In addition to that, open societies considered values debatable and as a matter of choice, as opposed to traditional societies who considers it as static and unnegotiable. Debate discussion importance is extended to become as criteria to measure democracy in open societies. In a comprehensive study conducted by Jerome and Algarra (2005) showed the effectiveness of adversarial debate on progress education for democratic citizenship where students feel satisfaction in participation, and debate increased their self-confidence in learning.

Additionally, Parchera (1998) argued that debates established rapport between debate coach and participants, the humanistic relationship between teacher and student develops habits of intellectual constant discipline that lead to excellence. Feeling of safety and trust between teacher and students, and among students themselves leads to relaxing educational setting and freedom to express more. Indeed, the debate has usefulness in acquiring listening skills, communicative skills, argument organization, and research skills.

Furthermore, Snider and Schnurer (2006) stated that debaters' doubts of lack experience, unskillfully debate applications by the learners; and uncertainties of audience evaluation of debaters' presentation, are all three myths that influence students in participating debate. Opposite to that, it does not matter to be expert to hold a discussion, to possess any skill or to

fear of the evaluation of audience. Debaters fears' will disappear when another team expert the same situation in argument (Snider and Schnurer, 2016, p.21).

Kurniawan (2013) suggested that a debate method of learning promotes active and innovative learning. Therefore, Innovative teacher's role is to make learning process meaningful, actual, and authentic to the students. Debate discussion holds principles of innovative learning where students are the subject of the learning process. Learning is problem-based. Learning should be on the basis of the society, and lead's to social development based on societal conditions. Learning should give the students the opportunity to choose learning method. Learning is systematic and measures the output; precisely learning is never ending process.

## **2.4. Studies that Deal with the Importance of Critical Thinking Skills:**

### **2.4.1 Critical Thinking Definition its and Components:**

Literature in this area showed ample room for definitions to critical thinking. For example, Ennis (1991) defined Critical thinking as 'reasonable reflective thinking that is focused on deciding what to believe or do. The connection between decision-making and the critical thinking is shown in the research, critical thinker has to identify a problem, inquiry or situation, then to examine the alternatives and finally to choose solution among the alternatives based on rational thinking. According to Fisher & Scriven (1997) defined critical thinking as "skilled and active interpretation

and evaluation of observations and communications, information and argumentation”.

In the field of critical thinking components, (Pascarella & Terenzini 1991) pointed that, identifying a problem or assumption in an argument, recognizing central relations, making the right inferences from the given information, drawing conclusions and interpreting whether the conclusions are acceptable, and finally evaluating evidence. All the previously mentioned activities are the individual's abilities that included entirely or partially in critical thinking. Therefore, knowing the exact meaning of critical thinking and the importance of critical thinking skills in higher education is beneficial for students. (Good, Sambhanthan, Adda, & Johnstone 2011) recommended more emphasis on critical thinking in the early stage of higher education. The value can be taken by developing student's ability to analyze and evaluate sources, to write arguments and compare it with other classmate work, examine student's analytical and descriptive writing in the class by students and teacher to show the differences.

According to (Gokhale, 2012), critical thinking involves asking appropriate questions, gathering and creatively sorting through relevant information, relating new information to existing knowledge, reexamining beliefs, reasoning logically, and drawing reliable and trustworthy conclusions

### **2.4.2 Critical Thinking Importance in Instruction:**

In view of the position of critical thinking, the current trend in teaching instructional methods and approaches recommends teachers to create critical thinkers rather than parrots, and to shape the mentality of learners, to teach them how to analyze, apply, criticize, and to evaluate issues in their real lives. Hence, critical thinking is a crucial aspect of the citizenship competence needed to participate in society (Ten, & Volman, 2004).

Further research suggested features of instruction that enhance critical thinking such as: Teaching should encourage active learning; curriculum design should appeal to problem-based and teaching methods and strategies should increase interaction among learners, and learning real-life situations that are close to students' world and interest are critical thinking features that are close to the paradigm of communicative language theory where a student is the center of a learning process (Dam & Volman, 2004).

Although teaching students to be critical thinkers is a hard mission, it is not impossible. Most teachers come up with the idea that, misunderstanding of what students read or listen is due to the lack of critical thinking. Moreover, mastering of language skills is intertengible, so that teachers should teach their students some strategies to discipline learners' thought and their rational thinking. In addition, to draw learners' attention to come close to the text and to read and write it frequently, as possessing the intellectual abilities enables learners' understanding of any text whatever (Paul, Richard & Elder 2006).

In the same area, the research continued to clarify how to accelerate the process of thinking, and what are the qualities of the elements of thinking abilities that can play this role, the answer was multiple perspectives that needs elements of thinking abilities that includes understanding the purpose of reading and writing, inquiring obvious questions, becoming more eclectic in reading and writing among others. (Paul, Ritchard, Elder 2006).

Accuracy is asserted in the work of Toni and Fahim (2012) who showed that in debate discussion learners constructed sentences based on English grammatical rules after receiving feedback from the teacher. They also recommended teachers to use different strategies that enhance critical thinking in order to produce competent learners.

Sinaga & Feranie (2017) found that writing the untraditional task increased critical thinking skills, and conceptual mastery, improves writing quality. Tis result showed that there was a correlation between writing and conceptual mastery, however, the low degree of correlation between critical thinking skills and quality of writing was shown.

Innovative learning products such as video games and moodle forums create a new learning setting that foster critical thinking competence and improve students' achievement as well. The new electronic models work on general critical competence and sub-competence, developing deep thinking and learning how to think in addition to discipline thinking skills show its effectiveness by the medium of this approach. Gathering information, Classifying and comparing it allows the users to recognize the fallacies and inaccurate content (Bartol, 2008).



A study was conducted by Melhem & Isa (2013) to investigate the effect of program called CORT, (Cognitive Research Trust) meaning an institution of cognitive research which was established by De Bono, a theorist, at Cambridge program that used to enhance critical thinking for sixth- grade students at Jordan school to students with learning difficulties in learning mathematics. The results revealed that there was a better change in critical thinking more than before the use of the program.

#### **2.4.3 Critical Thinking and Higher Order Thinking Skills:**

According to (Facione, 1990) objectives of the learning process as a whole are to create intellectual learners who rely on the higher order thinking skills (HOTS). This means to depend on complicated cognitive and judgmental process rather than the lower order thinking skills. HOTS includes creative and critical thinking, however, that cannot neglect the importance of simple and the lower thinking skills in knowing and understanding the facts. Another aim of learning is to cultivate learners and encourage them to take responsibility for their learning. Similar to the previous ideas, Wright (2002) claimed that critical thinking and the higher level of thinking skills are similar and cannot be separable. Critical thinking depends thoroughly on cognitive skills; Analysis, synthesis, and evaluation, it enables a comprehensive study of any issue, in order to discover the pro and cons of it until he/she reaches the real judgment about it. Interchangeable definition of both is apparent, and the intellectual process of both are entirely similar.

As it is noticed in the previous studies, there is a correlation between critical thinking and HOTS, if not the same and sometimes they intervene. King, Goodson, & Rohani (2010) argued that critical, metacognitive, reflective, reasonable, and creative thinking are all included in HOTSs. Besides, HOTSs include analyze complicated material, identifying relationships, connect new and acquainted information imaginatively based on the context, and combining and using all previous levels in evaluating or making judgments (King, Goodson, & Rohani,2010).

#### **2.4.4 Critical Thinking and Problem Solving:**

In this area, there are several studies that cover the area. For example, King, Goodson, & Rohani (2010) argued that some researchers used the term critical thinking as a form of problem-based learning. Still others define “critical thinking” as a part of the process of evaluating the evidence collected in problem- solving or the results produced by thinking creatively. Problem solving is defined as an investigation whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that can therefore be convincingly justified. In contrasts, critical thinking can be set apart from problem solving. (Hedges, 1991 and Ricketts, 2005) mentioned that problem solving is a linear process of evaluation, while critical thinking is a comprehensive set of abilities allowing the inquirer to properly facilitate each stage of the linear problem-solving process).

In the same area of research Ennis (1993) asserted the importance of the evaluation that designed to measure mental skills. The assessment is build based on analytical thinking and includes open questions that present learners organized thinking and sort of reflective thinking and argument, Therefore, the assessment should be trustworthy and credible to suit the intellectual skills.it should challenge learners' abilities otherwise learners lose the capability to solve it or get bored.

McKeachie (1987) concluded that in the end of textbook or course measuring verified, sometimes information retention is required, and problem solving is another measure, in addition to changing attitudes, thinking or additional learning motivation. The results show the priority and favoring of discussion methods over lecture (P. 70).

Potts (1994) stated several characteristics of teaching for critical thinking. such as posing open-ended question to provide the opportunity for students, taking time and practice thinking; learners' participation that encourages interaction, introducing problem that doesn't have a clear definition, and finally, teaching for transfer skills, the best way is to teach students, applying what skills they have learned in new situations.

#### **2.4.5 Critical Thinking Barriers:**

Critical thinking as mentioned above and approved by research can be acquired by learning strategies, training and perseverance leading to cultivate critical thinking, by contrasts, Wilhoft argued that, the hardest business in the world is thinking. A student can go through an entire

academic course without doing any original thinking. Learning books content and teacher transmitting of material is not thinking. Thinking is result of stirring one original line of thought. It is a new thought to the thinker, not necessarily new to the entire world (Snider & Schnurer, 2002). Moreover, Cottrell (2005) stated that it is hard to order people thinking in logical, stable and reasoned way. Debating requires thought, and more thought. That is why the debater learns that thinking is not just a rearrangement of prejudices or a justification of genetic.

Adding to the aforesaid, Cottrell (2011) mentioned major barriers that include person's misunderstanding of criticism meaning, over estimating our own reasoning abilities, exaggeration of self-confidence that leads to thinking that one owns the best believe system, lack of methods, strategies or practice, in addition to some emotional reasons and unwillingness to criticize experts. He also emphasized the importance of mistaking information for understanding and insufficient focus and attention to details in hindering critical thinking skills. To conclude, this section draws a wide and clear picture about the studies that tackles the importance of critical thinking in many educational sides.

## **2.5 Studies that Deal with the Correlation between Critical Thinking and Debate:**

Debate discussion as a communicative technique or method of instruction and critical thinking skills are complementary parts to each other. Debate discussion has a vital role in fostering critical thinking skills as well as

critical thinking recommends activities stimulate deep thinking, identification recognition, exemplification, arrangement, drawing conclusions, and evaluation which all are the essence of debate discussion. Many studies tackle the importance of debate and critical thinking, among the studies:

Wade, Wolanin & McGaughey (2015) revealed that ATL approach contains five skills that include social skills, communication skills, self-management skills, and research skills which help students gather and classify information. Moreover, they help them draw attention to differences in point of view, and make connection between the former and the new-learned ones, in addition to clarification of ideas. Furthermore, debate discussion strategy and Quest net enabled students to learn how to learn. They also recommended teachers to use inquiry questions formulation, and use pedagogical activities that enhance student's interaction.

Research continued to approve the merits of debates in teaching as the preferable strategy in organizing thoughts, Scott (2008) contended that debate discussion helped students to understand the topic better, learn new knowledge, and gain an understanding of the debate process. However, students thought that the debate discussion is an appreciated tool for developing critical thinking skills in addition to that, debate is a great extra tool to the lecture-based classes that allow teacher to create teaching environment full of active participation. The researcher recommended

implementing debate discussion in technological classes and to study the effect of debate discussion on critical thinking skills.

Further research showed that debate discussion had a positive effect whether on the individual level or on the collective level. For example, Freeley & Steinberg (2013) mentioned that debate discussion allows students' autonomy and independence.

Teaching and improving critical thinking skills is an instructional intensive research tackled by VO & Morris (2006) who indicated that the debate discussion is an effective tool in teaching reasonable technique and evidence, students' responding analysis found that debate helps students fully understand of the subject issues, debate increase comprehension of the topic completely. Debate is useful in short-term learning instructive critical thinking and curiosity however; it is slightly inadequate in long time learning.

In addition to that, Somjai & Jansem (2015) stated that debate discussion has fundamental importance on improving critical thinking skills, social skills, speaking skills, and research skills. Research results pointed that debate discussion reduced students' stress; so they participate in a higher level in debate discussion. Debate discussion raised students' self-confidence to use the language. The researcher recommended conducting more studies that deal with applying debate in all students' levels and deferent backgrounds as well as implementing all formats of debate discussion such as using long-speech debate and short- speech, competitive debate to allow students to take long time to answer.

Similarly, communication skills are very important in building charismatic personality, perfecting these skills needs verbal and nonverbal skills. Shan (2005) suggested that using debate properly increased students' public speaking, critical thinking skills, communication skills, note taking skills and organization skills, raised language proficiency level, in addition to developing personal achievement, and affected students' attitudes toward task-based activities.

Another research discipline of education introduced by Darby (2007) who argued that debate is an effective teaching/learning strategy in fostering critical thinking and analytical skills in nursing and occupational therapy programs. Besides that, implementing debate as teaching and learning method enhanced communication among teamwork. Debate also helped students to form the reasonable argument, asking persuasive questions, expressing their opinion freely, listening to the others point view, differentiating between relevance based factual information and personal ideas. Even though debate has disadvantages, the advantages were more.

Similar to the previous study, Hall (2011) highlighted the importance of using the debate discussion as a teaching strategy in increasing critical thinking and a problem solving in the health care. The study revealed that debate discussion led to entire class participation, developed self-confidence and respect to other team participants, and the benefit of debate appeared in verbal communication and non-verbal communication. As a result, cultural differences can be negotiable when competing among students who do not have the same language to communicate, the religious

background as well sensitivity to the social and the religious issues will appear.

Othman, Sahamid, Zulkifli, Hashim, Mohamad (2015) argued that debate discussion activities including brainstorming and thrilling activities can develop critical thinking skills as well as presentation skills. They also showed that debate can improve students' confidence in academic and social skills and professional setting. They recommended more content analysis to actual debate argument to show how these activities can develop critical thinking skills among high school students. In the same area of research, Rashtchi, & Aghajanzadeh (2008) mentioned that debate discussion is crucial instructional strategy that has an effective impact in facilitating learning process by enabling students' engagement in reading text, clarification and understanding it, and improving critical thinking skills such as inferring and deep understanding.

Rear (2010) outlined a systematic approach to develop student's critical thinking skills based on six stages process taxonomy prepared by Facione (1990) to debate social issues among law level students, at the university in Japan. Through identifying problem, collection and organization of data related to the issue, evaluate date and select the worthwhile data, analyze data and draw conclusions and at the end evaluate student's achievement. The study pointed out that in preparation stage, students should be allowed to work gradually to take enough time in writing and practicing, students get a look at other students opining, and finally they pay attention to the audience comprehension.



Furthermore, Iberri-Shea, (2013) stated that debate strategy had fundamental effect on content-based learning instruction where content, language, and teaching strategies goals are integrated. Moreover, debate increased students' motivation and interaction with the content, improved language and research skills, motivated learning autonomy and decision making, increased students grades in assessment, useful for public speaking and it improved discrete language skills moreover, and emphasized critical thinking.

## **2.6 Studies that Deal with Debate and Cooperative Learning:**

### **2.6.1 Collaborative Learning Definition and Background Information:**

Gokhale (1995) mentioned the concepts of collaborative learning, the grouping and pairing of students for achieving an academic goal. He said that "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. Additionally, Dillenbourg (1999) defined collaborative learning as an instructional method in which students at various performance levels work together in small groups conditioned by common instructional objective. Therefore, collaborative learning is a relationship among learners that fosters positive interdependence, individual accountability, and interpersonal skills. Moreover, in interactive situations the extent to which participation influence the peers' cognitive processes, and their ability to negotiate at the task level and to discuss how to interact (meta-communication) simultaneously which helps collaborative

partners to pay more attention to language in use value to any utterance (Dillenbourg & Baker, 1996).

The area of teaching to improve mental skills through cooperative learning strategies has been widely researched, and advocated throughout the professional literature; for instance, Costa (1985) mentioned the categories of teaching strategies that aim at developing students thinking skills: Directive strategies that help students acquire and retain important facts, ideas, and skills. Meditative strategies that help students reflect on learning and develop reasoning, concepts, and problem-solving processes. Generative strategies help students develop new solutions, insights, and creativity.

### **2.6.2 Collaborative Learning and Debate Discussion:**

The previous literature assured the proficiency of collaborative learning strategies. Debate discussion is an excellent cooperative learning activity, which helps students to participate linguistically and cognitively in collaborative setting, as well as constituting expressive medium for teaching and practicing all language skills. In addition to evolving argumentation skills a persuasive speech and writing (Krieger, 2005).

Moreover, Debate is an interaction-based strategy that establishes meaningful rapport among debate partners and coaches. In addition, debate helps students to gain Intellectual and emotional maturity. It encourages cooperative learning, leadership personalities in the future, and leads to success; Debate affected students' academic learning and occupational

achievement; Debate develops student's ability to improve organization and argument techniques (Garrison, Anderson & Archer 2001).

The effectiveness of debate discussion as a pedagogical tool to develop English communication skills, and cooperative learning to EFL/ESL students was revealed by Aclan & Aziz, 2015. They argued that debate is a suitable device for, communicative language teaching that is student-centered, holistic and task-based in all stages of debate; pre- debate brainstorming, actual debate debaters are trained on an argument, refuting positions and post-debate, all the debaters involve with judges.

### **2.6.3 Collaborative Learning and Thinking Skills:**

Proponents of collaborative learning claim that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking (Johnson and Johnson 1986). In addition, cooperative learning activities have an essential role in developing problem-solving skills, comprehension, and performance (Freeman & Richards, 1996).

Moreover, the research approved that persuasive evidence that cooperative teams achieve at higher levels of thought, and retain information longer than students who work quietly as individuals. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers (Totten, Sills, Digby, & Russ, 1991).

As what presented and proved by the above literature, debate discussion is amazing tool to gain cooperative learning where learning is happened through social and mental interaction, and above all, the efficacy of this learning in activating ideas and the continuous thoughts that will last for a long time. Moreover, the application of debate discussion strategy on cooperative environment enriched the students' knowledge with valuable chance to practice language as a whole, that's reasons make debate required in teaching English as a foreign or second language.

## **2.7 Studies that Deal with the Importance of Argument for Debate and Critical Thinking:**

### **2.7.1 Argumentation Definitions:**

Freely and & Steinberg (2013) defined Argumentation as reason giving in communicative situations by people whose purpose is the justification of acts, beliefs, attitudes, and values. Coercion the threat or use of force. For more interpretation, debate discussion and argumentation need the same situation, they work interchangeably and complementary. The use of force means to lay all the debater force on the topic to argue and to defend the counter argument to add more explanation, and reasoning to convince the receiver.

Therefore, argumentation theory is the study of how conclusions can be reached through logical reasoning; that is, claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studies rules of inference, logic, and

procedural rules in both artificial and real world settings (Freely and & Steinberg, 2013).

Argumentation is one of the highest thinking skills, it depends on changing other tendencies and ideas after reasonable persuasive with new ideas that differ from their believable ideas through interchangeable dialogue, and it depends on evidence and reason. Some people possess this mental skill; they deal with it in argumentative issues that need more discussion and reasonable judgment. Although argumentation is rational and subconscious, in many cases it can be teachable, where learners can understand it has components then apply them in controversial context to convince or refute any claim (Johnson, 2012).

Bassham, (2011) argued that, argumentation is audience-based justification with or against a motion. That means audience culture differs from nation to another nation or even at the same nation or society. Therefore, that argumentation guides decision-making.

The importance of constructing argument for thinking is shown by Gareis, (2006), the research asserted that persuasive speeches follow patterns; Problem-based pattern; Comparison-contrast; Negative method pattern, it focusses on inadequacy of other argument, motivated sequence arousing attention, demonstrating a need, satisfying the need, picturing the results, calling for action (Nimasari, Mufanti, & Gestanti, 2016).

Moreover, the correlation between the roles of debate and argumentation is viewed in the literature, and the concrete role of debate discussion as pedagogical device is shown in many aspects such as: improving students'

material comprehension, as well as developing argument skills in social setting where interaction among debate partners reaches high level (Gregory& Holloway 2005).

### **2.7.2 Argument and Debate:**

The recognition of the importance of debate for individuals and society is presented first in the ancient Greeks. The dialogues of Plato were an early form of cross-examination debate, defined rhetoric as “a universal art of winning the mind by arguments, which means not merely arguments in the courts of justice, and all other sorts of public councils, but in private conference as well.” (Freely and & Steinberg, 2013, p.6)

Snider, & Schnurer, (2002) outlined four characteristics that occur in argument and makes debate true: Development, through which arguments are advanced and supported; Clash, through which arguments are properly disputed; 3. Extension, through which arguments are defended against refutation; and 4. Perspective, through which individual arguments are related to the larger question at hand.

Gregory& Holloway (2005) stressed the usefulness of debate as pedagogical tool in improving students’ understanding and argument skills in social policy. Moreover, debate helps students to gain intellectual and emotional maturity. Debate is interaction-based, the relation among debaters and the teacher as a coach is very meaningful and it encourages cooperative learning, and enhances leadership personalities in the future maturity and leads to success.

Furthermore, the use of debate as educational media for discussion is shown in research. For example, Baker, Quignard, Lund, Sejourne (2007) discussed Teaching argument collaboratively through the internet. The results of the study show that the use of chat and debate among learners as a complementary internet tool for teaching argument extend and deepening learns understanding of what they have taught, also students improve argumentative discussion and interaction across the internet, they improve tasks and teaching material. The researcher recommended further research on which situations argument is effective tool in analysis discussions. In situation where argument is a media for discussion, or to concentrate on discussion itself.

### **2.7.3 Argument and Critical Thinking:**

The connection between critical thinking and argument is also revealed in research. For example, Moor & Baker (2011) argued that argument is composed of two parts; one part of which the premise is intended to provide a reason for accepting while the other part is the conclusion meanwhile, critical thinking aims at coming to correct conclusions and making wise choices or decisions.

Dwyer, Hogan, and Stewart (2011) explained that the importance of visual diagram argument mapping as a technique for teaching on promoting critical thinking skills. Argument mapping in experimental group scores high grades at posttest that in critical thinking sub skills (inductive

reasoning and evaluation), which indicates that critical thinking can be taught and enhanced by applying tools and techniques in teaching.

Fahim (2012) believed that teaching critical thinking techniques develop students to become critical thinkers, the study result showed that Students got high scores in writing argumentation skills; however, it didn't not help students in writing contentious argument essay. That means critical thinking is teachable. If the teacher introduces students with argument essay and continues revising the forms, students without any doubt will develop writing as well as writing continuous argument. Furthermore, Ricketts& Rudd (2005) stated that "A good critical thinker...is habitually disposed to engage in, and to encourage others to engage in a wide range of contexts and for a wide variety of purposes.

The importance of constructing argument for thinking is shown by Gareis (2006) the research asserted that persuasive speeches follow patterns; Problem-solution pattern; Comparison-contrast; Negative method pattern, it focusses on inadequacy of other argument, motivated sequence arousing attention, demonstrating a need, satisfying the need, picturing the results, and calling for action (Nimasari, Mufanti, & Gestanti, 2016).

Argumentation is one of the highest thinking skills which is based on changing other tendencies and ideas after reasonable persuasive with new ideas that differ from their believable ideas through interchangeable dialogue. Some people possess this mental skill; they deal with it in argumentative issues that need more discussion and reasonable judgment. (Johnson, 2012).



The most controversial issue with teaching argument discussed by Dawson & Venville (2010) who argued that one of the obstacles that hinder learner from participation in the argument is teacher's absence of the experience to facilitate class discussion. Well-educated teacher enhances his students to participate, he encourages his students to engage in discussion by speaking just one or phrase, whether they are weak or lack of self-confidence, and he tries to train students to counter their argument.

## **2.8 Studies that Deal with the Importance of Achievement for Debate and Critical Thinking:**

Research approved that debate is excellent teaching strategy for improving learner's performance, building and transmitting new experiment, ideas, facts and opinions among learns. Debate discussion allows Introducing controversial topics, which have interesting ideas and topics for students and audience simultaneously (Canale and Swain, 1980).

Furthermore, Koklanaris, MacKenzie, Fino, Arslan, & Seubert (2008) indicated that students who participate or prepare for a debate and controversial issues in learning have achieved high marks in their exam; they retain information for a long time more than students who learn by lecture. The results of the study show that traditional learning strategies are a time consumer, moreover, the continuous effect of learning ensures by using strategies like debate discussion.

Besides that, the tendency to use critical thinking skills is desirable to increase academic learning. In academic learning, students start taking the

responsibility for doing the tasks, also they feel difficulty, the previous mentioned and other factors lead to overstress, lack of self-estimate. Therefore, the perceived academic control (the belief in his /her capacity to do something) is negatively affected which leads to reducing students' academic achievement (Stupnisky, Renaud, Daniels, Haynes, & Perry 2008).

Methods of teaching cooperatively diversified such as small groups teaching method, tutor team teaching method, group investigation method...etc. deep research approved the success of the methods in improving students' achievement in educational and social context, students' ethnic relationships in desegregated classroom were strengthened. Besides that, students' attitudes were positive toward others. Damaging ethnical and racist barriers among residents is a crucial goal in multicultural, multi ethnic states. That is why implanting debate discussion as the teaching method, teaching strategy, or teaching activity is needed (Sharan, 1980).

The effect of debate discussion on achievement was clarified in the previously presented literature, whether in language skills achievement, or in raising grades. The importance of exchanging and sharing knowledge in increasing achievement is viewed clearly; the improvement in speaking skills, writing skills academic skills and social skills is a strong evidence that debate discussion is appreciable strategy.

## **2.9 Originality of the Study:**

Many studies tackled the topic of debate discussion, critical thinking, and achievement, but this study differs from other studies in some aspects. It was designed to apply debate discussion to tenth grade students who learn English as a foreign language which is taught along with Hebrew in Arabs' sector in Palestinian 1948 in Israel. A few Arab studies investigated the effect of debate discussion on enhancing critical thinking skills and oral proficiency such as Sabbah (2015), Al-Mahrooqi and Tabakow (2015). Moreover, the study experimental design added authority and validity to the study results. In contrast, many global and Arabs studies introduced the topic of debate discussion via questionnaires such as Somjai& Jansem (2015), Mahrooqi and Tabakow, (2015) and Sabbah (2015).

## **2.10 Conclusion:**

To conclude, this chapter highlighted the theories beyond applying debate discussion on learning in general, and in teaching Critical-thinking skills and increasing achievement in particular. The literature also shows considerable agreement in using debate as the pedagogical strategy in improving learning skills, such as developing speaking, reading, writing and listening skills. Further, it develops social skills such as student's cooperation, interaction among learners and its best contributions to the democratic citizenship. In addition to that, the debate discussion has qualities that give it the priority on other instructional activities to be implemented and practiced in our schools; debate has a strong effect on improving student's achievement. Finally, debate holds principles of innovative learning.

## **Chapter Three**

### **Methodology and Procedures**

**3.1. Introduction**

**3.2 Methodology**

**3.3. Questions of the Study**

**3.4. Population of the Study**

**3.5. Sample of the Study**

**3.6 Instruments of the Study**

**3.7 Reliability of the Instruments**

**3.8 Validity of the Instrument**

**3.9 Teachers' Observations**

**3.10 Variables of the Study**

**3.11. Procedures**

**3.12 Conclusion**

## **Chapter Three**

### **Methodology and Procedures**

#### **3.1. Introduction:**

This section discussed methodology, questions of the study, population of the study, sample, variables of the study, test procedures, reliability and validity, data analysis and the summary of this chapter.

#### **3.2 Methodology:**

The researcher followed an experimental approach to achieve the main purpose of the study and to answer its questions. Two groups of students were used; the control group and the experimental group. An English teacher taught the control group by using the content of the textbook only while the experimental group was taught by implementing debate discussion that includes problem-solving strategies, argument essay writing instructions, expressing opinion, using connectors for debate, watching videos and learning actively by interaction. Both groups were examined by one pre-tests and post-tests, (each test contains items about critical thinking, items about writing argument, and items about comprehension skills).

#### **3.3. Questions of the Study:**

The researcher tries to answer the following questions:

1. What is the influence of debate discussion on enhancing student's critical thinking skills and increasing achievement?

2. Are there any statistical significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of reading comprehension, writing skills and total scores due to teaching strategy (Traditional, Debate)?
3. Are There any significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of critical thinking skills and total score due to teaching strategy (Traditional, Debate).

### **3.4. Population of the Study:**

The population of this study is composed of (170) tenth grade students who were distributed in five sections A, B, C, D, and E in Education and Sciences Home - Jaljulia Secondary School in Arabs 48 educational sector in Israel. Students' specializations at school were computers and physics, biology and chemistry, biology and communication, environment and history, business and administration.

### **3.5. Sample of the Study:**

For conducting this study, the researcher used random sample consisting of (60) male and female students; (30) students were registered in learning through debate discussion strategy, and they represent the experimental group. The other (30) students represent the control group and were taught by traditionally.

### **3.6 Instruments of the Study:**

To achieve the study objectives, the researcher collected data via pre and post- test, she used Watson and Glaser critical thinking test to measure the students' critical thinking. Moreover, in order to test students' achievement;

writing argument test that weighed 30 percent of the grade was conducted to measure students' potentials in writing skills achievement, and reading comprehension test to measure, students' reading comprehension achievement, the test weighed 70 percent of the final grade. The teacher's observations to monitor and measure the progress of students through debate discussion in every lesson was also used; she measured students' progress through classroom debate rubric. All the tests were developed in English language and all the 60 students took the exams.

### **3.6.1 Reading Comprehension Test:**

The researcher adopted the test from Eric Cohen books for testing students in high schools for matriculation English language exam, for non -native speakers. The test was designed to fit students who learned module C, this test is used for middle and high level of difficulty for tenth grades, and for the weak students in twelfth grade. The test aimed at investigating the influence of using debate discussion on increasing reading comprehension achievement of tenth grade students at Jaljulia high school. Tests are managed to help the researcher in testing the questions of the study. For more details about the description of the test, see appendix (1)

### **3.6.2 Writing Argument Test:**

The researcher adopted and conducted the test to examine students' proficiency in argumentation writing and the effectiveness of teaching debate discussion on improving tenth grade students' achievement in writing argumentation. The test aimed at evaluating students' according to

these objectives: Examine students' ability in writing accuracy (Mechanics, Sentence Structure Punctuation & Capitalization), examining the students' ability in stating the main argument, measuring the student's ability in arguing with or against the motion, measuring their ability to create good evidence and enabling students to build a counter argument and develop the ability to conclude a statement for the argument.

Motions are adopted from <https://idebate.org/debatebase/education>. See Appendix (2)

### **3.6.3 Watson and Glaser Critical Thinking Appraisal UK:**

The test was adopted from Watson, & Glaser (2002). The test was administered as pre and posttest to examine students' general critical thinking skills abilities. The test aimed at measuring the effectiveness of using debate discussion on enhancing tenth grade students' general critical thinking skills. In addition, to help the researcher in evaluating the questions of the study. (See appendix3)

### **3.7 Reliability of the Instrument:**

The researcher adopted the tests (Watson and Glaser) that are reliable to apply. Gadzella & Baloglu, (2003) argued that the test is reliable and valid for testing general critical thinking skills. In addition to that, the reliability coefficient (Cronbach Alpha) was utilized to examine the homogeneity of the test parts. In the writing argument test the ranges of reliability was (82), and that is indicator for the suitability of the test for the experiment.



Moreover, in Reading comprehension test the range of reliability was (86.2) and which is reliable for the study.

Academic achievement test was adopted from Erik Kohen books that are designed for teaching module C in Israeli educational system). According to Classroom observations, the researcher measured the progress of students in every week by a rubric that adopted from Winona University. <http://course1.winona.edu/shatfield/air/classdebate.pdf> . Experts in the same aspect adopted the tests from educational institutions that examine the reliability and the validity of the tests. Due to that reasons, the researcher chose and administered the tests.

### **3.8 Validity of the Instrument:**

To ensure the validity of the tests, the researcher gave the test to a group of experts in the field of English language teaching in schools and universities.

### **3.9 Teachers' Observations:**

The researcher collected the material by recording lessons, and taking notes and class observation via which the researcher monitored the development in students' performance. Taking notes was based on rubric that contained categories such as: Using body language to show respect for the other team, accuracy and clarity of the information, relevant and accurate rebuttal, using of examples and facts, argument logical organization, and understanding of the topic in addition to the presentation style.

### **3.9.1. Description of the Teacher's Observations:**

Teacher's observations consist of five sections each of which has four lessons ended by a vocabulary items exam.

#### **First Week Description:**

The first session was an introductory part which covers skills such as brainstorming followed by representative activities to permit students express their ideas by correct language and to allow their engagement, interaction, and reflection.

Students at the first lesson represented just a few words, the work was cooperative, and for example, when the teacher asked them: "what does pigeon represent"? , Students answered: "It represents beauty, peace, love, whiteness." Then teacher asked and insisted on students 'second try to help them include other concepts such as freedom, kindness, purity, innocence, letters, couple, bride, olives, cute, white, beauty ...etc.

Next, the teacher added the notion owl, which represented two interpretations. Students' answers were very comprehensive and adequate, they said "wisdom, devil, evil, bad omen, beauty, smartness, attention, deep sight, fear, circle, power, ugly, stress, enemy". As it is noticed when teacher asked other similar questions students got more chance to think and give positive answers and appealed with the material perfectly. The teacher wrote on the board how to express an opinion; how to announce agreement or disagreement.

During the second lesson, the teacher wrote the motion on the board, and she wrote a group of key words that were frequently used for the topic. students were asked to express their opinions. To be more specific, they should agree with the motion and write two points that express their agreement, then they disagree with the motion and they should write another two points against the notion. The next step was that every student should read what he/she wrote loudly in the class.

During the third lesson, all students in the class participated, and read what they wrote followed by watching a video about fast food to draw a complete image about the topic, to enable them to acquire new vocabulary items and new information that helps them. In the fourth lesson, the teacher divided the class into two groups, opponents and proponents. Every team should defend the claim according to the role in the debate. The first topic was "advertising fast food" so the motion should be "advertising fast food should be banned."

During the fifth lesson in the first section the teacher introduced her students with vocabulary exam (fill the missing words. translate, write and short sentence). *Note: In every lesson's introduction, there is a review of the previous one.*

### **Second Week Description:**

In the first lesson, the teacher introduced an activity about the connection between two notions such as spring and birth, death and darkness.... etc. This activity enhances student's critical thinking and stimulates student's

engagement. Then the teacher taught students skills for debate discussion, presentation and competition to strengthen their personalities and to encourage them to stand in front of audience trustfully and to deliver a speech persuasively.

There were many body characteristics that are essential in the art of rhetoric such as eye contact. For more illustration, students had to look at all sides to keep eye contact on other audience. The sender had to stand straight; the legs should not be close to each other, and the hands should not be in the pants pocket or intertwined. Body movement should be meaningful, voice should be clear and audible, gestures and facial expressions should be functioning. The next step was that students watched a video about schools in Alaska to enable students to have a clear-cut image about the topic and to take notes. While watching the video, vital pictures, views, interviews, and music help to connect between pictures, music, and words, and to draw mental maps that help to maintain materials in mind for a long time.

In the third lesson, stopping homework, the teacher divided the class into two groups then she wrote on the board the argument motion "homework should be banned "and she asked the students to write two points to show agreement with the motion and two points to show disagreement with the motion then everyone had to read his writing loudly.

In the next lesson, students held debate about home schooling; they presented what they acquired from the video, their writings and other student's opinion in addition to new vocabulary every new session should

be demonstrated. The teacher wrote on the board new related vocabulary items to help students improve writing and engagement.

### **Third Week Description:**

In the third section, the teacher introduced a problem to be solved by students. The question was "what is the biggest problem in the world"? The teacher and the students initiated the discussion, and then they individually wrote the problem, and how they would solve it. Among the mentioned problems were water and air pollution, racism, global warm, wars, nuclear weapon, and the water shortage .... etc.

Students discussed the topics with each other and everyone wrote his problem and suggested a solution. Then everyone presented his chosen problem and solutions and displayed it to the classmates. These lessons were the best in class observations, students drew, imagined, created many things .and the most efficient thing was their feeling of self-confidence, happiness and responsibility. The second part was actual debate which was about cosmetics operations. The teacher wrote many key words on the board. Next, the teacher asked the students to write three sentences to show agreement with the topic and another three sentences to show disagreement with the topic, the students showed admirably and acceptance with the topic, and all the students were engaged in writing.

### **Fourth Week Description:**

In this, section the objectives of the lessons were: understanding grammatical rules and applying them in the class, drawing conclusions and

debating each other correctly. In the first lesson, the teacher asserted teaching grammar inductively; she demonstrated a video about the topic then she revised the sentences and wrote the rules on the board. Students wrote short sentences. Then they wrote every sentence on the board and she asked student to discover the errors and to correct them. The next lesson is about debate discussion, the teacher wrote a motion on the board entitled "homeschooling should be banned", she divided the class into two groups and she asked them to write two points to show agreement and another two points to show disagreement with the motion. Then every student read his opinion loudly in front of all the classmates. This section was very effective, useful, and well done. All students took part in this debate discussion. After this section, students sat for grammar and vocabulary exam.

**Fifth Week Description:**

In the first lesson, the teacher introduced her students to discussing and predicting issues that would happen in the future such as predicting the effect of global warming on animals. Predicting how students would go to schools after 10 years. Students started writing notes in order to discuss them. The second and third lessons were for competition; students were divided into six groups each contained five students. Three teams against the notion and another three teams were against the notion. Two teachers of English were the judges. In the next two lessons, students had an exam which was of two parts; one was about reading comprehension followed by

seven questions that deal with recognition and thinking, compare and contrasts, inferring, reducing and background information. The second part was about writing argumentation; the exam included writing main claim, opposing claim, evidence, word choice, and fluency, concluding statement, mechanics, sentence structure, punctuation & capitalization. The writing exam was comprehensive and included grammatical rules, language use, argumentation layout as well as thinking skills.

### **Classroom Observations Comments:**

#### **Session One:**

In the first week, students' body language was not respectful; there was chaos, and disorder at the beginning of the discussion, some information was correct, less important ideas were inexact. According to counter claim, the counter argument was weak and in some cases, unrelated. Sometimes students gave examples and provided information. According to the organization of the text, some argumentations connected the premises logically and tightly others were not. Understanding of the topic was another criterion for classroom debate; students seemed to understand the main topic, but they found difficulty in presenting it efficiently.

Students were delighted with the results; at the beginning some students were shy and refused to participate, but with feelings of psychological support and safe environment learning presented by the teacher, students started attending the debate, even though participants engaged in interactional situations by using their mother tongue. Furthermore,

sometimes they communicated with few English. According to students' style in presenting material, one or more members of the team had a presentation style that did not keep attention.

### **Session Two:**

In the second debate session, there was a notable improvement. Students showed respectful response for the other team, they used suitable language, they presented clear and accurate information about home work, but in some cases, they weren't comprehensive, according to counter claim most counter-arguments were precise and relevant, but sometimes there were some weak students.

Use of facts and examples is another criterion for classroom debate; students supported every main point with facts and examples, but occasionally there were irrelevant facts and examples. Most cases were clearly connected to the main argument and they were well-organized and logically tied. Moreover, students understood the main points and supported it easily. Team usually used gestures, eye contact, tone of voice and enthusiasm to participate.

### **Session Three:**

Although most words were not easy and common, students came close to them and used them to engage with each other. Student's involvement and participation were perfect. They used appropriate body language in most cases, statements and responses were respectful



Debaters represented clear, related and accurate information about the topic most all the time in according to rebuttal. Most counter argumentations were clear, thorough and correct in every discussed points students support their debate discussion with facts and examples. The students understood the topic deeply and they presented information easily. Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.

#### **Session Four:**

In this part debaters used appropriate body language in their answers, all statements were related to the same topic, they held debate by using clear and useful information that related to the topic more over all counter-arguments were accurate, significant and strong. According to the use of facts and examples, every major point was supported with related facts and sufficient examples also most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. In addition to that, all the team clearly understood the topic in depth and presented their information forcefully and convincingly. Team used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.

#### **Section Five:**

Students' improvement was very clear in this part of classroom observations. This part of the experiment included a competition, however, the researcher tried to write comments while the competition was on.

Respect for other team was at the highest level, students enriched the topic with many new information, most counter argument related to the debate motion, according to organizing material connected logically to the topic and students understanding the topic completely.

### **3.10 Variables of the Study:**

- The study contained the following variables:

#### **Independent Variable:**

- The use of debate discussion in teaching

#### **Dependent Variable:**

- The scores of students in critical thinking test
- The scores of the students in achievement test

### **3.11. Procedures:**

The procedures of the study were divided into three stages:

#### **3.11.1-Before implementing of Debate Discussion:**

After reviewing intensive previous literature, and related studies about debate discussion, critical thinking, and achievement. The researcher collected the materials for conducting the experiment. The researcher built a plan for teaching by debate discussion. The teacher is the researcher who taught students and observed the lesson at the same time. The researcher designed writing essay test, and reading comprehension test to evaluate achievement, and Watson and Glaser to measure critical thinking skills. Experts in English language in faculty of graduate studies in An Najah

University, and English teachers, and coordinator in Jaljulia high school examined the suitability of the test for the experience.

The researcher took a permission from the university to conduct the study in the middle of the second semester, even though the time was narrow; the researcher designed the materials and critical thinking activities that were taken from Rozakis (1998) to apply them in the experience. Besides that, she conducted a pilot study in spring vacation, and gathered tenth grade students, all the participants were computer, physics, chemistry, biology, communication, environment, and administration majors.

The students were taught by applying debate discussion for two weeks. Fifteen students were introduced to this experiment. Students learned 3 hours five sessions per a week. Students who participant in the pilot study where chosen by their well. Every student who wants to participate can try learning. The pilot study opened teachers' horizons to many issues she faced later in the experience, helped the researcher to find answers that helped her in applying debate in the actual experience.

### **3.11.2 During the Implementation of Debate Discussion:**

The researcher used the following procedures:

The study followed the experimental study for achieving the requirement of the first method; the researcher applied three pre-tests to examine and evaluate the influence of debate discussion on enhancing students' critical thinking skills and increasing achievement. The researcher applied the test to the experiment and the control group.

Next step was the experience; the researcher conducted the study in the beginning of the third semester, students were taught five lessons per a week, couple of lessons every Monday and a couple of lessons on Wednesday, and then the teacher gave students vocabulary exam every Thursday. To achieve the qualitative approach requirements, the researcher made classroom observation. The researcher gathered all the information through recording every single act in the lesson. The study lasted for five weeks.

### **3.11.3. At the End of Debate Discussion:**

The researcher administered the tests as posttests for the study to investigate the influence of debate discussion on enhancing students' critical thinking skills and increasing achievement. The researcher collected classroom observations, arranged it, and wrote comments to analyze it according to debate classroom rubric.

### **Statistical Analysis:**

The statistical package for social science (SPSS) version 20 was used for data analysis. The researcher also administered different statistical tests and procedures they include means, frequencies, standard deviation. The researcher used One-way ANOVA to identify the statistically significant differences between the means of the two or more independent groups and to measure the equivalence.

**3.12 Conclusion:**

To conclude, this chapter introduced the methodology of the study, population, sample, reliability and validity, pre and posttests, variables of the study, procedures, statistical analysis, and the conclusion of this chapter. The next chapter will introduce the statistical analysis and the results of the study's questions.

## **Chapter Four**

### **Results**

#### **4.1 Introduction**

#### **4.2 Results Related to the Main Question**

#### **4.3 Results Related to the First Sub Question**

#### **4.4 Results Related to the Second Sub Question**

#### **4.5 Results Related to the Classroom Observation**

#### **4.6 Conclusion**

## **Chapter Four**

### **Results**

#### **4.1 Introduction:**

This study aimed at identifying the influence of debate discussion on enhancing students' critical thinking skills and increasing achievement. by measuring skills of critical thinking and, achievement (writing argument and reading comprehension). For achieving the study purpose, two groups were tested, one was taught by debate discussion and the second was taught by the traditional way. Three exams consist of several skills; each one was developed and distributed among (60) students- the study sample-, In addition to the teacher's observations.

#### **4.2 Results Related to the Main Question: What is the influence of debate discussion on enhancing secondary student's critical thinking skills and Academic achievement?**

To answer the main question, two-sub question were introduced:

#### **4.3 Results Related to the First Sub Question: Are there any significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of critical thinking skills and total score due to teaching method (Traditional, Debate)?**

The following hypothesis was investigated to answer the second question: **There are no significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of critical thinking skills and total score due to teaching**

**method (Traditional, Debate).** To test the hypotheses, the researcher used One Way ANOVA. Tables (1) shows means and standard deviations of student's critical thinking due to teaching method (Traditional, Debate discussion) while table (2) shows results of One Way ANOVA.

**Table (1): Means, Standard Deviations of Student's Critical Thinking due to Teaching Method (Traditional, Debate)**

Skill	Test	Group	No.	Mean	S.D
Inference	Pre	Control	30	2.27	0.98
		Experimental	30	1.43	0.77
	Post	Control	30	.203	1.16
		Experimental	30	2.63	1.13
Recognition of assumption	Pre	Control	30	2.17	0.87
		Experimental	30	2.13	0.73
	Post	Control	30	2.43	1.01
		Experimental	30	2.23	0.68
Deduction	Pre	Control	30	1.63	0.81
		Experimental	30	2.07	0.78
	Post	Control	30	1.73	1.01
		Experimental	30	2.40	0.62
Interpretation	Pre	Control	30	1.50	0.86
		Experimental	30	1.27	0.87
	Post	Control	30	1.67	0.80
		Experimental	30	1.93	0.91
Evaluation	Pre	Control	30	1.73	1.01
		Experimental	30	1.73	1.05
	Post	Control	30	1.67	1.06
		Experimental	30	2.20	0.76
Total score of critical thinking	Pre	Control	30	9.33	2.50
		Experimental	30	8.57	2.22
	Post	Control	30	9.53	2.70
		Experimental	30	11.40	2.14

The results show that the mean of students' grades in the inference skill achieved the highest mean degree improvement. It increased from (1.43),



and reached (2.63). which shows (1.20) increased improvement. While in recognition of assumption skills results showed little development compared to the previous skill, deduction skill, and interpretation skills, which reached (0.33) mean grades. According to interpretation skills, it achieved (0.66) mean degree improvement, and deduction skills obtained (0.47). The final score of all critical thinking skills showed increased improvement which reached (2.83).

**Table (2): One Way ANOVA was used to Test the Difference in Students' Critical Thinking due to Teaching Method (Traditional/Debate)**

Skill	Test	Source of Variance	Sum of Squares.	df	Mean Square	F	Sig
Inference	Pre	Between groups	10.417	1	10.417	13.357	*0.001
		Within groups	45.233	58	780.		
		Total	55.650	59			
	Post	Between groups	5.400	1	5.400	4.125	*0.047
		Within groups	75.933	58	1.309		
		Total	81.333	59			
Recognition of assumption	Pre	Between groups	0.017	1	017.	0.026	0.873
		Within groups	37.633	58	649.		
		Total	37.650	59			
	Post	Between groups	600.	1	600.	0.814	0.371
		Within groups	42.733	58	737.		
		Total	43.333	59			
Deduction	Pre	Between groups	2.817	1	2.817	4.435	*0.040
		Within	36.833	58	635.		

		groups					
		Total	39.650	59			
	Post	Between groups	6.667	1	6.667	9.416	*0.003
		Within groups	41.067	58	708.		
		Total	47.733	59			
Interpretation	Pre	Between groups	0.817	1	817.	1.092	0.300
		Within groups	43.367	58	748.		
		Total	44.183	59			
		Between groups	1.067	1	1.067	1.455	0.233
	Post	Within groups	42.533	58	733.		
		Total	43.600	59			
Evaluation	Pre	Between groups	0.000	1	000.	0.000	1.000
		Within groups	61.733	58	1.064		
		Total	61.733	59			
	Post	Between groups	4.267	1	4.267	5.003	*0.029
		Within groups	49.467	58	853.		
		Total	53.733	59			
Total score of critical thinking	Pre	Between groups	8.817	1	8.817	1.578	0.214
		Within groups	324.033	58	5.587		
		Total	332.850	59			
	Post	Between groups	52.267	1	52.267	8.795	*0.004
		Within groups	344.667	58	5.943		
		Total	396.933	59			

Table (2) shows that there are significant statistical differences at the level ( $\alpha=0.05$ ) in the posttest of inference, deduction skills, and evaluation skills in favor of debate discussion. Then the null hypothesis in these domains is

not valid. One Way ANOVA test was also conducted to analyze the variance between the experimental group and the control group to know whether the difference is because of the influence of any variable on the other or it is by the chance. In table (2), the total scores of critical thinking skills show that the significance level is less than (0.05) which means that teaching via debate discussion has crucial effect on enhancing students' critical thinking skills. In addition, the significant level is (0.047) for the inference skills which is less than (0.05) which indicates that there are statistical significant differences in favor of the posttest of the experimental group.

Similarly, the significant levels for evaluation and deduction are (0.029, 0.003) respectively which are less than (0.05). However, there are no statistical significant differences at ( $\alpha = 0.05$ ) level about students in critical thinking skills test scores in the pre –test and post- test in the skills of (Recognition) of the experimental group. The significant levels are (0.371 and 0.233) respectively which are more than (0.05). Table (2) also shows improvement in the total value of critical thinking skills in favor of the post –test that represents the efficacy of applying debate discussion teaching strategy on enhancing critical thinking skills.

**4.4 Results Related to the Second Sub Question: Are there any significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of reading comprehension, writing skills and total score due to teaching method (Traditional, Debate)?**

The following hypothesis was investigated to answer the second sub question:

**There are significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of reading comprehension, writing skills and total scores due to teaching method (Traditional / Debate).** To answer the question, the researcher used One Way ANOVA, and Tables (3) shows means and standard deviations of students' achievement due to teaching method (Traditional / Debate).

**Table (3): Means, Standard Deviations of Student's Achievement due to Teaching Method (Traditional, Debate Discussion)**

Skill	Test	Group	No.	Mean	S.D
Reading comprehension	Pre	Control	30	49.33	14.06
		Experimental	30	51.00	6.93
	Post	Control	30	49.21	11.67
		Experimental	30	60.10	9.65
Writing	Pre	Control	30	19.23	4.62
		Experimental	30	21.03	4.11
	Post	Control	30	19.47	2.71
		Experimental	30	25.73	4.01
Total score	Pre	Control	30	68.57	17.24
		Experimental	30	72.03	9.66
	Post	Control	30	67.97	13.17
		Experimental	30	85.83	11.09

Table (3) shows means and standard deviations of the control group and the experiment group in the pretest and the posttest. The students' achievement in the posttest of reading comprehension reached (49.21) for control group, whereas it reached (60.10) for the experimental group which means that the amount of improvement is increased (10.10) in favor of the experimental group. As for the writing skills the mean degrees of the experimental group in the pretest was (21.03) and it became (25.73) which means that the amount of improvement is (4.7) after applying debate discussion in favor of the experimental group. The total scores of the experimental group increased (13.8) for mean degrees, which showed the effectiveness of debate discussion on improving students' achievement in reading comprehension, and writing argument.

**Table (4): One Way ANOVA to Test the Difference in Student's Achievement due to Teaching Method (Traditional, Debate)**

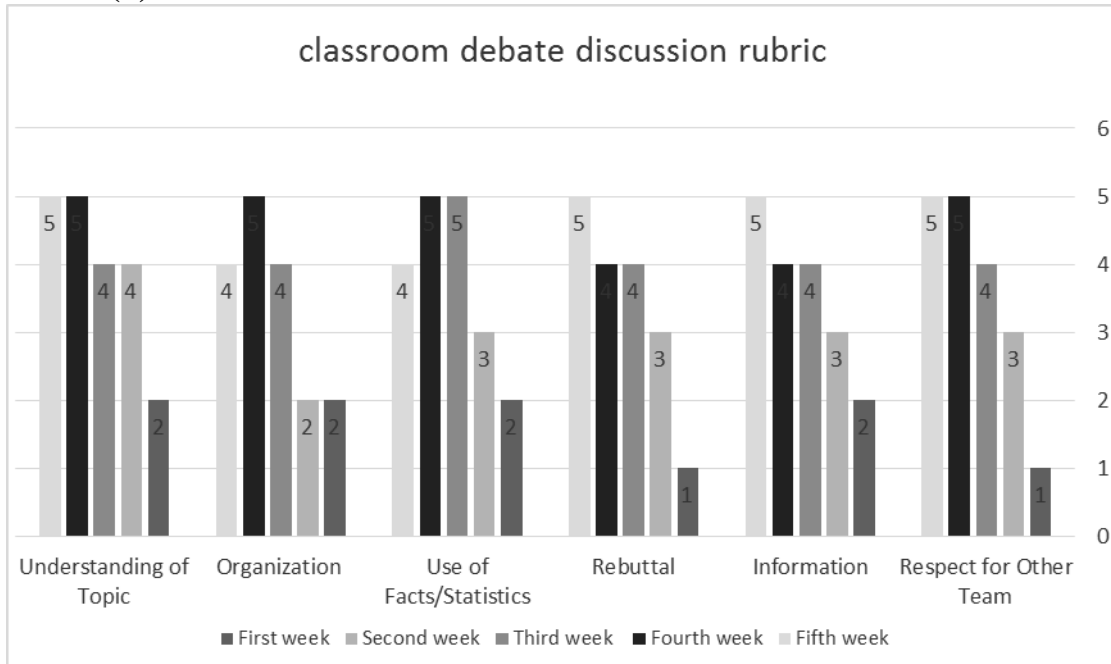
Skill	Test	Source of Variance	Sum of Squares.	df	Mean Square	F	Sig
Reading comprehension	Pre	Between groups	41.667	1	41.667	0.339	0.563
		Within groups	7124.667	58	122.839		
		Total	7166.333	59			
	Post	Between groups	2018.400	1	2018.400	16.844	0.0001*
		Within groups	6950.200	58	119.831		
		Total	8968.600	59			
Writing	Pre	Between groups	48.600	1	48.600	2.539	0.117
		Within groups	1110.333	58	19.144		
		Total	1158.933	59			
	Post	Between groups	589.067	1	589.067	50.293	*0.0001
		Within groups	679.333	58	11.713		
		Total	1268.400	59			
Total score	Pre	Between groups	180.267	1	180.267	0.923	0.341
		Within groups	11322.333	58	195.213		
		Total	11502.600	59			
	Post	Between groups	4788.267	1	4788.267	32.319	*0.0001
		Within groups	8593.133	58	148.157		
		Total	13381.400	59			

Table (4) shows that there are significant statistical differences at ( $\alpha=0.05$ ) in the posttest of reading comprehension and writing skills due to the teaching method (Traditional, /Debate), in favor of debate. The significance in reading comprehension and writing skills is (0.0001) which is less than (0.05) which means that the null hypothesis is not valid, and there is a significant statistical differences between the pre and posttest.

#### **4.5 Results of the Classroom Observation:**

To insure covering all the statistical issues related to this study, and to present the qualitative part of the study, the researcher gathered the information based on classroom observation rubrics in order to draw a simple look toward this experience. Table five represented the five criteria that include for the class observation; they include: thinking skills and argumentation skills, and that was for measuring students' development in understanding the topic, respect to the other team, rebuttal, organization, and giving information. Table (5) represented the weeks in the horizontal axis and the criteria on the vertical axis. Every skill was introduced from the first week until the fifth one; understanding the topic had highly positive significance differences from the first week. It was two and reached five in the fifth week in favor of the experimental group. In regard to organization skills, and the use of facts and static skills they reached five in the fourth week, and graded four points in the fifth week. Even though there was little decline in the fifth week, the skills of organization and the use of facts and static skills were improved from the first until the last.

As for the skills of constructing counter argument (rebuttal), the skill gained high level in the fifth week which showed positive effect of debate discussion on enhancing counter argument skills. Respect for the other team and the clarity and relatedness of information showed significant differences and positive change which reached the highest grades in the fifth week.

**Table (5): Classroom Debate Discussion Rubric**

## 4.6 Conclusion

This chapter introduced questions of the study, statistical analysis and results of the questions of the study.



## **Chapter Five**

**5.1. Introduction:**

**5.2. Discussion of the Results of the Study:**

**5.3 Conclusion:**

**5.4 Recommendations:**

## **Chapter Five**

### **Discussion of the Results, Conclusion and Recommendations**

#### **5.1. Introduction:**

This chapter is divided into three sections: The first section introduces the discussion of the exams' results with relation to the given previous literature review and with study main question, which tackled the influence of debate discussion on enhancing students' critical thinking skills and increasing achievement. The second section deals with the conclusion of the study. Finally, the third section presents recommendations for teachers and for further research.

#### **5.2. Discussion of the Results of the Study:**

##### **5.2.1. Discussion of the Results of the First Question: What is the influence of debate discussion on enhancing students' critical thinking skills and increasing achievement?**

Results of the main question were positive on enhancing students' critical thinking skills. Table (2) shows that there are statistical significant differences at ( $\alpha = 0.05$ ) level in the achievement in favor of the posttest. The significant level is (0.0001) which is less than (0.05).which shows improvement in favor of the posttest. The study results agree with Mezuk, Bondarenko, Smith, & Tucker (2011), Koklanaris, MacKenzie, Fino, Arslan, & Seubert (2008) who revealed that debaters were more likely to gain high marks at collage cumulative average in academic level and they

meet collage readiness, and graduation compare with their colleagues. In contrast, Stupnisky, Renaud, Daniels, Haynes, & Perry (2008) presented different perspective towards developing academic achievement through debate. They thought that students believe in their abilities, reduce the chance to achieve good marks at exams, and therefore affect critical thinking negatively. To be clearer, over thinking and taking responsibilities at academic level eliminate academic achievement.

Results of the second question were positive; they indicated a significant difference between the pretest and posttest of the experimental group in the writing skill as shown in table (2). The improvement scale was high and it showed a noticeable rate. Such rate reveals efficacy of using debate discussion on enhancing the skills of writing argument and reading comprehension is visible. As for reading comprehension skills and writing skills, results are equal and the significance is (0,0001) for both.

### **5.2.2 Discussion Related to the Second Question: Are there any statistical significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of critical thinking skills and total score due to teaching method (Traditional / Debate)?**

Table (4) indicated that there are statistical significant differences at ( $\alpha=0.05$ ) level about students' scores in critical thinking skills test scores in the pre –test and post- test of the experimental group in favor of the post test. The significant level in the total scores is (0.004) which is less than (0.05). The change between the pretest and posttest confirmed that there

was progress and upturn in student's grades in posttest. The results approved the effectiveness of the new applied program compared to the traditional one. In the light of these results, the researcher noticed that students of the experimental group acquired amount of improvement relatively is high which showed noticeable change due to debate discussion. In comparison with the control group, the sig of pretest of inference of the control group was (0,001) whereas the sig in posttest was (0.047). Results showed that it was higher in the pre-test, however, sig is (0.047), and it is less than (0.05) which shows statistical significant differences.

Results of Critical thinking sub skills total scores of the pretest and posttest of the experimental group showed great amount of improvement, which is relatively better in the posttest. These results agreed with Ten, & Volman, 2004 who emphasized the importance of debate discussion an effective teaching strategy that can be helpful in creating good thinkers. The study asserted the role of the learning institutions policy in applying interactional strategies that have crucial goal to improve social skills as well as thinking skills, and to evolve student's independency, autonomy, and responsibility. Moreover, the results supported the findings of Gokhale, (1995) that asserted the importance of team based learning strategy, which depends on small groups and could affect improving critical thinking skills via two levels; the individual level, and the cooperative level through interaction among debaters. Results of the present study agreed with Facione (1990) because they stated that improving critical thinking is possible through

examining and evaluating one's own reasoning processes by using cooperative work strategies that creates experiment exchange. The same result was found by Camp & Schnader (2010) who argued that debate is well-established educational instrument in enhancing critical thinking and writing skills for accounting students.

### **5.2.3 Discussion Related to the Second Question: Are there any significant differences at ( $\alpha=0.05$ ) in the means of pretest and posttest of reading comprehension, writing argument skills and total scores due to teaching method (Traditional / Debate)?**

Results are showed in table (4) teaching by applying debate discussion had statistical significant differences at ( $\alpha =0.05$ ) level in reading comprehension skills, writing skills in the pre –test and post- test of the experimental group in favor of the posttest. The results of the study pointed out that the total grade means of the experimental group, the pretest of the main claim, opposing argument, evidence, word choice, and fluency, concluding statement, mechanism and sentence structure was (72.03) in the pretest and reached (85.83). This indicated the positive effect of debate discussion on improving students writing skills. The improvement amount was (12.8) grades, which obviously reflected the positive change obviously.

The study results agreed with Sabbah (2015), Sanonguthai (2011) who mentioned that debate discussion had positive effective in improving reading comprehension and writing argument skills. Moreover, Green &

Klug (1990) who stated that debate improved the quality of writing quality, and critical thinking skills. The results also agreed with Reznitskaya, Anderson, McNurlen, Nguyen-Jahiel, Archodidou, & Kim, (2001) who revealed that collaborative classroom reasoning improved students' writing persuasive essay.

### **5.3 Conclusion:**

Results indicated that there was positive influence of debate discussion on critical thinking skills and sub skills (inference, deduction and evaluation). In addition, results revealed that there were statistical significant differences on the influence of debate discussion on increasing achievement as well as improving reading comprehension and writing argument in favor of the experiment group. Furthermore, classroom observation approved that there was positive effect on students' thinking skills and social skill such as: respect for the other team, relatedness of the information, better understanding of the topic, construction rebuttal, however both organization skills and use facts and static skills showed better changed but they were declined in the fifth week.

### **5.4 Recommendations:**

In the light of the results of the study, the researcher recommended the followed:

**Recommendations for the Teachers:**

In advance planning and adequate training, that includes appropriate format, steps and accuracy before starting debate discussion for all students regardless of their level and specialization.

**Recommendations for further research**

Conduct studies that deal with

1. Debate discussion and academic achievement due to the lack of studies in this area mainly in the Arab world in general and in the 1948 Arabs in Israel.
2. The importance of debate discussion on personal skills like motivation, self-esteem... etc.
3. The influence of debate discussion on enhancing students' oral proficiency and the other language and critical thinking sub skills.

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## **Appendixes**

**Appendix One: Reading Comprehension Test**

**Appendix Two: Argument Writing Exam**

**Appendix Three: Student's Writing Argument Sample**

## Appendix One

### Reading Comprehension Test

#### PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

פרק ראשון: הבנת הנקרא (70 נקודות)      الفصل الأول: فهم المقروء (70 علامة)  
קרא את הקטע שלפניך, וענה על שאלות 1-8.      اقرأ المقال التالي، وأجب عن الأسئلة 1-8.

Read the article below and then answer questions 1-8.

#### STRANGE SPORTS

When thinking about popular sports games and competitions, we usually think about sports that are well-known to most people. Among them are soccer, basketball, swimming and athletics. However, there are also sports that are much less well-known. These sports are sometimes extreme or, at the very least, strange.

While many of you have probably heard about field hockey and ice hockey, how many have heard about underwater hockey? This game is played underwater and the players wear diving equipment, which includes fins, a diving mask and a snorkel. They hit the disk with a stick, just as they do in ice hockey. Although it is played in small swimming pools and the number of fans that can watch a game in real time is limited, it still has many fans in different parts of the world.

"Dog surfing" is another strange sport. It started in California, a state that is well-known for its beaches and surfers. The goal of this sport is exactly the same as that of regular surfing. However, in dog surfing, both the dog and its owner have to stay on a surfboard while catching the waves. Dog surfing competitions are held in California every year and they attract people from all over America.

Strange sports, however, can also be found on land. For example, in chess boxing competitions, held indoors, participants have to be good at both chess and boxing. In every game of chess, the participant has to use his brain to play the game. Then, in every round of boxing, he can take a break from the mental effort of playing chess and do something physical. Fans enjoy watching this sport because it involves a combination of brains and muscles.

There is also zorbing, which has been around since the mid-1990s, and is done outdoors. All the participants have to do is to climb into a huge plastic ball and roll down a hill as it moves faster and faster. This sport is becoming more popular with new versions like snow zorbing and football zorbing. Thinking out of the box is the name of the game.

Answer questions 1-8 in English according to the article. In questions 1, 4, 6, 7 and 8, circle the number of the correct answer. In the other questions, follow the instructions. (70 points)

1. From lines 1-5, we learn (-).

- i) why there are sports for less famous people
- ii) who plays in extreme sports games and competitions
- iii) which sports are considered very common
- iv) what makes sports games extreme

(7 points)

2. How are ice hockey and underwater hockey similar? (lines 6-12)

.....  
(7 points)

3. What do we learn about dog surfing in lines 13-21?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) How it is done.
- ..... ii) Which dogs can surf with their owners.
- ..... iii) Who thought of the idea of dog surfing.
- ..... iv) How often dog surfing competitions are held.
- ..... v) Why surfers in California are well-known.
- ..... vi) How the dogs are trained.

3.5 x 2

(2x7=14 points)

4. What makes chess boxing attractive? (lines 22-28)

- i) It is slower than chess.
- ii) It involves thinking and physical activity.
- iii) Players can break things.
- iv) It is played on land.

(7 points)

## COMPLETE THE SENTENCES.

What do players have to do in a chess boxing competition? (lines      )

- (1) In chess, they have to use .....
- (2) In boxing, they have to use .....

(2x7=14 points)

6. How is zorbing different from chess boxing? (lines : -29)

- i) It is a new sport.
- ii) It moves faster and faster.
- iii) It is played only in the snow.
- iv) It is played outside.

(7 points)

7. "Thinking out of the box" (lines 25-29) means (-).

- i) making new box games
- ii) not thinking about boxing
- iii) thinking of new names for games
- iv) thinking differently

(7 points)

8. What is the main subject of the article?

- i) Fans of strange sports.
- ii) Unusual sports games.
- iii) Strange people who play games.
- iv) Brutal sports fans.

**Description of Reading Comprehension Test:**

This test was adopted and administered as a pretest and posttest to investigate students' reading comprehension achievement. The test is contained reading passage named "strange sports" followed by seven question divided among thinking skills criteria as follow:

**Question One:** it is an objective question (multiple-choice question). It consists of four choices; students have to choose one out of the. This kind of question is deductive and designed to measure student's high order thinking skills.

**Question Two:** is open-ended question; it shows the similarities between two kinds of sports. This question requires compare and contrast ideas.

**Question Three:** is multiple choice question and students have to choose two correct answers among five choices. The question aimed at inferring the answered.

**Question Four:** is a multiple choice, and it requires connection between the answer and the question. It depends on logical connection of the ideas.

**Question Five:** is sentence completion, the correct answer should be grammatically and semantically correct. This question depends the inclusion of correct ideas.

**Question Six:** is multiple-choice question, it had four choices; the question is comparing and contrasting between two items.

**Question Seven:** is a multiple choice question and it depended on background information about the topic.

**Question Eight:** is a multiple-choice question, it is based on inference and deduction to find the answer, it asked about the main subject of the passage

**Writing Argumentation Pretest and Posttest**

**Choose one of the debate topics below. Decide whether you are an opponent or proponent, and then write your argument on the lines below. Write from 80 to 100 words**

1- Cell phones should be banned in classroom.

4-Hunting bears should be stopped.

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Good Luck

3-Birds should not be kept in cages.

[illegible]

Good luck

**Description of Writing Argument Test:**

Two writing skills tests are managed as pre and post test to measure students' abilities in writing accuracy, writing argument format, persuasion, and language fluency. In the pre-test students are asked to write between 80-100 words in essay, about three paragraphs and short conclusion. Students can choose one topic and then write argumentative essay to persuade the writer with their opinion. It does not matter if students agree or disagree with the topic. The test lasted for 30 minutes to let all the students think and write then to revise their writing.



## **Appendix Three**

### **Descriptive of Watson and Glaser Test**

Critical thinking test is composed of five tests; the researcher arranged all tests as the following:

**Test One:** is inferential, it is constructed of four questions, students are asked to choose one out five options in every question. The options are; true (T), probably true (PT), insufficient data (ID), probably false (PF), and false (F). Students have to choose one of the options to answer question about the statement. The questions are four.

**Test Two:** recognition of assumption, four (yes / no) questions are given to answer.

**Test Three:** is deduction, three (yes / no) questions are given to answer.

**Test Four:** is interpretation, three (yes / no) questions are given to answer

**Test Five:** is evaluation of the arguments. Three questions are required to answer, the questions asked about the argument, if it is strong or weak argument.

### Student's writing argument sample

Your writing should be clear and related to the topic

- 1-Should cell phones be banned in classroom?
- 2-Can books be replaced by laptops in school?
- 3-Birds should not be kept in cages.
- 4-Hunting bears should be stopped.

The cell phone affected negative way:  
First of the negative thing it is Flattering people significantly.  
second it is means students fail in exams.  
Third the student don't be focus to the teacher in the lesson.

in other words The cell phones are effected ~~the~~  
negatively in the students also used the cell phones  
of people is a bad thing  
to some up there are many negatives to using  
cell phone during in the class

C: 5  
 opp: 5  
 WJUG

27/30

Choose one of the debate topics below. Decide if you are going to speak for the topic or against it, then write your argument on the lines below.

Instructions: write from 80 to 100 words:

Keep attention to punctuation marks

Your writing should be clear and related to the topic

1-Should cell phones be banned in classroom?

2-Can books be replaced by laptops in school?

3-Birds should not be kept in cages.

4-Hunting bears should be stopped.

cell phones

Now day, most of us having a cell phones and we use it for searching with uncle google, playing, chatting, social media. so, the students and the people in the school for studying, searching, but in my opinion the cell phones should be banned in the classrooms because I consider it a "distractions source" in the classroom.

so, why I consider it or I call it "distractions source"? because, when the student put his phone on the table while the teacher is teaching, and in the same time he get a text message, he will open the phone and see what is the message about and all the details about it, so, he will lose a lot of information about the subject, which is not good.

the importance for not having a cell phones in the class, is, the students can focus in the class with the teacher and get a good grades.

I can <sup>find</sup> ~~in other words~~ if the students didn't get their cell phones to the school, they won't use anything!!!

cell phones

8/30

Choose one of the debate topics below. Decide if you are going to speak for the topic or against it, then write your argument on the lines below.

Instructions: write from 80 to 100 words.

Keep attention to punctuation marks

Your writing should be clear and related to the topic

1-Should cell phones be banned in classroom?

2-Can books be replaced by laptops in school?

3-Birds should not be kept in cages.

4-Hunting bears should be stopped.

In this modern world, everyone has a cell phone.  
I think that schools should ban phones because they  
don't help kids to concentrate in the class.

First of all, there is the problem with ringing cell phones  
during class. When the classroom is silent, and a cell  
phone rings, that makes noise as a result that makes  
student unfocused.

Second, using cell phones make student abandon  
the books. Therefore, that make them don't depend in  
their mind. ↓ their achievements decrease.

Consequently,  
To sum up, using cell phones during the classroom  
affect student negatively.

جامعة النجاح الوطنية  
كلية الدراسات العليا

أثر حلقات النقاش في تعزيز مهارات التفكير الناقد  
والتحصيل الأكاديمي لدى طلبة المرحلة الثانوية

اعداد

منال امين موسى عرار

بإشراف

د. احمد عوض

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في برنامج أساليب  
تدريس اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس، فلسطين.

2017

ب

أثر حلقات النقاش في تعزيز مهارات التفكير الناقد والتحصيل الأكاديمي لدى طلبة المرحلة

الثانوية

اعداد

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بإشراف

د. احمد عوض

### الملخص

هدفت هذه الدراسة التجريبية الى اختبار مدى فعالية حلقات النقاش في تعزيز مهاره التفكير الناقد ورفع التحصيل الأكاديمي لدى طلبة الصف العاشر في مدرسه دار التربية والعلوم الثانوية في قرية جلجوليه فلسطيني 1948. وهدفت أيضا الى رصد العلاقة بين مهارات الكتابة الجدلية مهارات فهم المقروء باعتبارهما بعدين من ابعاد التحصيل وحلقات النقاش باعتبارها استراتيجية تعليميه فعاله للتعلم التعاوني والتفاعل الاجتماعي والتعلم التجريبي. بالإضافة الى الارتباط بين حلقات النقاش ومهارات التفكير الناقد.

وقد عمدت الدراسة الى تطبيق اختبار واطسون وجليسر لقياس مهارات التفكير الناقد وكذلك اجراء اختبار لقياس مهارات فهم المقروء لدى الطلبة وايضا اجراء اختبار لمهارات الكتابة الجدلية وذلك من اجل قياس تحصيل الطلبة في المجالين السابقين.

وقد أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في مهارات التفكير الناقد ومهاراته الفرعية مثل الاستنتاج والتقييم والاستدلال، وكذلك في التحصيل الأكاديمي للطلاب. وقد أظهرت نتائج اختبار الكتابة وجود تطور إيجابي في الكتابة الجدلية ومهارات فهم المقروء هذا وقد أظهرت المشاهدات الصفية زيادة في الاحترام للفريق الاخر وبناء الطعن وفهم الموضوع وذلك لصالح المجموعة التجريبية.

وقد أوصت الباحثة بتطبيق استراتيجية النقاش الصفي لكل مستويات الطلاب التعليمية وأوصت الباحثين بإجراء الدراسات التي تهتم بالمهارات الفرعية للتفكير الناقد والكتابة الجدلية كل على حده.