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THE IMPACT OF DEBATE DISCUSSION VIA ZOOM PLATFORM ON ENHANCING SECONDARY STUDENTS' CRITICAL THINKING AND ENGLISH ARGUMENTATIVE WRITING SKILLS

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I

Dedication

I am honored to dedicate this dissertation to my lovely parents, especially to my mother, who is my companion. I could not express my gratitude enough for your kindness, warmth, and support. You are the person who ignited the light of ambition in my soul. You made me realize the meaning and value of knowledge and that it is incomplete without education. My father, I appreciate your tenderness and for teaching me the meaning of freedom and dignity.

I also dedicate my dissertation work to my husband, Fareed, who encouraged me in every step I took to fulfil my dream. And to my sons, the joy of my heart and the light of my eyes—Orwa, Nadeem, Omayer, and Ahmed. I love you all very much, and I appreciate your patience in enduring the difficult times and your understanding. A special love and thanks to my daughters, Shorooq and Aseel, for their kindness and assistance while working on this dissertation.

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My students, I dedicate this work to you because of its importance for acquiring leadership and thinking skills. I advise you to always seek knowledge and science by reason, not by imitation or the repetition of others. Knowledge is a beacon that illuminates the lives of individuals and elevates nations to the highest level.

Acknowledgements

Abstract

Employing online instruction strategies, and turning virtual learning into a platform that effectively provides cooperative learning and social interaction to learn English and acquire thinking, social, and communication skills is worth investigating. This study aimed at examining the impact of debate via Zoom (DVZ) in secondary students' writing argument and critical thinking skills, also, social and communication skills (verbal and nonverbal).

The population of this study is composed of 330 students in Arab sector schools in Israel. To achieve the study objectives, a purposive sample consisting of 60 male and female students was taken. They were equally divided into two groups: the tenth and eleventh-grade students of both schools (n =30) attended the experimental group, and the other two classes (n =30) served as a control group.

The research method of this study followed the explanatory sequential mixed method, where quantitative and qualitative research methods were adopted and the results of both methods were displayed and compared. The quantitative research was represented by an experimental approach, a quasi-experiment. Pre- and post-tests were conducted, which were: a writing test that examined students' argument writing skills, Watson and Glaser appraisal, tested students' critical thinking abilities, and a questionnaire was distributed to investigate students' attitudes toward learning DVZ. The quantitative research was represented by designing four questions and gathering students' responses. Also, classroom observation was done with a concentration on rubrics that classified communication skills, writing skills, and critical thinking skills. The quantitative research data was gathered and analyzed by using Statistical Package for the Social Sciences (SPSS). While the qualitative research data collection and analysis through thematic analysis for the students' responses were analyzed by MAXQDA 2022. The classroom observation was done by thematic analysis.

The finding of this research study revealed that DVZ is an effective teaching method in enhancing students' critical thinking and argumentation writing skills, as students' scores showed a high increase in inference, recognition of assumptions, and an equal increase in interpretation, and evaluating the argument respectively. students' argumentative writing skills, students' scores for the post-test have sharply increased

due to teaching methods compared to the pre-test. There was a significant improvement in writing introductions, conclusions, tone, word choice, convention, evidence and elaboration, organization, and transition, while rebuttal scores showed an increase albeit not significant.

Findings revealed that there are statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives toward the impact of DVZ on students' critical thinking skills, argumentative writing, and social skills, and 74% of the responses agreed that DVZ enhances students to be more courageous to answer questions, and 68 agreed that DVZ provides students with the chance to practice the language. Comparing all the findings showed that nonverbal communication skills scores were not significant, gender, type of electronic device, grade, and specialization don't show significant differences between the two groups.

Quantitative research findings indicated that the majority of students have positive opinions about the impact of DVZ in improving argumentative writing skills such as writing introductions, drawing conclusions, and bringing more shreds of evidence for the reasons. Moreover, DVZ developed thinking and encouraged verbal and nonverbal communication among students. Few students argued that Zoom is an inefficient digital medium of instruction due to reasons like privacy, cyberbullying, and ridiculing and mocking by other classmates.

The main suggestions provided by participants were access to a good internet connection; a rule obligating students to open the camera in meetings; also, having short sessions, and learning in small groups.

Results of classroom observation acknowledged DVZ's impact on students. The change was clearly seen in the domain of respect for others, and the use of facts and statistics to support the claim of the argument, advanced students' abilities to organize their arguments as well as develop critical thinking skills. Finally, there was some correspondence between both qualitative and quantitative findings. The researcher recommended conducting cross-cultural studies to explore how students from different cultural backgrounds and cultures engage in DVZ and whether the effectiveness of the approach varies across cultures. Moreover, performing a comparative analysis of the outcomes of DVZ with debates using other online platforms or even traditional face-to-face debates.

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List of abbreviations

DVZ debate via Zoom

(MSSDM Malaysian Soft Skills Development Module

CLA Collegiate Learning Assessment

ELT English language teaching

CG Control group

EG Experimental group

PAI Palestinian Arab in Israel

List of Acronyms

(MUN) model United Nations

MOE ministry of education

LOTS low order thinking skills

HOTS high order thinking skill

COVID-19 Coronavirus disease 2019

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Operational definitions of terms

Formal debates: are structured events in which opposing sides have an equal opportunity to present their views on a selected topic before a decision-making body (Snider 2014).

Argumentation: "Argumentation is a verbal and social activity of reason aimed at increasing (or decreasing) the acceptability of a controversial standpoint for the listener or reader, by putting forward a constellation of propositions intended to justify (or refute) the standpoint before a rational judge" Eemeren, et al 1996.p.5).

Online learning is the way that instructions, content and material are delivered through internet fast and easy (Tamm, 2019 p.1)

Zoom platform: is "a web-based video conferencing tool with a local desktop client and a mobile app that allows users to meet online, with or without video" (Chawla, 2020).

Palestinian Arab secondary students, Arab Israel students, are national minority in Israel. They are part of the Palestinian Arab population; they have Israeli ID numbers and passports. They live in Arab villages or mixed cities with Jewish residents. They follow their schools' Israeli Ministry of Education regulations and learn English according to Israeli modular based on the Israeli curriculum. They constitute 2,10% of out Israel population (Haj-Yahya et al., 2022).

CHAPTER I

BACKGROUND OF THE STUDY

1.Introduction

The main purpose of this study is to investigate the impact of debate via Zoom on enhancing critical thinking and argumentative writing skills for Palestinian Arabs in Israel PAI secondary students and to investigate the impact of debate on students' social and communication skills. This dissertation is mainly constructed of six chapters.

The first chapter is an introduction, which includes the background of the study, the importance of the topic, questions of the study, study objectives, the rationale behind conducting this study, and the structure of the dissertation. Chapter Two presents the literature review. Chapter Three discusses the methodology and procedures. Chapter Four presents data analysis. Chapter Five introduces the discussions, and the final chapter includes the results and recommendations.

In accordance with the above, the main purpose of this study is to investigate the impact of debate via Zoom on enhancing critical thinking and argumentative writing skills for secondary students among Palestinians 1948, who have been following the Israeli curriculum, and the impact of debate via Zoom on students' social and communication skills.

1.1 Background of the study

In recent years, learning English has become more prevalent in most countries. Development in technology and science in different fields like commerce, medicine, politics, and education in the USA and European countries makes learning English more necessary than other languages. In keeping with this current trend there was an urgent need to design creative teaching methods and strategies for teaching English in classrooms. Hence, the direction of educational institutions to teach English communicatively became a priority. Mastering English language skills turned into an instructional objective (Melitz, 2016; Rao, 2019).

Israel is one of the well-developed countries that seek conformity with global changes. It adopted the culture of technological integration in unity with educational institutions, and in systematic instructional administration, became part of future learning. (Allen, Metternicht & Wiedmann, 2021). Therefore, teachers have to implement digital media, like Zoom, and apply high–end English teaching methods, like debate, that encourage

critical thinking skills in anticipation of unexpected conditions like the pandemic and wars. In order to make the learning process more manageable for students, small groups and debates in schools need to be introduced in a hybrid setting of in-class and online learning (Linder, 2017).

This research constitutes a relatively new area that has emerged from the adoption of a digital tool in education called Zoom to facilitate the teaching process in unexpected conditions. However, learning through debates is not a modern method of learning. The recognition of rhetoric and debate for emergent learners' thinking and social skills originated in Greek times in the fifth century BC. Plato described rhetoric as a holistic art of seizing people's minds through the learning of argumentation skills (Graver, 2009). In Athens, the practice of debate reached its peak; it was used in public settings such as courts, institutions, and schools and in private settings as an interlanguage communication medium. Rhetoric is a noteworthy and incredible tool to address minds by using well-intentioned reasons to conclude decisions. Plato considered it a true art that results from a combination of psychology and dialectics and aims at influencing people's souls. Plato's dialogue was an early form of cross-examination debate. (Freely and & Steinberg, 2013, p.6)

According to El Majidi & de Graaff (2021) the ultimate goal of educators is to stimulate the abilities of students to engage in reasoning in order for their thinking skills to be enhanced. One of the pedagogical tools to do that is the use of second language argumentation using the English language to discuss topics and to process metacognitive knowledge. The use of writing and oral presentations in a learning environment fosters students' thinking. Argumentation uses the arts and sciences of civil debate, dialogue, conversation, and persuasion to reach conclusions through logical reasoning.

PAI, Israeli Arabs, face many writing issues. Students struggle with paragraph construction and the writing process in general (Abu Rass, 2015). Additionally, students' qualifications in answering questions that depend mainly on advanced thinking skills are not enough to pass the English matriculation final exam for twelve graders. When COVID-19 spread suddenly and the government imposed restrictions on attending schools, teachers began using e-learning without any previous knowledge about the new technology. That unexpected shift from in-person instruction to e-

learning led to issues with digital literacy and students being absent or skipping some classes. In view of the urgent need to solve such problems, the researcher considered that the implementation of debate via Zoom would enhance interaction, critical thinking skills, and argumentative writing. Another reason for conducting this study is the lack of experimental studies that deal with the topic of DVZ, critical thinking, and argumentative writing in the field of online learning in English writing and speaking lessons among PAI students in Israel. Thus, the idea behind this research study was initiated by the researcher's experience teaching English in several Arab sector schools in Israel. It was observed that there are differences between methods dependent on the learning situation, the students' level, and the learning stage. The best learning method, whether in elementary, middle, or high school, is debate.

Zoom as an innovative video conferencing platform has a number of unique features that improve its potential demand to qualitative and mixed-methods researchers. Chawla (2020) stated that Zoom as a medium of instruction is excellent to incorporate debate and create a new digital and virtual situation that modernizes learning and replaces traditional strategies and methods with a new one, and to direct the educators to adopt technology and to eliminate digital ignorance.

Although debate is described as a well-developed teaching method and highly effective teaching strategy, it requires more preparation from both students and teachers, a large learning situation, and more effort to implement it in the classroom. Additionally, well-educated and cultivated students take responsibility for adhering to debate rules and refraining from turning the class into mass chaos. Also, this experience needs to be dedicated to specific courses otherwise the level of dispute and intensity will increase, and students will refuse to accept other students' opinions or listen to them if they have a controversial topic.

The incorporation of debate into digital learning devices like Zoom transmits the process of learning from traditional to digital based learning, and achieves the dire need to reduce digital literacy among teachers and students as well.

1.2. Defining debate

As defined by Snider (2006):

"A debate is a communication event where the mode of operation is oral or written communication (a text debate) and serves as performance as well as a method of transmitting ideas and arguments" (p.19).

We therefore regard debate as a communicative event. In this sense, communication occurs when the sender transmits an understood message to the receiver. In communicative events in sociolinguistic studies, the interaction between social and cultural factors and language use is connected to understanding the language pattern of social function in different settings. Debate as a communicative event has a medium for interaction, written or spoken. It also bears words and content, with a controversial topic for discussion. The communicative event has a message to be conveyed between interlocutors, it has a scene, a topic, genre, setting, and purpose, interaction conventions, and interpretation patterns (Pan, 2007). See fig (2)

The mode of communication between the sender and the receiver is oral, with the purpose of articulation and active listening being to attain an interpretation of the message. Also, written mode is the form of language that is necessary in debate, which includes grammar, structure, and linguistic aspects such as cohesion and coherence. In both written and oral modes, there is a message which must be conveyed in context to constitute a meaning. The context is comprehensive, which might be a political, cultural, social, or historical background. The language used in different modes is used to express different perspectives, attitudes, and experiences (Snider, 2006).

It serves as a performance of ideas and arguments, as well as a method of transmission. The process of communication occurs between two individuals, namely the sender and the receiver. When an individual gives a speech, the first step of the process is encoding. The sender's intention to transmit in code depends on the knowledge and point of view of the receiver. Transmitting the message assigns a channel; sometimes it is written, and other times it is verbal. The effective channel will assist in better understanding the intended message. The speaker and the sender will receive feedback on whether the message was understood and interpreted correctly or not (Mathews, 1983).

1.3. The importance of debate

There is nowadays a growing appeal for the resuscitation of debate within the cultural heritage of the community. It ought to be employed not only in instructional frameworks by policymakers and educators as one of the basic methods in curricula but also as a method of critical thinking and reasonable decision making (Freely,2013, p.6). It is also an entire life-course approach due to its numerous benefits for individuals and communities, dealing with others within the arbitration of reasoning, because thinking is based on deduction, inference, and strength. The idea of debate is also an approach for relationships in life as it helps us to understand the people around us. Engagement in the debate over influential questions is both mind-expanding and community-building. Debate is connected to democracy and solidarity among people in diverse communities in its social aims, in addition to the pedagogical aim of creating a community of inquiry (Parker & Hess, 2001).

Moreover, the role of debate in developing social skills and leadership deserves praise, for debate is an interaction-based strategy that finds expressive relationships among debate cohorts and coaches. Debate as a teaching method that influences civil society has been widely investigated (Snider, 2017). According to many scholars (Garrison, Anderson & Archer, 2001; Tumposky, 2004; Deca, & Hunter, 2015), debate helps students to gain intellectual and emotional maturity during and after the discussion. It encourages cooperative learning, leadership personalities in the future, and leads to success. Debate affects students' learning and work-related achievements, besides advancing student's ability to improve association and argumentative practices (Snider,2014,P.1).

Furthermore, debating assists in finding a public voice, and debaters overcome public speaking anxieties. It invigorates democracy as citizens criticize regulations and express their opinions to governments; such participation enables citizens to make decisions that constitute the core of democratic practice in countries and deputizes citizens to advocate for change. Debaters can influence the new globalized world by adding new ideas to challenge them, which leads to better understanding, criticizing the ideas of the opposition, and advocating their own. They compete and find that diversity in opinions leads to making decisions. Debate "opposes illogical advocacy", and enhances and defends illogical dialogues (Snider, 2014,p.1-2)

Additionally, the debate strategy sharpens students' critical thinking skills as it is governed by judgmental evidence. That's why it is an exceptional teaching instrument that empowers students to think deeply (Singleton, & Newman, 2009). Students' skills evolve in defining the discussed topic, connecting causes with results to grasp the problem, thinking of the advantages and disadvantages of a chosen topic, analyzing the input data, and evaluating it based on the input they have developed. Understanding the content after reflecting on it and a high understanding of different skills was found in the students.

The power of debate stems from the activities it includes, like rational debate, where debaters receive an idea and follow its different potentials, meanings, and submissions because people argue to modify the attitudes and beliefs of others. When debating, students argue with others; speaking brings ideas into reality, and listeners create a new reality different from what other speakers intend to convey. By listening, people understand the content and the message in addition to the context of the words and their source. Listening is effective if the listener takes the responsibility to focus and practice. Therefore, formal debate enhances listening skills and the critical analysis of the ideas of opponents; in addition to disagreeing constructively, ideas are criticized and evaluated, and the best is selected (Snider 2014,p.5).

The notion of debate itself is inclusive and largely used in the sense that the students' level of education regulates which debate to select, whether a lower-level debate (school level) or a higher-level debate (university level). Moreover, debate can be "deliberative", which defines interactions and interchanges between participants who are stimulated to express their opinions on an issue in order to reach a compromise of some sort. Alternatively, there is the argumentative debate style, where participants construct an argument for or against a motion of the topic (Jerome & Algarra, 2005).

The need to teach argumentation in schools has increased in recent times. Argumentation assists in the changing of attitudes through interchangeable dialogue towards ideas opposing their own. It is a rational skill that allows learners to apply its components in controversial contexts to argue for or against any point of contention that they are confronted with when taught correctly. The importance of argumentation skills lies in the assertion that people who are skilled therein, use three patterns in their

speeches, namely: problem-based, comparison-contrast, and Monroe's motivated sequence (Irawati, 2017).

Debate is an instructional technique that is excellent for teaching and creating a successful learning environment. It encourages students to have discussions in order to practice the target language. Debate is a communicative process, it works as a performance as well as a method of transmitting ideas and arguments. Based on the aforementioned, education policymakers and teachers put more emphasis on improving not just speaking skills but also learners' high-order thinking skills. Snider and Schnurer (2006). However, the main purpose of this study is to investigate the impact of debate on enhancing critical thinking and argumentative writing skills for Palestinian secondary school students.

1.4. Rationale of the study

This thesis considers the topic of teaching debate via Zoom as its primary focus of research. The rationale of this study contributes useful information to English teachers and specialists in the field of educational policy. This field involves the use of a digital tool like Zoom to teach tenth grade students how to deal with controversial topics by conducting debates in a Palestinian high school.

The contribution of this study confirmed that teaching debate via zoom is effective and beneficial for students. It improves students' argumentation writing skills, and students' cooperation, in addition to non-verbal communication clues. The importance of the topic was shown through the collected previous literature: there are both Arab and international studies that have tackled the topics of debate, critical thinking, and argumentative writing. Many studies focused on the impact of debate at a university level (Sabbah, 2015; Al-Mahrooqi and Tabakow, 2015; Terenzini, Springer, Nora, & Pascarella, 1995; Nimasari, Mufanti, & Gestanti, 2016). Most researchers agreed that classroom debate is a superb strategy for teaching speaking skills, critical thinking, and argumentation writing skills. However, no previous research investigated the impact of debate via zoom on students' argumentation writing skills for high school students. The use of zoom for teaching debate is a new research topic that makes this study unique and different from others.

Despite some researchers' claims that technology is harmful to students and causes isolation and social distancing among them, the strategy of debate is a challenge to conduct for virtual teaching or learning. Therefore, this study dealt with the practice of debate among secondary school students, and it will deal with this innovative topic, debate via Zoom, which provides a solution for both teachers and students. They found a tool for learning in emergency situations such as pandemics, wars, political problems, and checkpoints, where students learn in a cooperative way that is crucial for fostering socialization.

The ultimate goal of this work is to encourage teachers to teach debate via Zoom and to change previous perspectives towards technology in situations of personal exchange of information in virtual classes. Also, to offer students a new medium for learning a foreign or second language, where they enjoy learning argumentation skills and acquiring persuasive skills to help them gain multidisciplinary knowledge, win debates, develop their public speaking skills, and provide activities that enhance positive interaction among students. Due to the identification of the gap in current literature, the researcher found it important to address this issue.

The incorporation of debate into digital learning devices like Zoom transmits the process of learning from traditional to digital based learning and achieves the dire need to reduce digital illiteracy among teachers and students as well.

1.5. Research hypothesis

In this study, the researcher hypothesizes the following null hypotheses:
- There are no statistically significant differences at ($\alpha \leq 0.05$) between pre-test and post-test of critical thinking skills total scores due to teaching method (Traditional, Zoom).
- There are no statistically significant differences at ($\alpha \leq 0.05$) between pre-test and post-test of writing argumentative skills total scores due to teaching method (Traditional, Zoom).
- There is no statistically significant increase at ($\alpha = 0.05$) in the students' post-test scores for critical thinking skills and writing argumentative skills than their scores on pre-test due to teaching method (Traditional, Zoom).

- There are no statistically significant differences at (α≤ 0.05) in students' perspectives toward the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills.

- There are no statistically significant differences at (α≤ 0.05) in students' perspectives toward the impact of debate discussion via Zoom platform on enhancing students' critical thinking and argumentative writing skills due to teaching method (Traditional, Zoom platform).

- There are no statistically significant differences at (α≤ 0.05) in students' perspectives toward the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills due to gender.

- There are no statistically significant differences at (α≤ 0.05) in students' perspectives toward the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills due to specialization.

- There are no statistically significant differences at (α≤ 0.05) in students' perspectives toward the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills due to grade.

- There are no statistically significant differences at (α≤ 0.05) in students' perspectives toward the impact of debate via Zoom on students' critical thinking and argumentative writing skills due to the type of electronic device used for Zoom.

1.6. Objectives

The study aims at achieving the following objectives:

General objectives

1- To investigate the impact of applying debate via Zoom in enhancing critical thinking skills for secondary students.

2- To identify the impact of debate via Zoom in developing writing argumentative skills for secondary students.

Specific Objectives

1- To develop tenth and eleventh graders writing argumentative skills through debate via Zoom.

2- To find out if there are any significant differences in the students critical thinking skills as a result of debate via Zoom platform

3- To find out if there are any significant differences in the students' writing argumentation skills as a result of using Zoom.

4-To show secondary students' perspectives toward debate via Zoom in enhancing critical thinking and writing argumentation skills.

5- To provide English teachers and the Ministry of Education with suggestions and recommendations in regard to the findings about teaching debate skills via Zoom.

1.7. Research questions

To achieve the objectives of the study, the researcher addressed the following main questions, and each of the questions contained several sub-questions:

RQ1. What is the impact of debate via Zoom platform on enhancing secondary students' critical thinking and argumentative writing skills?

To answer the first main question, the researcher asked the following sub questions:

2- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the means of pretest and posttest of writing skills and total scores due to teaching method (Traditional, Debate via Zoom platform)?

3- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the means of pretest and posttest of critical thinking skills and total score due to teaching method (Traditional, Debate via Zoom).

4-Are there any statistically significant differences at ($\alpha \leq 0.05$) between critical thinking skills and argumentative writing skills due to using the Zoom platform?

RQ2-What is the impact of debate via Zoom on critical thinking and argumentation writing skills from students' perspectives?

The second question includes the following sub-questions:

1- Are there any statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives toward the impact of debate via Zoom in enhancing students' critical thinking and argumentative writing skills due to gender?

2- Are there any statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives toward the impact of debate via Zoom in enhancing students' critical thinking and argumentative writing skills due to specialization?

3- Are there any statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives toward the impact of debate via Zoom in enhancing students' critical thinking and argumentative writing skills due to grade?

4- Are there any statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives toward the impact of debate via Zoom platform in enhancing students' critical thinking and argumentative writing skills due to teaching method (Debate via Zoom/Traditional)

RQ 3: What is the impact of debate via Zoom on students' social skills?

The third question includes this sub-question:

Are there any statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives toward social skills due to teaching method (Debate via Zoom/Traditional)

RQ 4: What is the impact of debate via Zoom on students' nonverbal communication?

Are there any statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives toward non-verbal communication skills due to teaching method (Debate via Zoom/Traditional)

CHAPTER II

THEORITICAL BACKGROUND

2.Introduction

Chapter II is divided into four sections. The first section focuses on the historical background of debate, the difference between discussion and debate, the origin of debate in Western culture, the origin of debating in the Arab Islamic World, leading a discussion in the classroom, forms of debate, and the rules that should be followed in public speaking and debate. Section two introduces theories that tackle debate: constructivism, social constructivism, and online learning theories.

Section three sets the previous studies that dealt with debate, the effectiveness of debate as a pedagogical tool in improving the quality of education in different aspects, debate as a teaching strategy, distance learning and Zoom as pedagogical learning solutions, digital learning tools and debate, issues in distance learning, requirements for the success of online debates, communication skills (verbal and nonverbal), the importance of argumentation learning through debate via Zoom, the features of argument in debate, argumentation between theory and practice through debate in research, debate as a method of learning to develop social skills, debate as a collaborative learning strategy enhances learning, the correlation between critical thinking, argumentation and debate, and the authenticity of the dissertation

The fourth section displays the Israeli educational system and PAI teachers and students, English matriculation (modular program in Israel, Palestinian teachers in the Israeli Ministry of Education, English revised curriculum for high schools in Israeli Ministry of Education, English proficiency exams as an evaluation measure of high school students' English learning, and the conclusion of chapter II.

2.1. Historical background of debate

Ehninger and Brockriede (1972) defined debate formally:

As a mode of critical decision making in which the parties, in their disagreement, appeal their views to an outside adjudicating agency and agree to abide by the decision it hands down.

McKeachie (1987) concluded that information retention is required as a measure of the effectiveness of course content, with problem solving being another measure. In addition to that, changing attitudes, thinking, and motivation for learning are other measures. The results show the priority and favoring of discussion over lecture (P. 70).

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2.1. The difference between discussion and debate

Making decisions is crucial for the lives of individuals and the development of communities. Collective critical decision making is better than that which is uncritical. Hence, it is reliable and based on related ideas and values, and the characteristics of human beings; it is also flexible in interpreting ideas, values, and facts. Making collective decisions critically in most communities is always undertaken by trusted and influential religious leaders, people who have distinctive social positions, scientific or political responsibilities, or, in many cases, by old people. Ehninger and Brockriede (1972) classified two methods of making collective decisions critically. The first method being discussion, and the second being debate. Discussion is an internal method where two or more groups have their representatives in the discussion and individuals connect by interchanging ideas and opinions. People take collective critical decisions in three ways: capitulation when one of the parties withdraws, optionally or obligatory, and accepts the other's solution; compromise, where the collective critical decision is done when people who disagree with others agree on a disagreement statement, put it in a new context, or by modifying or adapting the conflicting opinions; and consensus, where the suggested solution fits all the parties, it is accepted by them, and sometimes serves their interests.

Discussion is defined by Parker& Hess (2001) as text-based shared inquiry of the listening-and-talking kind. There are different styles of discussion when it is used as a teaching method: in conversation, the discussion comes to an end when a question has a short answer, or aim. A conversation may aim at replaying a specific inquiry, but participants move to another communicative topic of speech focused on something else. Also, a discussion may be a seminar where participants explore, expose or explain different topics. Then there is deliberation, which is planning to solve a problem that we face by making a decision. Instruction is leading a discussion process by the teacher which needs well-formed questions that encourages the participation of students in discussion, and enhances their thinking skills.

2.1.2. The Origin of Debate in Western culture

The fifth century BC witnessed the first existence of the oratory art of in the work of Homer's *Iliad* in ancient Greece, which was a primitive form of rhetoric. Rhetoric is defined by Merriam Webster's dictionary as the study of writing or speaking as a means of communication or persuasion. Homer's students Corax of Syracuse and Tisias

developed the art and spread it while Gorgias introduced it to the Greeks in 428 BC, in addition to the previously mentioned rhetorician. Protagoras (ca. 490–420 BC) was one of the most important sophists who used debate as a pedagogical method of instruction in the fifth century (Huryn, 1986; quoted in Darby, 2007). Sophists are credited with teaching the skills of persuasion and rhetoric and Athens became the home of this art. They wandered in many places in their country and were taught the art of argumentation by evidence and reasoning. Qualified citizens who mastered this art had the priority to gain a respectful position in the state; at that time ingenuity in this domain made the sophists interested in reaping the rewards for their own interests, not in developing the science of logic and rhetoric itself (Murphy, .1981). In this work, we will introduce the three philosophers who contributed to western philosophy on the topic of rhetoric. Socrates (399-470 BC) was one of the Greek philosophers who studied ethics and introduced a method for teaching by asking questions in order to reach a deep understanding. He is interested in analysis and human studies rather than studying nature and metaphysics. Socrates established a philosophical system based on dialogue and logic as a basis for all assumptions. Another philosopher interested in rhetoric was Plato (348-428 BC) who opposed the sophists' views about exploiting the art of rhetoric for self-interest and established his own academy for teaching logic and ethics. Later Aristotle became Plato's student at his academy. The first form of rhetoric that appeared in Plato's early dialogues, such as *Apology* and *Gorgios* (380 BC), was a form of a conversation between the sophist, other people, and Socrates, who aimed to uncover the truth. In platonic dialogue, Socrates was the main character. It was an interrogation about the constant universal laws of nature, and to investigate more about another person's thoughts on moral subjects. The ultimate goal of Plato's dialogues was to ask questions in order to reach the eternal truth in the realm of ideas and deep thinking. According to Plato, knowledge is divided into i) intellectual knowledge that exists in the mind through logical analysis like math; ii) sensible knowledge, which is representative of the realm of ideas, it is the senses that confuse people from wisdom (Belfiore, 2012). Aristotle and Plato suggested that speech and thought are a process, and discursive thought is internal speech. Speech is a process in which Aristotle described the internal speech as a monologue; however, Plato described it as a dialogue (Duncombe, 2016).

The contributions of Plato and Socrates were great and undeniable; however, Aristotle has an unparalleled influence on the expansion and development of rhetoric and debate. Aristotle defined rhetoric as "the faculty of observing in any given case the available means of persuasion." (Aristotle, 1954, p. 8). He set the elements of persuasion that the orator appeals to the audience; 'ethos', which refers to the credibility of the speaker and speaker/writer character in the argument; pathos, refers to the emotions, feeling of the listener, beliefs, and values held by an audience. Logos appeals to reason, the use of evidence and how well to argue, to be clear, and well-written argument structure with evidence examples (Narula, 2006). In the rhetorical analysis for the argument, he underlined three important parts: the speaker / writer of the argument, the audience, and the subject. Then, Aristotle asserted the importance of the purpose of the text in the argument. See Fig 2 below.

LOGO (Reason/Message)

ETHOS
(Credibility/Writer)

PATHOS

(Values, believes, feelings/)
/Audience)
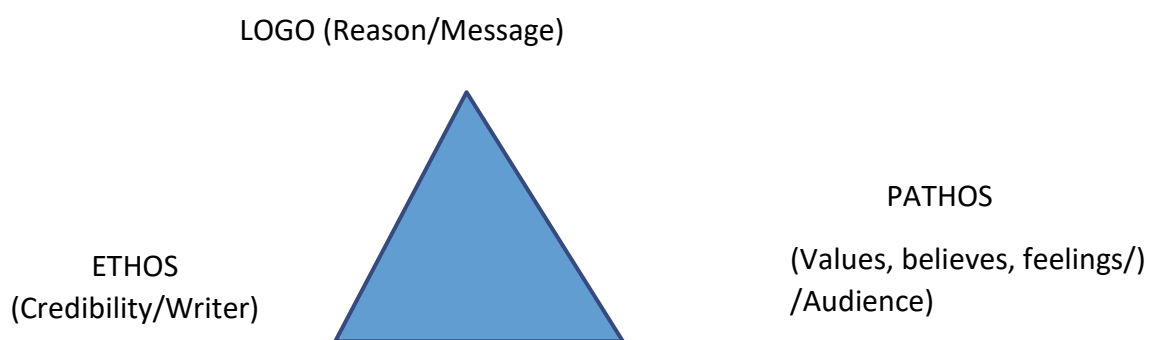
Figure 2: Rhetorical Triangle (Ramage et al., 2016, p. 55)

Moreover, Aristotle was the first philosopher to introduce the argument with its four elements; a premise, conclusion, evidence, and reason. The philosophers before him analyzed arguments narrowly based on the premises and conclusions. The Author's bias in the argument, and evidence of logical fallacies that weaken the argument was included by him to analyze the argument.

Aristotle also mentioned three rhetorical genres that determine public speech; "deliberative speech", which takes place in an assembly where the speaker may give advice or warn the audience. The audience has to make the decision which will happen or not in the future according to the good of the city. It aims at 'judicial or forensic speech' where the speech takes place after the court; the person may defend/accuse himself or others before the court. The aim is to show whether the speaker was fair or

unfair. The jury will sentence the speaker by judging the past events. An 'epideictic speech', such as celebratory speeches, which praise or blame somebody, and funeral speeches; the aim of the speech is to show that the speaker is shameful or honorable (Harris, 2013).

In the nineteenth century, the art of debate prospered in the American states. Debate was launched as a new competition learning style between the Harvard and Yale universities, which, in 1892, transformed argumentation into thrilling extracurricular activity for college students. it was transformed into a competitive public spectacle akin to academic athletics. More debates between colleges were held in 1892, at Yale University in 1894; Columbia Spectator in 1899; Baker, in 1899; and Brown University in 1900 Perez (2023). The presidential campaign using debate in the USA was first held between John F. Kennedy and Richard Nixon. Another debate was between Jimmy Carter and Gerald Ford in 1976. It is a vital indication for the importance of debate in the developed countries. It may determine which personality is more professional in convincing the audience, and winning the election round.

Walter Lippmann argued that debate and opposing opinions are essential factors for freedom of speech. Citizens are responsible for protecting the opinions of others, regardless of their own, by listening and debating (Freely, 2013).

2.1.3. The origin of the debates in the Arabs Islamic World

Arabic literature has seen the origin of the debate discussion at its peak with the existence of theology, literally translated to 'the science of discourse'. This science appeared when there was a movement for the translation of Greek philosophy in the Abbasid era. The Islamic world was divided into two doctrines: Shi'a and Sunni. The religious scientist has interests in defense of the religious opponents and proves the principle of faith by evidence and reasoning. So, the need for scientific rules to control the debaters became an essential part for Muslims, and scientists have taken care of writing down the art of debate. Imam Muhammad Al-Nardawi, who died in 1089, was the first to write in the field of jurisprudence. When there was a need to have a debate between two Muslim scientists the focus was on the rules of the fundamentals of Islam, then the rules of logic and reason. However, when the debate was between a Muslim and a foreigner it was controlled by the rules of logic and reason (Gareishah, 1989).

Al-Tavvel (2017) stated that debate and logic emerged in the Arab Islamic world to discuss religious and grammatical issues. The art of debate gradually developed due to Muslims' knowledge of argumentation tools and criticism. The debate discussion was conducted by distinguishing characters who were very accurate, intellectual, and fluent in speech, and with sufficient knowledge about the topic of debate. The debaters were usually chosen with the same, or close, level of cognitive thinking, perception, and understanding in order to make debate an intellectual and valuable subject. In the beginning, debates were conditioned to accept the claim of the argument by reasoning and evidence. Also, they don't hold any debates between persons who don't have enough knowledge about the topic of debate. The debates were held to keep the language of the Quran, because, after the spread of Islam in many regions, there was a need to read the Quran without different accents, because the articulation of letters leads to diversity in the meaning of the same word. Also, the interest was to keep the Arabic language pure after using it by different nations that had converted to Islam, and the residents started to learn Arabic.

In syntax, the debates were conducted to discuss the grammatical rules and the grammar of spelling words. In the Abbasid era there were two movements in studying Arabic grammar. Supporters of the Kufi movement of Iraq put their interest in the readings of the Quran (Alqiraat). The supporters of the Busri movement were interested in philosophy and logic. The people of Busa were affected by other nations, so they moved from religious issues to philosophical ones. The debates were famous in that period and they were in mosques and scientific institutions. Several reasons facilitated the development of debate at that time, such as the leaders' interest in it, which encouraged debaters (Al-Tavvel, 2017). The literature showed that debates have authentic attitudes and opinions that affected the maturity of the Arabic linguistic heritage, and added a distinguishing position to debates in Arabic. Debates were a suitable medium to express scientific opinions, and ambiguous issues in religion and language (Beizaweia, 2019).

As a result of the previously mentioned, Islamic scientists stated the elements of debates: the subject of the debate – the topics were related to the doctrine and jurisprudence, some of which were stipulated and some needed to be diligent, and they reached the rules by rational evidence. Debaters consist of two parties (the justifier is the initiator of the topic and the inquirer "the opponent", so the inquirer becomes

justified). The terms of debate in Islamic sciences, according to Al-Imam Al-Shafi'i: are humility and adhering to the truth, acceptance of argument and proof, and not stubbornness if it is convincing, not raising the voice, not wishing wrong for the opposition, and don't argue about an issue you don't believe in.

According to Greishah (1989) the formal rules for debate are: to abandon presuppositions and sarcasm, assume the correctness of the other party, keep up with the truth, adherence to rational evidence and presenting it so that it is supported by verses from the Qur'an or the hadiths of the Prophet, and acceptance of postulates and conclusions reached by conclusive evidence. Also, he stated debate etiquette: arranging and regulating the roles of the two parties, which are the justifier and the inquirer, not to be afraid and not to argue with someone who is higher in rank lest to change an opinion due to fear, not shortened, lengthened, or deviated from what is required. Avoid strange and foolish words. Avoid using a loud voice, and to sit opposite the opponent and be interested in the debate.

A number of authors have recognized that in the fourth, fifth, and sixth century of the Islamic calendar, there was a distinctive form of debate in Spain that took a new literary style called imaginary debate from the eastern world, which influenced Arabs and Andalusians. One of the pioneers of this literary genre was Ibn Burd Alasghar (d.1053) who wrote the debates between the sword and the pen (Alsaif wa Al-Qalam; Anttila, 2016). Imaginary debate contained the element of suspense and logical dialogue in Arabic literature. It was extended by Andalusians through the use of proverbs, aphorisms, prose, and quotes from the Quran. Kadah (2015). Ibn Abi Tahir Tayfur wrote a book on the debates between Rose and Narcissus, which is an imaginary debate. This kind of debate was characterized by simplicity, clearness, uncomplication, and ambiguity. It is based on the style of praise, preaching, wisdom, and the effect of imaginary pictures of any situation in minds rather than the word itself. Writers in that era created debates between debaters grounded on personification and ended with judges' pronouncements of judgments. They were influenced by ancient legends. The debates have many topics that are named after them such as debates on guns, animals, items, universe phenomena, science, etc. Imaginary debates introduced religious issues related to preaching and guidance, to serve religious aims. Political debates at first were to support the leaders and affect national opinion to obey the kings and rulers, then it took another realm to criticize them and the power struggle. One of the most influential

and known debates is called the flowers debate. Another topic was discussed, for example, social issues to criticize hard-living and destitution then they moved to ethics and education (Mardini, 2008).

Basloum (2005) mentioned two types of debates: the personal interview and communication, where one influences the ideas behind the other and adjusts his behavior through argumentation and reason, where one is asked by the interviewer to repeat, clarify, or explain speech. In order for the interview to be successful, each of the speakers must choose the words, refine the method of speech, and take into consideration the intellectual level, meaning, and the goal of persuasion. The other type is the argument. Where there is a rational argument, every debater doubts his opponent with his argument until he proves his argument and claim. And it is important to mention that debate does not mean discussion.

The Qatar debate center (2008-2022) started different types of debates: solution-focused debates, interviews, reports, and interaction debates, where the audience can ask questions. The debate can be a formal debate or a legislative assembly. It can be formed by one participant or a team of debaters. In a typical formal debate the participants work in two teams. They present the proposition that they will debate and they form and present their arguments after dividing the two teams into an affirmative team and opponent. They launch the debate with the desire to convince the other team and the judges with their arguments. In a legislative assembly the opposing arguments are put forward and they finish it by voting. The formal debate can tackle any topic but the Qatar foundation debates tackle the world's most urgent and controversial issues such as climate change, refugees, water scarcity, etc.

The Stanford National Forensic Institute (SNFI) (2022) reported that debate is a crucial part of developing societies, learning, and acquiring new habits. Students can express themselves freely and easily. It helps in organizing thoughts, boosts critical thinking, how to discuss issues and winning by convincing, it encourages cooperation, and teaches people to respect opposite perspectives. It is also a good strategy to have active learners as it increases self-esteem and motivation for learning, and improves the four language skills and critical thinking. Regarding the aforementioned, this research will study the possibility and the effect of debate via Zoom, the virtual application, and how technology affects it.

2.1.4. Leading a discussion in the classroom

Leading to enriching discussion in an ideal manner in the classroom is the teachers' supreme goal. Classroom discussions are an interaction between a teacher and students, and between students themselves. In active discussions teachers lead their students to master different skills especially reading, where students are drawn to widen their comprehension and to improve their interpretation of the text (Van DeWeghe, 2007).

The research asserted the significance of discussion for human civilization. Discussion itself is democratic in nature and it is described as an instrument to evaluate communities (Habermas, 1989). In well-developed societies, groups and individuals freely discuss controversial or simple issues related to their lives. They discuss ideas, values, plans, and opinions. In the discussion process, the participants interact in an internal network that connects individuals or groups together as a circle. A theorist claimed that during the new world transformation after the industrial revolution, discussion was weakened among citizens in the industrialized countries.

The notions of debate and discussion are interchanged when it comes to the translation of both words from English into Arabic. In some electronic dictionaries, such as Google translate and Reverso, the meaning of both words is the same. *Niqash*, is the meaning of the word *discussion* in Arabic; however, the Arabic word for debate is *monadharah,* which is used in formal contexts, and needs more effort to deal with. On the other hand, other dictionaries, like the Merriam-Webster dictionary, translate the meaning of *debate* exactly as it is in Arabic and differs from the word *discussion*, or compromise.

The second method of making collective decisions critically, which is external, is debate. Debate aims at leaving the appeals to an outside adjudicating agency that evaluates the debate claim. The agency can be individuals or groups. Debate is a form of deliberation in which a decision is sought by arbitration rather than consensus, capitulation, or compromise.

McKeachie (1987) concluded that information retention is required as a measure of the effectiveness of course content, with problem solving being another measure. In addition to that, changing attitudes, thinking, and motivation for learning are other measures. The results show the priority and favoring of discussion over lecture (P. 70).

Potts (1994) highlighted several characteristics of teaching critical thinking, such as posing open-ended questions to provide the opportunity for students to take the time to think through their responses, learner participation that encourages interaction, introducing problems that don't have a clear definition, and finally, teaching application skills; the foremost way to teach students is to teach them how to apply the skills they have learned in new situations.

2.1.5. Debate forms

Debate has been categorized into three main groups by Wordlaw et al., (2021). Firstly, classroom debate is used as a communicative learning activity to stimulate students' participation and active interaction in the classroom. The second category is co-curricular debate. It was defined by Glass et al., (2021) as "a range of out of class activities, including community service, student government, Greek life, sports teams and clubs, employment, and honor societies" (p.899) (cited by Wordlaw et al.,2021). Co-curricular is voluntary debate. The third category is the tournament debate. Students' participation is voluntary, and it is extracurricular with no academic credits.

According to the form, there are many types of extracurricular debates. They include the Lincoln–Douglas debate, public forum debate, student congress debate, U.N. model debate, and policy debate. Most forms of debate develop thinking and communicative skills while differing in time limit, topic, and specific sets of rules (Davis et al., 2016, p. 16).

The Lincoln-Douglas debate format is one-on-one; the topic is provided by the teacher if the debate is in class, or by the National Speech & Debate Association if it is international and includes students from different areas. Topics of debate are environmental interest, global issues, and national-based issues. The entire debate is 45 minutes and involves constructive speeches, rebuttals, and cross-examinations. This debate is designed as in the following table:

2. Table 1

3. Lincoln-Douglas debate speech format listed by Robert (2012)

Affirmative constructive	6 minutes
Negative cross exam of affirmative	3 minutes

Negative constructive	7minutes
Affirmative across exam of negative	3 minutes
Affirmative rebuttal	4 minutes
Negative rebuttal	6 minutes
Affirmative rebuttal	3 minutes

Policy debate is a debate where two debaters constitute a team (affirmative) and two students in the opposing team (negative). It deals with one policy question for the whole academic year, which enables students to gather more information and issues around the topic. Debaters use expressions like" should", and "ought to" to indicate that resolutions require taking action. It examines students' skills in research, delivery, and analysis. The Policy debate affirmative team introduces a proposal or a suggestion to enact a policy, whereas the negative team suggests reasons to reject the proposal. Students have the opportunity to cross-examine one another throughout the debate. A judge or panel of judges determines the winner based on the presented arguments. In this format, speeches are called constructives and rebuttals. The team determines its argument during the constructives, and solidifies their team's position during the rebuttals, explaining the reasons why their team should win the debate (Snider, 2008).

Congressional debate. A simulation of the legislative process for the senators and representatives of the United States Congress. For congressional debate, students generate a series of bills (proposal laws) and resolutions. In a group framework, the participants alternately present arguments for and against the topic. To make sure the debate goes smoothly, a student presiding officer is elected; he is also called the chair, sometimes the president, and he is the leader of the debate. In Congressional debate, students are evaluated on their understanding and application of the parliamentary process as well as their research, reasoning, and presentation skills (Schonhardt-Bailey, 2008).

Observing students' understanding leads to more teacher satisfaction with their teaching outcomes. A survey of teachers was conducted by Zorwick & Wade (2015), and the results showed that seventy percent of the teachers who used argumentation and debate were more likely to continue teaching. Debate motivates teachers. They feel

happy when they look into a student's eyes and see understanding and confidence in learning. Eighty percent of the teachers expressed confidence and enjoyed teaching.

The simplicity and accessibility of online debates after the quarantine In 2020 were affected by the speed of movement from national to international debate tournaments. Therefore, stylistic, regional, and cultural differences have progressed as more groups joined the online forum.

2.1.6. Debate and public speaking delivery rules

There are many fundamental rules that debaters should follow during the debate avenue these rules are:

1. **Dress etiquette:** the debater's external appearance. When students stand up to present their speeches in the debate competitions, it is important that they are well-dressed. Debaters should be conservative and neat. They should wear suits and ties like advocates in court, diplomats in government meetings, or congressmen (*The Super-Novice File a Guide to Entry-Level Policy Debate*, 2009; p.2).

2. Posture: the way debaters stand is as important as the way they dress. They shouldn't slouch, but should bend their knees slightly and maintain eye contact with the audience. Looking at the floor makes them look guilty, not obedient, having shame, or telling lies. One hand should be at their side, and the other should hold the evidence they plan to present to the judge (p.2)

3. Speaking: debaters make various mistakes when they give their presentations. Firstly, they tend to use a high-pitched voice which makes the debates monotonous. They should rather use different pitches of their voices. The second mistake is speaking too fast as they can easily make mistakes. Besides that, the judges know less about the debate topic than the debater, so it's important to give the presentation using their natural voice in order for the judges to grasp the topic being presented. The third point is clarity: read the text many times, avoid using difficult to articulate words and too many pauses. Speak naturally (p.3).

4. Appropriate gestures: support the important words with gestures, such as using fingers to indicate numbers in reading lists. They need to highlight main ideas by matching words with suitable gestures to strengthen their arguments. The American president Obama was known for mastering body language and gestures (p.4).

In debate there are some gestures debaters should avoid, like pointing their fingers, as it indicates a threat, putting their hands in their pockets, twisting their bodies, scratching their hair, or moving around fast. All these actions distract the audience and keep the focus of their attention on the gestures rather than their presentation.

2.2. Theories that tackled debate

3.1.2.2.1 Constructivism theory and debate

The theories behind this research study are constructivism and social constructivism. Constructivism is defined as 'an approach to learning that holds that people actively create their own knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000, p. 256).

According to constructivists, the learner constructs knowledge through mental processes like perception, attention, and memory. In the situation of learning debating skills, students construct their knowledge through engagement in active discussions, where they search for the truth not passively but actively to empower their debates. By debating different points of view on the same subject, they collect reasons and evidence to support their points of view with their opponent until they reach a consensus. This active engagement with the students includes an active process that sometimes includes the intervention of emotions to convince the audience.

Learning debate via Zoom is a whole process of learning that improves learning skills. It improves learners' speaking, writing, active listening, and reading skills. In a debate, students search for the truth by reading articles and on a wide range of websites. They compose their own arguments, side by side with developing grammar and writing conventions, sticking to their own points of view from the beginning until the end of the argument. The active process of practicing debating in learning enables students to construct knowledge actively until it becomes a habit. In every learning experience, learners' previous knowledge affects the new or modified knowledge in the learning experience. (Phillips, 1995).

2.2.2. Social constructivism and debate

In the 1920s and 1930s, the founding father of the theory of social constructivism, Vygotsky, stated that social interaction is integral to a personal critical thinking process Kalina & Powell (2009). Leonard also argued that "sociocultural

theory focuses on the causal relationship between social interaction and individual cognitive development" (178). Vygotsky suggested that every function in a child's cultural development appears twice: firstly, on the social level and, later on, on the individual level; first between people in general (inter-psychological) and then inside the child (intra-psychological) (Vygotsky, 1978 p .57). According to Vygotsky, language functions like an instrument for developing perception through social interaction and culture. Vygotsky expanded the correlation between language, culture, and cognition functions in relation to children's development, and he explained that every function or intellectual activity in a child's cultural development appears twice: first, when the child collaborates with adults on a social level, which Vygotsky described as inter-mental interaction among minds in sociocultural interaction situations. Adults assist youngsters in developing their language and brain, which leads to more complex cognitive functions. Secondly, on an individual level, at the intra-mental level, children internalize the language; it is as if they were born knowing it. Miller (2016). Bates, B. (2019) added that "knowledge and interaction are constructed through social interactions with family, friends, teachers, and peers."

Vygotsky argued that the fundamental role of language is as an instrument for developing cognition through social interaction and culture. The concept of culture has a comprehensive meaning. It comprises the values of mutual beliefs, knowledge, skills, relationships, customs, social performances, feelings, attitudes, desires. It also has shared written and spoken signs. In other words, Vygotsky connected intellectual processes such as problem solving and critical thinking with culture to add ample interest to the role of interaction as the essence of life and as an inquiry of learning skills in the learning process (Miller, 2016). Therefore, any imperfection in the child's surroundings, such as problems at home or in the classroom, will affect the child's success at school and in life as well. The natural socioeconomic and educational circumstances have a central effect on shaping child mentality. In addition to that, human assistance appeared clearly in the way of adult assistance of children to achieve well developed skills in a cultural setting (Miller, 2016).

From the psychological point of view and the formation of language concepts, Vygotsky mentioned two kinds of concepts for the language formation levels: the first is the "spontaneous concept", where a child develops intuitively through everyday experience. This concept constitutes the core for developing more sophisticated

concepts. The second concept is the "scientific concept," which is logical and abstract. In the learning process, children connected the prior concepts to the new concepts to gain sufficient perceptions (Kozulin, 1986). In a formal setting, teachers seek to expand the learners' knowledge and create a bridge between the learners' spontaneous concepts that were formed in the learners' minds from their experiences and the scientific concepts. It is necessary for teachers to use scaffolding in order to demonstrate scientific concepts to help learners' perceptions (Alves, 2014).

Moreover, to maximize learners' knowledge of the formation of concepts in a formal setting, teachers need teaching strategies such as debate, role-playing, group work, and more argumentation awareness among learners, in addition to professional teachers who always motivate students to learn and make learning joyful. Another aspect that has an impact on learning is the learner's cultural artifacts, represented by their beliefs, values, customs, etc. All the aforementioned factors are significant for developing students' critical thinking and negotiating meaning in their minds. That leads to intellectual development in the "zone of proximal development" (ZPD). Learners create their own knowledge based on their experiences and develop cognition through collaborative work and the facilitation and direction of adults to develop their ZPD (Vygotsky, 1986; Kalina & Powell, 2009).

Parallel to Vygotsky, Bandura (1977) stated that learning is observational. Learners in the learning progression observe the surrounding environment; learning occurs when imitating other people's effective modulus of behavior. Learners imitate teachers, family members, peers, and fictional characters. In conducting the debate, the learners pay attention to the linguistic and paralinguistic behavior of other learners, such as acquiring new sentences, grammatical forms, and using nonverbal expressions, body movement, facial expressions, and gestures.

2.2.3. Online teaching and debate theories

Learning methods are always updatable variables. Theoreticians and educators improve teaching by developing methods of teaching with a focus on developing the four language skills: writing, reading, speaking, listening. However, after the experience of learning online during the COVID-19 pandemic, the need to acquire new skills became apparent. Bransford, Brown, and Cocking (1999) argued that effective

learning is community-centered, knowledge-centered, learner-centered, and assessment-centered (cited by Anderson, 2004).

Oliver and Herrington (2001) classified three essential elements of an online learning design sequence: the resources or content that helps students employ it in interaction when debating; the activities that the learner is required to practice; and the support mechanisms provided to assist learners in engaging with the tasks and resources
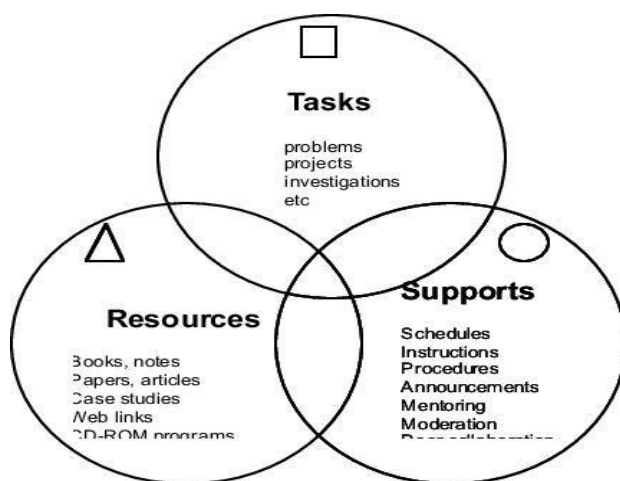
Figure 2: Elements of a learning design. Based on Oliver (1999) and Oliver & Herrington (2001)

The previous research studies specified the relation between the distance and spatial dimension and the possibility of exploiting online teaching for academic courses and lectures. It increased the range of courses available to learners who live in crowded cities or in distant villages. Learning by the assistance of this medium provides flexibility to students who face conflicting schedules of simultaneous subjects and instills technological knowledge in academic learning content. According to the lectures, it helps them develop their careers by giving them access to more resources and to have flexibility in time and space (Oliver et al., 2009).

Integration of technology in teaching has increased after the spread of the COVID-19 pandemic. Gender has no effect on technology. Many studies tackled the issue of the integration of technology in learning due to gender; the findings of Rezaie and Sayadian (2015) indicated that there aren't any differences in perceptions of technological integration between male and female students.

Gaytan (2005) indicated that teaching online effectiveness is conditioned to teaching approaches and methods that enhance interactive learning and cohesive writing, these methods require group work to develop cohort learning, it also includes

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peer evaluation and projects. Also, teaching style appeals to students' style of learning. Effective assessment requires review of students' work through interactive chat to have immediate feedback in order to maintain students' progress in online courses.

Another aspect of this study is that the age of students affects their awareness (Bucy & Stewart, 2018; Canale and Swain, 1980). Most studies that tackle debate are at the university level, where students are more mature and take more responsibility for learning. A few studies tackle the tenth and eleventh grades. Debate in the classroom is not used frequently; teachers tend to ask questions in the classroom, and students' responses are sometimes discussed in detail, but they normally get short and direct answers. The results of the analysis revealed that there were significant differences in verbal and nonverbal communication skills

According to teachers, the research also found that there was no difference between male and female teachers in the use of technological tools to teach speaking skills; the difference was in the consistency of using these tools, such as presenting the materials and testing students' linguistic competence (Kusuma, 2023).

2.3. Previous Studies that dealt with debate

2.3.1. The effectiveness of debate as pedagogical tool in improving quality of education in different aspects

Reviewing theories related to debate indicated that the importance of debate for individuals and society was recognized by the ancient Greeks. The dialogues of Plato were an early form of cross-examination debate. According to Freeley and Steinberg rhetoric is:

"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 the private conference as well"(Freeley and Steinberg, p.6).

Debate is considered a perfect tool to analyze ideas and issues, it is a rational practice that distinguishes reason and thinking, also, it is a cultural exercise people and communities use to enhance self-confidence, acquire rhetorical skills, and ways that are used by the best influential characters and leaders in the world (Salami 2014).

Majidi et al. (2021) reported that debate is an effective pedagogical tool in improving the efficiency of language exams. The study examined high school students to expose the effect of teaching by debate discussion technique in improving students' speaking skills in the second level of a proficiency exam. The measures used in the study were; accuracy, fluency, complicatedness, and cohesion. The results showed significant differences between the pre-test and post-test due to the use of debate discussion strategy.

Furthermore, debates are scalable, so educators can use them in different media like online learning blended with in-class debate, and physically in the classroom. Also, debates are enjoyable and participants and observers (students and teachers) feel it is pleasant to experience a competitive debate environment. In addition to that, debates are innovative; even though debates need more planning to apply them online, it is worth those efforts (Park, Kier, & Jugdev, 2011). All in all, debating is an interesting method of learning that exposes the classroom to different topics of inquiry and raises the enthusiasm of student participation.

The use of the debate strategy has improved EFL student integration of the four language skills; the results confirmed that students' academic writing skills improved by 60 percent after introducing debate in universities (Zahra, 2019).

It was reported in the literature that debate has positive values in instruction. Students' perceptions became more optimistic after using debate. The study shows that debate encourages deep learning and it affects critical thinking and changes the previous beliefs about some topics, and opens students' perceptions to the other's point of view (Rodger & Stewart 2019).

Debate is a student-centered activity and pedagogical tool that helps students to communicate in the lesson cooperatively and to be active learners, it is a task-based activity that indicates pre-debate such as brainstorming discussion, the actual debate where debaters need to refute the arguments and add more explanations and reasons. And the post-debate where the judges express the rules (Aclan & Aziz, 2015).

Debate is described as:

A teaching method which is aimed to develop and enhance a learner's aspects of personality and performance such as communicative skills, problem solving

skills, active listening, critical thinking, creativity, motivation, and adaptability and helps to gain knowledge and overcome stereotypes. (Kudinova & Arzhadeeva, 2020, pp. 4–5)

Najaf et al. (2016) states that the historical and analytical methods of qualitative research methods were used in studying students' argumentative writing for four months. The research results indicated that the stated debate can improve students' entrepreneurial skills, critical thinking skills, social skills, and communication skills. Debate teaching techniques can improve students' entrepreneurial skills, critical thinking skills, social skills, and communication skills.

Furthermore, a study conducted by Othman et al. (2015) in a Malaysian high school showed that debate as an instructional activity includes interpretation of reasoning, argumentation, and inquiry. The aforementioned are factors that foster and develop critical thinking skills and encourage students to debate.

The need for constructing an argument for thinking is demonstrated by Johnson (2012). The researcher observed that argumentation is one of the highest thinking skills that is based on changing other peoples' tendencies and ideas after reasonable persuasion with new ideas that differ from their believable ideas through interchangeable dialogue. 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. In debate, students can conduct debates by adding political, educational, social issues that are related to many subjects such as history, religion, languages, etc. and to discuss controversial issues.

A study by Fan et al., (2019) reviewed the effectiveness of using digital maps as a teaching strategy for improving argument essay writing skills. The research compared three strategies: conventional method, concept map, and argument map. The analysis showed that there are significant differences between the three strategies due to the argumentation map in three dimensions: writing claim, reason, and providing evidence. Hidey et al., (2017) did a study aimed at finding the persuasive role of semantic types of argumentative components (premises and claim). The study found that some types of claims or premises can occur in persuasive messages more than in non-persuasive messages.

The use of debate as educational media for discussion is demonstrated in research. For example, Baker et al., (2007) did a study on teaching argument collaboratively through the internet. The study findings show that the use of chat and debate among students as a complementary internet tool for teaching argument enhanced students' understanding of what they have been taught.

A qualitative data case study was conducted at a South African university by Hodgkinson-Williams & Mostert (2005). The data were collected by questionnaire, observing students, messages in emails, and evaluation by the lecturer. Results indicated the clarity of debate procedure to encourage students' participation and to present immediate responses for others. Students appreciated debate as a strategy to develop discussion with unknown people or were unexpected to meet those who had different opinions. Students and the in-service teachers supported the use of debate as computer mediated communication to develop learning argumentation and to enhance reflexivity. Structured format debate is the adaptation of the use of debate as an instruction strategy to teaching online.

Also, Allen & Seaman argued that learning online is part of distance education. It is the learning system (Allen & Seaman, 2007; Ritland, 2005) used online where the teacher and the students do not meet face to face, but they meet at the same time online. Learning is conditioned by the internet connection and use of computers or mobiles. And with the use of digital applications such as Google Meet, WhatsApp, Telegram, Google classroom, etc. The meeting is either synchronous or asynchronous.

A reflective case study was done by three university instructors teaching in different disciplines. The study is based on the use of the debate as an online instructional approach. The instructors' shared concern in teaching strategies. They used three instruments for the three fully distance learning: the MODEL was used by two instructors and the third one used a form of online debate in asynchronous lessons. The study lasted for 14 weeks. A case study was done to reveal the effect of online debate on students.

The study took three steps for collecting data. The first is a conference call, the second is reflective narratives written by three instructors and shared on the university website. Third, the instructors shared their works with each other in order to compare and contrast it based on steps one and two.

"Distance education can be as effective as traditional instruction when the method and technologies used are appropriate to the instructional tasks, there is student-to-student interaction, and timely teacher-to-student feedback" (Hamzaee, 2005; p. 216)

Comparing debating via Zoom with classroom debating revealed the effectiveness of debating when implementing it among students, whether online or physically in the classroom. A study was conducted by Arar (2017), and the results showed that there were significant differences between the experimental and control groups in writing argumentation tests and reading comprehension skills. Also, classroom observation showed an increase in respect for the other teams; students appeared to have better results in constructing rebuttals and understanding of the topic in favor of the experimental group.

The previous literature recommended the use of debate discussion in many aspects. This study has a distinctive role, it presents the importance of using debate to improve writing skills via linoit.

2.3.2. Debate as a teaching strategy

Nowadays, effective learning administrations tend to integrate learning strategies into education; they have a well-thought-out inner need for cooperation in humans as their job core. In general, learning methods are based on two main methods: the instructional method, which is teacher-centered where the teacher transmits the knowledge through passive and indoctrinated means; the students' roles are summarized to answer questions based on understanding the lessons, while the second method is student-centered; this method depends mainly on student-teacher interaction. Debate is a student-centered method where students interact meaningfully, acquire entrepreneurial, social, and verbal skills, and master critical thinking skills (Najafi et al., 2016).

The previous research showed the effectiveness of debate in learning, and as it is known, teaching English requires the employment of teaching methods and techniques in the classroom. Methods of teaching are different in nature as is the audience that they address. Experienced teachers design the lessons based on the learning situation, the student's level, and the learning stage, whether it is elementary,

middle, or high school, and choose a suitable method. Debate is the best learning method because it forces students to think analytically.

Although debate is described as a well-developed teaching method and highly effective teaching strategy (Baso, 2016), it requires more preparation from both students and teachers, a large learning situation, and more effort to implement in the classroom. Additionally, well-educated students take responsibility for adhering to the rules of debate and refraining from turning the class into chaos. This experience also needs to be dedicated to specific courses; otherwise, the level of dispute and intensity will increase, and students will refuse to accept the opinions of other students' or listen to them if they have a controversial topic.

Debate is used as a method of learning in elementary, middle, and high schools. It is a communicative event where the modus operandi is oral or written communication and advances in performance as well as a method of transmitting ideas and arguments. It encourages students to use the target language in order to enhance discussions. Based on the aforementioned, education policymakers and teachers put more effort into applying debates to improve not just speaking skills but also learners' high-order thinking skills (Snider and Schnurer, 2006).

Debate is an interaction-based strategy that establishes meaningful rapport among debate partners and coaches and helps students gain intellectual and emotional maturity. Moreover, it encourages cooperative learning and leadership and leads to success in academic achievement (Garrison, Anderson, & Archer, 2001).

Although the effect of debate on learning is positive and it is proficient in the achievement of teaching goals to create critical thinkers who are aware of their learning and take responsibility to practice it, most educators don't adopt it in their teaching plans; they neglect it and settle on choosing other methods and strategies out of their educational basket. Teachers should rethink conducting debates in their classes

2.3.3. Zoom platform as pedagogical solutions for distance learning

The concept of distance learning was first developed in the nineteenth century, when it was synchronized with emerging postal services in the United States of America. Distance learning was called *Commercial Correspondence Colleges*. In 1833

a Swedish university advertised studying via the post Holmberg (1995). In the course of time, in 1873, Ana Eliot Ticknor established "The Society to Encourage Home Studies" in Boston, Massachusetts, which created a new American schoolhouse with no desks nor rooms; just folded in envelopes. It was named *The Correspondent School* (Bruder, 2011). The real innovation in distance learning was related to the University of South Africa, which became one of the first universities to redesigned its mission and emphasis in 1946 (Pregowska, A., Masztalerz,K., Garlińska, & Osial, 2021). The next step in developing distance education was the innovation of computers in the eighties of the last century, where the technology had an effective impact on developing distance education and making it accessible and manifold. One of the pioneering, qualified, and fully web-based universities in this field is Glen Jones, and Bernand Luskin founded the Jones International University. By this time, the number of online courses had increased, and many students had adopted this kind of learning. In Israel, the first university established to adopt distant learning was the Open University in 1974. From 1993 to 1995 more sophisticated methods were adopted that were related to technology, such as media of communication like TV, cable, and satellite. The Center for Technology in Distance Education was opened and activated in the same year (The Open University of Israel, n.d.).

Remote learning and distance learning are two concepts used interchangeably. Remote learning where the communicators are physically located in different places and the meeting happens synchronically, either live or at different times. Whereas distance or online learning happens when there is activity and learning material that the meeting administrator shares with the target persons, like the teacher and his students, through a medium of communication such as Zoom, Google Meet, Microsoft Word, etc., which happens by sending posts, videos, or online lectures. The learners interact with the teacher or with peers online, do their homework and assignments, then send them to the teacher to check and return with feedback (Cahapay, 2021).

During the COVID-19 crisis, there was consensus and an orientation to teach online and to prepare students to confront the crisis and unexpected conditions. In 2020, many schools and almost all universities and colleges adopted the new teaching system. The institutions built different educational programs to encourage students to learn side by side with teachers' professional development courses to develop digital literacy. Not

all students and teachers were used to distance learning. Some teachers found difficulty accepting the new reality, the challenge to change the instructional design to suit the new world requirements, the computerized materials and exams, the day and nights to prepare new plans and learn new digital tools, interactional games, how to operate Zoom in the way of starting the camera, muting students, assigning students to classrooms, and assigning scheduled meetings. It was a sudden and unexpected change. The use of digital media was different from country to country. In Israel, the ministry of education approved using Zoom in the 2019-2020 academic year.

As a result, students learned between five and six lessons via Zoom every day. Then when parents felt that it was difficult for their kids to sit on Zoom for a long time, they complained and put the ministry under obligation to make some changes in order to ease learning. Then teachers assigned breaks from Zoom between the sessions when students had to do assignments without looking at screens. Studying the effects of Zoom in education became the researchers' focus of attention and the predominant focal point of the research. In the investigation the researcher introduced the studies that relate to the use of Zoom in teaching debate and speaking skills. A study was conducted to investigate the students' perceptions of using Zoom for teaching debate courses. The students' attitudes were positive and they appreciated learning via Zoom. They attributed their preference for this digital medium to the availability of different solutions for students to revise the studied subjects by operating the recorded materials again to gain a full understanding of the lesson. The teacher maintained a quiet teaching environment by muting students. The tool is comfortable, and the researcher recommended continuous use of it in learning due to its various advantages.

Similarly, the research commended the use of Zoom in learning. Erna, Genisa et al., (2022) mentioned that debating via Zoom was significant in teaching writing courses. The results revealed an improvement in students' writing as well as overall success in the course; the students' average rose to up to eighty percent, which indicated the effectiveness of debate in education. It monitored students' cooperation in online meetings. The research highly recommends Zoom for conducting debates, and it provides students with feedback on the creation of the texts, forming an opportunity for interaction and engagement.

Additionally, Zoom is a flexible digital device that can be operated anywhere and at any time. Zoom facilitates learning and helps students practice English. It supports remote learning and affects the teaching-learning process positively. However, beyond control technical issues, like slow internet connections and unsupported gadgets, negatively affect learning in Zoom meetings Gikas & Grant (2013). As these issues are faced when teaching via Zoom, teachers have to have contingency plans in place, such as pre-recording the sessions. Online teaching should focus more on cooperation, interaction, and dynamicity (Dhawan, 2020).

In academic learning, Zoom and other online media have contributed a lot for students in universities and schools. They can attend courses at any faraway university and obtain certificates with their help in their learning or developing their skills, especially in learning English and other languages. Teachers also have benefits: they can attend webinars, or any medium to progress in their careers and to expose themselves to other educators and experts in the world. Teaching online is not narrow in goals or virtual tools; it has helped people around the world to sharpen their scopes and improve the quality of their work and learning (Heppen et al., 2017).

In online sessions and meetings, there is ample room for applications, similar to email, chat, videos, audios, and whiteboards (Oliver et al., 2009). Nowadays, innovative applications, like Zoom as a learning tool, support the creation of more collaboration and engagement in learning. The breakout rooms add meaningful value to learning in small groups as they have a small number of participants. They also include everything in one tool; students can speak, listen, write, and read, either privately or in the general chat for the class. In the future, technological development will improve communication channels, and new innovations will modify online learning and add improvements.

Adopting debates via Zoom or any digital instrument for distance learning requires more effort from both the students and the teachers, exposure to learning sources, more concentration, and social interaction. Baker, Jensen, and Kolb (2002) recommended several factors for success in online discussions. These factors include reflective listening to others, finding a safe space for discussion online, working actively, providing a clear understanding of acceptable online behavior, keeping respecting others in discussions, encouraging involvement, and imagination. Humility

is very important for online discussions. Identify diversity and conflict as resources for learning, especially those who seem different, in order to let them speak. Also, put more effort into the intellectual and emotional dimensions of learning.

Furthermore, to have more interaction in the class, teachers should prepare themselves before presenting the virtual meeting and integrate different digital learning programs to make the lesson more active. Also, to attend various professional development courses to learn new programs and implement new learning methods in teaching online lessons, or to facilitate technology to enrich the lesson with more additional material for students' independent learning.

Saul Carliner (2004. p.6-7) mentioned that most studies that compared in-class learning with e-learning found that e-learning is as effective as classroom learning. (Simonson et al., 2019). And the best way is to use blended learning, using each one as complementary to the other in order to let both media do its best for learners.

2.3.4. Digital learning tools and debate

Garison (2000) stated that the need for theories that reflect the collaborative approach and interactive communications technology is required for distance learning. The researcher asserted the role of innovation in the design of the learning process in order to make changes to the practice of learning and teaching in distance education.

Similarly, the impact of using modern technology in teaching English as a second language is shown in the research using modern tools like websites, computer-assisted language learning processes, chat applications, emails, learning video clips, and listening to CDs. The study showed a change in students' language skills in favor of using technology, which the students prefer, and the use of computers improves students' writing skills.

Likewise, research that was conducted by Tandiana, Abdullah, & Komara (2017) asserted that the use of digital tools by university students helps the students find available information on the internet and use it for argumentative writing as the students established a well-established and convincing argument with sufficient reasons and data. Moreover, Alanazi (2013) pointed out that electronic writing is an effective tool for developing students' self-confidence and formal writing activities, as well as the pleasure they receive from being successful writers.

Similarly, the integration of technology in teaching argumentation in the science classroom with previous and in-service biology teachers is mentioned by Gracia, Romano, et al. (2021). The study showed that implementation of arguments that depend on technology in the classroom improved teachers' ability to rethink learning, gain more understanding, enhance creative educational activities, and use creative ideas to teach the subject.

Kanuka, Rourke, & Laflamme (2007) investigated the influence of five well-established instructional methods on the quality of students' online discussions at the university. The instructional methods were debate, the nominal group technique, WebQuest, that was defined as an internet-based inquiry, invited experts, and reflective deliberation. Each communicative activity of the aforementioned is used to examine the ability to promote reflective thinking and critical discourse. The result of the study showed that cognitive presence was low in three of the activities, whereas it was the highest in debate and WebQuest communicative activities.

2.3.5. Issues in distance learning

Many studies acknowledged online learning, in terms of accessibility, saving time and effort, and its efficacy in developing learning (Yudintseva, 2023). However, there was dissatisfaction with online learning as a kind of distance learning, which was a source of annoyance for students in elementary, middle, and secondary schools, while university students were mature and sometimes found online learning better because most of them had to travel long distances to the university. They also needed more money to spend every day than the school students and some of them had started to work. All these reasons made college and university students feel that online learning is a solution to their challenges.

While at school, some students struggled with the challenge of sitting in consecutive study sessions for a long time, so they felt bored and lacked the motivation to continue.

A study conducted by Ali, Hodson-Carlton, & Ryan (2004) revealed that in online-based courses, different aspects of feelings of dissatisfaction and negative attitudes were reported by university students. The highest scores of responses in the study were related to technical problems, followed by digital literacy and the inability to use the new applications or to follow the instructions. Students didn't have enough information about how to deal with technology, and some students stated that their

problems were from a lack of motivation to learn. Others reported that the online course left them feeling isolated.

Moreover, in a study conducted by Simamora (2020), university students recorded different issues when learning online, such as economic conditions; some students live with other students in small flats; they find it difficult to communicate, especially when they all had to do online courses at the same time; or students who live in rural areas where accessibility to the internet is hard or there are always interruptions; and they feel anxious during online learning. The suggestions of students for the researcher were to have effective online learning media.

Similarly, Efriana (2021) added to students and teachers' problems with parents having problems with technology. The study results revealed that student's problems were caused by inactivity following their learning and inaccessibility to the internet. The problems that teachers were confronted with were a weak mastery of IT and limited access to the administration of students. The problem that parents faced was that they didn't have time to spend time with their children when they were learning online. Cabual & Cabual (2022) added three reasons: noise and environmental distractions; technical issues; and slow internet connections.

Alawamleh et al., (2020) claimed that online learning has a negative impact on communication between instructors and students, so that teachers communicate with their students in order to have dynamic solutions for their instruction; it was therefore recommended to facilitate more formal channels like Zoom and other platforms, like email, and informal channels like online messages, groups, video calls, and audio calls to have more interaction and communication between teachers and students.

Another study examined students' and parents' attitudes towards distance learning when there was a global quarantine. The study summarized that the stressed situations of the quarantine, the burden of full-time positions, and household responsibilities lacked a dependable assessment and well-planned lessons with obvious expectations. Students depended on their parents to do their homework. Parents were assured that online tools, lesson plans, and assessments were unreliable to promote independent learning.

Furthermore, the researcher presented the reasons why online learning outcomes are inconsequential in some aspects like oral proficiency, cognitive overload,

equity issues, unpleasant experiences, motion impairment, challenges in dealing with technology, and a lack of instructional activities suited to the virtual reality environment (Yudintseva, 2023).

The aforementioned literature investigation showed that the challenges of distance learning presented in the studies have reasons related to teachers, educational policies in the Ministry of Education, and financial issues, which are connected to technical issues as well. In addition to that, the attitudes and feelings of the students towards distance learning are connected to their experiences in learning.

Solving these issues and obstructions, or reducing their effect, needs collective solutions that are shared by the Ministry of Education and presented by inspectors, educators and policymakers, and curriculum makers. Teachers should be updated with the new requirements for teaching by implementing new digital programs, in addition to good teaching plans. Parents also have to recognize that helping their children and directing them is better than doing their homework and assignments for them.

2.3.6. Requirements for the Success of Online Debates

In the study in our hands, the researcher tried to explain the process of implementing teaching debate via Zoom modules among high school students. The requirements and conditions to turn this avenue into a huge success in learning are correlated to four elements that should come together in an online debate.
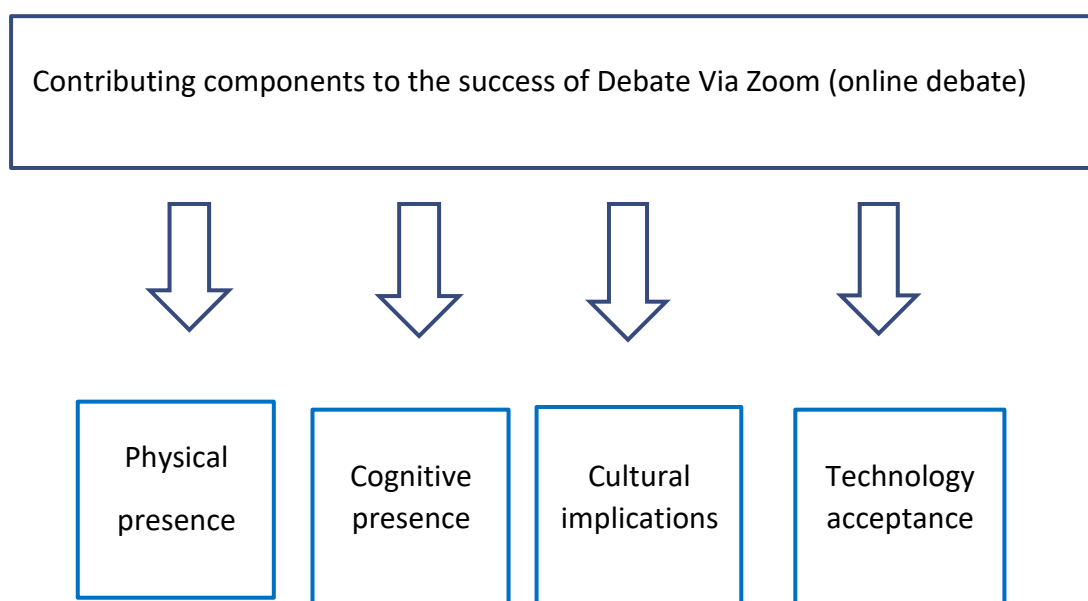
Figure 3. Contributing components to the success of debate via Zoom

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It is known that conducting online debates in high school is a sophisticated process for teachers. It needs pre-debate planning such as students and teachers' digital awareness, parents' approval for their child's participation, and online sources that encourage social interaction that foster speaking and writing skills, and encourage active listening. Therefore, for any online debate—not just debates via Zoom—there are different factors that need to be included for them to be successful. These are: a physical presence (FP), which is the students' clear FP on the screens. It incorporates the view of their physical presence, facial expressions, body movement, paralinguistics, gestures, and eye contact. All these characteristics are exploited by the debaters in order to deliver the debate arguments in a proper way that attracts the opposing team, judges, audience, and their peers, and aids the continuity of the debate. A physical presence is also conditioned by access to good internet connections, good computers, and the simple use of digital tools like Zoom. The more the participants feel free and control their well-being, the more they have the ability to complete the task of taking decisions and solving problems. In other words, it enables debaters to convey the message of the controversial topic clearly and coherently and facilitates communication during the debate. In this case, we can connect the physical presence with Aristotle's ethos and the credibility of the speaker in debate. To be more obvious, the participant who entered the debate without starting their camera or with a vibrant virtual background would not attract the audience; they would instead lose the competition.

Cognitive presence. In competitions, the professional debater concentrates on every single piece of information and tries to understand the situation and context of the debate topic, so the need to employ different mental processes properly to convince the opponents is a significant requirement for debates. Many researchers associate creating and developing arguments in debates and critical thinking with Bloom's taxonomy. It is proven that debates require more rational processes like analysis, synthesis, application, evaluation, criticism, and giving opinions. It also requires argumentation skills like mastering the art of rhetoric and delivery. Moreover, debates require writing skills that require higher-order thinking skills, like generating the main idea from articles. Finding the main points means developing a sequential arrangement for the main points to ease the persuasion process.

The third element is **cultural awareness**. In debate, this element is very important; it refers to the debater's religion, norms and standards, customers, and traditions, all of which fall under the concept of culture. An example is the use of cameras for all boy and girl students, which is a cultural aspect; some schools, like religious schools, separate students according to their sex, so that conducting debates between girls and boys is preferable for them. Girls refuse to participate with open cameras as they feel threatened and insecure. Also, it is unacceptable to use cameras with some families due to cultural standards and norms. This is due to the mentality of Arabs in dealing with this technology, which is different from other communities. Their culture, which imposes collective norms, prevents girls' photos from being shown to boy students. Amrane et al. (2022) claimed that when one engages in society, he follows social norms, and his behavior is based on social standards accepted by society. Any behavior different from that of society would be criticized by others and looked down on. Another aspect is that debating a topic from a religious point of view is difficult when there is a diversity of religions in the same school. The debaters' interpretations of discussed issues based on religion or customs in their community, such as the topics of testing on animals on social media, can cause tension. A debate on forbidding testing on animals was controlled by the religious context. Also, the masculine culture of introducing men first and then women afterwards affect debate continuity.

Finally, **technology acceptance** refers to students' digital awareness and trustworthiness of virtual modes of learning. Also, students' willingness to participate and use digital platforms like Zoom, Google Meet, and other interactive video conferencing platforms. Student confidence in the adoption of technology enables them to use this mode freely for sharing information and discussing issues in small groups among their peers in breakout rooms and engaging cooperatively and individually. Also, it may enhance the motivation to develop the argument and the delivery of the speech.

2.3.7 Communication skills (verbal and nonverbal)

Communication was defined by Narula (2006) as interaction with ourselves, with others, and with our internal and external environments. This definition means that

communication initiates from ourselves when we produce words, feelings, attitudes, and then we transmit them into words, behavior, and customs. Communication is not conditioned by just the existence of people around us; it is connected to inner thoughts that arise as a result of interaction with ourselves and others under certain conditions and with the influence of culture, attitude, thoughts and ideology.

Employability and soft skills have a vital role to play in the industry in this century; these are traits that relate to the personality more than learned knowledge. A study was conducted by Aclan, Abd Aziz & Valdez (2016) that aimed at examining the effect of debate as a pedagogical tool to develop the soft skills prescribed in the Malaysian Soft Skills Development Module (MSSDM) on communication and critical thinking skills. They examined the effects of debate in its three stages: before debate, actual debate, and post-debate. The results of this research revealed that the actual debate results showed that the top two soft skills most described by the participants were communication and critical thinking skills. Post-debate skills presented in their descriptions which can be developed are lifelong learning, critical thinking, teamwork, leadership, and communication skills.

Similarly, Debate facilitates as a teaching method which is aimed to develop and enhance a learner's aspects of personality and performance such as communicative skills, problem solving skills, active listening, critical thinking, creativity, motivation, and adaptability and helps to gain knowledge and overcome stereotypes. (Kudinova & Arzhadeeva, 2020, pp. 4–5)

According to high school teachers, teaching controversial issues promotes the value of discussion of argumentative issues, but the practice of discussion in high schools is detrimental to a teacher and their career because of conflict and dispute that may happen in the classroom among students (Byford, Lennon, & Russell, 2009).

A study investigated the effectiveness of virtual communication in teaching a second language. Thirty-four studies, which were also analyzed, were published online between 2015 and 2022. The results revealed that virtual reality was perceived positively and found to be effective in terms of anxiety, motivation, confidence, cultural awareness, creativity, and interaction. (Yudintseva, 2023).

Both verbal and nonverbal communication are complementary to each other to achieve an understanding of the subjects and improve the quality of teaching (Wahyuni, 2018). In the classroom, students' understanding of the lesson is conditioned by the teacher's credibility in sending the message when using a clear voice, eye contact, body movements, and facial expressions, manipulating the voice to be high or low according to the event where the teacher reads a story or explains any issue in learning. Learning is based primarily on sending and interpreting the messages between communicating personalities – teacher and students or between two or more students. Verbal and nonverbal communication have equal importance in achieving effective communication.

Therefore, the initiation of social and emotional interaction with teaching is up to the teacher. The more the teacher approaches students socially and emotionally and builds positive relations between himself and the students, the more he influences the students positively and gains their trust. It can happen through proper communication, encouraging and supporting them, and giving positive feedback, in addition to giving them more attention.

In line with this respect-based communication in the classroom between students, or between the teacher and students, is the pillar of valid teaching and social intelligence. Such wholesome human relationships will serve the success of students in the future, providing them with a safe educational environment that is mainly built on understanding and esteem. It also shapes students' personalities in the future leading to psychological maturity.

Cook et al., (2013) aimed at determining the effect of gestures on students aged seven to ten years old. The research results revealed that using hand gestures in teaching encourages students' learning of abstract concepts and it has an effect on how learning is combined over time The well-matched relationship between the gestures and instructions enhances the function of the gestures to solve problems in learning (Beilock, & Goldin-Meadow, 2010).

Knowing how to debate and win is a social and thinking skill. It is like a military force at war where the soldiers and intelligence are both important to achieve its goals. Debaters give a speech in front of the public and employ both verbal and nonverbal skills. Some ways that nonverbal skills are used are eye contact, gestures, facial

expressions, and body language. Verbal communication is delivering the spoken argument with confidence and refuting the opponent's arguments, supported by more explanations and evidence. In the USA, before election day they deliver a speech, and the one who convinces the citizens the most will be voted for by them. Abraham Lincoln won the presidency in the Illinois senatorial race in 1858 over Stephen Douglas after they debated (Azzam, A. M., 2009).

2.3.8. The importance of argumentation learning through debate via Zoom

The inevitability to close the gap between what students have learned at school and what they know is a negotiable concern. Students learn English at school and pass the English matriculation examination but in the future, they confront problems when they start learning at the universities, or when they begin a new occupation, their competency in speaking is not worthy enough, also after the manifestation and spread of Covid-19, numerous governments and educational institutions adopted new changes in the educational environments, and approved digital learning as a global decision. The need to use digital applications to help students cope with the new restrictions became an urgent matter. So tremendous fluctuations in the educational system are done in order to narrow down the difficulties, therefore, students have to learn in small groups, and they need more debates in schools to assume hybrid learning and to acquire new digital tools that simplify the learning process (Linder, 2017).

So, the need to teach argumentation through debate has increased recently. Johnson (2012) opined that argumentation is one of the highest thinking skills. The researcher observed that argumentation involves changing the tendencies and attitudes of other people after reasonable persuasion with new ideas that differ from their believable ideas through interchangeable dialogue. As argumentation depends on evidence and reason, some people possess this mental skill and use it for negotiable ideas that need more discussion and reasonable judgment. The research asserted that argumentation is a rational and subconscious skill, and it can be teachable. When learners are taught argumentation skills, they can understand its components and apply them in a controversial context to convince or refute any claim they confront. The literature review emphasized the importance of argumentation skills and asserts that people with

persuasive speeches use three patterns: problem-based pattern, comparison-contrast, and Monroe's motivated sequence (Irawati, 2017).

Similarly, El Majidi & de Graaff (2021) pursued the idea that the existence of pedagogical tools for stimulating students' abilities to engage in cognitive operations to enhance thinking skills is an ultimate goal educators hope to achieve in learning. Therefore, second language argumentation competency is considered one of the pedagogical tools that enrich students' abilities to discuss topics by using the English language and to process metacognitive knowledge. Students can take part in learning argumentation by using two mediums; writing and oral presentation in a competitive learning environment that fosters the thinking of the students.

The research doesn't deny the superiority of debate in providing the best practice for learning argumentation theories. Debate progresses the long and short-term goals of both learning objectives. For the former, it encourages an aggregate understanding and knowledge in addition to proficiency in using it. And for the latter, debaters like winning debates or making decisions (Freely & Steinberg, p.35).

Research further looks at argumentation theory as "the study of how conclusions can be reached through logical reasoning. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion.

Debate teaching mainly depends on logic and reason. Secondly, it depends on acquiring sufficient vocabulary to be used, in addition to mastering writing skills. Also, the need for the employment of technology for learning is required. Students enjoy working with digital apps; hence, it appeals to their interest. In this part, the researcher will discuss argumentation, debate discussion and use digital technology in learning English.

The research proved that there Is a correlation between the development of argumentative writing skills and the achievement of higher scores in academic preparation exams like IELTS. Students appeared proficient in cohesion and coherent in essay writing and developed their ideas according to Tomlin's argument structure. Therefore, debate supporters encourage its use in the curriculum to develop language skills (Daria & Natalia, 2020).

2.3.9. The features of argument in debate

To teach debate, it is necessary to teach how to write an argumentative essay because it is the backbone of it. To master writing, one needs to know how to compose an introduction with a strong statement. If we are against children having cellphones, then our statement will be that children should not be allowed to have phones. Our statement should be more specific; the word children is general; the child may be in elementary school between the ages of six and twelve; he or she may be in junior high school, in the age range of thirteen to sixteen; or in high school, between the ages of fifteen and eighteen. Children under twelve are not allowed to have cellphones. Now we have to mention the reasons why children are not allowed to have cellphones.

In this part, students need to add facts. In this study, students had to give three case studies, such as how cellphones influence children's brains, and then add evidence. Evidence comes in the form of statistics, such as the fact that many studies have proved that cellphones kill 30% of the thinking cells. In an example such as a quote or famous saying, the aim of the evidence is to support the reason by giving more details and interpretation and strengthen the argument statement in order to convince the opponent of our opinion. In the actual debate via Zoom, students were asked to classify the advantages and disadvantages of the topic to help debaters think about the same issue taking the various mentalities of others into consideration. Many researchers mentioned the students' backwardness in their ability to add more evidence to the argument.

Additionally, the language used in debate is formal; the style of debate would be to consider the importance of the problem of having phones at an early age; however, it bears emotional language, which is the goal. An example of an argument is that children are still young and weak and don't understand the negative consequences of cellphones. Rhetorical questions directed at the audience are used in debates. If the audience consists of parents whose children are under 12 and have cellphones, the rhetorical question would be: "Would you like to destroy your child's future?" Then the debater repeats his argument after making each point to present his support for the main argument and affect listeners' attitudes towards the point.

Another aspect of writing an argument is coherence and cohesion. The sentences should be written correctly, and the use of connectors is important to connect the paragraphs,

as well as the organization of the paragraphs, writing according to the form of the argument, and paying attention to the previous elements of argumentation.

Before writing the conclusion, students should write a counterargument (rebuttal). An example of a counterargument: Although cellphones have many educational apps that might help kids, they are harmful to your kids.

According to Al-Mahrooqi and Tabakow (2017), debate has a positive impact on learners in several ways. Firstly, it enhances critical thinking since the learner engages in constructing arguments and counterarguments. Secondly, debating gives an opportunity to develop social skills, including polite interactions and appropriate communication across genders. These social skills enable students to effectively practice the language in real-life situations, beyond the classroom setting. Apart from improving speaking skills, debates offer a practical application of the language learned, enriching the overall language-learning experience.

It is important to mention that many instructional organizations whose experts teach debate in high schools and administer debate tournaments in Israel do their work via Zoom in line with COVID-19 restrictions, such as the *Debating Matters to us 2020 Online Tournament*. This is a vital example for conducting virtual debates in hard times.

Acquiring and enhancing the previously mentioned critical thinking skills will create thinkers rather than knowledge indoctrination. While the students' attitudes towards learning debate via Zoom were not significant, except for two domains of critical thinking skills, debate helps students analyze the argumentative written test. Debate via Zoom helps students summarize argumentative written texts easily.

The previous studies asserted the role of the trustworthiness of digital tools like breakout rooms and white boards in meeting several learning objectives. These objectives include building linguistic skills, especially performance in grammar, interactive learning, and the effectiveness of these tools in facilitating interactive methods in the classroom environment, such as role playing and group discussions. It also involves practicing different classroom environments based on improving the research and analysis. In addition to that, the significance of the virtual tools is shown in teaching English as a foreign language (Elbashir& Hamza, 2022).

The diversity with learning through numerous digital tools makes the learning process an experiential journey where the students are exposed to different learning approaches and depend on themselves to develop their abilities. Therefore, the teaching process would be changed from being traditional and controlled by the teacher to a new experience of exploring knowledge and developing new skills that would allow students to be more successful and productive. Also, dealing with ample room for new strategies accelerate learning and students' open-mindedness, in addition to taking responsibility for their learning (Koay, 2021).

Many researchers proved that learning online is more effective than face-to-face learning (Zakarneh, 2018).

A study was conducted in the USA that involved undergraduate students who took an online course for four weeks. The online debates were done by posting a topic for discussion on the forum by the instructor, and the students discussed and debated without the intervention of their teacher. The goal was to discuss opposing points of view and share ideas, reflecting on themselves and the ideas of others. Students were asked to refute or support their points of view by using one of the four types of messages: expansion, argument, critique, or evidence. The students' achievement was measured by applying Bloom's taxonomy sections to the messages that were posted. The results of the achievements of students were low because of their misunderstanding between the argument with critique and the explanation for the argument with the evidence. The results showed that student participation in debate online and the use of constraints helped in engaging students in idea analysis, making decisions, and recognizing relationships; they also assisted in learning new knowledge, but they didn't improve students' performance in the test.

Another study examined the effect of the implementation of debate across the curriculum on ELT students' leadership skills like communication skills, critical thinking skills, and analytical thinking at Wiley College. It compared it against the national average causal-comparative study, which utilized non-experimental quantitative research.

It also aimed at knowing the attitude of students towards debate and their engagement, and to develop learning skills. Collegiate Learning Assessment (CLA)

was used to assess critical thinking skills, analytical thinking, problem solving, and communication skills, and to motivate the teaching and learning environment. This tool requires the manipulation of data in real-world circumstances. (Medina, 2020)

2.3.10. Argumentation between theory and practice through debate in research

In the last century, many theories discussed the topic of argumentation. Formal logic theorists studied this topic; however, their analysis of the argument was narrow and their investigation and analysis were based only on premises and conclusions. The movement to a more comprehensive analysis of the argument in different aspects was studied in the informal logic theories. Toulmin mixed epistemology, and formal logic into applied logic; the difference between argument and the standards for their assessments. Toulmins' model focused on defending a claim against an opponent (Toulmin, 2003). Opposite to other theorists, Toulmin's model suggested six components of the argument: (i) claim: it is a true or false statement but not both; (ii) Grounds: facts and data that are used to persuade others, that includes the evidence that proves the claim is true; (iii) warrant: links between grounds and claim, that indicates that the obtained data shows that the claim is true; (iv) backing adds information and support details to the warrant; (v) the qualifier shows the strength of the skip from the data to the warrant. It includes words like always, all, each, etc.; (vi) rebuttal can be used to pre-empt the counterarguments and make the main argument stronger.

Similarly, Khomenko (2018) stated the argumentation construction, assessment, and interpretation in ordinary language. According to them, premises should have three criteria to be valid: Acceptability, relevance, and sufficiency. In the case of "acceptability" the premises should be true and potential for the argumentation; "relevance" presupposes that the essential relation between the premise and the conclusion in the argumentation should be adequate. In the case of "sufficiency" the premise in argumentation has sufficient evidence for the conclusion.

The Rashtchi (2019) study emphasized the importance of employing different learning strategies and techniques: the scaffold approach, thinking aloud strategy, and other activities that help learners to excel at reflection and response. The results of the study showed that the aforementioned strategies stimulated mental processes, hence improving writing argumentation skills positively. The protocols of thinking helped in

acquiring and mastering the English language. Scaffolding argumentative essay writing via reader-response facilitates writing skills and thinking skills as well.

Gregory & Holloway (2005) stated that debate discussion helps students to gain intellectual and emotional maturity. Debate is an interaction-based teaching method where the relation among debaters and the teacher as a coach is very meaningful. Debate encourages cooperative learning, enhances leadership personalities in the future maturity, and leads to success. Snider & Schnurer (2002) outlined four characteristics that occurs in argument and makes debate more operative: Development through which arguments are advanced and supported; Clash, through which arguments are properly disputed; Extension, through which arguments are defended against refutation; and Perspective, through which individual arguments are related to the larger question at hand. Gaytan (2005) indicated that online teaching effectiveness is conditioned by teaching approaches and methods that enhance interactive learning and cohesive writing. These methods require group work to develop cohort learning; They also include peer evaluation and projects. Also, teaching styles appeal to students' styles of learning. Effective assessment requires a review of the students' work through interactive chats to give immediate feedback in order to monitor their progress in the online courses.

Freely (2013) says that debate provides the best training for learning argumentation theories. It improves long-term goals of increasing understanding and knowledge in addition to proficiency in using it. Also, short-term goals like winning a debate or taking a decision (p. 35).

2.3.11. Debate as a method of learning to develop social skills

The nature of debate teaches students to be responsible and independent in learning. When debating, students have to think about argument construction, development, presentation, and defense (Karyl, et.al, 2016, p. 20). Also, debate drives students to more than gather facts and information from their textbooks; it drives them to learn skills, including simple writing skills (Wallace, 2013).

A case study was conducted to show the effect of an active learning course on learning sustainability, followed by an online forum for discussion of a geography master course. The study recommended an online course as complementary to face-to-face instruction and encouraged shy students to participate in the course discussion

(Dengler, 2008). In debating, students improve their understanding and acquire speaking skills that enable them to influence classmates in the debate by producing new ideas that affect others. This operation makes students feel successful in completing their missions and develops their community as well (Kuhn, 2005, p. 12; Wade, in press)

Debate simplifies skill acquisition and critical thinking, social, and literacy skills that enhance learning and communication. Students, after learning of the topic, apply it in a new context, and apply the newly acquired skills and accountability. Students' recognition of the connection between the word and people creates well-developed personalities with an open mind. Debate is a unique instructional tool that makes learning different (Karyl, et.al, 2016).

The competitive nature of debate makes it like a sports competition. First, there are two teams or persons: one arguing for change, which is called affirmative; the second is against the proposed change, which is called an opponent. The winner is the one who is skilled and professional in persuasion; also, debate needs more practice to master; more research and reading; and the most important is the well-being to success. There is always a judge, a panel, or a group of judges. The winner is the one who convinces the audience with his point of view. Debate as a Sport- the Rhetoric Collective, n.d.)

2.3.12. Debate as a collaborative learning strategy enhances learning Gokhale (1995) mentioned the concepts of collaborative learning, which is the grouping and pairing of students to achieve an academic objective. He believed that "collaborative learning" refers to a method of instruction in which students, at various levels of performance, interact and work together in small groups towards a common goal and was also basically defined by Dellenbourg (1999) in the same way. Therefore, collaborative learning is a relationship between learners that raises positive interdependence, individual responsibility, and social skills.

According to Dellenbourg & Baker (1996), in interactive situations, the extent to which participation stimulates the peers' intellectual processes, their ability to exchange at the level of the given mission, and to discuss how to interact (meta-communication) simultaneously, assists collaborative partners to pay more attention to the language in use and value every utterance; meditative strategies that help students

reflect on learning and develop reasoning, concepts, and problem-solving processes; generative strategies that help students develop new solutions, insights, and creativity. Parents are educated to encourage kids to think. The system should be developed to teach and assess students. And there should be rewards to support students.

Cooperative learning strategies are generative; they teach students to bring solutions to problems, to develop creativity, and to foster thinking skills. Costa (1985) categorized strategies into three main categories: "brain functioning, metacognition, and epistemic cognition". The first is increasing awareness of how the human brain works and how damage may affect it. The strategies depend on directive strategies that help students acquire and retain important facts, ideas, and skills. The second is metacognition awareness, which means being conscious of our thinking and how to solve our problems. Metacognition awareness is to discuss a topic and to let students talk about it by extracting ideas from their minds towards a problem in order to succeed in solving it. The third is epistemology, which means teaching about the truth of knowledge and how knowledge is generated. This is the role of curriculum developers, whose task it is to develop material about many characters and to encourage students to think about their contributions by comparing one aspect of knowledge, such as artistry, with another.

The previous literature that recommended cooperative learning strategies and activities that foster thinking (Krieger, 2005), stated that debate is an outstanding cooperative learning activity that aids students in participating in discussions linguistically and cognitively in an interactive setting. Also, it creates a communicative medium for teaching. It incorporates all language skills, in addition to learning argumentative writing skills and persuasive speech.

Likewise, Garrison, Anderson, & Archer (2001) argued that debate is an interaction-based strategy that helps students gain emotional and intellectual maturity through establishing expressive relationships among debaters and coaches. In addition to that, it inspires upcoming leaders and helps students achieve further success. Academic learning is connected to learning argumentation techniques and organization in many courses, especially in the social sciences. Future professions are also affected by the ability to debate.

Moreover, promoting critical thinking skills is done through collaborative learning activities, which also develop problem-solving skills, understanding of the subjects, and learning achievement (Johnson and Johnson, 1986). In online learning via Zoom breakout rooms, students are encouraged to work in small groups in an ideal learning environment that feeds not just the exchange of ideas but also encourages their participation interests (Freeman & Richards, 1996).

The research proved that in discussion lessons, cooperative groups accomplish higher-level thinking skills, and students recall information longer than students who work individually. When they engage in debates and share learning material, they have the opportunity to take responsibility for their studies and become critical thinkers (Totten, Sills, Digby, & Russ, 1991).

2.3.13. The correlation between critical thinking, argumentation and debate

Jean Piaget (Costa, 1985) stated that the principal goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done—men who are creative, inventive, and discoverers. The second goal of education is to form minds that can be critical, verify, and not accept everything they are offered.

Costa (1985) also mentioned the education of intellect and put the responsibility for achieving it into five categories: the administrators, the teachers, the board members, the parents, and the community. They should be focused in different ways. Teaching material should enhance thinking. Supervisors should evaluate instructional practices, teachers' knowledge of how to teach, and their thinking. Financial support to increase thinking programs, and problem solving should be discussed everywhere, in schools, universities, and at meetings.

John Barell (Costa, 1985) attributed the problems of complex thinking to the hidden curriculum and students' cognitive development level (p. 43), and the researcher suggested eight solutions for that. The first one was adopted from Johnson and Johnson (1979), who encouraged inquiry in education so that the role of teacher would be facilitator, director, and observer for students' discussion of their opinions. Second, students know the names of their classmates, and recognizing people around them helps them to receive their opinions and debate them. Three: The objectives are obviously

defined for thinking. Four: enough time is given to students to answer the difficult questions. Five: teachers produce model thinking, such as inquiry about a problem and asking direct questions to the students like "How can we solve this issue?". Six: When excellent thinking occurs, identify it immediately. Seven: Teachers teach students that there are different assumptions and what makes them good assumptions. Eight: Teachers should evaluate students' thinking, identify creative and critical thinkers, and encourage and appreciate them.

To be a professional teacher is overwhelming, and the teacher has to pass a long journey in the Israeli Ministry of Education. They have to complete four years at the university in one of these specialization language literature, linguistics, or teaching methods. etc. Then, they learn additional courses in order to gain an English teaching certificate for the level they prefer: elementary level or junior high and high school. Then, they learn for one or two years (it depends on the university requirements). Then, after finishing practical teaching, they learn using theoretical material then for another year they practice what they have learned.

Research was done to conduct a novel debate that enabled both the audience and debaters to participate with the assistance of an online board. The study dealt with online debate as a solution for the lack of opportunity for all students to participate in face-to-face debate. It was proven that the depth of critical thinking (DCT) increased after participating in debating activities at Zhejiang University (ZJU), China. Critical thinking was measured by Newman's critical thinking depth calculation formula. The change was shown in the depth of critical thinking of the audience; it was higher than the debaters' DCT; the winning team made more speeches than the losing team, which indicated a higher DCT, but it was not significantly associated with their number of online posts.

Correlation between thinking skills and argumentation is shown in research. Dwyer, Hogan, & Stewart (2011) explained the importance of visual diagram argument mapping as a technique for teaching and promoting critical thinking skills. The findings of the study indicated that argument mapping in the experimental group scores high grades at post-test in critical thinking and that critical thinking can be taught and enhanced by applying tools and techniques in teaching.

Debate is considered a perfect tool to analyze ideas and issues, it is a rational practice that distinguishes reason and thinking, also, it is a cultural exercise people and communities use to enhance self-confidence, acquire rhetorical skills, and ways that are used by the best influential characters and leaders in the world (Salami 2014).

The above assertion is reinforced by Fahim & Masouleh (2012) who observed that teaching critical thinking techniques helps students to become critical thinkers. The study result showed that students got high scores in writing argumentation skills. However, the research further points out that teaching critical thinking techniques does not help students in writing a contentious argument essay.

2.3.14. Authenticity of the dissertation

My study is distinctive and innovative. The reason is that my study examined the impact of debating via Zoom on students' critical thinking and argumentative writing skills is that it is a new research topic. Although many researchers investigated the impact of independent variables of debate on both dependent variables (writing argumentation and critical thinking skills) or tacked one of them separately (Abdullah & Komara (2017); Gracia Romano et al. (2021); Aclan, Abd Aziz& Valdez (2016)), there is no study investigating debate via Zoom at all, and it has an impact on non-native English tenth and eleventh grade students. The previous studies examined different topics and media, and almost all of them investigated students at the university level who take online courses as a requirement for their learning (Al-Mahrooqi and Tabakow, 2017). It is important to mention that a few researchers have investigated the impact of online debate or discussion, such as Elbashir & Hamza (2022), Jin & Jeong (2013), and Kanuka, Rourke, & Laflamme (2007), but they applied totally different methods from the one I implemented in my study.

Another aspect of this study is that the age of students affects their awareness (Bucy & Stewart, 2018; Canale & Swain, 1980). Most studies that tackle debate are at university level, where students are more mature and take more responsibility for learning. A few studies tackle the tenth and eleventh grades. Debate in the classroom is not used frequently; teachers tend to ask questions in the classroom, and students' responses are sometimes discussed in detail, but they normally get short and direct

answers. The results of the analysis revealed that there were significant differences between verbal and nonverbal communication skills.

2.4. Israeli educational system and Palestinian Arab teachers and students

In this section, the researcher introduced the bagrut, the matriculation exam which contains three levels of requirements, and reviewed the curriculum in Israel.

2.4.1. English matriculation modular program in Israel

The Israel Ministry of Education privatized the education system. The companies create, develop, and publish English course books for the Palestinian 1948 students, such as Eric Kohen books, UPP. Also, there are other publishers who publish books just for Jews. According to the content of the teaching books, the course book consisted of six units. It is attached with a practice book, and literature course book for the three levels (high, moderate, and low) in secondary schools.

In the last decades, MOE, the ministry of education subjected schools to a new reformation in the education system and integrated students with special needs in general education classes Ari-Am, & Gumpel (2014). Students started to learn in small homogeneous groups that fit their interests, attitudes, level, and ability. In English classes, the subject materials for English matriculation exams are divided into five modularity levels, with different titles and language skills focus; module A is the lowest level, which is the basic level in learning the English language. In this level, students are supposed to answer questions of low order thinking skills for reading and listening comprehension skills exams. The next level is studying literature pieces (short stories and poems). In module B, students are asked to answer questions that need both low order (LOTS), and high order thinking skills (HOTS).
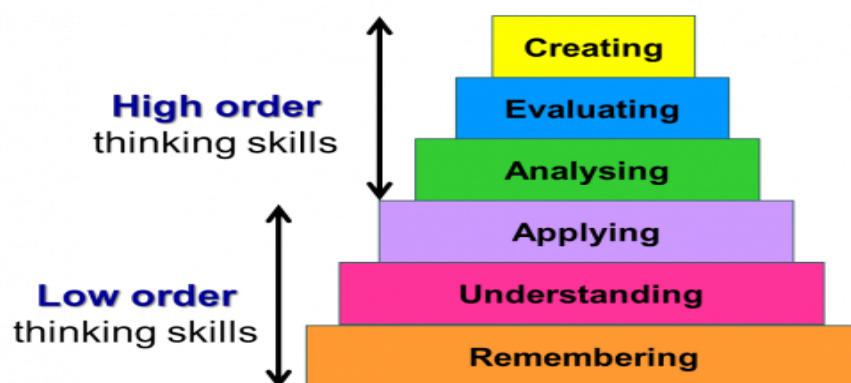
Figure 4. Low and high order thinking skills.

Then module C, where writing tasks and reading comprehension assessments are required to be done. The three modules constitute the first three points, in level one, students have to pass the three modules in order to pass the first level (see Table 2). Next to that is the module E. it depends on listening and reading comprehension skills. In reading comprehension, there is more emphasis on connectors and rational relations that build up text cohesion and coherence *English Revised Curriculum* 2020 (2020) for more details (see table 4).

Students find difficulty in answering this module questions because they need more thinking skills, after module E, there is module F. It is a literature unit with five literature pieces and one novel. The final module that only the best students in English reach is module G, where it is required to master academic writing (see table Three), to be aware of the main idea and specific details, and high order thinking skills tasks for reading comprehension.

Students who pass the first three modules (A, B, C) are students with low linguistic abilities. Students who complete the four points are in the medium level (A, B, C, D), and the students who study for the five points (modules E, F, G) in addition to an oral proficiency exam for students who study for four and five points, medium and high levels.

To conclude, answering questions in module E and G in matriculation exams require analyzing the text, finding the main idea, being aware of how to compare and contrast, understanding cause and effect, and being able to infer.

Each level of the English modular Bagrut, the matriculation exam, and the testing program has four distinct components. Each of the English Bagrut test programs is explained in depth in the tables (2,3,4) below:

Table 2

Three-point Bagrut program grade distribution listed by *(English Revised Curriculum, 2020)*

3-point Bagrut program	
Module	**The Test includes**
A	Written reception: 70% students examined in 2 short informative texts Spoken reception and listening to an interview and answering related questions: 30%
B	Literature: Two short stories and one poem
C	Written reception: 70% informative text and Written Production Writing task: 30% (persuasive essay)
Oral exam	Oral face-to-face exam. Test based on personal interview and project.

Table 3

Four-point Bagrut program grade distribution listed by (*English Revised Curriculum,* 2020)

4 points Bagrut program	
Module	**The test includes**
C	Written reception: 70%; Production-writing task: 30%
D	Literature: Three short stories and three poems chosen by teachers
E	Written reception: 70%; Vocabulary test: 30%
COBE	Computerized oral based exam

Table 4

Five points Bagrut program grade portion distribution listed by *(English Revised Curriculum,* 2020)

5-point program	
Module	**The test includes**
E	Written reception 70%; Vocabulary test: 30%
F	Literature: three short stories, two poems one play/novel
G	Written reception: 60%; Production-writing task: 40%
COBE	Computerized oral based exam

2.4.2. Palestinian Arab teachers in the Israeli Ministry of Education

Teachers in the Israeli communities felt proud to work in the field of education. 61% of teachers reported that their motive in choosing this profession is to contribute to the community and to develop children's skills. 30% of teachers strongly agreed. 93% of the teachers agree that the relationship between teachers and students is positive and inclusive OECD (2019).

To be a professional teacher is overwhelming, and a teacher has to travel a long journey in the Israeli Ministry of Education. They have to complete four years of study at the university in one of these specializations: language, literature, linguistics, or teaching methods. Then they are required to take additional courses in order to gain an English teaching certificate for the level they prefer: elementary, junior high, or high school. This takes one or two years, depending on the university's requirements). Then, after finishing practical teaching, they learn hand-in-hand with theoretical material for another year. Teachers practice what they have learned at schools with the guidance of professors in education, or professional teachers who have made some changes in the field of teaching students at schools. They accompany new teachers throughout the whole year. They require teachers to analyze the lessons, create innovative strategies

and offer updated information regarding the curriculum, use digital tools to facilitate student learning, and use new teaching methods. The process of learning continues. After starting the position at school, the teacher is asked to complete professional development courses at centers that are provided for this purpose. Teachers have the opportunity to choose any course they need based on the content. Some courses are designed to develop speaking, listening, reading, or writing skills, and some courses are designed to teach digital skills to help teachers cope with new technological developments. All teachers are required to have 112 credit hours every year. In order to encourage teachers to take more courses, the ministry subsidizes it, which is included in their monthly salaries.

Even though the research showed that most Palestinians prefer the education and health professions as many teachers find their work difficult. The percentage of violence among students has risen in the last few years, to 26% OECD (2019). Values have changed and respect for teachers has decreased; working in difficult conditions for long periods of time has killed the creativity among some teachers.

2.4.3. English revised curriculum for high schools in Israeli

In this introduction, the researcher introduced the curriculum for 2018 and explained the 2020 revised curriculum widely, including the skills and domains that were included in it. In order to shed light on teaching speaking skills, interaction, and debate roles and existence in the new curriculum of the Israeli Ministry of Education.

The curriculum stipulates a set of comprehensive principles as guidelines for EFL teachers and aims to raise proficiency levels in the target language. English policy and planning are officially assigned by the national English curriculum (Awayed-Bishara 2022). The committee writers of the curriculum are considered autonomous and varied. Notwithstanding, freedom for teachers' creativity and imagination is available in the establishment of the curriculum (Spolsky et al., 2015).

The 2018 revised curriculum focused on domains. The English text book was divided into units, each of which included the four domains. There was less emphasis on learning vocabulary and grammar in the 2020 curriculum. More focus was on learning strategies to answer matriculation exam questions. The four domains are:

Firstly, social interaction: students interact with others informally, using suitable expressions according to the communicative situation and varying backgrounds. Secondly, access to information from written or oral texts: students can understand and use the information for different purposes. Thirdly, the ability of learners to use the information in organized ways on different topics and occasions, whether it is written or spoken. Fourthly, an appreciation of the language of literature and culture: learners can appreciate the language in nature, differentiate between English and other languages, and develop a sensitivity to other cultures through literature.

Hence, the best way to measure the proficiency of students in English is to compare their performance in the language with students in different countries and to assign the failure to education if it is due to teaching methods or the system as a whole. In 2020, the Israeli educational context was analyzed and compared with OECD countries by education policymakers in order to improve the quality of education in the country. Policymakers focused on how to prepare learners for the future and how to raise their learning outcomes through equality and equity. Also, how to increase excellence at schools through evaluation, assessment, and school improvement programs. Moreover, the system was set up to carry out educational policy in terms of governance and funding. The results showed that the Israeli average was still lower than the OECD average in 2021, and educators became aware of the importance of improving English teaching at universities. So, there was a need for a new reform; therefore, ample room for communicative language activities was added to the teaching units of the course book ("Revised English Curriculum Including Band III Lexis" 2018).

The new revised curriculum was based on the four CEFR (2001, 2018, 2020) activities, namely reception, production, interaction, and mediation. In reception, the user or learner receives and processes linguistic input from an oral or written text and constructs a model of the meaning represented. It is oral-listening and written reception-reading comprehension. In the domain of production (written or spoken activities), it is recommended that students express themselves by writing arguments, debates, introducing themselves, speaking about something, an event, etc. In the domain of interaction, students are required to understand the interlocutor, where different aspects of language and culture are integrated to form the meaning of the target language. This

method is heavily influenced by the metaphor of concentric circles as one transitions from one position of the participant to another. Interaction involves at least two individuals engaging in verbal, written, or online communication. Production and reception in interaction alternate and occasionally cross over. Speaking, writing, and internet engagement range from being a member of a live audience to being a member of an audience at a distance via media (CEFR, 2018) (State of Israel Ministry of Education, Pedagogical Secretariat - Language Department of English Language Education 2020).

Conversation, debate, and collaborative goal-setting are all examples of spoken engagement. Correspondence, which is a written exchange that frequently involves interpersonal communication, as well as notes, messages, and forms, which are primarily used to communicate information, are the main types of written interaction. Online interaction differs from face-to-face interaction as it is defined by mediation through a machine (CEFR, 2018). The scale includes comments and reactions on posts and embedded media, the ability to add "symbols, images, and other codes for making the message convey tone, stress, and prosody, but also the affective/emotional side, irony, etc." (CEFR, 2018, p. 96). Online conversation and discussion may involve simultaneous real-time and consecutive interaction (allowing time to prepare a draft and/or consult resources). In mediation, the learner or user acts as a mediator for others who might not have access to the debate because of linguistic, cultural, semantic, or technical constraints. Additionally, it could entail interpreting a text for oneself by expressing opinions about texts, especially original works. Receiving, producing, and frequently interacting are all parts of mediation (*English Revised Curriculum ,2020*).

In the context of the 2020 English Curriculum, communicative language abilities and communicative language activities are linked by communicative language strategies. The use of ICT in language teaching and learning is based on the following principles: students' use of digital media; critically assessing them; different digital communication channels and modalities; and practicing online resources; interchange, group language learning, and task-based activities using Web-based settings. Students are aware of the risks and moral responsibilities associated with using the internet.

Production activities give descriptions of plans, habits, activities, personal experiences, and narratives. Sustained monologue: Making a case, for instance, in an argument, explains the capacity to maintain a position. Important operationalized concepts include: topics (likes and dislikes and opinions on matters ranging from simple to sophisticated); argument style (from simple comparisons to systematic extension and support of viewpoints); writing productive presentation viewpoints; spoken interaction activities; differentiating of one's own viewpoint from that of the source materials.

Table 5

English curriculum 2020 in Israel

Communicative language activities	Communicative language competences	English curriculum 2020 lexical Band	Plurilingual & pluricultural competence	English curriculum 2020 grammar Band
Reception – spoken & written Production- spoken & written Interaction- spoken, written & online mediation	Linguistic competences Phonological control sociolinguistic competence	Band i (A1) Band ii (A2) Band iii 4 points (B1) and Band 5 points iii (B2)	Building on pluricultural repertoire Plurilingual comprehension Building on Plurilingual repertoire	Four–level scale of progression differentiation of the Bagrut points 3, 4, and 5 points

Listed by (State of Israel - Ministry of Education Pedagogical Secretariat - Language Department English Language Education 2020, p.6)

Furthermore, the previously mentioned revised curriculum is also based on the can-do statements found in CEFR (2018). Can-do statements are formulated in positive terms at each stage of acquiring language competency because they specify what English language learners can do with language in various circumstances and for various objectives. It describes what learners can do at each level of development, from pre-basic user (pre-A1) to independent user II (B2 5-point Bagrut). Six interconnected

components make up the 2020 English curriculum: vocabulary, grammar, plurilingual and pluricultural competency, communicative language competence, and communicative language strategies. (*English revised Curriculum*,2020) includes six interrelated constituents: The first four consist of can-do statements listed per level. See Table (6).

Table 6

Basic User II describes the extent level for junior high school and for 3-point Bagrut: (English Revised Curriculum,2020 p.14)

2020 English Curriculum	CEFR Global Scale	Revised English Curriculum 2018
Pre-Basic User	Pre-A1	Pre-foundation
Basic User I	A1	Foundation
Basic User II	A2	Intermediate
Independent User I (4-point Bagrut)	B1	Proficiency
Independent User II (5-point Bagrut)	B2	Proficiency

It is a Correspondence of the 2020 English curriculum, CEFR Global Scale and The Revised English curriculum 2020(*Revised English curriculum 2020,* p.14)

2.4.4. English proficiency exams as an evaluation measure of high school students' English learning

Although the Ministry of Education has applied a new reform to the education system, it needs more time to prove its efficiency. The statistical analysis showed that there is a discrepancy between the percentage of the high school students who passed the English matriculation exam with high-level English. I mean students who passed Module G, (this level focuses more on academic writing and reading comprehension with high-order thinking skills questions), had risen from 32% to 43% (see Figure 5).

That is a sharp increase compared to the last few years. However, with a high percentage of five points, module G students who were examined had difficulty passing a pre-university.

English Matriculation exam results
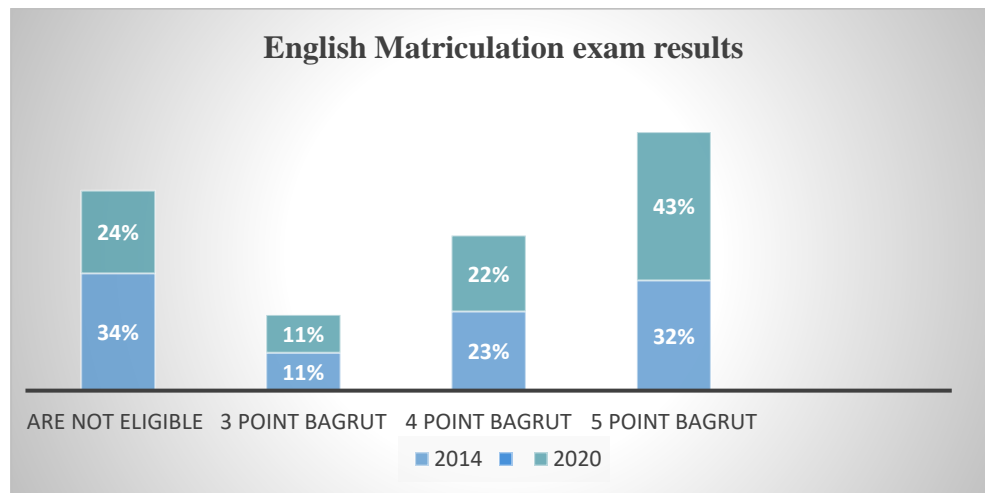
Figure 5. English eligibility for matriculation according to study units between the years (2019-2021): (*English Revised Curriculum.2020, p.5*)

In order to compare the Palestinian 1948 students with Jewish students, and students of other nationalities that live in Israel the following figure indicates the examinee scores according to the language of the examinees in the year 2021. According to general statistics, there has been a steady rise in the number of students who took the exams. Compared to 2020, there were around 10,000 more examinees in 2021. The typical exam score, however, has stayed relatively constant over time. The average grade in the tests only increased by roughly 3 points between the years 2018 and 2021. Exam grades might vary from 50 to 150. See figure (6)
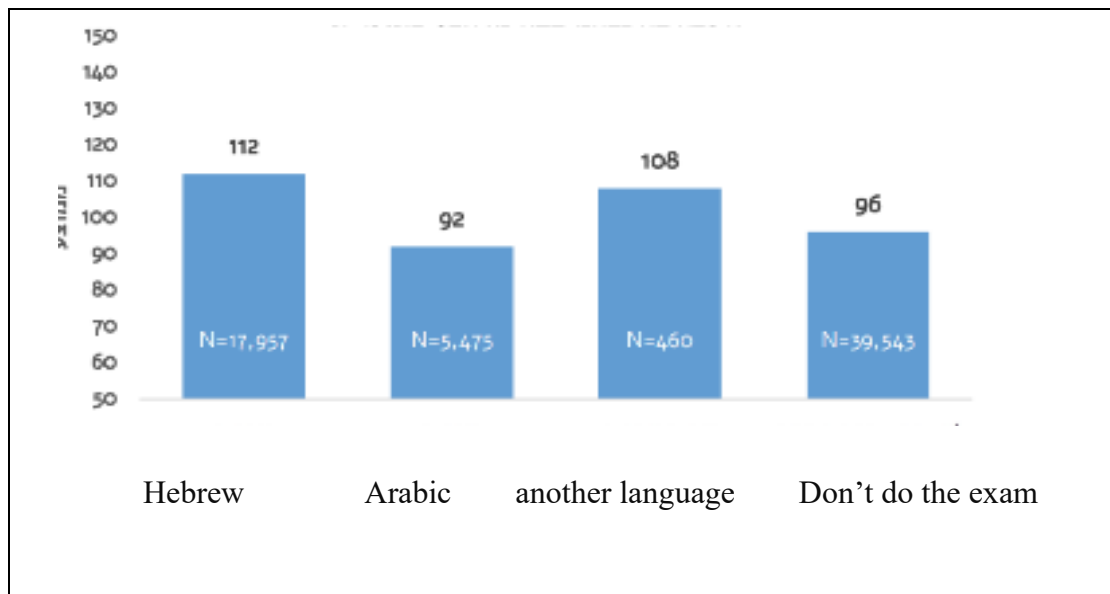
Figure 6. The examinees scores and averages in the psychometric exam per the language of the exam 2020.p.4)

This table indicates the averages of the students in the Amiram and Ameer English proficiency exam in 2022. It ranges between 50 and 150. The first column from the left shows the Hebrew speakers' average in the English proficiency exam and the number of students. The second one shows that the Arabic speakers' average is 92, while the Hebrew speakers' average is 112. Their number is 17 957 out of 39 543. The other languages' average is 108. The last column indicates the number of students who took the Amiram exam without a psychometric test.
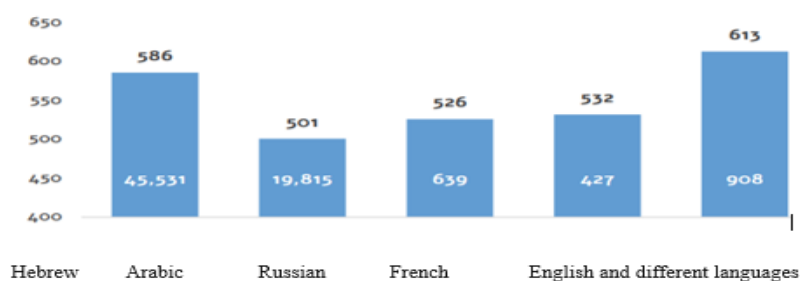
Figure 7. The examinees scores and averages in the psychometric exam per the language of the exam (National Institution for Testing & Evaluation,2020, p.4)

Fig.7 shows the average of psychometric exams according to the language of the users. In 2020, the number of Hebrew language users who took the English proficiency exam Amiram and Ameer for the universities rose to 45,531 compared to 44,373 in the previous year. However, the number of Arabic users who took the exam decreased from 23,713 in 2019 to 19,815 in 2020. According to the percentage of the examinees it is close to half of Israeli students even though they are 21% of the residents; however, the score average is better than Arab Palestinians. The other language speakers are Russian, Ethiopian, English and French. This table indicates the difference between Palestinian students' English levels compared to other students in Israel.
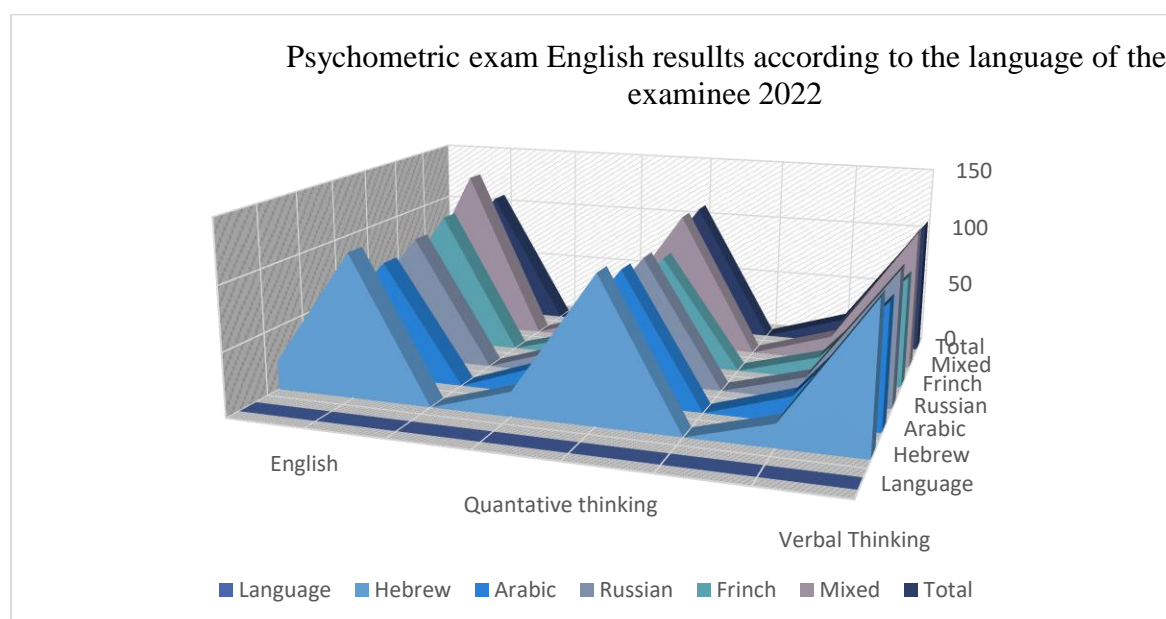
Figure 8. Distribution of scores in the three components of psychometric exam according to the language of the examinees (National Institution for Testing & Evaluation,2022; p.12).

This figure shows that Arabic language speakers' scores in the exam are less than Hebrew language speakers and the mixed languages.

The gender differences were included in the statistics. Males overperformed in the exam in English scores, and qualitative thinking. However, females overperformed in verbal thinking. Look at figure 8.
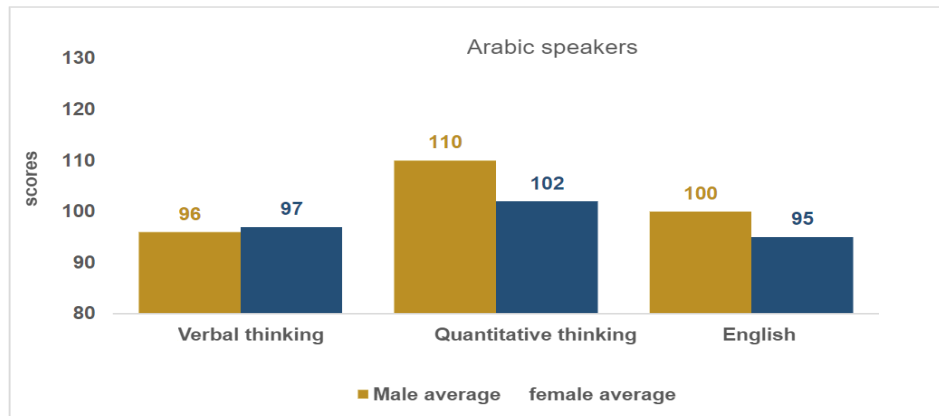
Figure 9. Distribution of male and female Arabic speakers scores percentage in (National Institution for Testing &Evaluation, 2022, p.5)
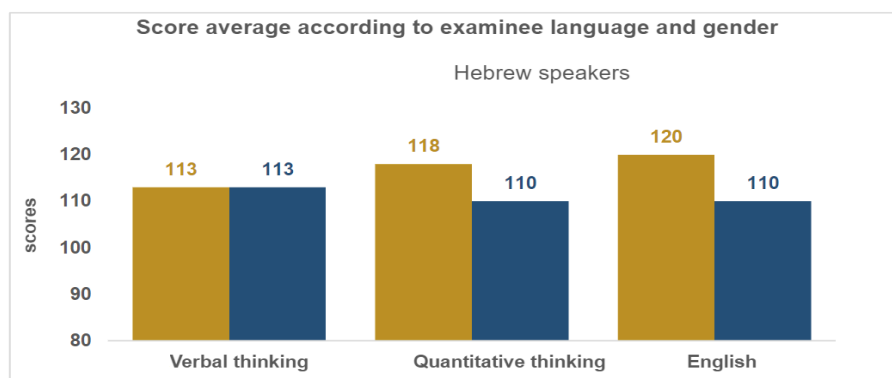
Figure 10. Distribution of Hebrew speakers male and female scores percentage in (National Institution for Testing & Evaluation, 2021.p5)
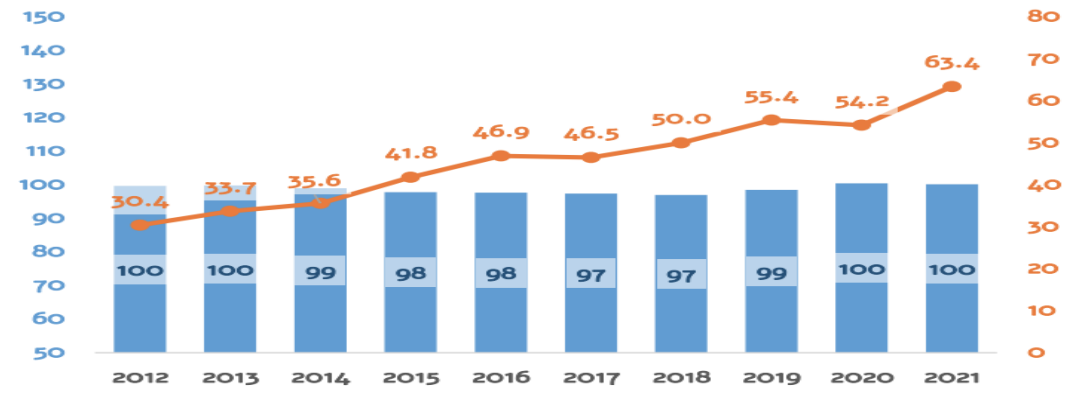
Figure 11. Distribution of examinee numbers and the scores average in the years between 2012-2021(National Institution for Testing & Evaluation ,2021.p.2)

The number of the examinee and the grades average in the years between 2012-2021.

It has been observed that there has been a consistent increase over the years in the numbers of examinees. In 2021 the number of examinees increased to 10,000 and the average increased for three grades compared to the previous years. However, the grades were relatively stable. The numbers on the right side are the number of the examinees over the years, and on the left are the grades.

Table (7) illustrates the components of the Psychometric exam, and displays students' scores in the three components: English level of the examinees; quantitative thinking, and verbal thinking. Also, Figure 8 shows the 2022 exam results according to the previous   mentioned   elements.

Table7

Statistical report for 2022 incidences and grade average according to the language of the exam and the age. listed by (National Institution for Testing & Evaluation,2023, August 14, p.27)

אנגלית		חשיבה כמותית		חשיבה מילולית		ציון כללי		אחוז	שכיחות	
ס. תקן	ממוצע	ס. תקן	ממוצע	ס. תקן	ממוצע	ס. תקן	ממוצע			
23.3	112	19.8	113	18.4	106	97.0	558	17.6	7,003	מתחת ל-18
23.1	110	20.3	111	19.4	108	99.5	557	14.1	5,619	18—20
21.7	113	19.4	113	17.7	114	93.9	578	27.5	10,944	20—22
20.6	117	18.9	115	17.4	117	91.0	594	34.6	13,793	22—25 עברית
22.4	116	20.5	112	20.0	115	102	579	5.6	2,222	25—30
27.2	111	22.1	105	26.5	108	122	541	0.7	263	מעל ל-30
24.7	104	10.9	104	14.8	115	74.4	548	0.0	7	לא ענו
20.3	93	22.1	102	20.0	93	106	481	20.5	4,873	מתחת ל-18
20.1	98	21.9	106	19.9	98	105	508	67.4	16,022	18—20
20.6	99	21.3	105	19.3	97	101	504	9.4	2,237	20—22
22.6	104	22.7	104	20.6	96	106	505	1.9	461	22—25 ערבית
21.3	100	22.0	98	21.4	94	109	480	0.5	110	25—30
22.2	94	18.8	87	18.3	83	92.7	427	0.2	38	מעל ל-30
16.3	81	18.4	85	15.0	78	83.1	398	0.1	19	לא ענו
23.3	112	21.7	101	21.5	97	111	510	12.1	295	מתחת ל-18
22.6	113	21.2	102	18.3	100	100	522	32.9	802	18—20
23.3	120	20.9	106	19.0	107	102	551	23.2	565	20—22
22.5	124	20.1	111	19.1	112	99.8	580	25.2	613	22—25 אחרות
24.6	121	23.6	108	22.8	108	117	560	5.2	127	25—30
19.4	122	22.3	106	18.6	116	97.4	577	1.3	32	מעל ל-30
-	-	-	-	-	-	-	-	0.0	0	לא ענו

This table indicates that the average number of Hebrew speakers in the Ameer exam ranges from 104 to 117 among students aged from 18 to 20. Whereas, the Arabic speakers' average ranges between 81 and 104. This information indicates that students between the age of 18 and 20 have higher average grades than students older than 30 in both cases, and it also shows that Jewish students outperformed Palestinian students in the 2022 English proficiency exam.

The unexpected results caused a serious reconsidering of the future of English teaching in Israel. Therefore, in 2020, the MOE decided to apply new methods for teaching English in its schools. The education mainstream shifted, as there was a need to put emphasis on teaching English communicatively and interactively in order to acquire the target language appropriately. More emphasis was placed on written and spoken production, and these became more significant skills.

The previous statistics indicated that the new curriculum, and its implication and focus on interaction affected the examinees scores and numbers positively.

2.5. Conclusion

This chapter reviewed the historical background of debate over different periods in both Western and Islamic cultures. In addition to reviewing literature and previous studies that tackled debate, distance learning, the issues of online and distance learning, critical thinking, argumentation theories, and the previous studies that related to debate as a method of learning, learning strategy, or an activity in English learning classes. In

addition, the theoretical background regarding debate and constructivism, debate and social interaction, and debate and online learning.

The next chapter describes the methods and procedures of this study in addition to the context of the study.

CHAPTER III

Methodology and Procedures

3. Introduction

Research methodology is the most important part of the study. Brown defined the concept in the following terms: "the philosophical framework within which the research is conducted or the foundation upon which the research is based" (2006, p.23). Trochim & Donnell (2001) mentioned that a research design operates like the glue that connects

portions of the research together; it is the texture that exhibits how all major portions of the research, such as the samples, the instruments, and treatment, are used to address the purpose of the research.

This chapter divided into two main parts: the first is the context of the research study. Second, lists the sequence of the stages of the research, the research design, population and sample, instruments that were used to perform this study, the procedures of data collection, data analysis, its validity and reliability.

3.1. Contextualization, Palestinian Arab as a national minority in Israel

In this chapter, the researcher introduced the context of the study population. This part is the education scene for this research. It explained the research participants, location, and the period, with some clarification regarding the status of Arabic -the students' first language- and the matriculation system in Israel, in addition to the reformation that the MOE, Ministry of Education implemented in teaching English in the last three years. This chapter is vital, and it provides readers with more information about the Palestinian Arab, and the hierarchy in the importance of learning languages, where Arabic is the first language, English is a foreign, and Hebrew is the second language and the official one in the state.

To conclude, this chapter represents information about education in Israel. The second part introduced and discussed the methodology and the study procedures.

3.1.1. Introduction to the teaching of English for Palestinian Arab in Israel

Historically, after the spread of Islam in different geographical areas, the Arabic language was exposed and affected by many languages and dialects. As a result, a linguistic phenomenon called diglossia has appeared. It occurs when two distinct codes with different functions appear due to a reason or a situation (Wardhaugh and Fuller, 2015). Also, other changes in linguistic features appeared as a result of dialectical pronunciation of specific articles (Al Suwaiyan, 2018). Both affected children's language learning ability. Children acquire the Arabic language it is their mother tongue; they practice colloquial Arabic in the early childhood in daily life. However, in schools they study modern standard Arabic; the language of the ancient literature and Holly Quran. It is practiced in written form in books, and journals, etc., and in a spoken

form in TV news and documentary, and historical films. It is important to mention that the grammatical system of the modern standard Arabic differs entirely from colloquial, it is more sophisticated and involves rich and varied vocabulary expressions.

Palestinian after the war between Arabs and Jews in 1948 are called "Arabs Israel". They become a minority in ethno-national state, they constitute 21.10% of the population in Israel. The society is collectivist, traditional, and male- dominated, and less egalitarian culture (Arar et al., 2013). However, the fertility rate is declined, individual's inspiration to fulfill their education affect the collective society. Arabs community distributed between the mixed cities in north and center, it is heterogeneous society (Muslims, Christian, Jews and) and in south and triangle area, they live in homogenous society (Haj Yehia et, al).

At age of six, the Palestinian children entered the schools, the language learning challenges begins to appear. They start learning Hebrew at first grade in elementary schools, side by side with English and standard Arabic. Literature shows that the lack of readiness and language preparation leads to weakness in the acquisition of language skills among Palestinian students in Israel (Rass, 2015).

Moreover, Arabic and Hebrew are the official languages in the state, English received the foreign language status, the connection between Arab dialects, English and Hebrew has created a new linguistic reality as a result of the language diversity among the Arab community, Hebrew became the integrative and the dominant language (Amarra,2002).

Plurality plays an important role in Israeli society. The first Jewish Immigration movement in the 19th century was from Russia to Israel, then when other Jews came from several countries in the eastern Europe and Russia in the beginning of 20th century, many immigrants' mothers' tongues was English. Diversity of nationalities led to multilingualism, therefore, after the establishment of Israel state in 1948, Israeli schools initiated to teaching Hebrew as the first language, and English as a second language, in addition to French, Russian or Arabic as a third language to speakers whose first language is English.

In the Arab sector, English is considered a foreign language, students' exposure to native speakers of English language in their community is occasionally and rarely happened.

3.2. My research methods

The researcher selected mixed methods, including qualitative and quantitative methods, of research to achieve the purpose of this study. A mixed method research design is a procedure for collecting, analyzing, and mixing qualitative and quantitative research in the same study. The data was collected in this study through an explanatory sequential mixed method (Creswell & Plano Clark, 2011). Following mixed method, assisted to understand the research problem comprehensively and in depth. (Ivankova, & Creswell, 2009, p.136).

The quantitative research method is well known in the social sciences. Researchers who adopt this method create new knowledge (Osborne, 2008), which examines the relationship between variables in order to test the theories. The variables are measurable, and the hypothesis can be tested based on instruments. The numerical data (questionnaires, statics, and test assessments, surveys) will then be analyzed statistically and turned into words. The final written report includes the introduction, theory, methods, statistical analysis and interpretations, results, and recommendations (Croswell, 2013, p.65).

My study followed the quasi-experiment. This design is observational resembles a true experiment except in the use of randomized sample (Maciejewski,2020). The chosen sample of this study was a purposive (judgmental) sample, and it was assigned based on the experience and the knowledge of a specific group of student volunteers, who learn English in two secondary schools. A pre- and post-tests were conducted, where the initial responses are compared with the final responses to obtain the final results.

According to reliability and validity, reliability represents the instrument's ability to describe the attributes of the variable and to form consistency. while validity is examined if the instrument of the research measures the concept accurately (LoBiondo-Wood& Haber, 2013, p. 290). Internal reliability tests determine to what extent the manner in which the experiment was designed, conducted, and analyzed permits reliable responses to the research questions. (Andrade, 2018). While external consistency describes to what extent the researcher can generalize the results of the study to other contexts (Egger, Smith & Altman,2008 p87-108).

Furthermore, the researcher applied a qualitative method through classroom observations before, during, and after the debate discussion via Zoom. Finally, the researcher collected the data, classified the topics into themes, and discussed the results. The qualitative research results were compared with the quantitative research results.

3.2. 1. My research paradigm

Cuba defined research paradigm as "a basic set of beliefs that guides action" (1997, p.17). Croswell described it as a worldview: "It is a general philosophical orientation about the world and the nature of research that the researcher brings to a study*"* (Croswell, 2014, p.23) Kuhn 1977 defined research paradigm as "an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools" (Orman,2016).

Paradigms are significant because they serve as the philosophical foundation of a project. Each research project has its own characteristics and plans that distinguish it from others. Research paradigms have an impact on how various academic researchers in different disciplines, such as the sciences and the humanities, carry out their research. A suitable approach can be only selected once a research philosophy has been established.

In the beginning, I tried to decide on the best paradigm to use. In my research, I found that the best way is to adopt the constructive procedure at the ontological, epistemological and methodological levels. (Denzin & Lincoln, 2000. P.19)

For each research project ontology is the reality of knowledge, the truth that the researcher seeks; it is the study of being, as a particular system of categories accounting for a philosophical point of view. It studies the entities and how they are classified into groups, which exist at the fundamental level and which are at the highest categorical level. Ontology is frequently understood to include issues with the most fundamental characteristics and connections of entities that actually exist (*Hofweber, Thomas, 2020).* This study seeks to answer the question: "What is reality?" Then, epistemology is the study of knowledge, how to acquire it, its parameters, validity, and methods to understand knowledge. It needs routes to knowledge, including logic, reason, intuition, and perception. The nature of reality requires different routes to reach it, for example mathematical or sociological knowledge. It also needs skepticism, which means there

is something behind the appearance. Finally, the methodology related to, "How do we go about discovering the truth and questions?", involves the procedure for gathering and analyzing data. Research methodology should describe how the researcher carried out the investigation and support the validity of the results.
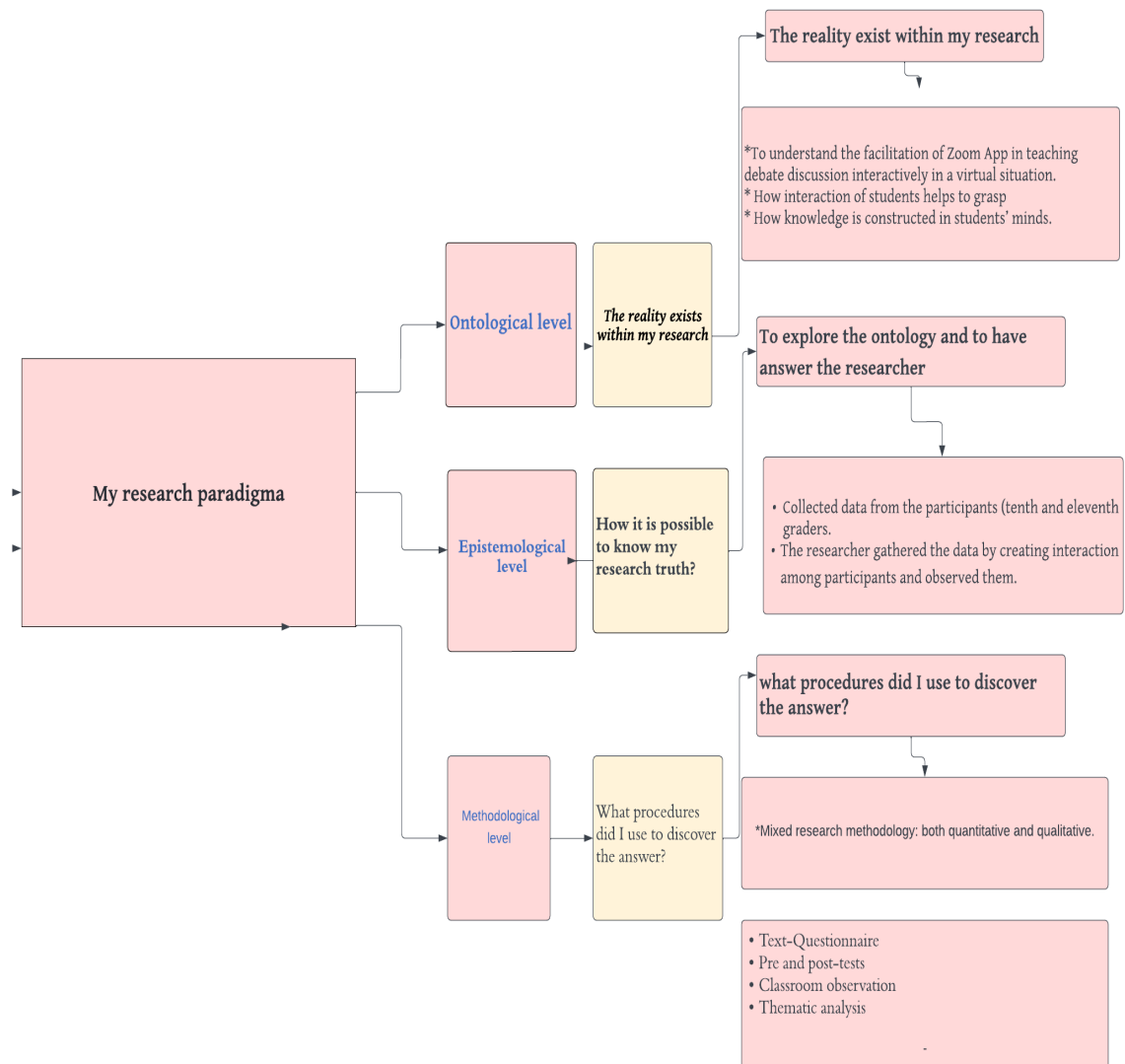
Figure 12. My research paradigm based on constructivism

3.2.2. Research population and sample

Population

The population of this study composed of 330 students, they were all tenth and eleventh - grade students in two high schools in Arabs sectors schools in Israel, Nahdat Alrazi Comprehensive high school and Education Sciences Home comprehensive high schools. The percentage of tenth grade is 35% and 65% of eleventh grade see figure ( ). They are located in Jaljulia, a Palestinian village in Israel. Students learn in heterogeneous classrooms with different proficiency level in English. Their specialization in both schools is: the scientific branch. It contains physics, biology, chemistry, computer science. And, the humanity branch. It contains ecology, communication, and ecology. Tenth grade students are allowed to choose two subjects from scientific branch, or from art branch, or to combine two subjects from both branches together.

Sample of the Study

The researcher selected a purposive (judgmental) sample to achieve the study objectives, it is consisted of 60 male and female students. They were equally divided into two groups: the tenth and eleventh grade students of both schools (n =30) attended the experimental group, and the other two classes (n =30) served as a control group. The participants in experimental group are (7) males and (23) females, ranging in age from 15 – 16 years old. They were volunteer students. The experimental group received 10 sessions of 90 minutes of instruction twice a week on Mondays and Wednesdays. They were taught debate discussion via zoom platform. The control group was taught traditionally, the teacher used a textbook, taught the four language skills, discussed the questions, and answered previous versions of English matriculation exams, they also learn writing argumentation. All students were taught English lessons with more concentration on vocabulary in use, grammar, writing, speaking, reading skills. Each group was given two tests, the pretest, and the posttest, in order to measure the writing skills as well as the critical thinking skills. In addition to that, the students filled out a questionnaire and answered open- ended questions to know students' attitude towards debate via zoom learning before and after the experiment.

This study was designed with a sample of two classes in both schools at the first and second semester of the scholastic year 2022-2023. See figures and tables 8,9,10,11 Gender

Table 8

Distribution of students in the sample according to gender

Gender	Frequency	Percentage
Male	16	26.67%
Female	44	73.33%
Total	60	100.00%
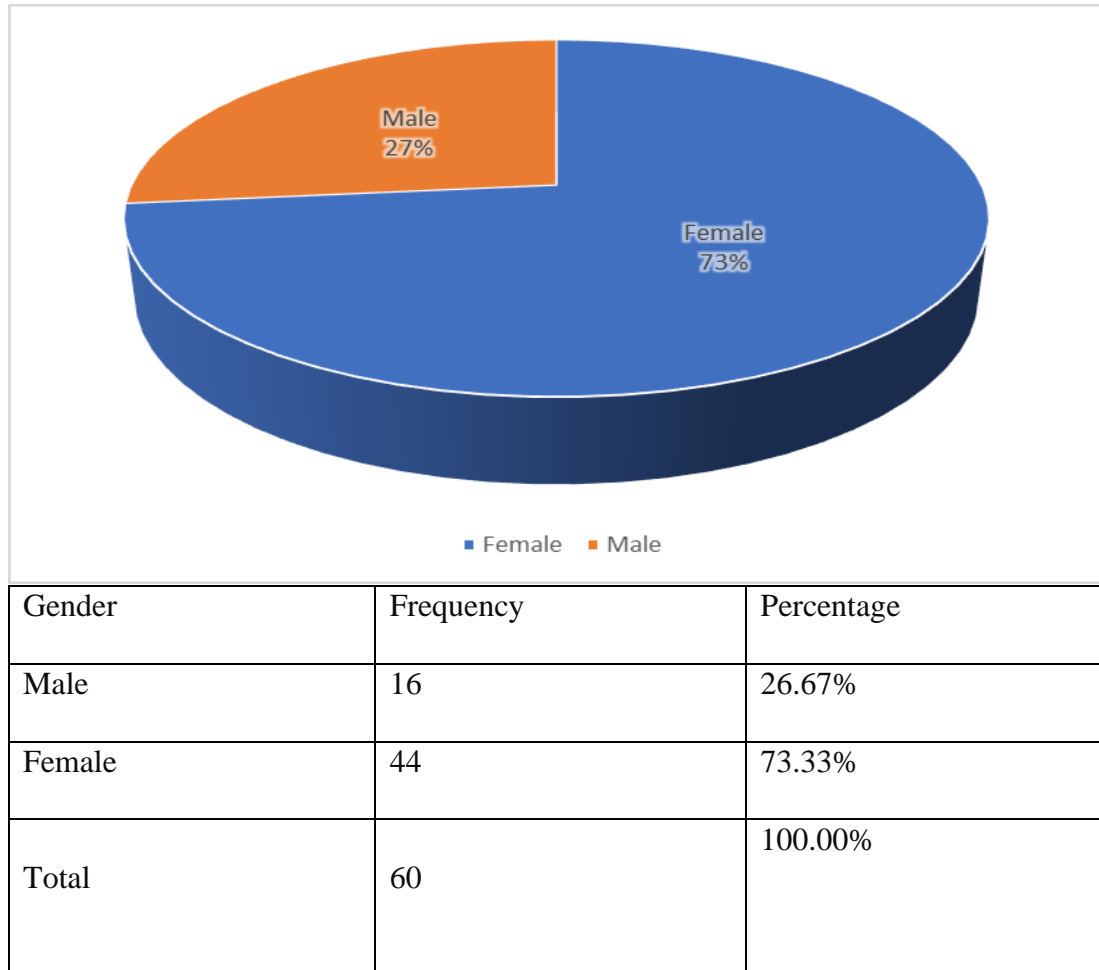
Figure 13. Distribution of students in the sample according to gender

Students learn in heterogeneous classrooms with different proficiency levels in English. They are assigned as level B1 and B2 students by their school administration, according to CEFR, and were examined in the second week of September in the tenth grade. The

number of students who attended the experimental group was thirty (n = 30), and the control group was thirty (n =30). The participants were (7) males and (23) females, ranging in age from 15 to 16 years old. The experimental group received 10 sessions of 90 minutes of instruction twice a week on Mondays and Wednesdays. They were taught debate discussion via Zoom, and the rest of the week they learned with the students in their regular classrooms. The control group was taught traditionally; the teacher used a textbook that focused on teaching the four language skills, discussed the questions, and provided answers for the previous versions of English matriculation exams, and they also learned to write arguments. All students were taught English lessons with a focus on the use of vocabulary, grammar, writing, speaking, and reading skills. students used computers, iPad, and mobile phones.

Grade
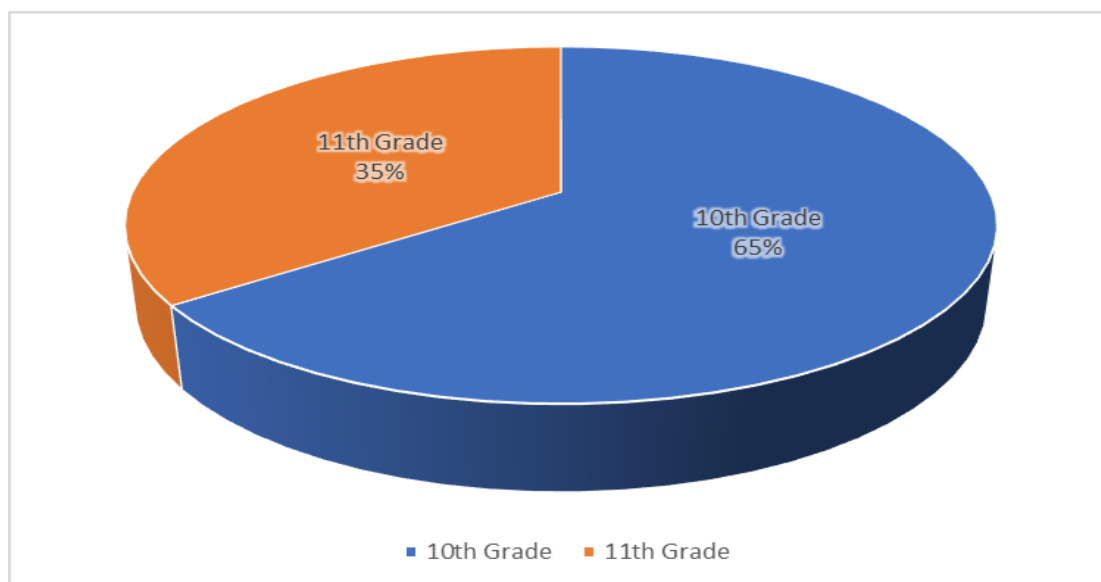
Table 9

Distribution of students in the sample according to their grade

Grade	Frequency	Percentage
10th Grade	39	65.00%
11th Grade	21	35.00%
Total	60	100.00%

Figure 14: Distribution of students in the sample according to their grade

This figure shows that for the grades; 65.00% (39) of respondents were from 10th Grade, while 35.00% (21) of respondents were from 11th grade, which reflects most of students are with less knowledge about debate and argumentation and maturity, and this serves the research requirements.

Specialization

Table 10

Distribution of the students according to their specialization.

Specialization	Frequency	Percentage
Biology	4	6.67%
Biology and chemistry	13	21.67%
Chemistry	7	11.67%
Communication science	8	13.33%
Communication science and chemistry	1	1.67%
Computer science	1	1.67%
Computer science and chemistry	1	1.67%
Computer science and biology	1	1.67%
Ecology	9	15.00%
Ecology and communication science	1	1.67%
Physics	1	1.67%
Physics and chemistry	6	10.00%
Physics and computer science	2	3.33%
Sociology	5	8.33%
Total	60	100.00%

Table 13 shows also the diversity of the specialization for respondents which serves the objectives of the study.

Electronic device used

Table 11
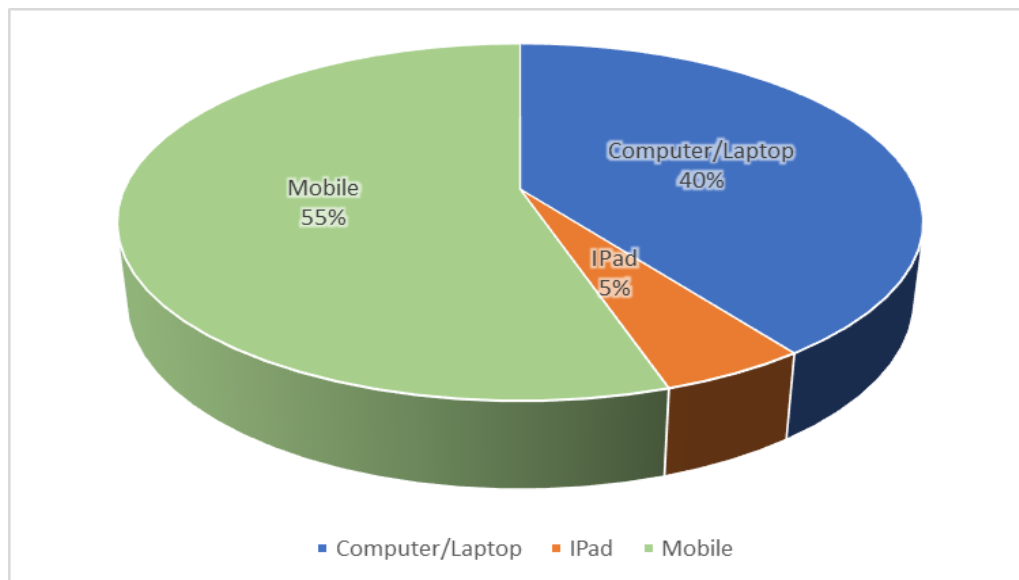
Distribution of the electronic devices among the students in the study

Electronic device used	Frequency	Percentage
Mobile	33	55.00%
Computer/Laptop	24	40.00%
IPad	3	5.00%
Total	60	100.00%

Figure 15: Distribution of students in the sample according to the electronic device used

Table 11 and figure 15 show that for the electronic device used, the highest percentage of the sample were using mobiles (55.00% of the sample) followed by participants who are using computers or Laptop (40.00% of the sample). The least were the participants who are using IPads (5.00% of the sample). It reflects diversity in using electronic devices in learning debate.

3.2.3. Variables of the Study

The study included the following variables:

A. **The independent variables represented in**:

1. Teaching methods, which include two levels

    1.1. The traditional method

    1.2.Teaching via Zoom

2. Gender, which was included on two levels:

    2.1. Male students

    2.2. Female students.

    The researcher added another but no one put (v) there so that it was deleted

3. Grades which were included: tenth grade; and eleventh grade

4. Specializations which were included: biology and chemistry, computer science, computer science and chemistry, chemistry, biology, sociology, and ecology, biology and chemistry, physics, and physics and chemistry.

5. The devices used by the students

    5.1. computer

    5.2. IPad

    5.3. mobile phone

B. **The dependent variables**

    Critical thinking skills

    Writing argumentation skills

3.2.4. Research instruments

The researcher used four research instruments: critical thinking pre- and post-tests, pre- and post-writing tests, questionnaires, open questions and classroom observation.

Table (12)

Distribution of research instruments on the time period of the research

3.2.4.1. Watson and Glaser critical thinking appraisal exercise

Research instrument	Target population	Distribution period
-Pre-tests Questionnaire -Pre- open- ended questioned -Pre-test Watson and Glaser appraisal -Pre–writing argumentation test	Ten and eleven grade students (control and experimental groups)	At the first week of the scholastic year 2022-2023 in November
-Post-test Watson and Glaser - Post-test questionnaire - Post- open- ended questions - Post–test writing argumentative essay - Post–test writing argumentative essay	Ten and eleven grade students (control and experimental groups)	second week of February in the second semester of 2022-2023
classroom observations	Ten and eleven grade students (control and experimental groups)	In the first week of February until the second semester of 2022-2023

Pre- and post-tests are given to the control and experimental groups to measure students' critical thinking skills. Watson and Glaser Critical Thinking Appraisal UK Edition is widely used to measure critical thinking skills and has five subscales:

- Inference: a person's ability to draw conclusions from specifically observed or supposed acts.
- Recognition of assumptions, suppositions, or something else that is taken for granted.
- Deduction: the test includes a thesis and several conclusions: the students were supposed to choose one without bias.
- Interpretation: it is a paragraph followed by conclusions, and the student is asked to interpret it according to what he or she has understood. It is an evaluation of arguments.
- Evaluation: There are many listed arguments, and the students had to evaluate whether the argument was strong or weak. See the table below.

3.2.4.2. Argumentative essay writing test

Control and experimental groups were examined by a pre- and post-test to measure students' development in writing argumentative skills. Students are given two topics for pre and posttests. During the experiment they practiced and wrote about the following topic:

- Do you think plastic is harmful for the environment? Give reasons to explain your opinion.
- Do you think it is important for secondary school students to study English? Give reasons to explain your opinion.
- In your opinion, what should schools do to prevent cheating in tests? Give reasons to explain your opinion.
- At what age should children be allowed to have their own cellphone? Give reasons to explain your opinion.
- The Ministry of Transportation wants to raise the age for driver's licenses to nineteen years old. Give your opinion on this with reasons.
- In your opinion, is there too much emphasis on tests and grades in your education system?
- Do you think that social media apps are good for teenagers? Give reasons to explain your opinion.

  The criterion for checking students work was based on rubrics for argumentation writing; it was adopted from ELA-8-First and Second Period-Argumentative –Essay-Rubrics pdf.

  Here is the link http://www.scsrockets.org/wp-content/uploads/2020/03/Ekron-ELA-8-First-and-Second-Period-Argumentative-Essay-Rubric.pdf

3.2.4.3. Classroom observations

The researcher had a permission from the principal and the parents, these compiles with the ethical requirements of university of Granada.

In order to monitor and measure the progress of the students through debate and discussion via Zoom in each meeting, the researcher taught the students all the lessons. At the beginning of each meeting, she recorded the lessons in order to observe the

students' behavior and their progress in learning, and then she recorded all of the information about the participants' debating, writing, and participation on Zoom and in Zoom breakout rooms. The researcher applied a rubric to chicklets. The data was collected qualitatively by checking students' engagement, behavior, and commitment in the experimental group. The researcher used this rubric *Classroom Debate Rubric*. (n.d.). See A (6) and argumentation rubrics See A (7)

3.2.4.4. Questionnaire

To attain dependable data, the researcher built and designed a questionnaire. The questionnaire is divided into two sections. The first section is personal information related to study participants; it includes gender, learning methods (traditional, debate via Zoom, etc.), and students' grades. The second section is composed of five domains in which the researcher seeks to collect students' responses to the main question and sub-questions in order to collect the data, analyze it, and find the results. These domains are critical thinking skills that are included in the previous literature, Watson and Glaser's critical thinking appraisal (2002): inference, recognition of assumptions, interpretation, and drawing conclusions. In addition to analyzing, summarizing, and thinking as a whole (Facione, 1990; Bassham et al., 2005; Gokhale, 2012), the second domain is writing an argument; the items of the questionnaire are based on rubrics that measure argumentative writing essays. It includes developing argumentative essay

grammar, writing a counterargument, writing a conclusion, writing a claim, reasons, and evidence. The third domain is related to character-building, creating new relationships, being daring and expressing themselves freely, respecting others, and improving leadership. The fourth domain is speaking skills, and the items are: speaking fluently, speaking with self-confidence, being good in description, improving the pronunciation of words, more language practice, using a large number of vocabulary items, and using language appropriately. The fifth domain is nonverbal communication; the items are gestures, body movement, eye contact, facial expressions, tone of voice, touch, and space between students.

To determine the questionnaire's reliability and validity, it was distributed among English staff in the school to examine it and to find the weaknesses and strengths in the questions. Then, in a pilot study that was done before the experiment, the researcher distributed the questionnaire to fifteen students who were not participating in the study.

Students filled in the questionnaire, and the researcher conducted a simple adaptation. The researcher documented the students' inquiries accurately, and some modifications were taken into consideration. Next, an expert in statistical analysis assessed the internal consistency of the item and domains using Cronbach's Alpha. To ensure the external validity, professor Cristina Perez, and Dr. Ana Maria Ramous Garcia from university of Granada, also, Rania Sawalhi (PhD) at the United Arab Emirates University; Ibrahim Alhouti, a researcher in the Comparative Politics of Education; Professor Arar Khaled from Texas University reviewed it and wrote comments . The researcher accepted the changes in order to fit the requirements of the study.

In the questionnaire, the researcher adapted a 5 points Likert scale; each level on the scale is assigned a numeric value starting at 1 and increased by one for each level. Students are supposed to specify their agreement or disagreement on a systematic scale for the sets of the given items. Based on Likert scale the researcher used the following responses options for all sections on the questionnaire:

Strongly disagree, disagree, neutral, agree, strongly, agree.

Option	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Assigned value	1	2	3	4	5

While the researcher used Watson-Glaser for evaluating critical thinking in the pre-test and post-test, the scale that was used is as follows:

Evaluation	T	PT	ID	PF	F
Meaning	Definitely True	Probably True	Insufficient Data	Probably False	Definitely False
Assigned value	1	2	3	4	5

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3.2.4.5. Open-ended questions

The researcher assigned four open questions at the end of the questionnaire and asked students each one of the questions. Then she wrote each student's answer,

The questions are:

1. Do you think debate discussion via Zoom may develops your argumentative writing skills?
2. Do you think debate discussion via Zoom affects your critical skills?
3. What do you think about a debate discussion being conducted via Zoom? Express your opinion.
4. What do you think of Zoom as a medium of education? Express your opinion.

3.2.5. The research procedures

This study was conducted based on an experimental design. Students were divided into two groups; experimental, and control. The control group received traditional classroom instruction. On the other hand, the experimental group was taught by conducting debate via Zoom lessons (meetings) . Before the study, a pilot study was done with ten students who were excluded from participation in the experiment. An expert on debate learning taught students in the pilot study and the researcher recorded and collected the data to improve and develop the experiment. Learning was done completely online via the Zoom platform. The researcher was the co-author. She taught the students and designed ten sessions, in the first and second semesters, both first and final sessions were assigned to fill out the questionnaires online to answer the questions the critical thinking skills, also to write an argumentation. It is important to mention that each session lasted for 90 minutes. In each session, students received the instructions for the debate in advance. Then the researcher divided students into two main groups group A and group B. One of the groups was assigned as an advocacy group for the motion of the debate's topic, while the second group was assigned as the opposition for the motion of the debate's topic. Both groups were distributed into smaller groups, five students in each one. Students interacted cooperatively in the groups via Zoom breakout rooms. When students wanted to deliver their speech, they left the breakout rooms and returned to the main session in Zoom. The speaker who agreed with the motion of the debate's topic delivered his speech in front of all students.

The second group presenter delivered his speech and defended the motion of the debate's topic. The researchers at a limited time. The allowed time for debate presentation was 3 minutes for each group. After the first and second groups finished the round, the other groups continued the same work respectively. Students learned for ten weeks. Every week they read an article about the topic they wanted to present it. Each session includes four language skills learning; debates, writing argumentative essay components: Statement, claim, facts and evidence, rebuttal, and drawing conclusions, organization of the argumentative essay as a whole, listening to classmates' presentations, and reading about the topic.

Students' writings were evaluated by using a writing exam and applying rubrics for argumentative essay writing components. Next, the researcher gathered the information for each lesson and applied rubrics for communication skills and for debate, students' work was recorded in each session and the researcher observed their behavior in online lessons.

To check the validity of the pre and post-tests, an expert in teaching English as a foreign language from Granada University was asked to determine the validity. Also, the questionnaire was examined and determined by three university lecturers and two from UGR according to the reliability of the questionnaire, it was checked statistically by assessing the internal consistency of the items using Cronbach Alpha.

3.2.5.1. Stage one: Pre-experiment

Teacher professional development: The researcher took a course about how to hold debate discussions among students. The course was taken as professional development for English teachers to incorporate this strategy in the classroom and implement communicative approaches to improve the quality of learning. The researcher also took other courses prior to this course on learning negotiation skills and the model of the United Nations (MUN) conferences for high school students. In addition to that, the researcher collected materials from the Qatar Debate Centre, which offers videos, electronic books, and instructions related to teaching debate. See the link: https://qatardebate.org/how-to-become-a-debater.

Pilot study in the first stage

In the first semester of the academic year 2022-2023 the researcher chose 10 students. They were taught Debate for one week by an expert in teaching public speaking and debate. The pilot study aimed at checking the limitations of conducting a study via Zoom, practice online breakout rooms, make the required changes, and work more accurately.

3.2.5.2. Collecting Qualitative and Quantitative Research Data

The researcher used two instruments—a questionnaire and a Watson and Glaser appraisal—to collect data. As previously explained, the researcher designed a questionnaire. In the first semester of the academic year 2022-2023 the questionnaire was distributed among students to collect qualitative and quantitative data about their attitudes, understanding, and insights. It was specifically about learning debate discussion via Zoom and improving English language skills in general, and how learning via Zoom enhances students' critical thinking and argumentative writing skills.

Another instrument that was used in this phase was the Watson and Glaser appraisal. The aim of using this instrument is to collect data related to students' critical thinking skills, including reference, deduction, recognition, interpretation, and evaluation. The test level was simplified by the teacher's immediate translation of each question.

The researcher called this phase pre-experiment: collecting quantitative research data. Throughout this phase, the researcher gathered the data and identified students' different critical thinking skills, attitudes, and perspectives. This phase assisted the researcher in making decisions about the activities for the study experiment, the design, the time, and the ideas.

3.2.5.3. Phase two: quasi-experimental design

According to the experiment, the researcher obtained permission from the principals to teach students debate discussion strategies via Zoom as a part of the school day schedule in order to let the school administration participate in taking this decision. The researcher, before starting the real experiment, took advice, suggestions, and comments from experts and from the students about their readiness to participate. Students learned twice a week, on Mondays and Wednesdays, during the last lessons in the school schedule.

The researcher gathered volunteer students from both schools. She invited an expert in debate training to attend the sessions and give more tips and recommendations to improve the students' training. During that time, the researcher administered the Zoom sessions. The data was collected by recording the eight sessions, respectively. Each meeting lasted for two 45-minute lessons. After teaching the first session, she watched the video to make study observations, collected the data, and watched the students' participation and to what extent they were engaged in the lessons socially and educationally. The researcher put more emphasis on the first session's observations and discussed them with the expert, then collected the data to improve the next session and for further research.

The pre-test was given to both groups, before the experiment to measure students' knowledge, argumentative writing, and thinking skills. It was also used to recognize students' attitudes towards teaching debate discussion via Zoom.

3.5.5.4. The post-test

After the completion of the experiment, a new argumentative writing test was administered to the control and experimental groups; see Appendix ( ). The students' writing skills were measured, and there had been a change in their writing skills. The questionnaire was also distributed among students to collect their perspectives and attitudes, In addition to Watson and Glaser appraisals. The results were compared to determine whether there was any change in the students' thinking skills before and after the experiment.

3.2.5.5. Classroom observation rubrics

The researcher assigned a rubric, it is a combination of two rubrics for collecting data, and observing the students' learning progress on Zoom. The first rubric focused on assessing debate discussion. It was adopted from (Wenona Edu [Effective-Communication-Rubric-A-Oral.pdf], 2019). The second rubric aimed to measure effective communication skills it was adopted from (Association of American Colleges and Universities (AACU) VALUE Rubrics, 2013). The following table is the new adapted one. See Appendix (6)

 All of this study instruments are summarized in the following figure
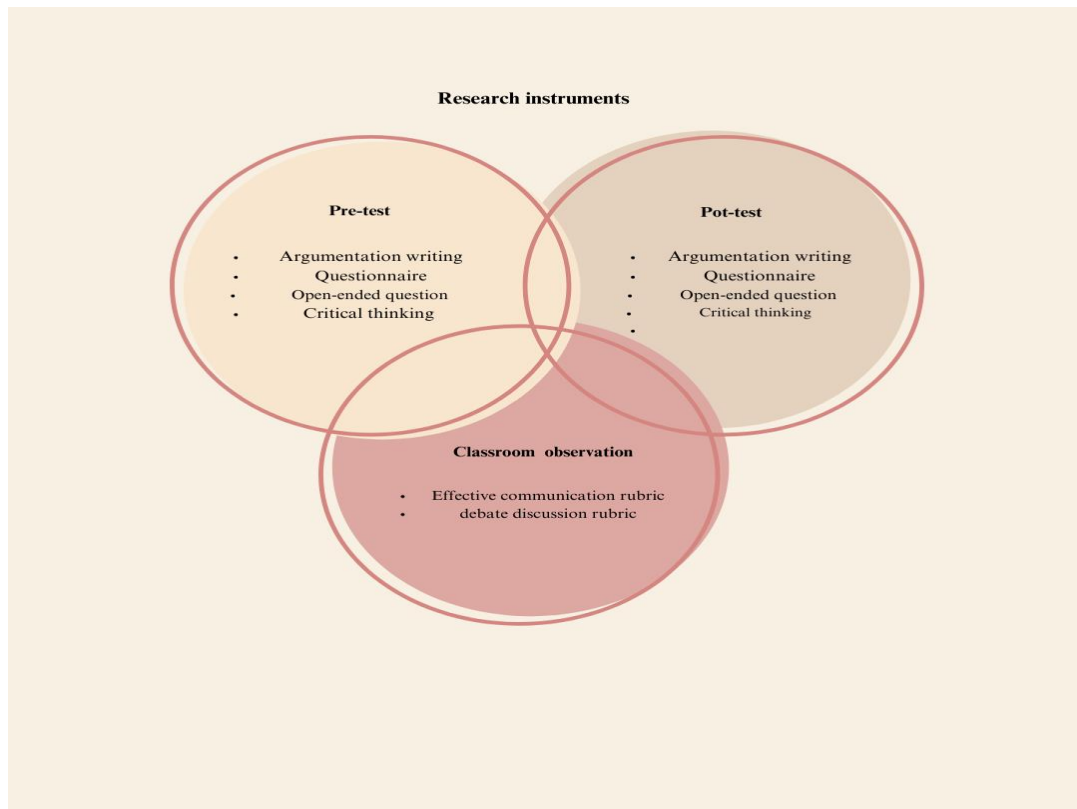
Figure 16. Distribution of the instruments in the research phases

3.2.6. Testing the Instrument

This section summarizes the tests of validity and reliability of the questionnaire used to collect data.

3.2.6.1. Testing the Validity of the Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. To ensure the validity of the questionnaire, two statistical tests should be applied.

1. Content Validity of the Questionnaire (pre-pilot): The questionnaire was used by the researcher was reviewed by her supervisor. After that, the questionnaire was reviewed by 5 academic professors and professionals' referees in teaching methods from different universities in the city to reach to the final format of the questionnaire.

2. Criterion Related Validity (Internal consistency): The internal consistency of the questionnaire is measured by an exploration sample consisting of thirty

questionnaires by measuring Pearson correlation coefficients between each paragraph in one field and the whole filed, if the score of the item-to-total correlations is more than 0.50 and the inter-item correlations exceeds 0.30, the criterion related validity is good.

      a. Internal Validity of the Questionnaire: Internal validity of the questionnaire is the first statistical test used to test the validity of the questionnaire. It is the correlation coefficients between each item in one domain and the whole domain.

Internal Validity for the first domain: The impact of debate discussion via zoom on enhancing critical thinking skills.

Table 13

The Correlation Coefficients for each paragraph in "the impact of debate discussion via zoom enhancing students' critical thinking skills".

	The impact of debate discussion via zoom on enhancing critical thinking skills	Pearson coefficient	P-value
1	Debate discussion via zoom helps to analyze the argumentative written text	0.806	0.000
2	Debate via zoom helps students to summarize a written text easily	0.881	0.000
3	Debate discussion via zoom helps students to focus on the lessons	0.840	0.000
4	Debate discussion via zoom helps students to infer the conclusion from the evidences	0.881	0.000
5	Debate discussion via zoom helps students to deduct conclusions	0.843	0.000
6	Debate discussion via Zoom assists in connecting the ideas of the written argumentative text together	0.740	0.000

		Pearson coefficient	P-value
7	Debate discussion via Zoom enables students to evaluate the argumentative text based on systematic rubrics	0.653	0.000

* Correlation is significant at the 0.05 level.

For all the paragraphs the p-values (Sig.) are less than 0.05, so the correlation coefficients for all paragraphs are significant at α = 0.05, so it can be said that these paragraphs are consistent and valid to measure what it was set for.

Internal Validity for the second domain: The impact of debate discussion via zoom platform on argumentation writing skills

Table 14

The Correlation Coefficients for each paragraph in "the impact of debate discussion via zoom platform on argumentation writing skills" and the domain.

	The impact of debate discussion via zoom platform on argumentation writing skills	Pearson coefficient	P-value
8	Debate discussion via zoo improves writing introduction for the argumentative essay	0.766	0.000
9	Debate discussion via zoo develops language grammar	0.826	0.000
10	Debate discussion via zoom helps in writing counter argument	0.623	0.000
11	Debate discussion via zoom is important for writing the conclusion of the text	0.765	0.000
12	Debate discussion via zoom helps students in writing arguments' claim	0.850	0.000
13	Debate discussion via zoom helps us in explaining the cause of something	0.808	0.000
14	Debate discussion via zoom is good for giving examples and documentation	0.846	0.000

* Correlation is significant at the 0.05 level.

For all the paragraphs the p-values (Sig.) are less than 0.05, so the correlation coefficients for all paragraphs are significant at α = 0.05, so it can be said that these paragraphs are consistent and valid to measure what it was set for.

Internal Validity for the third domain: The effect of debate discussion via zoom on social skills.

Table 15

The Correlation Coefficients for each paragraph in "The effect of debate discussion via zoom on social skills" and the domain.

	The effect of debate discussion via zoom on social skills	Pearson coefficient	P-value
15	Debate discussion via zoom helps us to take responsibility for our learning	0.846	0.000
16	Debate discussion helps to make new relationship between students	0.879	0.000
17	Debate discussion via zoom helps us to interact cooperatively	0.802	0.000
18	Debate discussion via zoom enhances students to be bold	0.797	0.000
19	Debate discussion via zoom helps students to express themselves freely.	0.739	0.000
20	Debate discussion via zoom helps us to respect others' opinion	0.761	0.000
21	Debate discussion via zoom improves students to lead a teamwork	0.781	0.000

* Correlation is significant at the 0.05 level.

For all the paragraphs the p-values (Sig.) are less than 0.05, so the correlation coefficients for all paragraphs are significant at α = 0.05, so it can be said that these paragraphs are consistent and valid to measure what it was set for.

Internal Validity for the fourth domain: The impact of debate discussion via zoom on speaking skills.

Table 16

The Correlation Coefficients for each paragraph in "The impact of debate discussion via zoom on speaking skills" and the domain.

	The impact of debate discussion via zoom on speaking skills	Pearson coefficient	P-value
22	Debate discussion via Zoom helps students to define the topic they want to write about it	0.639	0.000
23	Debate discussion via zoom helps students to speak fluently	0.815	0.000
24	Debate discussion via zoom enhances students' self-confidence	0.702	0.000
25	Debate discussion via zoom improves the pronunciation of words	0.788	0.000
26	Debate discussion via zoom gives us the chance to practice the language	0.833	0.000
27	Debate discussion via zoom helps students to use the language appropriately	0.818	0.000
28	Debate discussion via zoom helps students to use a large number of vocabulary items.	0.853	0.000

* Correlation is significant at the 0.05 level.

For all the paragraphs the p-values (Sig.) are less than 0.05, so the correlation coefficients for all paragraphs are significant at α = 0.05, so it can be said that these paragraphs are consistent and valid to measure what it was set for.

Internal Validity for the fifth domain: The impact of debate discussion via zoom on nonverbal communication skills.

Table 17

The Correlation Coefficients for each paragraph in "The impact of debate discussion via zoom on nonverbal communication skills" and the domain.

	The impact of debate discussion via zoom on nonverbal communication skills	Pearson coefficient	P-value
29	Debate discussion via zoom helps us to understand the body gestures of other students	0.781	0.000
30	Debate discussion via zoom helps us to understand the body movement of other students	0.818	0.000
31	Debate discussion via zoom helps us communicate with eye contact	0.725	0.000
32	Debate discussion via zoom helps us to understand sparker's facial expressions	0.739	0.000
33	Debate discussion via zoom enables students to understand speaker's tone of voice	0.664	0.000
34	Debate discussion via zoom enables students to communicate without touch hands or body	0.550	0.002
35	Debate discussion via zoom helps students to communicate without thinking of the space between them	0.679	0.000

* Correlation is significant at the 0.05 level.

For all the paragraphs the p-values (Sig.) are less than 0.05, so the correlation coefficients for all paragraphs are significant at $\alpha = 0.05$, so it can be said that these paragraphs are consistent and valid to measure what it was set for.

We conclude that in general, the questionnaire has a good internal validity.

B. Structure validity of the questionnaire:

Structure validity is the second statistical test that was used to validate the questionnaire structure by testing the validity of each domain and the validity of the entire questionnaire. It measures the correlation coefficient between one domain and all the domains of the questionnaire that have the same level of Likert scale.

Table 18

Structure validity of the questionnaire.

	Item	Pearson coefficient	P-value
	All domains		
1	First domain: The impact of debate discussion via zoom on enhancing critical thinking skills	0.888	0.000
2	Second domain: The impact of debate discussion via zoom platform on argumentation writing skills	0.891	0.000
3	Third domain: The effect of debate discussion via zoom on social skills	0.904	0.000
4	Fourth domain: The impact of debate discussion via zoom on speaking skills	0.943	0.000
5	Fifth domain: The impact of debate discussion via zoom on nonverbal communication skills	0.928	0.000

*Correlation is significant at the 0.05 level

As shown in Table 18, the correlation coefficients between each field and the whole questionnaire are located between (0.888) and (0.943) which are high enough to be valid. These correlation coefficients indicate the correlation significance at level (α = 0.05) where all p-values are less than (0.05), so it can be said that the fields of the questionnaire are consistent and valid to measure what they were set for to achieve the study objective.

3.2.6.2. Testing the Reliability of the questionnaire

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring. To ensure the reliability of the questionnaire statistically, the Cronbach's Alpha statistical test was applied.

Table 19

Cronbach's Alpha for each of the subcategories of the questionnaire.

	Section	Number of items	Cronbach's Alpha
1	First domain: The impact of debate discussion via zoom on enhancing critical thinking skills	7	0.963
2	Second domain: The impact of debate discussion via zoom platform on argumentation writing skills	7	0.960
3	Third domain: The effect of debate discussion via zoom on social skills	7	0.962
4	Fourth domain: The impact of debate discussion via zoom on speaking skills	7	0.953
5	Fifth domain: The impact of debate discussion via zoom on nonverbal communication skills	7	0.955
	All paragraphs of the questionnaire	**35**	**0.945**

As illustrated in Table 19, Cronbach's Alpha coefficients are located between (0.946) and (0.963) which are high enough to ensure the reliability of the questionnaire. In addition, Cronbach's Alpha coefficient for all questionnaire items is (0.945) which also is high to ensure the reliability of the questionnaire.

Thereby, it can be said that the researcher proved that the questionnaire was valid and reliable and ready for distribution.

3.2.7. Statistical Analysis Tools

The data was collected through questionnaire before and after debating via Zoom, and the data from the pre- and post-test was transformed into numerical data and was analyzed using Microsoft Excel and SPSS (Statistical Package for the Social Sciences). By using SPSS software, six kinds of data analysis test were adopted in this study:

1. Kolmogorov–Smirnov test of normality.

2. Pearson correlation coefficient for Validity.

3. Cronbach's Alpha for Reliability Statistics.

4. Frequency and Descriptive analysis.

5. Nonparametric Tests: including Wilcoxon Signed Rank test for two related samples, Kruskal Wallis for Analysis of Variance.

The qualitative research data was collected by the four opened-ended questions and were analyzed by using MAXQDA according to themes.

In the end, the data of the experiment training was observed and the themes were assigned based into rubrics. thematic analysis to analyze the classroom observations rubrics were done.

CHAPTER IV:

RESULTS OF THE STUDY

4.Results of the study

Chapter four presents the results of the collected data related to students' perspectives and beliefs towards the use of debate via Zoom, and the impact of it on students' critical thinking and argumentative writing skills, then analyze the results. In this study, the data was collected through a combination of different types of research instruments, which were distributed in three phases: the first phase (pre/post-tests and questionnaire); the second phase was classroom observation, where the data was gathered using rubrics; and the third phase was four opened-ended questions. The data attained by mixed research methods complemented each other.

4.1. Phase one

In this section the researcher introduced the pretests and posttests and the students' perspectives results. The tests are: Watson and Glaser critical thinking skills appraisal, Writing argumentative essay test, and the questionnaire.

3.1.1. Critical thinking skills test scores

To test the first hypothesis, the researcher used a nonparametric test to compare the differences between two independent groups using the Mann-Whitney U test. In Table 15, the researcher compared the experimental and control groups test results before and after the experiment to measure the differences in the means for critical thinking skills tests.

To find out which teaching method (debate discussion via Zoom or traditional) is better for enhancing critical thinking skills, the following hypothesis was used:

First hypothesis: There are no statistically significant differences at ($α≤0.05$) between the pre-test and post-test of critical thinking skills total scores due to teaching method (Traditional vs. Zoom).

First, the researcher tested if there were significant differences between pre-test results and post-test results for critical thinking skills in general, regardless of the group (experimental or control group).

To achieve that, the researcher tested the hypothesis and used the Wilcoxon Test (see appendix (A7)) for testing normality, which is a nonparametric test for two related samples as follows:

Table 20

Wilcoxon Test for differences between critical thinking pre-test and post-tests

Hypothesis	Test statistic	Sig*	Decision
There are no statistically significant differences at (α≤0.05) between pre-test and post-test of critical thinking skills total scores	4.61	0.000*	Reject null hypothesis

*Statistical Significance at level (α≤0.05)

Table 14 results show that the value of the test statistic is 4.61 and the p-value <0.05, which means that we will reject the null hypothesis. There are statistically significant differences at (α≤0.05) between the pre-test and post-test of the total critical thinking skills scores in general.

To test the first hypothesis, the researcher used a nonparametric test to compare the differences between two independent groups using the Mann–Whitney U test. In Table 15 the researcher compared the experimental and control groups test results before and after the experiment to measure the differences in the means for critical thinking skills tests.

Table 21

The Mann–Whitney test for comparing the experimental and control groups.

	Test	Test Value	Sig.	Experimental group		Control Group	
				Mean	Standard deviation	Mean	Standard deviation
	Critical thinking skills pre-test scores						
1	Inference	0.24	0.807	1.17	0.70	1.23	0.728

2	Recognition of assumption	0.08	0.939	2.27	0.98	2.30	1.21
3	Deduction	-0.41	0.680	1.90	0.80	1.80	0.85
4	Interpretation	-0.19	0.853	1.60	0.97	1.57	1.01
5	Evaluation of argument	-0.05	0.962	1.33	0.92	1.33	0.80
	Total	-0.10	0.923	8.27	1.86	8.23	2.16
Critical thinking skills post-test total scores							
1	Inference	-2.64	0.008	2.50	1.04	1.73	1.05
2	Recognition of assumption	-2.64	0.008	2.57	0.73	2.00	0.91
3	Deduction	-2.35	0.019	2.23	0.82	1.87	0.68
4	Interpretation	-2.38	0.017	1.87	0.82	1.30	0.92
5	Evaluation of argument	-2.57	0.010	2.23	0.63	1.67	0.88
	Total	-5.28	0.000	11.43	1.43	8.57	1.79

*Statistical Significance at level α = 0.05

Table 15 illustrates the comparison between the experimental group and control group scores of students in the pre- and post-tests. It presents five subskills in the test sections; the first one tested gained the highest mean scores M=2.30 for the control group. The pre-test is the recognition of assumptions, which is aimed at examining students' ability to know if the existing assumption is taken for granted in the argument of the thesis. Also, for the experimental group, it took the highest mean scores M=2.27 and the sig is (0.939). The results for the deduction subskill show the mean scores being M= 1.90 for the experimental group and M=1.80 for the control group, and the sig is (0.680). The aim of this test is to examine if the student can consider the premises, followed by suggested conclusions, as true without exception. The Psychological Corporation (adapted by permission of Glaser-Watson, 2002). The third one is interpretation. The mean score is (1.60) for the experimental group and the sig is (0.853), the control group obtained M=1.57. The goal of the interpretation

test is to determine whether the supposed conclusions that followed the paragraph premises are true or not, based on the supposed conclusions in the paragraph. Then evaluation of the argument results in a mean score of M=1.33 which is equal for both groups. This item examined students' ability to differentiate between the strong argument and the weak one. The results of this item revealed that the sig was 0.962 for the pretest. The last subskill that shows the lowest mean scores is inference, M= 1.17 with sig (0.807); it tested students' ability to observe if they can draw conclusions by relating the observed facts. The pre-test results are shown clearly. On fig (17) the results of both groups are compared.
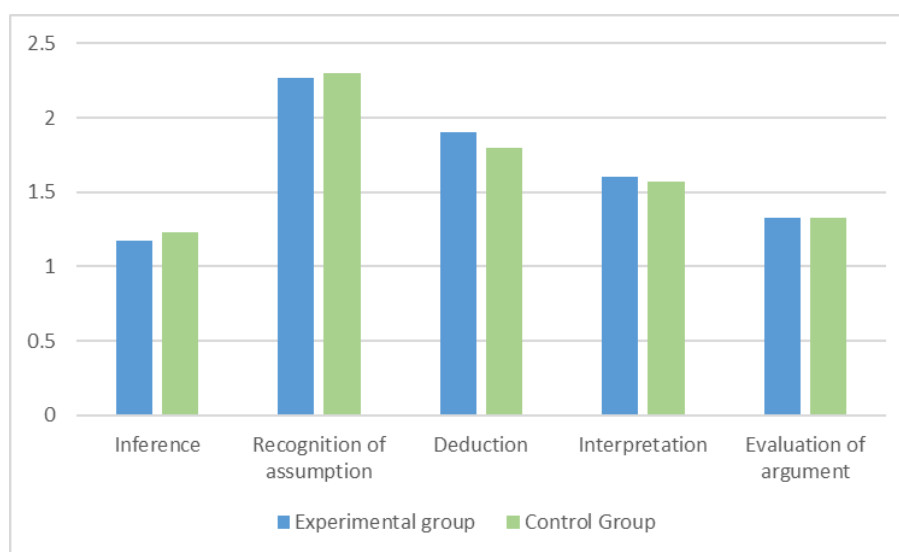
Figure 17. Comparing the means of the critical thinking skills pre-test scores for the control and experimental groups.

The results revealed that the p-value (sig.) for the for all test sections is greater than the level of significance $\alpha = 0.05$; the sig for the five items inference, recognition of assumption, interpretation, and evaluation of arguments are, respectively 0.728, 1.21, 0.85, 1.01, 0.800; and the means are M= 1.23, 2.30, 1.80, 1.57, 1.33. The results show that there are no statistically significant differences between the experimental and control groups in the pre-test results for the five subskills. Figure (17) reveals that both groups had approximately the same level of results in the pre-test, which proved that study sample was homogeneous.

For the post-test total scores, recognition of assumptions took the highest mean scores of M= 2,57 with the sig being 0.008, and it is also the highest mean scores of M= (2.00) for the control group, but it is less than it was in pre-test. The inference had greatly increased from the lowest means in the pre-test to reach the second rank of high scores in the results of the experimental group, M= 2.50 with the same sig as the recognition of assumptions sig (0.008). For the control group, the second highest mean scores are shown in the results of deduction M= 2.50, and sig (0.019). While both deductions mean scores and evaluation of the argument are (2.23) for the experimental group, it was followed by interpretation and evaluation of argument, which gained the lowest improvement in the subskills of critical thinking= (1.87,1.67). Figure (18) illustrates students' comparison of the experimental and control groups mean scores. Comparing the means of the critical thinking skills pre-test scores for the control and experimental groups the post-test.
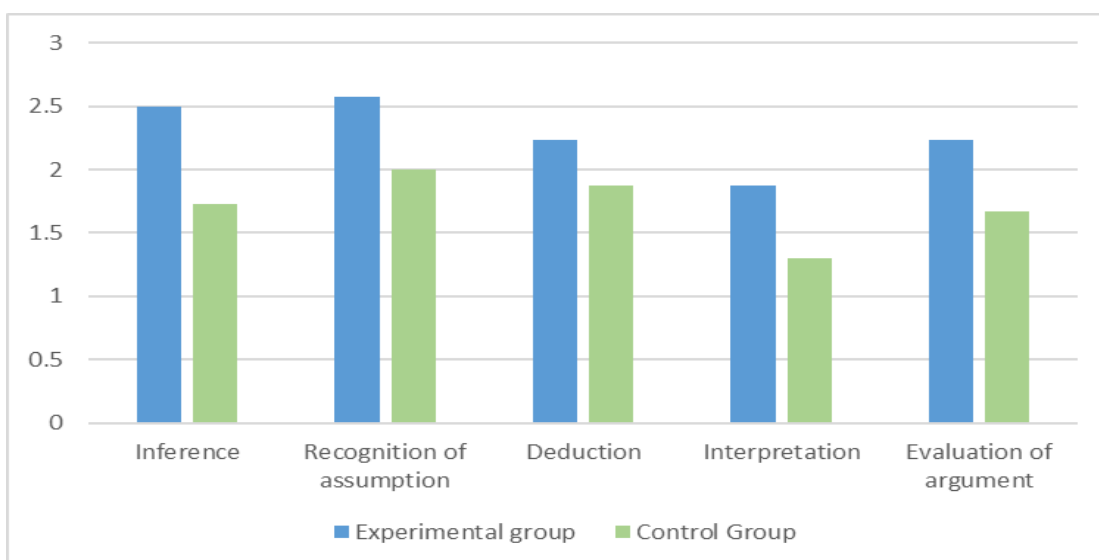
Figure 18. Comparing the means of the critical thinking skills post-test scores for the control and experimental groups.

The p-value (sig.) is 0.000, it is less than the level of significance $\alpha = 0.05$; then there are statistically significant differences between the experimental and the control groups in the post-test total scores.

Meanwhile, to investigate the calculated means for all sections of the post-test for the experimental group compared to the control group in table (15), we notice that the total scores and section scores for the experimental group are higher than the control group.

So, it can be concluded that there are statistically significant differences at (α≤0.05) between the total critical thinking skills test scores due to the teaching method (Traditional vs. Zoom), which means we reject the first hypothesis.

And the results also lead to rejecting hypothesis 3 (a) that there is no significant increase at (α= 0.05) in the students' post-test scores for critical thinking skills compared to their scores in the pre-test due to the teaching method (Debate via Zoom vs. Traditional).

4.1.2. Results of the argumentative writing skills scores

To find out the impact of debate discussion via Zoom on learning argumentation, the following hypothesis was used:

Hypothesis 2: There are no statistically significant differences at (α≤0.05) between pre-test and post-test of total argumentative writing skills scores due to teaching method (Traditional vs. Zoom).

The researcher assigned two tests to examine the hypothesis: the Wilcoxon and the Mann–Whitney U tests. The first test was to determine if there were significant differences between pre-test results and post-test results for argumentative writing skills in general, regardless of the group (experimental or control group). The Wilcoxon test is a nonparametric test for two related samples as follows:

After analyzing the pre- and post-tests, the results revealed that the value of the test statistic was 6.65, and the p-value <0.05, which means that we rejected the null hypothesis, and there are statistically significant differences at (α≤0.05) between the pre-test and post-test of the total argumentative writing skills scores in general (see table 25).

Table 22

Wilcoxon Test for differences between the pre-test and post-test.

Hypothesis	Test statistic	Sig	Decision

| | 6.65 | 0.000 | Reject null hypothesis |
| There are no statistically significant differences at (α≤0.05) between the pre-test and post-test of writing argumentative skills total scores | | | |

*Statistical Significance at level α = 0.05

The second test was the Mann–Whitney U test, which was aimed at testing the hypothesis and finding out if there were differences between the scores of the participants in the experimental and control groups, in order to discuss the results.

Table 23

The Mann–Whitney test for comparing the experimental and control groups.

Test	Test Value	Sig.	Experimental group		Control Group	
			Mean	Standard deviation	Mean	Standard deviation
Argumentative writing skills pre-test total scores	**0.94**	**0.347**	**21.80**	**6.03**	**22.80**	**5.99**
Introduction	3.15	0.002	3.63	1.93	4.45	1.71
Organization and transition	1.10	0.272	3.87	1.41	4.25	1.50
Conclusion	0.10	0.919	1.72	1.47	1.87	1.25
Counter claim and rebuttal	-*	-*	-*	-*	-*	-*
Evidence and elaboration	2.03	0.042	4.87	2.04	5.68	1.50
Tone, word choice, and convention	-2.26	0.024	7.72	2.14	6.55	1.85
Test	Test Value	Sig.	Experimental group	Control Group		

Argumentative writing skills post-test total scores	-3.41	0.001	Mean	Standard deviation	Mean	Standard deviation
Introduction	-3.40	0.001	10.95	1.72	8.57	3.20
Organization and transition	-3.01	0.003	7.27	1.26	6.10	1.78
Conclusion	-3.63	0.000	3.28	1.26	1.82	1.69
Counter claim and rebuttal	-2.04	0.042	5.85	2.82	4.35	3.15
Evidence and elaboration	-2.86	0.004	10.80	1.64	9.25	2.20
Tone, word choice, and convention	-2.24	0.025	10.55	1.73	9.35	2.15

*Statistical Significance at level $\alpha = 0.05$

The argumentative test was used to examine students' abilities in argumentative essay writing. The test has eight sections: introduction, organization and transition, conclusion, counterclaim and rebuttal, evidence and elaboration, tone, word choice, and convention. The control and experimental groups results were compared with the Mann–Whitney test; the results of the pre-test and post-test sections are shown in the table.
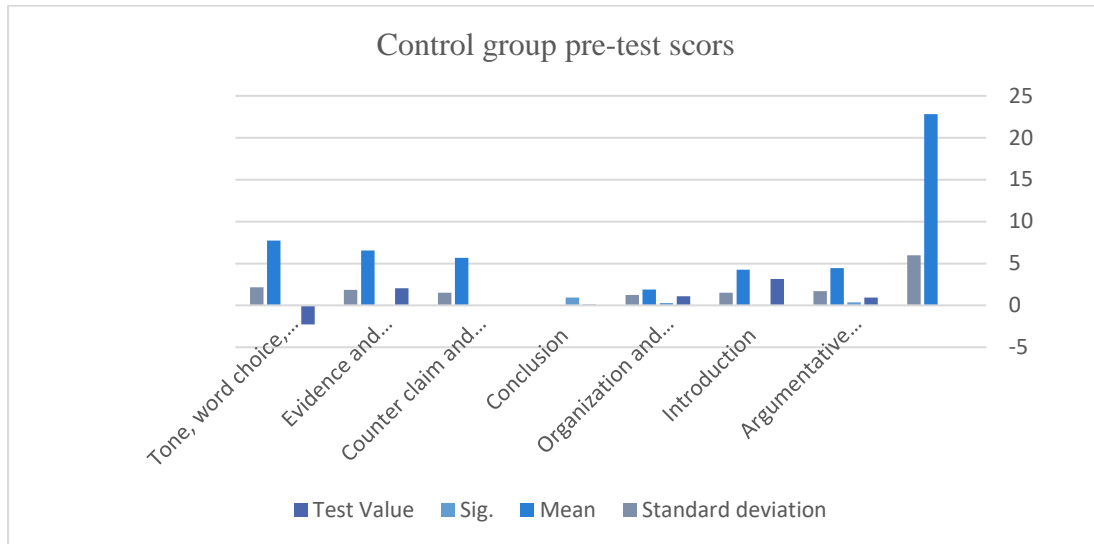
Figure 19. Control group pre-test writing scores
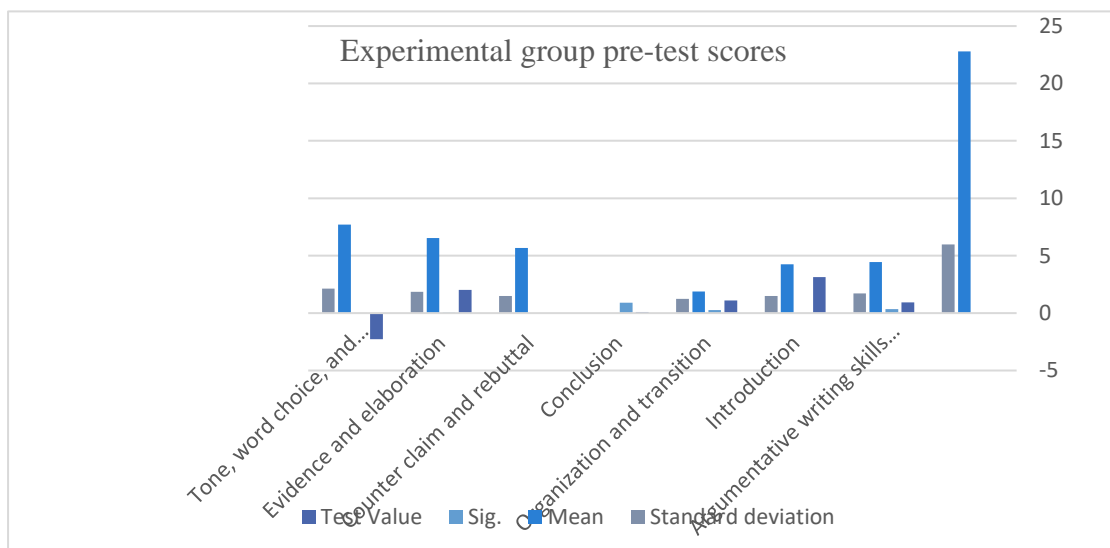
Figure 20. Experimental group pre-test writing scores

Figs (19) and (20) illustrate the results of the pre-test. They reveal that for the control group, the highest mean score results are for tone and word choice, and convention for the experimental group. It examined students' ability in grammar and language use; the mean scores M= (7.72), and sig (0.024), while the control group had mean scores of (6.55). The second section that obtained high mean scores is evidence and elaboration, M= (5.68) for the control group, and M= (4.87) for the experimental group, and the sig is (0.347). The control group also outperformed the experimental group pretest in the mean scores of the introduction being M= (4.45) and the experimental M= (3.63),

followed by the organization and transition mean scores of M=(4.25) for the control group and M=(4.25), and M=(3).87 for the experimental group.

As we notice in Table (19), all students in both samples got 0 in the counterclaim and rebuttal section because they were not familiar with it before the experiment; the sig was 0.272 with M= 2.25. For the conclusion, the sig was 0.919 with a mean of 1.87 and a standard deviation of 1.25. While the results of the counterclaim and rebuttal section were zero for both groups in the pre-test, students were unaware of the concept at all.

The p-value was higher than the level of significance ($\alpha = 0.05$), indicating that there were no statistically significant differences between the experimental and control groups in any of the sections of the writing test. This indicated that both groups – the control and the experimental groups – were homogeneous. They had similar writing levels in the pretest (see fig (19) and fig (20)); however, the mean for the control group is M= 22.8, whereas, M=21.8 for the experimental group. In other words, the results of the means between groups indicate a one-degree increase in favor of the control group, and the highest difference was in the section of the introduction mean scores.

Overall, the provided information indicates that the control group, and the experimental group, were similar in their overall writing ability during the pretest. It shows that there were no significant differences between the groups.
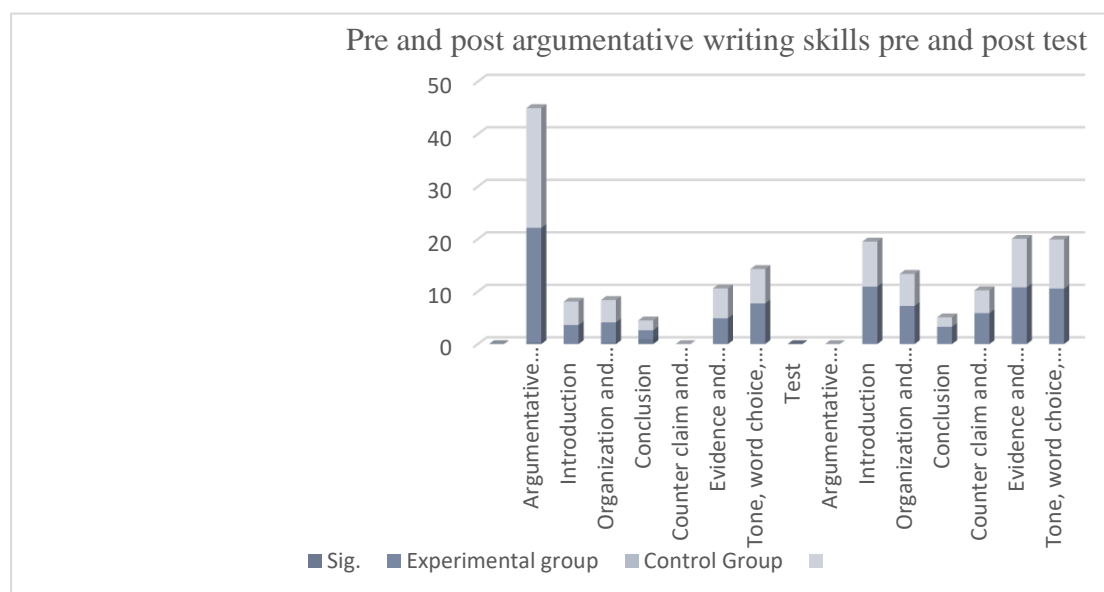
Figure (21) Comparing results of both the experimental and control group final scores in the pre- and post-tests.

Figure 21. and table (25) show that the mean for the experimental group in the post-test was M=10.95 for the introduction, which was a sharp improvement from 3.63 in the pretest, whereas, in the control group it was M= 8.57. Evidence and elaboration mean scores were M= (10.80) for the control group and (9.25) the sig is (0.004), which is significant. Then tone, word choice, and convention were M= (10.55) for the control group and 9.35 for the experimental group. According to the counterargument, the lowest mean scores were for the conclusion, which were 3.28 for the experimental group and 1.82 for the control group.

The results highlighted those students who learned debate discussion via Zoom had a considerably higher improvement in rebuttal skills in both groups, with M= (5.85) for the experimental group and (4.35) for the control group, with a sig of (0.420).

In the post-test, there are significant differences between both groups scores in favor of the experimental group; the sig (0.001) is below the level of significance ($\alpha \leq 0.05$). The results indicate that there are indeed statistically significant differences in the argumentative writing skills between the two groups after the intervention. The experimental group that learned using debate discussion via Zoom outperformed the control group that learned using the traditional method in the classroom in various domains, such as, writing the introduction, organization and transition, conclusion, and providing supporting evidence.

The results highlighted that student who learned debate discussion via Zoom had a considerably higher improvement in writing an introduction for the argumentative essay.

The results lead to the rejection of hypothesis no. 2, which stated that there are no statistically significant differences at $\alpha \leq 0.05$ between the pre-test and post-test scores of the argumentative writing skills due to the teaching methods (Traditional vs. Zoom).

4.1.3. Comparing students' scores argumentation writing and critical thinking skills in pre and post test

Hypothesis 3: There is no statistically significant increase at (α= 0.05) in the students' post-test scores for critical thinking skills and argumentative writing

skills compared to their pre-test scores due to teaching method (Traditional vs. Zoom).

(a) There is no statistically significant increase at (α= 0.05) in the students' post-test scores for critical thinking skills compared to their pre-test scores due to teaching method (Traditional vs. Zoom).

The results of testing the first hypothesis showed that there are no significant differences between the total critical thinking skills scores in the pre-test and post-test due to teaching method (Traditional vs. Zoom), and by comparing the means in Table 22, the researcher noticed that the increase in critical thinking results in the experimental group was higher than the increase in the control group, but this increase is not statistically significant, which leads us not to reject Hypothesis 3 Part (a).

(b) There is no statistically significant increase at (α= 0.05) in the students' post-test scores for writing argumentative skills compared to their scores in the pre-test due to the teaching method (Traditional vs. Zoom).

The results of testing Hypothesis 2 showed that there are significant differences between the pre-test and post-test of argumentative writing skills and total scores due to the teaching method (Traditional vs. Zoom).

So, in this section the researcher will measure if there was an increase in the post-test results compared to the pre-test results of argumentative writing skills due to the teaching method (Traditional vs. Zoom), which will show the effectiveness of the technique. By comparing the means for total scores and section scores in Table 22 the results showed that the increase in argumentative writing skills post-test results for the experimental group is more significant than the increase in the post-test results of the control group, which leads to the rejection of Hypothesis 3 (b), as there is no statistically significant increase at (α= 0.05) in the students' post-test scores for argumentative writing skills compared to their scores in the pre-test due to the teaching method (Traditional vs. Zoom).

4.1.4. Comparing experimental and control group's pre and posttests scores due to teaching method (Traditional vs. Zoom)

To determine the students' opinions towards the impact of debate discussion via Zoom on students' critical thinking skills, the researcher used the following hypothesis:

Hypothesis 4: There are no statistically significant differences at (α≤ 0.05) in students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills.

First, the researcher tested the normality for first, second, third, fourth, and fifth domains see A (7-11) and Tables (40-44). The results revealed that the p-value for all paragraphs is less than 0.05 level of significance, then all these paragraphs are not normally distributed. Consequently, nonparametric tests should be used to perform the statistical data analysis.

Therefore, the researcher used the Wilcoxon Signed Rank test, which is a nonparametric test for one independent sample, to check if the mean of responses for both the experimental and control groups was different from the neutral value of 3, before using Zoom for debating.

Table 24

The Wiloxon test mean and P-value (sig.) for the impact of debate discussion via Zoom on enhancing critical thinking skills

No.	Items	Mean	Weighted mean	T-value	P-value	Rank
1	Debate discussion via Zoom helps to analyze the argumentative written text	2.72	54.4%	-2.30	0.022	6
2	Debate via Zoom helps students to summarize a written text easily	2.70	54%	-2.05	0.040	7
3	Debate discussion via Zoom helps students to focus on the lessons	2.92	58.4%	-0.66	0.509	3
4	Debate discussion via Zoom helps students to infer the conclusions from the evidences	2.97	59.4%	-0.30	0.763	1
5	Debate discussion via Zoom helps students to deduct conclusions for the argumentative essay	2.93	58.6%	-0.61	0.542	2
6	Debate discussion via Zoom assists in connecting the ideas of the written argumentative text together	2.92	58.4%	-0.79	0.431	3

7	Debate discussion via Zoom enables students to evaluate the argumentative text based on systematic rubrics	2.92	58.4%	-0.46	0.647	3
	All items of the first section	**2.87**	**57.4%**	**-1.13**	**0.259**	

*Statistical Significance at level α = 0.05
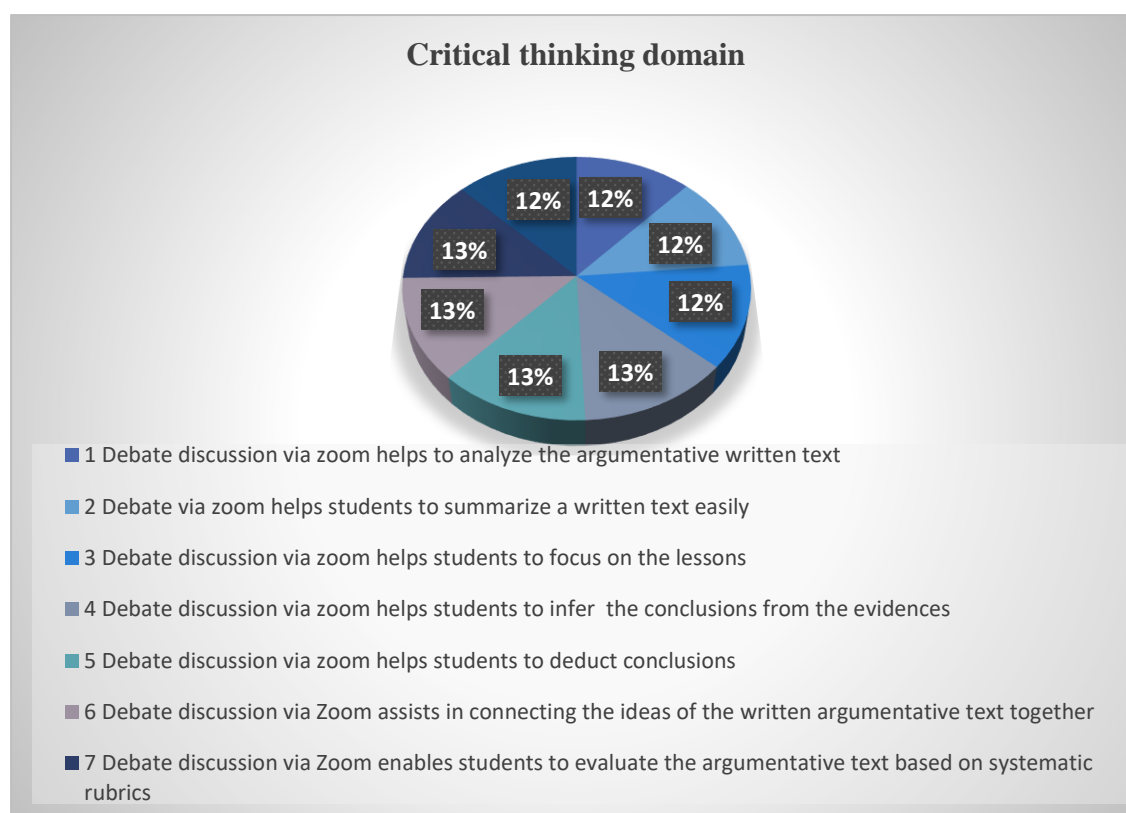
Figure 22. Distribution of Students responses toward the impact of debate via Zoom on critical thinking skills

In Table 24, rank (1) means that the most agreement was received in the critical thinking skills domain in this survey, while rank 7 has the lowest agreement. For this domain, it seems that the majority of the tenth and eleventh grade students had little agreement, or sometimes the percent of student agreement was not high, regarding the impact of debate via Zoom on the critical thinking skills domain. The questionnaire items asked students about their perspectives towards the impact of debate discussion via Zoom on inferring the conclusions from the evidence in the argumentative text. 59% of the participants agreed with this section. Then, it was followed by the section of debate discussion via Zoom which helps students draw conclusions. It received rank 2 in the

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rate of student responses, and the p value is (0,542). This suggests that the difference in opinions towards sections 1 and 2 is not statistically significant.

Three other sections that received the same weighted mean of 58.4% that debate discussion via Zoom helps students focus on the lessons. The p value is (0.763), which is higher than the significance level (α =0.05). It was followed by debate discussion via Zoom, which assisted in connecting the ideas of the written argumentative text together. Debate discussion via Zoom enables students to evaluate the argumentative text based on systematic rubrics. Paragraphs 3, 4, 5, 6 and 7 have a greater than (α =0.05) level of significance. It means that there are no significant differences between students' perspectives before or after the experiment.

On the other hand, it was shown that in the paragraphs that are ranked in a descending order according to the degree of agreement, where the rank is 6,7, 7 represents the lowest degree of agreement for respondents.

The total p-value for all the paragraphs is 0.259, which is more than a (α =0.05) level of significance.

Also, 58.6% of the students agreed that debate discussion via Zoom helps students draw conclusions. The 58.6% shows that debate discussion via Zoom enables students to evaluate the argumentative text based on systematic rubrics (58.4%), and debate discussion via Zoom assists in connecting the ideas of the written argumentative text together, while 54% show that debate via Zoom helps students summarize a written text easily, which is the lowest percentage of response. In general, students' perspectives towards the ability of debate to enhance their critical thinking skills are not significant; they disagree, or slightly agree that online learning via Zoom can help them focus on lessons, analyze, infer, summarize, or connect ideas to improve their thinking. See table (25) and fig(23)

This means that the mean for these paragraphs is different than the hypothesized value of 3, and we reject the null hypothesis. This result means that secondary students believed that debate via Zoom helped them analyze the argumentative essays that they practiced writing it through the debate meeting on Zoom. In addition to that, debate via Zoom helps students summarize a written text easily.

1. The impact of debate discussion via Zoom on argumentative writing skills

Table 25

The Wilcoxon test mean and P-value (sig.) for the impact of debate discussion via Zoom on argumentative writing skills.

No.	Items	Mean	Weighted mean	T-value	P-value	Rank
8	Debate discussion via Zoom improves the writing introduction for the argumentative essay	2.97	59.4%	-0.40	0.693	4
9	Debate discussion via Zoom develops the grammar of the argumentative essay	3.02	60.4%	-0.07	0.941	3
10	Debate discussion via zoom helps in writing counter argument	2.75	55.0%	-2.02	0.043	7
11	Debate discussion via Zoom is important for writing the conclusion of the argumentative essay	2.92	58.4%	-0.77	0.444	5
12	Debate discussion via zoom helps students in writing arguments' claim	2.92	58.4%	-0.48	0.634	5
13	Debate discussion via zoom helps students to write more reasons to support the claim of the argumentative essay	3.16	63.2%	1.23	0.220	1
14	Debate discussion via zoom is good for providing evidences to support the reasons in argumentative essay	3.10	62.0%	0.49	0.626	2
	All items of the second section	**2.98**	**59.6%**	**-0.17**	**0.866**	

*Statistical Significance at level $\alpha = 0.05$

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Argumentative writing skills domain

- 8 Debate discussion via zoo improves the writing introduction for the argumentative essay
- 9 Debate discussion via Zoom develops the grammar of the argumentative essay
- 10 Debate discussion via zoom helps in writing counter argument
- 11 Debate discussion via Zoom is important for writing the conclusion of the argumentative essay
- 12 Debate discussion via zoom helps students in writing arguments' claim
- 13 Debate discussion via zoom helps students to write more reasons to support the claim of the argumentative essay

Figure 23. Distribution of students' responses means toward the impact of debate via Zoom elements of writing argument

The first domain of the questionnaire examined students' opinions towards the elements of writing argumentative essays. It aims at collecting students' perspectives, beliefs and attitudes towards their development in the experiment. The argumentative writing test assessed their skills and the questionnaire collected their opinions and their improvement through debate via Zoom.

Table 25 shows the participants' opinions towards the paragraphs of the second section and the impact of debate discussion via Zoom on argumentative writing skills before debating via Zoom, as they are ranked in descending order according to the degree of agreement. Where rank 1 represents the item that has the highest agreement for respondents and rank 7 represents the paragraph that has the lowest agreement for respondents in the group. The following facts could be concluded:

- The p-value for the second section in total and paragraphs 8, 9, 11, 12, 23 and 14 is more than the (α =0.05) level of significance, which means that for these paragraphs we fail to reject the null hypothesis and that the means for these paragraphs and the second section equal the hypothesized value of 3 (neutral). While the p-value for paragraph 10 is less than the (α =0.05) level of significance, which means that the mean

for these paragraphs is different from the hypothesized value of 3, we reject the null hypothesis.

- The statistical mean for item 13 equals (3.16), the weighted mean equals 63.2% and the sig. (p-value) is greater than (0.05), which implies that 63.2% of the students before debating via Zoom agreed that "debate discussion via Zoom helps us in explaining the cause of something".

- The statistical mean for item 14 equals (3.10), the weighted mean equals (62.0%) and the sig. (p-value) is more than (0.05), which implies that 62.0% the students before debating via Zoom agree that "debate discussion via Zoom is good for giving examples and documentation".

- In general, the statistical mean for the whole field (the impact of debate discussion via Zoom on argumentative writing skills) equals (2.98), the weighted mean equals (59.6%) and the sig. (p-value) is greater than (α = 0.05), which indicates that 59.6% of the students before debating via Zoom agreed that debate discussion via Zoom enhanced argumentative writing skills.

2. The impact of debate discussion via Zoom on social skills

Table 26

The Wilcoxon test mean and P-value (sig.) for the effect of debate discussion via Zoom on social skills.

No.	Items	Mean	Weighted mean	T-value	P-value	Rank
15	Debate discussion via Zoom helps students to take the responsibility to learn	3.20	64.0%	1.20	0.229	5
16	Debate discussion via Zoom helps to make new relationships between students	2.95	59.0%	-0.50	0.621	7
17	Debate discussion via zoom helps students to interact cooperatively	3.25	65.0%	1.28	0.201	3
18	Debate discussion via zoom enhances students to be more courageous to answer questions	3.70	74.0%	3.78	0.000	1
19	Debate discussion via zoom helps students to express themselves freely.	3.44	68.8%	2.50	0.013	2

20	Debate discussion via zoom helps us to respect others' opinion	3.20	64.0%	1.12	0.261	5
21	Debate discussion via zoom improves students to lead a team work	3.21	64.2%	1.17	0.244	4
	All items of the third section	**3.28**	**65.6%**	**2.13**	**0.034**	

*Statistical Significance at level α = 0.05
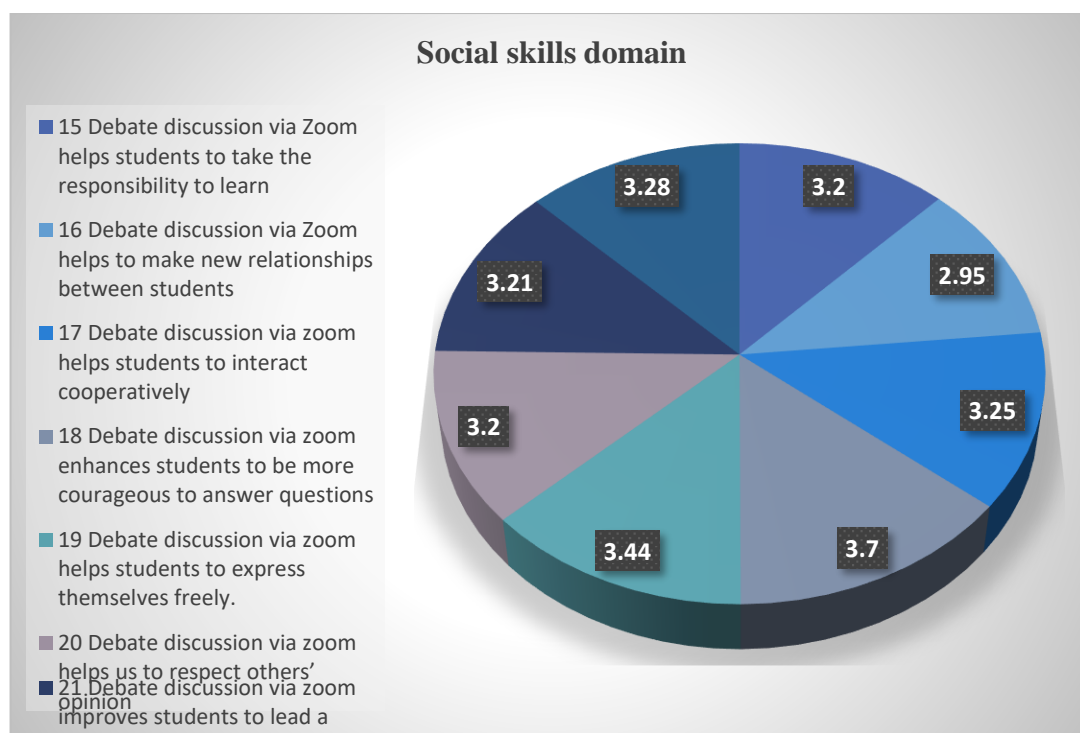
Figure 24. Distribution of students' responses means toward the impact of debate via zoom on social skills

Table 26shows the participants' opinions towards the paragraphs of the third section and the effect of debate discussion via Zoom on social skills before debating via Zoom, as they are ranked in a descending order according to the degree of agreement, where rank 1 represents the item that has the highest agreement for respondents and rank 7 represents the paragraph that has the lowest agreement for respondents in the group. The following facts could be concluded:

- The p-value for the third section, the paragraphs 15, 16, 17, 20, and 21, is greater than (α =0.05) level of significance, which means that for these paragraphs we fail to reject the null hypothesis and that the mean for these paragraphs and the third section equals the hypothesized value of 3 (neutral). While the p-value for the third section in total, and paragraphs 18 and 19 is less than the (α =0.05) level of significance which means

that the mean for these paragraphs is different than the hypothesized value of 3, and we reject the null hypothesis.

- The statistical mean for item 18 equals (3.70), the weighted mean equals (74.0%) and the sig. (p-value) is less than (0.05), which implies that 74% of the students before debating via Zoom agreed that "debate discussion via Zoom enhances students' boldness".

- The statistical mean for item 19 equals (3.44), the weighted mean equals (68.8%) and the sig. (p-value) is less than (0.05), which implies that 68.8% of the students before debating via Zoom agreed that "debate discussion via Zoom helps students express themselves freely".

- In general, the statistical mean for the whole field (the effect of debate discussion via Zoom on social skills) equals (3.28), the weighted mean equals (65.6%) and the sig. (p-value) is less than ($\alpha = 0.05$), which indicates that 65.6% of the students before debating via Zoom agreed that debate discussion via Zoom affects social skills.

3. The impact of debate discussion via zoom on speaking skills
Table 27

The Wilcoxon test mean and P-value (sig.) for the impact of debate discussion via Zoom on speaking skills.

No.	Items	Mean	Weighted mean	T-value	P-value	Rank
22	Debate discussion via Zoom helps students to define the topic they want to write about it	3.08	61.6%	0.50	0.618	6
23	Debate discussion via zoom helps students to speak fluently	3.34	66.8%	2.04	0.042	3
24	Debate discussion via zoom enhances students' self-confidence	3.31	66.2%	1.67	0.094	4
25	Debate discussion via zoom improves the pronunciation of words	3.41	68.2%	2.42	0.016	2
26	Debate discussion via zoom gives us the chance to practice the language	3.43	68.6%	2.50	0.013	1

27	Debate discussion via zoom helps students to use the language appropriately	3.18	63.6%	1.00	0.320	5
28	Debate discussion via zoom helps students to use a large number of vocabulary items.	3.07	61.4%	0.32	0.748	7
	All items of the fourth section	**3.26**	**65.2%**	**2.21**	**0.027**	

*Statistical Significance at level α = 0.05
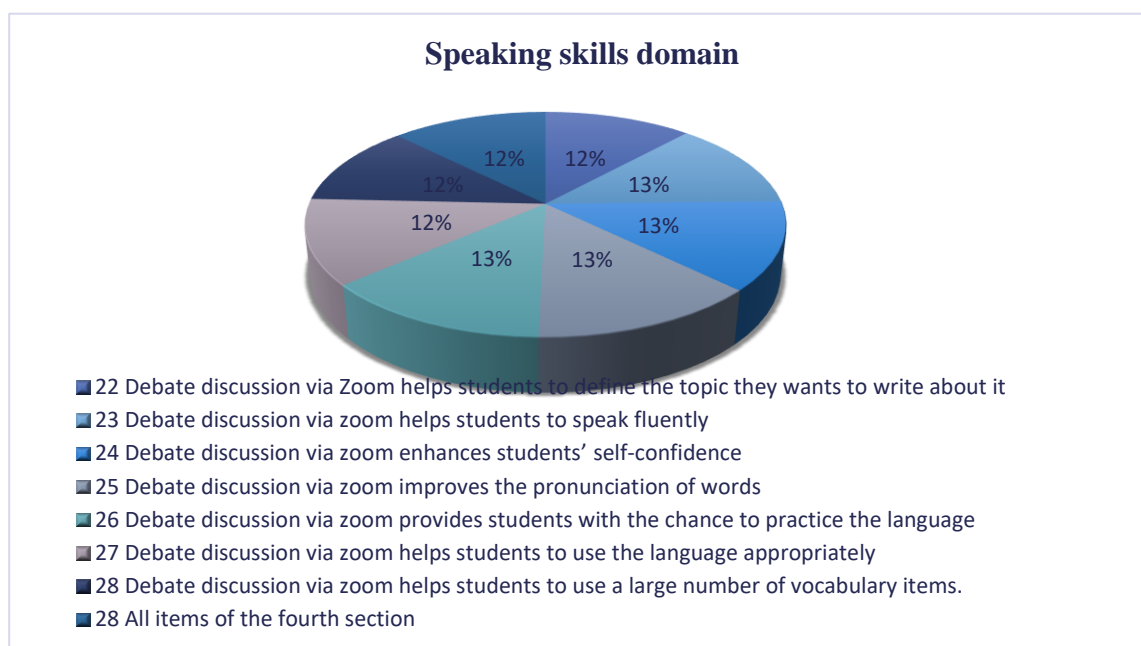
Figure 25. Distribution of students' responses means toward the impact of debate via zoom on speaking skills

The survey results indicated several important findings, Firstly, the p-value for paragraphs 22, 24, 27, and 28 in the fourth section is greater than the (α =0.05) level of significance, which means that for these paragraphs we fail to reject the null hypothesis and that the mean for these paragraphs and the fourth section equals the hypothesized value of 3 (neutral). While the p-value for the fourth section in total, and paragraphs 23, 25, and 26, is less than the (α =0.05) level of significance, which means that the

mean for these paragraphs is different from the hypothesized value of 3, we reject the null hypothesis.

- The statistical mean for item 26 equals (3.43), the weighted mean equals (68.6%) and the sig. (p-value) is less than (0.05), which implies that 68.6% of the students before

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debating via Zoom agreed that debate discussion via Zoom gives them the chance to practice the language.

- The statistical mean for item 25 equals (3.41), the weighted mean equals (68.2%) and the sig. (p-value) is less than (0.05), which implies that 68.2% of the students before debating via Zoom agreed that debate discussion via Zoom improves the pronunciation of words.

- In general, the statistical mean for the whole field (the impact of debate discussion via Zoom on speaking skills) equals (3.26), the weighted mean equals (65.2%) and the sig. (p-value) is less than (α = 0.05), which indicates that 65.2% of the students before debating via Zoom agreed that debate discussion via Zoom enhances speaking skills.

4. The impact of debate discussion via Zoom on nonverbal communication skills

Table 28

The Wilcoxon test mean and P-value (sig.) for the impact of debate discussion via Zoom on nonverbal communication skills.

No.	Items	Mean	Weighted mean	T-value	P-value	Rank
29	Debate discussion via Zoom helps students understand the body gestures of other students	3.05	61.0%	0.18	0.858	3
30	Debate discussion via Zoom helps students understand the body movements of other students	2.44	48.8%	-3.76	0.000	7
31	Debate discussion via Zoom helps students communicate using eye contact	2.46	49.2%	-3.62	0.000	6
32	Debate discussion via Zoom helps students to understand speaker's facial expressions	2.70	54.0%	-2.07	0.038	5
33	Debate discussion via Zoom enables students to understand the tone of voice	2.98	59.6%	0.36	0.717	4
34	Debate discussion via Zoom enables students to communicate without using touch	3.23	64.6%	1.30	0.192	1

35	Debate discussion via Zoom helps students to communicate without thinking about the space between them	3.20	64.0%	1.11	0.266	2
	All items of the fifth section	**2.87**	**57.4%**	**-1.13**	**0.259**	

*Statistical Significance at level α = 0.05
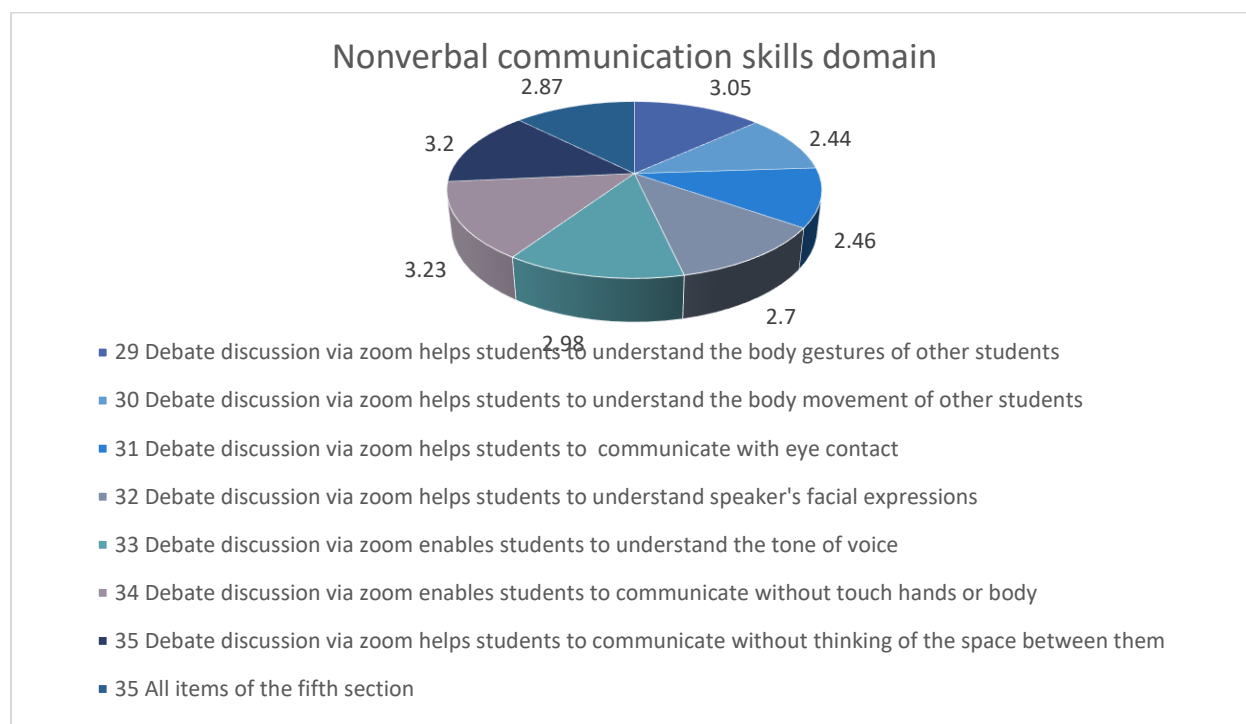
Figure 26. Distribution of students' responses means toward the impact of debate via zoom on nonverbal communication

Table 28 and figure 26 results show the participants' opinions towards the paragraphs of the fifth section and the impact of debate discussion via Zoom on nonverbal communication skills before debating via Zoom, as they are ranked in a descending order according to the degree of agreement, where rank 1 represents the section that has the highest agreement for respondents and rank 7 represents the section that has the lowest agreement for respondents in the group. The following facts could be concluded:

- The p-value for the fifth section in total, and paragraphs 29, 33, 34, and 35, greater than the (α =0.05) level of significance, which means that for these paragraphs we fail to reject the null hypothesis and that the mean for these paragraphs and the fifth section equals the hypothesized value of 3 (neutral). While the p-value for the paragraphs 30, 31, and 32 is less than the (α =0.05) level of significance, which means that the mean

for these paragraphs is different from the hypothesized value of 3, and so we reject the null hypothesis.

- The statistical mean for item 34 equals (3.23), the weighted mean equals (64.6%) and the sig. (p-value) is greater than (0.05), which implies that 64.6% of the students before debating via Zoom agreed that debate discussion via Zoom enables them to communicate without touching their hands or bodies.

- The statistical mean for item 35 equals (3.20), the weighted mean equals (64.0%) and the sig. (p-value) is greater than (0.05), which implies that 64% of the students before debating via Zoom agreed that debate discussion via Zoom helps them to communicate without thinking of the distance between them.

- In general, the statistical mean for the whole field (the impact of debate discussion via Zoom on nonverbal communication skills) equals (2.87), the weighted mean equals (57.4%) and the sig. (p-value) is greater than ($\alpha = 0.05$), which indicates that 57.4% of the students before debating via Zoom agree that debate discussion via Zoom enhanced nonverbal communication skills.

Now, the researcher will use the Wilcoxon Signed Rank Test for two related samples to test if there are significant differences between the responses on the questionnaire before and after debating via Zoom for the two groups – experimental and control groups.

Table 29

The Wilcoxon Test to compare the responses before and after debating via Zoom.

Hypothesis	Test statistic	Sig	Decision
There are no statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills.	4.07	0.000	Reject null hypothesis

*Statistical Significance at level $\alpha = 0.05$

Table 29 results show that the value of the test statistic is 4.07 and the p-value is <0.05, which means that we reject the null hypothesis and that there is a significant difference

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between students' opinions regarding the effect of debating via Zoom on critical thinking and argumentative writing skills before and after using the technique.

And to have more precise results, the researcher tested this hypothesis on the experimental group before and after debating via Zoom and compared it with the responses of the control group.

Table 30

The Wilcoxon Test to compare the responses before and after debating via Zoom.

	Hypothesis	Test statistic	Sig	Decision
(a)	There are no statistically significant differences at ($\alpha \leq 0.05$) in the experimental group students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills.	3.65	0.000	Reject null hypothesis
(b)	There are no statistically significant differences at ($\alpha \leq 0.05$) in control students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills.	1.90	0.057	Reject null hypothesis

*Statistical Significance at level $\alpha = 0.05$

Table 30 results show that the value of the test statistic for the experimental group is 3.65 and the p-value is <0.05, which means that there is a significant difference between the experimental group students' opinions regarding the effect of debating via Zoom on critical thinking and argumentative writing skills before and after debating via Zoom. The control group test statistic is 1.90 and the p-value is > 0.05, which means that there is no significant difference between the control group students' opinions regarding the effect of debating via Zoom on critical thinking and argumentative writing skills before and after using the technique. These results support hypothesis 4 and the research objectives that the main change was in the opinions of students in the experimental group.

And to test the differences in each of the skills covered in the study regarding experimental and control group students' perspectives on the impact of debating via Zoom on their skills before and after debating via Zoom:

Table 31

The Wilcoxon Test for Hypothesis 4 Subcategories.

Section	Experimental Group		Control Group	
	Test statistic	Sig.	Test statistic	Sig.
The impact of debate discussion via Zoom on enhancing critical thinking skills	3.71	0.000	1.54	0.123
The impact of debate discussion via Zoom on argumentative writing skills	3.93	0.000	1.61	0.107
The effect of debate discussion via Zoom on social skills	3.36	0.001	1.19	0.236
The impact of debate discussion via Zoom on speaking skills	3.32	0.001	2.25	0.024
The impact of debate discussion via Zoom on nonverbal communication skills	1.86	0.063	1.41	0.158

*Statistical Significance at level $\alpha = 0.05$
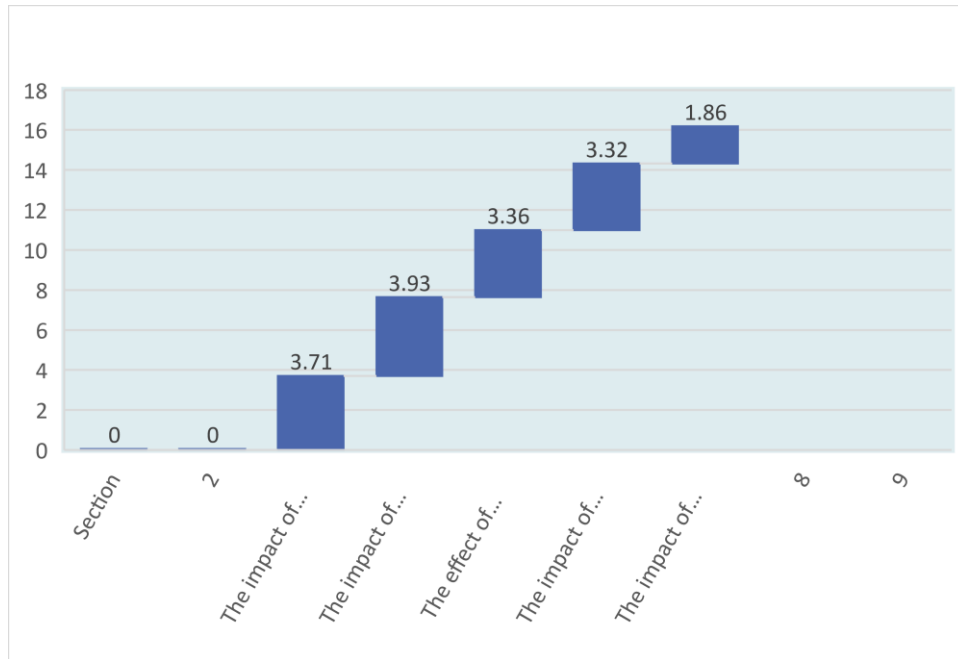
Figure 27. Comparing the domains results for the experimental group

For the experimental group results in the sections: critical thinking skills, argumentative writing skills, social skills, and speaking skills the p-value was <0.05, which means that there are significant differences between the experimental group participants' opinions regarding the impact of debating via Zoom on these skills before and after debating via Zoom. However, for the domain of nonverbal communication skills, the p-value is > 0.05, which means that there is no significant difference between the experimental group participants' perspectives regarding the impact of debating via Zoom on nonverbal communication skills before and after debating via Zoom.

4.1.5. Students' perspectives using debate via zoom as a teaching method

Hypothesis 5: There are no statistically significant differences at (α≤ 0.05) in students' perspectives towards the impact of debate discussion via Zoom on enhancing students' critical thinking and argumentative writing skills due to teaching method (Traditional vs. Zoom)

First, the researcher measured if there was an increase in the students' perspectives towards the impact of debate discussion via Zoom before and after using Zoom in debating, regardless of the group (experimental or control group).

The researcher extracted and compared the means and standard deviation for the questionnaire before and after the debate via Zoom:

Table 32

Comparing means and standard deviation for the questionnaire data before and after debating via Zoom.

Section	Before debating via Zoom		After debating via Zoom	
	Mean	Standard deviation	Mean	Standard deviation
All domains	**3.05**	**0.803**	**3.65**	**0.803**
First domain: The impact of debate discussion via Zoom on enhancing critical thinking skills	2.87	0.950	3.59	0.893
Second domain: The impact of debate discussion via Zoom on argumentative writing skills	2.98	0.781	3.71	0.987
Third domain: The effect of debate discussion via Zoom on social skills	3.28	0.976	3.83	0.844
Fourth domain: The impact of debate discussion via Zoom on speaking skills	3.26	0.843	3.89	0.839
Fifth domain: The impact of debate discussion via Zoom on nonverbal communication skills	2.87	0.868	3.20	0.860

The researcher compared the means and standard deviation of each domain in the questionnaire. The six domains related to the impact of debate discussion via Zoom are: critical thinking, argumentative writing, social skills, and nonverbal communication. Table 32 results reveal that there is a significant difference in the students' perspectives towards the impact of debate discussion via Zoom on enhancing students' critical thinking and argumentative writing skills before and after participating in the experiment. Figure (28) shows the difference in means between the two groups before and after the experiment.
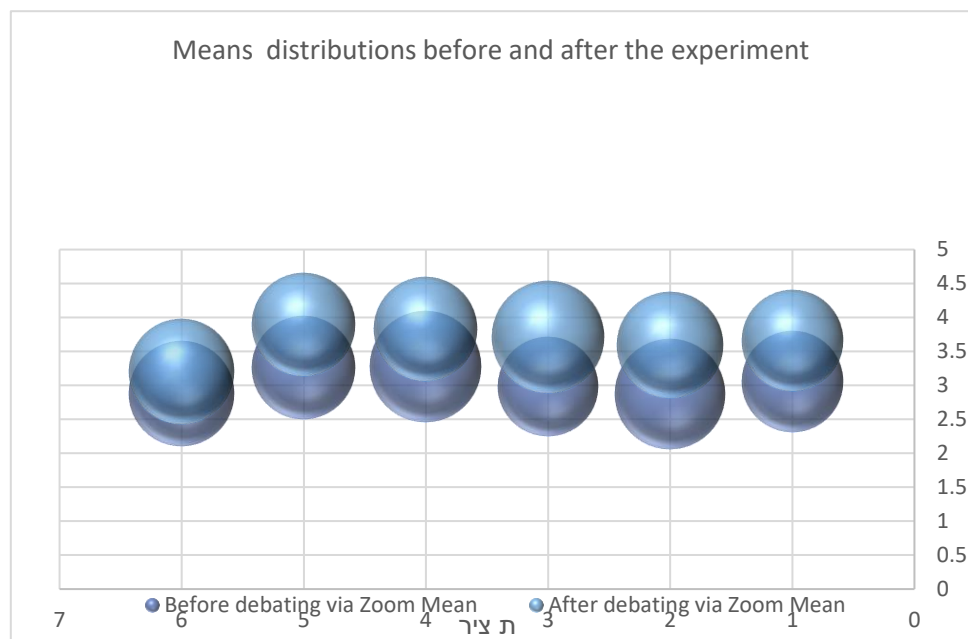
Figure 28. Comparing the means of both groups before and after the experiment

Then the researcher explored if there were significant differences between the experimental and control group responses to the questionnaire before and after debating via Zoom, which reveals the effectiveness of this technique. In order to perform this comparison, the researcher used the Mann–Whitney U test.

Table 33

The Mann–Whitney U test results of the questionnaire and teaching method.

	Domain	Test Value	Sig.	Means	
				Experiment al Group	Control Group

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1	Students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills (before debating via Zoom)	-0.79	0.430	3.17	2.93
2	Students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills (after debating via Zoom)	-3.97	0.000	4.04	3.22

*Statistical Significance at level $\alpha = 0.05$
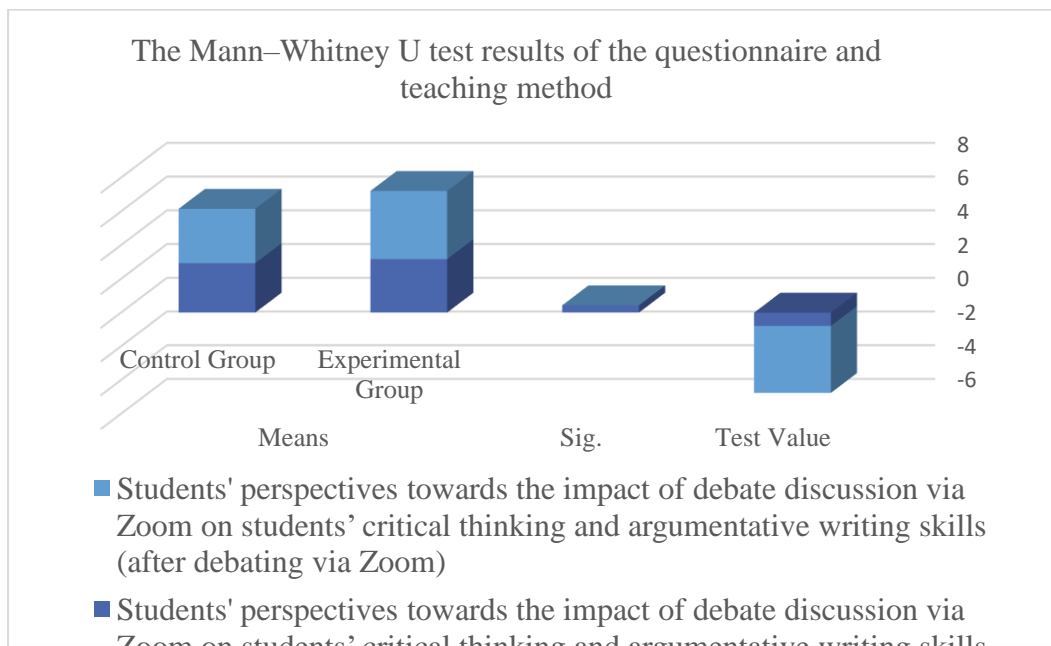
Figure 29. Comparing experimental and control group responses to the questionnaire regarding teaching method before and after debating via Zoom,

Table 33 and fig 29 show that if the p-value (Sig.) before the debating via Zoom section is greater than the level of significance $\alpha = 0.05$, then there are no significant differences before the debate via Zoom on students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills due to the teaching method (Traditional vs. Zoom).

While the p-value (Sig.) after the debate via Zoom section is less than the level of significance α = 0.05, there are significant differences after the debate via Zoom on students' perspectives towards the impact of the debate discussion via Zoom on students' critical thinking and argumentative writing skills due to the teaching method (Traditional vs. Zoom).

So, it can be concluded that the teaching method (Traditional vs. Zoom) has an effect on students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills, which shows the effectiveness of debating via Zoom.

4.1.6. Gender and learning method debate via Zoom

Hypothesis 6: There are no statistically significant differences at (α≤ 0.05) in students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills due to gender.

To test this hypothesis, the researcher used the Mann–Whitney U test which is nonparametric, to compare the differences between two independent groups.

Table 34

The Mann–Whitney test results for debate via Zoom regarding gender

	Domain	Test Value	Sig.	Means	
				Male	Female
1	Students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills (before debating via Zoom)	-0.91	0.363	3.18	3.00
2	Students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking	1.18	0.238	3.56	3.68

	and argumentative writing skills (after debating via Zoom)				

*Statistical Significance at level α = 0.05
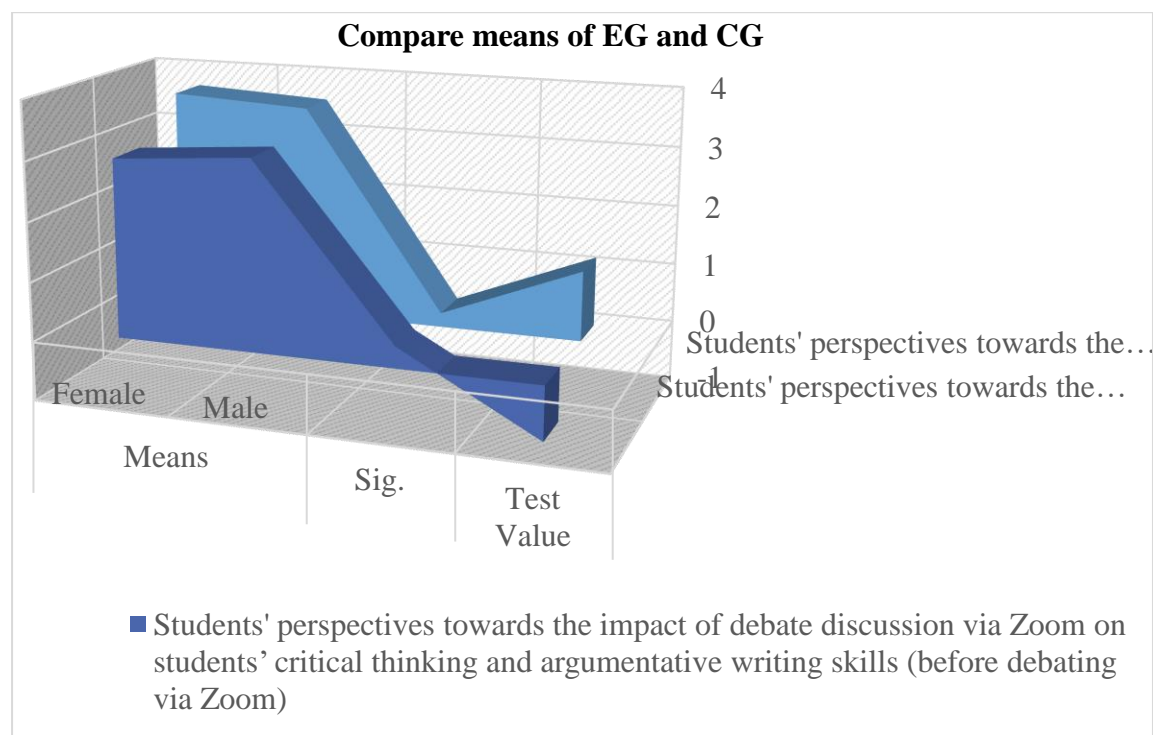
Figure 30. Distribution of the means of both groups CG and EG

Table 34 and fig 30 illustrate results reveal that if the p-value (Sig.) before and after the debate via Zoom is greater than the level of significance α = 0.05, then there are no significant differences due to gender in students' perspectives toward the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills.

So, it can be concluded that gender has no effect on students' perspectives towards the impact of debate discussion via Zoom on their critical thinking and argumentative writing skills.

4.1.7. Specialization and learning method debate vis Zoom

Hypothesis 7: There are no statistically significant differences at (α≤ 0.05) in students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills due to specialization.

To test this hypothesis, the researcher will use the Kruskal-Wallis test, which is a nonparametric test that is an alternative to the one-way ANOVA test.

Table 35

The Kruskal-Wallis test results for debate via Zoom regarding specialization

	Domain	Test Value	Sig.
1	Students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills (before debating via Zoom)	19.59	0.106
2	Students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills (after debating via Zoom)	13.15	0.436

*Statistical Significance at level α = 0.05
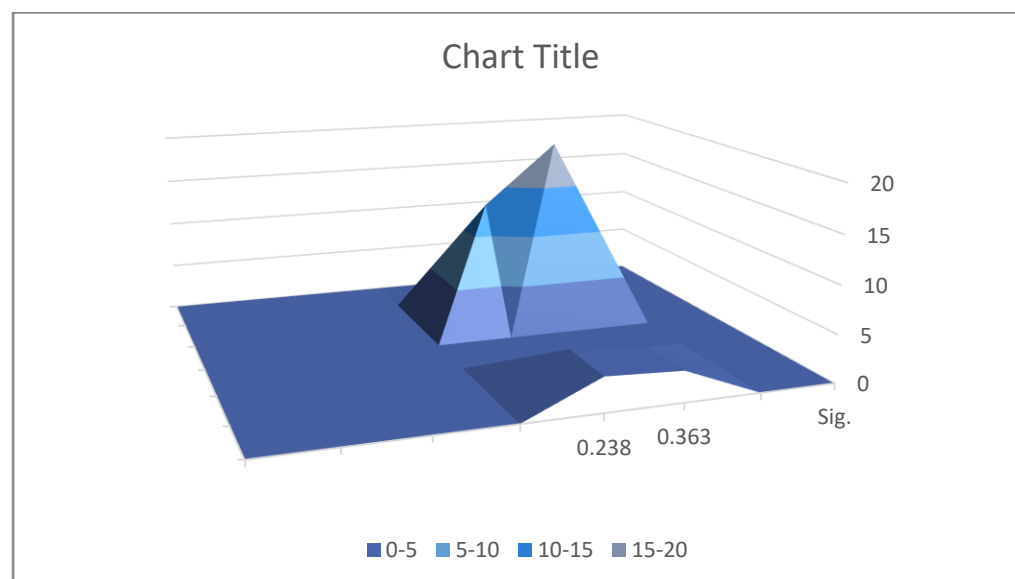
Figure 31. Comparing p-value (Sig.) before and after debating via Zoom

Table 3 shows that if the p-value (Sig.) before and after debating via Zoom is greater than the level of significance α = 0.05, then there are no significant differences due to specialization in students' perspectives toward the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills.

So, it can be concluded that specialization has no effect on students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills.

4.1.8. Grade level and learning debate via Zoom

Hypothesis 8: There are no statistically significant differences at (α≤ 0.05) in students' perspectives toward the impact of debate discussion via zoom platform on students' critical thinking and argumentative writing skills due to grade.

The Mann–Whitney U test was used to test the hypothesis. This test examined if students' attitudes were affected by their grade; in other words, it measures if students' maturity affected their attitudes regarding the debate via Zoom teaching method.

Table 36

The Mann–Whitney U test results for debate via Zoom regarding grade

	Domain	Test Value	Sig.	Means	
				10th grade	11th grade
1	Students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills (before debating via Zoom)	0.92	0.358	2.99	3.16
2	Students' perspectives towards the impact of debate discussion via	-1.55	0.121	3.80	3.35

	Zoom on students' critical thinking and argumentative writing skills (after debating via Zoom)				

*Statistical Significance at level α = 0.05
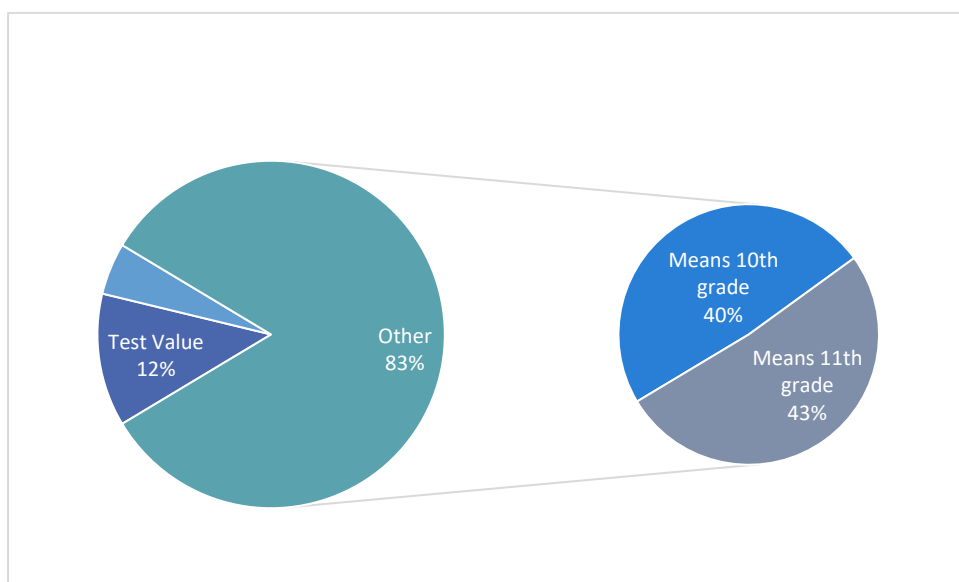
Figure 32. Comparing students' answer percentages for tenth and eleventh grade before and after the experiment

Table 36 and fig 32 compared between students' answer percentages for tenth and eleventh grade before and after the experiment in order to understand if the students' grade affects their attitudes and perspectives towards the impact of debate via Zoom on students' critical thinking and argumentative writing skills before and after the experiment. The results showed that if the (Sig) is 0.121 for the post-test and it is greater than the level of significance α = 0.05, then there are no significant differences due to grade in students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills.

4.1.9. Type of electronic device used during learning debate via Zoom

Hypothesis 9: There are no statistically significant differences at (α≤ 0.05) in students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills due to type of electronic device used during Zoom.

To test this hypothesis, the researcher used the Kruskal-Wallis Test, which is a nonparametric test that is an alternative to the one-way ANOVA test.

Table 37

The Kruskal-Wallis test for debate via Zoom regarding type of electronic device used.

	Domain	Test Value	Sig.	Means		
				Mobile	Computer	IPad
1	Students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills (before debating via Zoom)	4.11	0.128	2.94	3.10	3.97
2	Students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills (after debating via Zoom)	1.15	0.563	3.74	3.51	3.57

*Statistical Significance at level α = 0.05
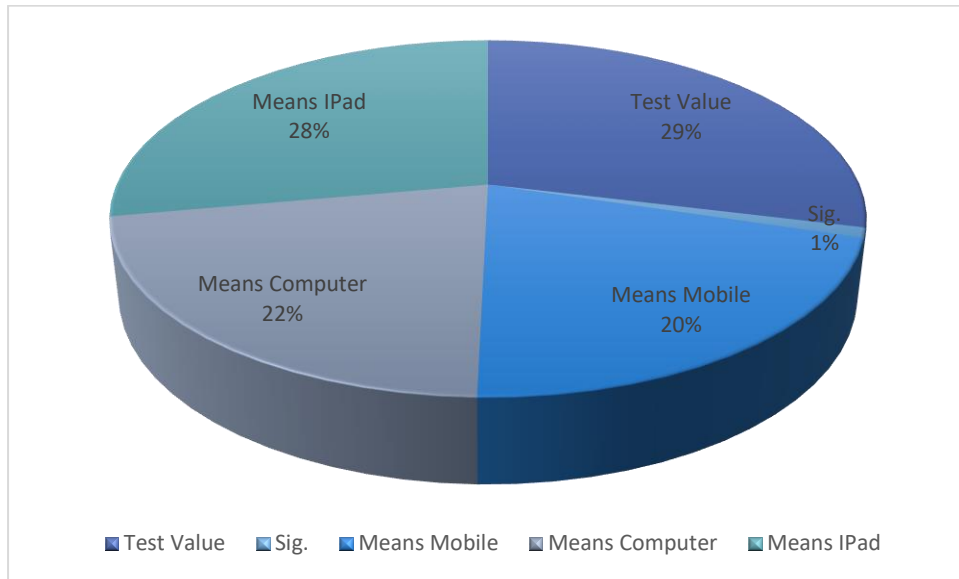
Figure 33. Comparing students' perspectives toward the electronic device

This gives information about the electronic device used by the students in this study. It compares students' perspectives towards the use of computers, laptops, mobiles and iPads before and after the experiment. Table 37 shows that the mobile means were 2.94 in the pretest, while the posttest revealed a slightly higher mean of 3.74.

The (sig) before the experiment was 0.128; it became 0.563 after debating via Zoom. If the p-value is greater than the level of significance of $\alpha = 0.05$, then there are no significant differences due to the type of electronic device used by the students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills.

4.2. Phase 2

This section examines the collected data of students' observations in the training meetings via Zoom, the students' attitudes, beliefs, and suggestions towards debate via Zoom, and the review of the research findings. The results included in this part are: The results of four open-ended questions which were utilized to gather secondary students' attitudes towards the implementation of the debate via Zoom strategy and its impact on students. Then there are the results of the rubric, which was applied to collect data about the effect of the debate via Zoom on students' argumentative writing and critical thinking skills, in addition to collecting data about students' engagement in social and communication skills.

In this section of Chapter IV, the data was collected through both classroom observations and open-ended questions, which were analyzed qualitatively based on themes in the two parts.

4.2.1. Classroom observations

A rubric was used to assess students' participation in debate via Zoom meetings and to collect data to answer the questions regarding the impact of debate via Zoom on students' verbal and nonverbal communication and the impact of debate via Zoom on enhancing students' argumentative writing skills.

4.2.1.1. Respect for other teams

This aspect indicates students' behavior in debate meetings, verbal and nonverbal clues, and students' relations with others when they practiced the discussion, their comments, and criticism of other students' presentations or talks in the Zoom meetings.

In the first and second Zoom meetings, students showed annoyance between the two groups. The students didn't demonstrate enough respect for their fellow classmates. Some students had challenges in developing the thesis for their arguments due to interruptions and the high-pitched voices of others, especially when there was disagreement on some points of the discussion. A few students also made sarcastic comments to others or used inappropriate language.

However, in observing students' behavior and relations among others at the actual time of the debate meetings, notable changes were shown in the students' behavior in the last three sessions; students respected the opposing viewpoints, and understood that they had to "argue words, not people". Moreover, they showed politeness, interrupted less, and showed more patience when they argued with other teams.

The study results acknowledged the influence of debate via Zoom on students' respect for other teams. The students' participation level was very high in the experimental group. The area of respect for others yielded the best results compared to the rubric criteria, and it was obviously observed in students' discussions in Zoom meetings.

4.2.1.2. Verbal and Nonverbal Delivery

Verbal communication includes talks, jokes, discussions, and sharing ideas. While nonverbal communication includes eye contact, facial expressions, tone, gestures, body language, and paralinguistics (Tepper & Haase, 1978). Mastering verbal and nonverbal communication is a prerequisite for successful leadership and a positive personality in most aspects of life. In this study, students' observations in actual debate showed that participants who engaged in communication with their classmates presented fewer contributions, and the participants felt a lack of self-esteem and struggled to practice new words accurately and fluently in the early stages of the study.

But, after training, reading long articles, and using more vocabulary, that were required as part of the homework of the study, their language readiness to speak aloud and express ideas improved significantly. The positive effect of debate discussion via Zoom was clearly seen in the students' pronunciation of words; their sounds were clear and audible when they spoke in the discussions, and their speaking skills had developed in general.

Regarding nonverbal delivery, a few participants did their best to use body language such as moving their hands, face, and the upper parts of the body. Facial expressions drew more attention, which assisted the verbal channels of communication. Gestures were rarely used by the students and were limited to referring to something strange. The role of their facial expressions was significant when the students turned on their computer cameras and the participants' faces were completely visible on the screen. This situation made the communication more active, and the flow of the discussion among them was excellent; engagement was relatively high. All in all, students learn better through debating via Zoom rather than by retaining information and facts.

However, nonverbal communication skills were affected by the behavior of a few students, and their appearance on the screen during the meetings. Some students sat in a semi-dark location during the meeting and others participated with half of their faces showing on the screen. Although some were reluctant to show their faces as there were real fears of cyberbullying, many students were positive and turned on their cameras.

4.2.1.3. The use of facts and statistics as evidence

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Yet another promising discovery during the research was that participation in debate via Zoom led to development of factual information, evidence, and statistics. Assessing students' argumentation writings and observing their speaking performances revealed that this pedagogical strategy significantly improved students' overall argumentative writing skills and argumentative comprehensive content. During debate via Zoom, students actively searched for facts, statistics, quotes, definitions, and crucial information, and shared it among their peers. Their role in mastering this criterion was to write three reasons for their agreement of the topic. They started with facts, then support them with evidence. The evidence varied between three kinds of supportive material: an example, a quote, an interpretation of the sentence, or adding statistics and research results that support the argument.

The students in the study skillfully presented the first reason of the argument, then followed it with obvious and relevant facts or statistical results. In the first week of the experiment, participants utilized some sentences that were taken from the internet. In the beginning, students appreciated every single fact they read, and their choice of facts and evidence was unselective. As the experiment progressed to the sixth and seventh meetings, they started to show a deeper comprehension, and they became aware of the necessity of supporting their arguments with statistics, verifiable facts, and evidence. Additionally, the use of Zoom for the debates made presenting evidence to support their thesis claims easier. As a result of this study, students learned the significance of providing evidence to substantiate their viewpoints and justify their decisions. One of the advantages of debate is that students can arrange their arguments according to a systematic format of three parts. First, participants developed skills in writing the argumentation introduction, which includes the statement (claim, thesis) and expression of the participant's opinion. Second, the body of the essay was presented by arranging reasons, supporting them with evidence, adding another reason, and finally supported by another piece of evidence. The third part was writing the rebuttal of the argument and drawing the conclusion. This example shows how the 10th and 11th grade students developed their writing of facts and evidence to support the reason:

Compared to a traditional classroom setting, online learning is comfortable and convenient because studying from my desk eliminates the need to travel to faraway

locations. Additionally, I can multitask efficiently, as I can eat breakfast while attentively listening to the teachers' explanations.

In online lessons, I can focus more on the lessons than in the classroom. Our teacher muted the student who tried to disturb us, then she finished teaching us. In the classroom, it is difficult to control students as they speak with each other, and I can't understand anything.

As we noticed, the reason she prefers online learning is due to the fact that it is comfortable. She clarified how online learning is comfortable, and by adding the evidence, her evidence was supported by adding another fact in order to understand her reason.

4.2.1.4. Organization

Organization indicates the cohesiveness of the writing, which was observed by students in their debate argumentative writing. The students' writing saw an improvement from debating via Zoom. Generally, while composing the whole argument, there was no knowledge about how to construct it. Participants presented haphazard parts and a weak connection between the ideas. In early sessions, select, adequate, and relevantly supported evidence was not shown in students' work as there was a lack of analysis, comparisons, or credible authorities. Students didn't reveal the same amount of analysis for the same case; some found it difficult to break down the whole into different pieces, or to classify the subjects into different categories. While the last three sessions of Zoom meetings revealed intellectual mastery in analysis and synthesis for the argument parts, they also brought sufficient facts and evidence, and more interpretations to support their theses. In this domain of Zoom meetings, critical thinking, the differences between students' thinking abilities, and problem-solving skills were manifest. Students presented well-organized argumentation, with the correct arrangement of all the parts of the argument. According to the final results, it is clear that adopting debate discussion as a method of instruction and teaching strategy advances the students' abilities to organize their arguments, as well as developing critical thinking skills and the metacognition of the argumentation. In short, debate via Zoom affected students' argumentation in writing and presentation in debates effectively in outstanding ways that served the organization of writing. Students

developed awareness of writing essays by writing and reviewing their own compositions based on rubrics for argumentation. See A(4) The rubrics help students understand metalinguistic clues in writing essays in an impressive format.

4.2.1.5. Counterarguments and Rebuttal

The notion of rebuttal was new to students in both vocabulary and writing in the first stages of the study. They only started getting familiar with writing rebuttals in the advanced stage. Although observation of students' learning of rebuttal in the meetings showed less improvement compared with other domains, like respect for other teams and the use of facts and evidence, students' awareness of it was limited or they didn't recognize it. After students learned the course a high portion of them wrote rebuttals. Participants added relevant and strong counterarguments occasionally in debate sessions. While a small portion of students skipped rebuttal in their writing or were awarded of it, students faced many issues when debating, like "unbalanced rebuttal". I hereby introduce a rebuttal of the students' writings:

Although social media apps have outstanding results in learning languages, they also weaken family relations. Family members stay physically in the same place but mentally in different locations.

The experience of writing the counterarguments and rebuttal turned out to be a joy at the end of the course; students' attempts to improve their arguments was evidence of the success of the course, and how students responded to learning via Zoom was productive. Understanding a counterargument indicates that the writer considered the viewpoint of the opponent and refuted it to develop his position.

4.2.1.6. Context and audience

The context means the situation or the manner in which the debater delivers the speech. It also refers to the environment and surroundings, background, or settings that determine, specify, or clarify the meaning of an event or other occurrence. There are many contexts for the speech. It is important to mention that the surrounding environment for the debate supported the discussion because students tried to convey messages and talks that related to the debaters' beliefs, values, and opinions with relation to the audience.

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According to the audience, which relates to the people with whom we discuss any topic, the role of the debater is to understand what they are interested in and how to affect their thinking in order to convince them. Also, determining who the audience is is very important. An example of the audience being important is the debate about preventing fast food in schools. The situational context includes social, cognitive, and cultural factors. The audience is the group of people who would receive the message. If the parents' committee at school asked the principal to prevent the cafeteria from buying fast food at the school, then the audience would be the school administration represented by the principal and all the teachers at school. The debater's role is to convince them to pass regulations for that statement, and the audience of the opponent would be the parent committee, which requested that the school cafeteria stop selling fast food. Students' understanding of this domain is limited to some points because the participants are still immature and can't understand every single detail of the debate. Physical context is important, which is indicated in the way the debater stands and uses his hands and the position of his whole body. In this study, we don't focus on this much.

4.2.1.7. Message

This domain focuses on evaluating students' ability to construct a thesis (claim) and effectively present their arguments while either agreeing or disagreeing with a given topic. It measures how well participants maintain their position throughout the essay and how they support their claims. Additionally, the students engage in debates via Zoom meetings to further elaborate on their topical arguments. The first two sessions were dedicated to formulating the debate motion, thesis, and the claim of the argument. During the third meeting, students demonstrated increased enthusiasm and commitment to conveying the message of the topic. This improvement was evident in their ability to articulate their arguments and show a clear dedication to their chosen stance throughout the debate. An innovative approach was introduced where students composed the introduction of the argument based on the previously established thesis, which served as the motion for the debate. The next sessions were devoted to writing arguments according to an approach called ARE, and then students had discussions and debates. To conclude, the message of the debate topic and the argument components were conveyed perfectly.

4.2.2. Phase 3: The open-ended questions resulted in discussion.

In this section, the responses to the four open-ended questions are discussed and analyzed.

4.2.2.1. The impact of debate via Zoom on the students' argumentative writing skills

This study was aimed at investigating the impact of conducting debates via Zoom on secondary students' argumentative writing skills. To achieve this objective, the researcher asked the respondents: "Do you think that debating via Zoom develops students' argumentative writing skills?" The respondents were highly positive after participating in the experiment; they supported the notion that debates via Zoom have a high impact on improving argumentative writing skills.

The students' answers about the benefits of using the Zoom technique in improving their argumentative writing skills can be summarized as follows: It helps students write an introduction for the argumentative essay and state their opinions. Debate via Zoom develops the extension of reasons by adding sufficient evidence, facts, and examples. It also helps with the writing of the counterargument and conclusion of the essay. One respondent reported:

> *Multiple viewpoints and confrontational learning closed the gap between my argumentative writing before participating in this outstanding course. Now, I can compose an argumentative essay, concentrate on elements of it like a statement, give reasons, explain evidence, and counter the opponent's arguments.*

In general, students' answers proved that debate via Zoom helped to improve their writing skills.

4.2.2.2. Debate via Zoom impact on the students' critical thinking skills

This investigation also sought to investigate the effects of debating via Zoom on critical thinking skills. To achieve this, the researcher asked the respondents: "Do you think that conducting debates via Zoom develops students' critical thinking skills? Give your opinion." A high percent of the respondents assured her that debate discussion has a positive effect on developing critical thinking skills. A student said:

Debating via Zoom helped me to look at both sides of the topic, analyze it, and to evaluate my classmates and my arguments. It also enhanced my ability to think, connect the ideas discussed by the students, and deepen my thinking.

The students' responses were clear and direct; they asserted that debate discussion develops thinking; their answers reiterated the previous literature. Likewise, a debate as an instructional method has more beneficial qualities than other online learning communication activities. Online communication activities add to the higher level of learning and cognitive qualities. These qualities are: the structure of activities is well organized, roles are well defined, and every participant is responsible for achieving his position; it encourages learners to argue the position of others; and debate discussion develops critical thinking (Arar,2017) (Kanuka, Rourke, & Laflamme, 2007**).**

4.2.2.3. Zoom as an online medium for conducting debates

The researcher further sought to investigate the effects of conducting debates via Zoom on students' critical thinking and argumentation skills. This was achieved by answering the question, "What do you think of Zoom as a digital medium of instruction for conducting debates? Give your opinion." While the higher percentage of respondents acknowledged the initial challenges in adapting to the virtual debate format, Zoom is an incredible digital medium of instruction for learning argumentation and enhancing critical thinking skills. Moreover, teaching debate virtually enables active learning in a comfortable medium, saving time and effort. Students can learn through engagement with small groups in breakout rooms and encouraging communication among them. One of the participants' words attracted my attention. She reported:

I couldn't imagine how I was focused in lessons; I understood every single detail. In the classroom, the students always make a noise and interrupt the teacher in the lessons. While on Zoom, the teacher muted the mischievous students and completes the explanation.

Approximately a third of the respondents indicated that they found Zoom an inefficient digital medium of instruction. They directed their grounds to three specific aspects: first, a lack of privacy, as well as cyberbullying, ridiculing and mocking by classmates. Second, student's presuppositions and painful experiences at the time of Corona, when some students took photos of their classmates' inappropriate facial expressions and ridiculous positions. Then some mischievous students created stickers

and shared them on social media, which caused problems for them. All these attitudes affected their acceptance of Zoom as a medium of instruction. Some students expressed attitudes such as "I hate Zoom", "It is the worst learning style ever", and "I can't trust students as they may manipulate screen-shot photos". Third, technical issues include blackouts, weak internet connections, and faulty devices. The third reason agrees with (Gikas & Grant, 2013) that the survey results from respondents shed light on the impact of conducting debates via Zoom on developing critical thinking and argumentative writing. These findings concur with the findings of an investigation by (Fatoni, 2021), who discussed the key issues linked with the use of Zoom in teaching. The research results showed that learning via Zoom motivates students to learn, the materials were well delivered by the teacher and understood by the students, and the technique of recording the meeting assists learners to revise the taught the materials.

4.2.2.4. Students' suggestions to develop learning when conducting debate via Zoom

The students gave suggestions to develop Zoom learning conditions during meetings, which were distributed among three groups of respondents. The first one, which received a high number of respondents, suggested accessing to a good internet connection during meetings and being equipped with a computer or laptop instead of a mobile phone. In the second group of respondents, students suggested that limitations were to be set, and students are to have their cameras on during the meetings to make students feel equal with all their faces showing on the screen, so no student can threaten another classmate with manipulating the photos. Furthermore, there is a preference for short learning sessions conducted in small groups, with a focus on engaging in debates on intriguing topics.

The third group of respondents suggested that the teacher call out the students' names at the beginning of the lesson and record their attendance. The second main group emphasized the significance of offering students a quiet learning setting, which could involve individual seating in a dedicated room with a desk.

4.3. Summary

To answer the research questions, the results of the instruments of this research were discussed. In the quantitative method, three tools were presented and discussed: students' attitudes from the questionnaire, pre- and post-argumentative writing test

scores, and critical thinking appraisal test scores were used to answer the first, second, and third questions. Additionally, two tools were discussed for the qualitative research: open-ended questions and emergent rubrics. The qualitative results answered the main question. All the findings for both qualitative and quantitative results will be shown in Chapter V.

CHAPTER V

DISCUSSION OF FINDINGS

5.Discussing research results

This study main investigation is "The impact of debate discussion via zoom platform on enhancing secondary students' critical thinking and writing argumentation skills. This chapter included two parts. The first part discussed the results of the quantitative research instruments results the empirical study, the students' attitude toward learning debate on zoom and the contributions of the literature in this area. The second part discussed the qualitative research instruments results; the four open-ended questions related to the main question results, and deepen the research to have adequate responses. And the observation of the secondary students in actual implementation of the teaching strategy debate via zoom, in recorded Zoom meetings.

This chapter discusses the results of this study, and findings implications. Together with the correlation of the students' attitude toward implementation of debate via zoom before and after the experiment, in addition to the practice of students' behavior in training. Finally, the results' summary presented an indication of the data with regard to the probable impact of debate discussion via zoom training, therefore, the limitations, the significant and implications of the study can be additional exploration in the last chapter.

5.1. Phase one results

5.1.1. Research question One

RQ1. What is the impact of debate discussion via zoom platform in enhancing secondary students' critical thinking and argumentative writing skills?

To answer the main question three sub questions are applied**:**

1-Are there any statistically significant differences at (α≤ 0.05) in the means of pretest and posttest of critical thinking skills and total score due to teaching method (Traditional, Debate discussion via zoom)

The first sub-question answered the following topic:

The impact of debate discussion via zoom in critical thinking skills

The first data collection was with critical think skills test, Watson and Glaser appraisal. The aim of applying this test to tenth and eleventh students is to gather information

about students' thinking abilities, and to measure their critical skills in order to be enlightened and informed about students' scores in this test and to recognize if students have improved and in which aspect of the five subskills there was change after the implementation of debate via zoom. The results indicated that debate discussion has positive effect on critical thinking skills, the results revealed that the high rank of critical thinking subskills that received high scores were; recognition of assumption, inference, evaluation of argumentation, and deduction. Students who participated in debate via zoom obtained high scores in Watson and Glaser appraisal test, this was an approval to the efficacy of debate as pedagogical method of learning in enhancing thinking skills.

This study results aligned with Moeiniasl, et, al. 2022). It demonstrated that students (l2c) first performance was low on form A of Psychology Specific Critical Thinking Assessment (PS-CTA),,but, through the yearlong course, there was improvement in (PS-CTA) however, there was no significant differences in critical thinking skills opposed to this study. The study resemble my study in the choice of the same test; Watson and Glaser Appraisal was used to measure the first year students critical thinking skills.

Another study conducted by Xinya Chen a b, Xuesong Zhai a, Yumeng Zhu a, 2022), The study aimed at investigating the depth of debaters and audiences' critical thinking and its relationship with their online posts / speeches' numbers. The findings showed that: (1) on average, the winning team displayed a higher depth of critical thinking, and their number of speeches was relatively more than that of the teams with lower debate scores; (2) debaters with depth of critical thinking negatively correlated with their number of speeches; (3) the depth of critical thinking of audiences was not significantly correlated with their number of online posts; and (4) the depth of critical thinking of debaters overall for the audience was higher than debaters depth of critical thinking. The forth result correlated with the result of this study that online debate affects critical thinking positively.

The research demonstrated that there is correlation between learning online and the development of students' critical thinking skills((Naqia, & Suaidi, 2023); (Cortázar, at.el 2021); (Meneses, Pashchenko, & Mikhailova, 2023), the later study showed that e-learning and problem solving project enhance critical thinking skills. Cisterna-

Zenteno, Contreras-Soto, Molina Barrera, Ceballos Muñoz, C., & Alveal Navarrete, D. (2022) illustrated that online video animation affects evaluation, synthesis, and creation of undergraduate students critical thinking skills.

What makes debate incredible strategy to use, or teaching method to follow in particular that debate can be learned in various medium of instruction such as in traditional way in classroom, or in hybrid learning, or online courses via digital tools like teems, Zoom,...etc. And specifically, applying online debate across the curriculum improves thinking critically. recognition of assumption, inference, deduction, evaluation of argumentation are high order thinking skills, the research approved that implementing debate in English classes encourages students higher order thinking skills, such as analysis the texts, synthesis Wright (2002) and composing relevant arguments and evaluation of the arguments based on the thesis. Similarly, Paladino, (2009) ; Roy & Macchiette, (2005). Also, debate provokes reading and writing purpose, and inquiring good questions Paul, Ritchard, Elder (2006) it enhances critical thinking skills, and building communication skills. Another essential factor is debate includes reasoning, interpretation, and interrogative, all important critical thinking skills (Othman, et.al. 2015).

Although debate is effective on enhancing critical thinking skills, some researches revealed that it is less than other interactive learning strategies i.e., role playing, which affects students critical thinking better than debate (Latif, Mumtaz, Mumtaz, & Hussain, 2018). However, other argued that students prefer debate online and more evidence was shown in the research in the effect of online debate on improving critical thinking skills (Guiller, et.al., 2008).

The impact of debate via Zoom in argumentative writing skills

2-Are there any statistically significant differences at ($\alpha \leq 0.05$) in the means of pretest and posttest of writing skills and total scores due to teaching method (Traditional, Debate discussion via zoom platform)?

The aim of this question is to examine the impact of debate discussion via zoom on developing students' argumentation skills. The finding of this question indicated that secondary students' performance is significant, and the intervention of debate teaching method has positive effect in argumentative writing skills. Students development were

shown perfectly in introduction writing, they identified the topic, and wrote good thesis for the argument. Also students enrich their writing with different kinds of evidences like examples, statistics, quotes, and added more elaboration and explanation. Another element of argumentative essay presented in the study results was tone, word choice and convention, students aware of using words for expressing their attitude, they were carefully choosing it, the researcher made a list of words that express their agreement and disagreement, stating the issue, adding argument to strengthen the point, and writing conclusion expression. The results associated with Park (2014); Naqia, & Suaidi, (2023) who found that debate discussion advanced students' abilities in developing arguments and accompanying details such as: (1) Ability to find out data, to improve arguments, to explore references from several sources, and the ability to recognize the problems and establish solutions (cited by Arar,2018).

The rest of the argumentation writing elements are rebuttal and counter argument, conclusion and organization and transition, all the various elements were developed through students participating in debate via zoom. The results are concord with (Park, 2014)

According to the control group, it had some improvement in writing in the post-test, even though it had better scores in the pretest, and it outperformed the experimental group. However, it didn't appear noticeable improvement like the experimental group. Based on the researcher's observation, debate via Zoom assisted the experimental group to internalize the argumentative writing process by engaging students in immediately applying of the writing format and practicing the writing by speaking the topic out. Gareis, (2006) stated that persuasive speech follows pattern, it is problem based, and compare and contrast batterns. Students' engagement in learning these patterns develops their writing skills as well as their thinking skills. Also, debate improved students' comprehension, and argument skills in social setting, students interaction reaches high level of communication (Gregory& Holloway 2005).

counter arguments and rebuttal is a substantial skill in writing essay. Debate via zoom developed this argument's element. In the beginning of this study students lacked information about it, also, they were unaware of its importance to strengthen the argument as a whole. The results illustrated that students' counter argument writing was developed, the results are accordance with (Lin, Hong, & Lawrenz, 2012) The results

of comparing the online the paper–pencil group with communication group exposed a minor advantage for online communication in rebuttal frequency of student argumentation and fostering the quality level of writing argumentation.

This study results have shown that there is a correlation between teaching online debates and writing argumentation, also, the vital role of technology –based applications in developing writing skills, students' learning independency, and critical thinking skills that presented by Bloom Taxonomy skills which related to high thinking skills like analysis the ideas, synthesis, evaluation, (Mutiaraningrum & Cahyono, 2015); (Also, it helps learners to construct a new knowledge.

While the results of this study disagree with (Jin, & Jeong, 2013) who asserted that analyzing the four online structured debates, their results revealed that cognitive levels were achieved for the debate and high posts were related to critique and argument posts, the students showed better understanding but there was no improvement in students tests which concord with (Moore and Marra 2005; Cho and Jonassen2002).

To conclude, debate via Zoom presented efficacy in learning argumentation upon the in-class argumentation learning and that was asserted by different studies.

The impact of using debate via Zoom platform as a teaching method

3. Are there any statistically significant differences at (α≤0.05) between critical thinking skills and argumentative writing skills due to using zoom platform?

The results approved that teaching debate via Zoom is effective method. like (Jesika, Rona, & Gatot, 2021) claimed that zoom as a medium of teaching has many qualities like using video and audio conference which helps in teaching students speaking skills. Also, zoom live lesson appeared its usefulness in using interactive digital tools during the meeting of Zoom, like Mentimeter and Kahoot Moorhouse and Beaumont (2020)

The study is harmonized with Cahapay, (2021), the study argued that the learning happens synchronically, and students communicate interactively with themselves and with teacher students and vice versa., students receive immediate feedback from their teacher. Learning is done through the use of mediums like Zoom, Google Meet, and other digital mediums.

Furthermore, the professions of Zoom for online learning are approved by Erna and Genisa. et.al, (2022), argued that debating on Zoom is effective in learning writing argumentation, it improves the achievements of the students in the course and it provides students with feedback, it also gives students the opportunity to interact in lessons.

This study agreed with Gikas & Grant, (2013) that Zoom is a flexible medium teachers can use anywhere, anytime (Dhawan, 2020); Yudintseva, 2023) added that Zoom is a dynamic tool for cooperation among students. Zoom platform improves the quality of learning (Heppen et al., 2017).

However, My study disagrees with Hodson-Carlton, & Ryan (2004) who claimed that online-based courses caused students' feelings of dissatisfaction and negative attitudes, Simamora (2020), mentioned the economic issues of using digital tools, especially in rural areas. Efriana (2021) added the problems with technology for students and parents. Cabual & Cabual (2022) added three reasons: noise/environmental distractions; technical issues; and slow internet connections. Also, Alawamleh, Al-Twait, & Al-Saht (2020) claimed that online learning has a negative impact on communication between instructors and students

5.1.2. Research question Two

RQ2. What is the impact of debate discussion via zoom on critical thinking and argumentation writing skills from students' perspectives?

The researcher used the questionnaire date and analyzed it in order to answer the research question 2, by discussing the Mean, Percentage, Rank of each component, and Standard deviation. Also, Wilcoxon Signed Rank test was used, to check if the mean of responses for both experimental and control group is different than the neutral value of 3 before using Zoom for debating. And, Wiloxon test mean and P-value (sig.) for the impact of independent variable on dependent variables. Furthermore, the researcher discussed this question in two themes, Students perspectives on debate discussion via Zoom learning on critical thinking skills**,** and students' perspectives on debate discussion via Zoom learning on writing argumentation skills**.**

Students' perspectives on the impact debate discussion via Zoom learning on critical thinking skills

Since this study examined the impact of debate via zoom on students critical thinking skills, it is important to discuss students' opinion on this aspect. The results of this domain indicated that students agreed that debate via zoom enhances secondary students critical thinking and argumentative writing skills. Moreover, debate discussion via zoom assists students to infer the conclusions from the evidences, the percent of the students' responds was 59.4% assists in connecting the ideas of the written argumentative text together also, debate enables students to evaluate the argumentative text based on systematic rubrics. (Weeks, 2013) claimed that the discussion was better when students participated on online debates, also, their thoughts were deeper and stronger than in classroom debate.

Moreover, debate helps in connecting ideas together. Kuhn,1991 defined argumentation as a vital process of articulating ideas and solving problems. The research revealed that debate discussion via zoom helps in evaluating the argumentative text based on systematic rubrics. Othman, Sahamid, Zulkefli, Hashim, & Mohamad, F. (2015). Critical thinking involves important thinking skills like questioning, reasoning, argumentation and explanation (Schmidt, 1999), critical thinking and writing argumentation is synergistic and compatible.

Furthermore, 58.4% of the responds agreed that debate via Zoom helps students to focus in the lessons (Weeks, 2013). mentioned that online debate helps students in learning and encourage motivation. Although the percentage of the students were not high, the results indicated that there were significant differences between students after the interventions of the study. Kuhn, 2019 stated that critical thinking is found through a dialogic practice of peer to peer, and by a countable talk.

Students' perspectives toward the impact of debate discussion via Zoom learning on writing argumentation skills

The results showed that, the highest percentage of the students, they are 63.2% who agreed that debate discussion via zoom helps students to write more reasons to support the claim of the argumentative essay. The results are paralleled with the results of (Malloy,2020) who argued that structured debate is a meaningful strategy to learn written and spoken arguments, also, it is beneficial in discussing political issues by introducing civil discourse and practicing solutions.

The second domain result demonstrated that Debate discussion via Zoom is good for providing evidences to support the reasons in argumentative essay. 62% of the students agreed with this item. Based on the researcher observation, students were sharply improved in writing essay, they wrote essays with three reasons each is written in paragraph and they added more evidences to support the reasons and the claim. Additionally, 60,4% of the students agreed that debate discussion via Zoom develops the grammar of the argumentative essay, The results of this study are lined with (Majidi, Graaff, & Janssen, 2020) who claimed that participation in debates helped students to write longer texts with more syntactic complexity in terms of phrasal and clausal complexity, comprised more sophisticated vocabulary, demonstrated better grammatical accuracy, and contained a more sophisticated and wider range of indices of cohesion.

To conclude, one item has significant differences, the P value is less than =0.05, it is debate via zoom helps students to write counter argument. while the previous mentioned showed that students agreed that debate discussion has effect on the items before the intervention.

Research question Two sub questions

Sub question 1:

Are there any statistically significant differences at ($α≤ 0.05$) in students' perspectives toward the impact of debate discussion via zoom platform in enhancing students' critical thinking and argumentative writing skills due to gender?

findings of this question revealed that male students and female students' perspectives have no significant differences between both groups the experimental group and the control group before and after the experiment. These finding indicated that nor female students or male students learn argumentation writing better by conducting debate via zoom. The results of my study agreed with the findings of Rezaie and Sayadian's (2015) who indicated that there are no different perceptions of technology integration in learning between male and female students.

Sub question 2:

Are there any statistically significant differences at (α≤ 0.05) in students' perspectives toward the impact of debate discussion via zoom platform in enhancing students' critical thinking and argumentative writing skills due to specialization?

The results indicated that the specialization has no effect on students' perspectives toward the impact of debate discussion via zoom platform on students' critical thinking and argumentative writing skills.

Sub question 3:

Are there any statistically significant differences at (α≤ 0.05) in students' perspectives toward the impact of debate discussion via zoom platform in enhancing students' critical thinking and argumentative writing skills due to grade?

The results showed that there are no significant differences between students in both groups experimental and the control group before and after the experiment. The results indicated that there are no significant differences due to the grade on students' perspectives toward the impact of debate discussion via zoom platform on students' critical thinking and argumentative writing skills.

Sub question 4:

Are there any statistically significant differences at (α≤ 0.05) in students' perspectives toward the impact of debate discussion via zoom platform in enhancing students' critical thinking and argumentative writing skills due to electronic device used?

The results showed that electronic devices whether, laptop, mobile, IPad don't have any impact in students' perspectives toward the impact of debate discussion via Zoom in secondary students critical thinking and writing argumentation skills.

5.1.3. Research question Three:

RQ3: *Are there any statistically significant differences at (α≤ 0.05) in students' perspectives toward social skills due to teaching method (debate via zoom/traditional)*

The relatively high percent of students 74% believed that debate discussion via zoom enhances students to be more courageous to answer questions, it is approved by the research that discussion assist shy participants to respond to the opposing team and to be bold when they contradict with challenge in debate. In this study, the researcher

observed that students found that the social aspect were improved positively after participating in debate discussion, and after students composed their arguments.

furthermore, 68,8 % of the participants agreed that debate discussion helps the students to express themselves freely. And debate discussion via zoom helps students to respect others' opinion Oros, 2007 Stated that the integration of structured classroom debate, SCDs, into learning courses and encourage students to think through discussing political issues with friends who have different viewpoints and listening to opposing arguments enhances citizenship and social skills, also, it builds democratic societies who believe in civil rights. Moreover, Gusfield (2003), the opposing perspectives held by individuals makes the meanings of human social interactions change over time. Debate discussion and inquiry narratives search about relations, they affect the human behavior and examine human knowledge regarding the world. (Merriam et al., 2015; Irvine et al., 2012). Also, Costley & Lange (2016) there were positive correlation in social interaction between writing skills, critical thinking in large classes, students modified their opinions.

Teaching through debates via zoom encourages a cooperative learning, 65% agreed with this result, it also, it is similar to Gokhale (1995) who cited that the collaborative learning seeks to incorporating of students on groups and pairs to achieve academic goal, students engage in small groups at different performance level achieve common goal that refers to education method, similarly, (Dillenbourg & Baker, 1996) mentioned that. Participation in debate and the attempts to affect other opponents' perspectives, and cognitive process, also they discuss at the task level, and how to interact is a meta-communication.

Another result revealed that 64% out of the participants agreed that debate discussion via zoom helped students to respect other teams' opinion. The results aligned with Snider (2005) who mentioned that debate discussion helps citizens to express themselves freely and respect opponent who disagree with their opinion

In addition, the research agreed that debate discussion is a social means that incorporate instruments for communities' progress. It affects participants' thinking and elaborating their thought. Also, a debate is a vital instructional strategy for learning analytical thinking skills, and imposing self-conscious evaluation of one's own arguments (Nisbett, 2010).

Many secondary students agreed that debate discussion via zoom enhances students to be more courageous to answer questions 74%, the research agreed that discussion of controversial issues creates informed and enlightened community.

Then it was followed by the result which indicates that debate helps students to take the responsibility to learn, and the lowest result is debate discussion via Zoom helps to make new relationships between students, it was agreed by 59.0% of the students

The results agreed with (Dengler, (2008) that implementing of virtual discussions that based on social interaction is important and a complementary to debate in class. also, Riel, et. al (2022) argued that. asynchronous and synchronous interactions based on available resources and possibility can be used to maximize social presence among participants in educational roleplaying games and other virtual learning environments.

To sum up, debate discussion via Zoom had positive effect in all domains of social skills that were included in this study.

The impact of debate discussion via zoom on speaking skills

The research asserted that debate discussion has impact of verbal communication and speaking skills, this study results show that debate discussion via zoom provides students with the chance to practice the language 68.6%, after conducting debate via zoom, students improved the pronunciation of words, 68.2% of the students agreed with this result, another result indicated that 66,2% of the students agreed that debate discussion via zoom enhances students' self-confidence. Also, 66.8/% of the students agreed that debate discussion via zoom helps students to speak fluently.

Study was conducted by (Sukmana, 2023) it examined Iranian secondary students debate discussion on speaking skills, the results found that debate foster students speaking with accuracy and fluency, also it helps in reducing students' anxiety when they speak. Also, the impact of debate on verbal communication skills was shown the previous literature of (Hasana, 2012; Al-Mahrooqi and Tabakow, 2017) they claimed that debate discussion improves students' speaking skills, it services in applying vocabulary items in new language settings, and involves in several linguistic situations and occasions

Furthermore, Classroom observations data analysis proved that online discussion activities engage and encourage sparking performance. It also enhanced speaking fluency and increased motivation level (Mohammed, & Ahmed, 2021).

The least agreement was received to the item supposed that debate discussion via Zoom helps students to define the topic they want to write about it

RQ.4. *Are there any statistically significant differences at (α≤ 0.05) in students' perspectives toward non-verbal communication skills due to teaching method (debate via zoom/traditional)*

The results indicated that there were three items which have significant differences between students' perspectives before and after debate these items are; Debate discussion via zoom helps students to understand the body movement of other students, Debate discussion via zoom helps students to communicate with eye contact, and Debate discussion via zoom helps students to understand speaker's facial expressions. Although the percentage is low relatively to other items where the first item in percentage was 48.8%, then the second 49.2%, and the third 54.0%.

The previous literature approved that digital tools have influence on users' nonverbal communication, especially the scenery that mixed with motions (Dumitrescu, 2016). Nonverbal clues are very important in debate (Bucy & Stewart, 2018) mastering and employing it to convince the listener is an art.

While, the results revealed that 64.6% of the students before debating via Zoom agree that, "debate discussion via zoom enables them to communicate without touch hands or body". And 64% of the students also agreed that "Debate discussion via zoom helps students to communicate without thinking of the space between them", Debate discussion via zoom helps students to understand the body gestures of other students". The previous studies stated that instruction accompanied by gestures helps students to have more learning and to transmit the knowledge. Also, teachers' gestures are more essential and effective in video instruction rather than live instruction.

The impact of debate discussion on communication skills

Similar conclusions are reached by McAvoy & McAvoy (2021) based on their study's findings. Students who participated in deliberative small group activities, such as breakout rooms, were more cooperative, felt more comfortable, and were more engaged with their peers than those who participated in team debates. This supported the necessity of holding debates with a small group of participants. Thanks to the Zoom platform's breakout room discussion feature, which enables debaters to converse in private spaces, debate is managed professionally by teachers. Previous literature

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approved that there is correlation between debate, critical thinking and communication skills, (Latif, at el., 2018; Camp, & Schnader, 2010). but The findings underline online debate is a pedagogic strategy to pave the way for student participation and highlight the potential value to encourage reflexivity.

5.1.4. Research question four:

What is the impact of debate discussion via zoom platform on students' nonverbal communication?

Verbal and Nonverbal Delivery

The debate via Zoom had a positive effect on developing verbal communication as it developed students' speaking skills (Hasana, 2012; Al-Mahrooqi and Tabakow, 2017). Such genuine sources assisted students in interacting with the language, applying linguistic terms in new settings, and practicing a variety of occasions, events, and situations. Canale and Swain (1980) found results similar to those of nonverbal communication skills. Earlier literature confirmed that social media and digital tools have an influence on users' nonverbal communication, especially where motion is used in particular situations (Dumitrescu, 2016). Likewise, QOUT Kayi (2006) adds that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. While there is a decline in some aspects of nonverbal communication that the science hadn't been exposed until recent times, as the auditory aspect of nonverbal education. Nonverbal clues are very important in debate (Bucy & Stewart, 2018). Mastering and employing it to convince the listener is an art; unfortunately, many students lack self-confidence, and others feel afraid of bullying, cyberbullying, or classmate mocking. Another aspect of this study is that the age of students affects their awareness (Bucy & Stewart, 2018). Most studies that tackle debate discussion are at the university level, where students are more mature and take more responsibility for learning. A few studies tackle the tenth and eleventh grades. Debate in the classroom is not used frequently; teachers tend to ask questions in the classroom, and students' responses are sometimes discussed in detail, but they normally get short and direct answers.

5.2. Phase 2: Classroom observation findings

5.2.1. Respect for the others team

Observations of the students in the sessions of debate via Zoom learning indicated that the relationships among participants were clear and distinctive feature of the participants in the debate sessions via zoom platform. They showed great interest in listening to their opponents.

Students were aware of mutual consideration between the participants, listen to the opposing perspectives, and discuss ideas with sufficient respect that enable participants to focus more in composing and delivering their argumentation rather than feel annoyed and unsatisfied with their colleagues' behavior. The study results agreed with the results of (Arar,2017; Gunn at el., 2022). So that the need to apply this method in learning enables learners to be aware of negotiating the ideas, respect others, and to acquire social skills that help learners solve problems in daily life issues.

5.2.2. Verbal and Nonverbal Delivery

mastering verbal and nonverbal communication is a prerequisite for successful leadership, and most of life aspects. The students' observation in my study in actual debate sessions showed that in the aspect of verbal communication, participants engaged in debate in the breakout rooms with classmates, in the early stage of the study, there were fewer contributions in verbal communication, and the participants felt a lack of self-steam, struggling in using words accurately and fluently, by experiencing more vocabulary expressions and reading long articles in sessions four, five and six, their language readiness to speak loudly and express ideas, students showed positive effect in speaking with better word pronunciation, the effect of four students who spoke English with American accent, effect students positively, another group of more than five students imitated their pronunciation students speech became more operative. However, nonverbal communication received less interest from the participants in the experiment. Observing students' behavior in Zoom meetings showed distrust, fear, and uncertainty. When the researcher asked the participants about improvements students suggest when learning via Zoom, many respondents pointed out that participants should obligate to open the cameras, however, students when debate time tried to locate in semi-dark places, or some participants interred the Zoom with half appeared face in the screen. Despite facial appearances reluctant on computer screens and participants' fears of cyberbullying, many students' voices were clear and audible when they debated. Moreover, participants did their best to use body language clues such as moving hand, face, and all the upper parts of the body, and facial expressions gained more attention

from students and assisted verbal channels, gestures are used when students found something strange, or when there was addition of novel information by the other participants, and facial expressions, the meeting where students were open cameras, and debate was better in communication, the flow of the discussion among them was excellent, and the students' engagement was relatively high. students learn better when debate rather than retaining information, it helps to develop communication skills, (Aclan, Abd Aziz, & Valdez, 2016). Students verbal debate practices to their written arguments improved their recognition of the essay scheme.

The results of the analysis revealed that there were significant differences in verbal and nonverbal communication skills

5.2.3. The use of facts and statistics as evidences

While the highest scores were received on students' respect of others in team work in the time of debate via Zoom. also, the use of facts and statics movement was high, in effective and well written debate students should include statics and examples, sometimes quote, all of it are tools to strengthen the rhetoric, argument, to have successful argumentation. Debate is not easy activity, however, this study approved that any students have the welling to develop his language skills and the skills of leadership should learn through implementing debates in classroom, and online to save the time and energy of transition.

The students' facts and information were not thorough, and the results conceded with (Applebee, at el., 2003).

5.2.4. Organization

In this study, some students referred their disagreement to the unfamiliarity of the students with the online learning style, and to the preference of face to face lessons on the virtual meetings. Technological considerations were acknowledged, but they did not dominate the overall positive impact reported by the respondent. Irrespective whether all the students obtained the same improvement in writing, utilizing the principal of debating via zoom presented attractive changes in students constructing of argumentation writing.

5.2.5. Counter arguments and rebuttal

Although, the lowest scores were received to rebuttal, students before engagement in the study, don't know any information about rebuttal, there was low improvement, compared to different criteria, where, the debate via zoom had moderate effect on communication skills, debate discussion is effective strategy for teaching in four domains out of six, the domains are the respect for others, use of facts/statics, information, understanding. The contributions of this study were highly agreed with (El Majidi, Janssen, & de Graaff, 2021)

While, some students find difficulty in mastering the writing of rebuttal, big portion of students be awarded of writing it. These results corresponded with the results of (Stewart, & Winn, 1996) that demonstrate that students confronted with several issues when debating like "unbalanced rebuttal".

Similarly, students' problems in debate such as time limitation and reassessment of the rebuttals, debate discussion encourage students to criticize the argumentations of others and counter arguments, also it improves speaking skills and critical thinking skills (Al-Mahrooqi &Tabakow, 2015).

5.2.6. Context and audience

The results indicated that students argue in communicative context, they found some difficulties to express some difficult concepts, also in the they lost the control to follow students' directed position argument and lead it to clear context until the conclusions. When arguing the opponents and the argumentation reached to clash points, participants addressed the audience, the final sessions, showed that students

The audience centered approach claimed that the argumentation is the function of the audience addressed (Johnson, 2013). who also claimed that the audience plays avital role in argumentation and debate. When we write our arguments, we suppose that the premises should be clearly displayed. also, in order to be understood and support it by evidences, how we connect the parts with previous written ones in logical ways, how conclusions support premises. It is like imagine of objections and voices turn up of my audiences regarding my argumentation. So, the function of the debater is to convince the audience.

However, in rhetoric theory, the audience is considered a problematic concept for many reasons; first issue is what audience refers to. Second is the question of how

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to conduct audience analysis" (1996, 43). Johnson, R. H. (2013) discussed the theory of Perelman who mentioned that "the audience is not necessarily made up of those the speaker expressly addresses" (1982, P.14). Instead, "we must regard it as the gathering of those whom the speaker wants to influence by his or her argument" (1982, P.14), and disagree with Perelman definition of the audience and moved to more expanded and various ways to type audiences (in terms of complexity, ontological status, determinacy).

Baker, Jensen, and Kolb (2002) Producing and sustaining a safe, accessible conversational space and context paraphrase

5.2.7. Message

The findings of the classroom observations indicated that students constructed the message of the debate by composing and delivering the motion of the debate, also, they refuted other opinions and insisted on following the motion of debate from the first until the end of the debate.

Students constructed simple arguments, that lack of complex expressions, however, they maintained forming arguments with messages and other parts of it when participating in debates.

5.3. Phase three results: The open-ended questions
5.3.1. Debates via Zoom impact on Students' Critical Thinking

The results revealed that students' critical thinking significantly improved after taking part in training via Zoom debates. Online discussions teach students how to evaluate arguments critically, analyze the evidence, and take into account opposing viewpoints. Zoom's debates are interactive, which encourages participation to engage in online discussions debates which enhance their critical thinking, analysis of arguments, and evaluation of evidence abilities. students may practice teamwork and critical thinking skills in Zoom debates, which will help them in school and with their future educated and involved citizens. Zoom debates are a great solution for students to practice cooperation in a team work and critical thinking skills to facilitate their future responsibilities as educated and engaged citizens. These results are concord with (Mutiaraningrum & Cahyono, 2015) results that online debates enhanced,

understanding, remembering, applying and evaluating; (Shahsavar,2012; Khalsi, 2013) it approved that online can be used as an effective strategy to teach argumentation and enhance critical thinking skills.

Also, the research of students' perspectives toward British Parliamentary Debating System were positive, students thought that it stimulated critical thinking actively, and supports in providing good, and constructive arguments (Lestari, 2018).

Are there any statistically significant differences at ($\alpha \leq 0.05$) in the means of pretest and posttest of argumentative writing skills and total scores due to teaching method (Traditional, Debate discussion via zoom platform)?

5.3. 2. Debates via Zoom impact on Students' Argumentation Writing Skills

The results demonstrated that student participation in debates via zoom, developed composing of substantial arguments. By debating via Zoom virtually, students amended their ability to logically formulate arguments, introduce argument with specific statement, supporting the reasons by sufficient evidences, and compose good counter argument and conclusion. Zoom platforms approved its efficacy, usability and accessibility as learning platform, that enhances students to involve in discussions, to practice critical thinking skills, analyze opponents' opinions, and provide enough evidence to counter opposing viewpoint. The results are in line with (Mont, 2014; Aarar,2022; Lawrence et.al, 2017; Mutiaraningrum & Cahyono, 2015). Participants find challenge in writing counter arguments, but compared to their previous knowledge, they were unfamiliar with the concept. In general, we can assure that debate via zoom helped in writing counterargument and rebuttal. Irrespective whether all the students obtained the same improvement in writing, utilizing the principal of debating via zoom presented attractive changes in students constructing of argumentation writing.

5.3.3. Students' suggestions on how to use debate via Zoom to develop learning skills

The results agreed with the investigations of (Applebee, atel.,2003). That teacher should introduce worthwhile topic.

The previous literature revealed that some students turned off their video cameras during the meetings for several reasons some time demographic, or social norms (Castelli& Sarvary, 2021), in this study most participants suggest to open cameras even

though they had feeling of cyber bullying, or cheating in exams, also they suggest to access to good internet connection, to set in quiet place, and learn in small groups, and to learn short sessions. that some social norms obligate teachers to put off students' cameras specially with girls. Debate discussion is a mazing solution for courses that students based on cheating in exams, it prevents students from copy from other students because each student has the ability to express his opinion and write it, this result agreed with.

5.3.4. Zoom Platform as a Medium of instruction

The findings revealed that teaching through the Zoom platform increased students' capacity to write effectively and critically. Zoom is a helpful and easily accessible technology for distance education since it allows students to practice critical thinking and argumentation skills through in-depth debates. The results agreed with (Peimani & Kamalipour, 2021, Perez, R. (2023).). Zoom's interactive features, like as screen sharing and breakout rooms, improve collaboration and student engagement. Results corresponded with (Khan, Egbue, Palkie& Madden,2017). This course develops critical thinking, evidence evaluation, and effective verbal and writing communication abilities. Before putting their ideas to paper, students can use Zoom's asynchronous features to have in-depth discussions, research, and improve them. This promotes critical thinking, introspection, and the development of cohesive articles. Zoom's inclusive learning spaces inspire students to think critically about opposing viewpoints. However, a few respondents mentioned some drawbacks of using zoom such as the inability to share photos on chat feature, moreover, some learners found challenge in using technology's learning style, which causes headache, and sights issues, therefore, they feel lost and difficulty of concentration. However, many students referred their disagreement to the unfamiliarity of the students with the online learning style, and to the preference of face-to-face lessons on the virtual meetings. Technological considerations were acknowledged, but they did not dominate the overall positive impact reported by the respondent. Irrespective whether all the students obtained the same improvement in writing, utilizing the principal of debating via zoom presented attractive changes in students constructing of argumentation writing. The results agreed with Hodgkinson-(Williams &Mostert, 2005) results that online debate is meaningful strategy to encourage students learning argumentation.

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Chapter VI

**CONCLUSION, IMPLICATIONS, RECOMMENDATIONS, AND
LIMITATIONS**

6. Introduction

This chapter summarizes both the qualitative and quantitative key findings and draws the conclusions of the study. In addition to that, it describes the limitations of the study, the study implications, and the study recommendations for teachers, the inspectors in the ministry of education, and the programmers in light of these findings, as well as recommendations for future research.

6.1. Summary of the results

This study is aimed at addressing the impact of debating via Zoom on enhancing students' critical thinking and argumentative writing skills. To achieve this objective, the researcher formulated nine hypotheses, designed a questionnaire, and administered two tests that were answered by a targeted sample of students from 10th and 11th grades. The data provided by the questionnaire and the tests was analyzed, the research hypotheses were tested, and the following points are the findings of the questions.

6.1.1. Phase one: Quantitative Analysis results

The main question was about the impact of debate via Zoom on enhancing secondary students' critical thinking and argumentative writing skills. The results have shown four main findings. Firstly, the results of this question revealed the effectiveness of the debate via Zoom teaching method in enhancing students' critical thinking skills.

Secondly, it was revealed that the students' scores increased in the post-test in inference, recognition of assumptions, interpretation, and evaluating the argument. Thirdly, the debate discussion strategy had a positive impact on students' argumentative writing skills, and the post-test results showed that the experimental group had a significant increase in students' scores due to teaching methods compared to the pre-test. The students improved on writing introduction, organization, and transition; counterargument and rebuttal; conclusion; tone; word choice; convention; and evidence and elaboration, which is an indicator of the efficacy of debate discussion via the Zoom method. Finally, gender**,** specialization, grade, and type of electronic device used had no effect on students' perspectives towards the impact of debate discussion via Zoom on their critical thinking and argumentative writing skills.

Furthermore, the second research question was about students' perspectives on using the debate via Zoom method of learning. The results revealed that secondary students'

perspectives have a positive impact on the use of the debate discussion method via Zoom for enhancing students' critical thinking and argumentative writing skills.

The third research question asked about the participants' opinions regarding the impact of debate via Zoom on critical thinking skills, argumentative writing skills, social skills, and speaking skills. The results revealed positive perspectives regarding the impact of debate on developing social, critical, and speaking skills.

While the fourth question appeared to indicate that there was no significant difference between participants' perspectives regarding the impact of debating via Zoom on nonverbal communication skills.

6.1.2. Phase two and three: Qualitative Analysis results

In addition to the quantitative analysis, the researcher conducted a qualitative analysis by analyzing the students' answers to open questions at the end of the questionnaire and conducting structured observations where she used an effective communication rubric and a classroom debate rubric to collect more evidence about the effect of debating via Zoom on improving the five skills studied in this research. She also conducted a thematic analysis to analyze the collected data.

The analysis of respondents' answers to the open questions in the questionnaire showed that the majority of students have positive opinions about the benefits of using the Zoom technique in improving argumentative writing skills, which can be summarized as the following: It helps students write an introduction, state their opinions, develop the extension of reasons by adding sufficient evidence, facts, and examples, and also help with the counterargument and essay conclusion.

For the part of critical thinking skills, the majority of students stated that teaching debate virtually enabled active learning, developed thinking, saved time and effort, and encouraged communication among students. While some of the participants indicated that they found Zoom an inefficient digital medium of instruction due to reasons like privacy, cyberbullying, and ridiculing and mocking by other classmates.

The main suggestions provided by participants were access to a good internet connection; some students suggested that teachers should obligate students to open the camera during the time of the meeting; having short sessions; and learning in small groups.

Results of observation using an effective communication rubric and a classroom debate rubric acknowledged the influence of debate via Zoom on students. The superior results are seen in the domain of respect for others. On the other hand, students' participation in deliberative small group activities, like breakout rooms, enhances cooperation and comfort, which asserts the need to run discussions with a small group of participants. Another promising finding is that participation in debate via Zoom develops the use of facts and statistics, which feed debate and makes it rich with various related information.

The organization in the rubric results showed that adopting debate discussion as a method of instruction and teaching strategy advances students' abilities to organize their arguments as well as develop critical thinking skills. From the rebuttal perspective, students did not recognize it before the study, and this showed improvement; however, from the improvement perspective, the participants showed significant differences after conducting debate discussion via Zoom.

The classroom observation for the students in debate via Zoom did not show high improvement in some aspects of nonverbal education. However, some students' voices were clear; they used body language, gestures, and facial expressions; the meetings where students were in front of cameras were better in communication; the flow of debate was excellent; and students' engagement was high.

6.1.3. Comparing qualitative research results with qualitative research results

Both qualitative and quantitative research findings indicated that debate via Zoom is an effective method for learning, it enhances secondary students' critical thinking and writing argument skills. Also, it has an impact on developing social skills, and communication skills (verbal communication) however, nonverbal communication shows slight development in both qualitative research and quantitative research.

6.2. Summary related the research hypothesis

HYP.1: There are statistically no significant differences at ($\alpha \leq 0.05$) between pre-test and post-test of critical thinking skills total scores due to teaching method (Traditional vs. Zoom). The hypothesis was rejected since the study's comparison between the pre-test results and the post-test results for both groups, experimental and control, showed that the debate via Zoom teaching method had a positive impact on

critical thinking skills in favor of the experimental group. In fact, students in the experimental group surpassed the control group scores, which indicated the efficiency of the intervention program for boosting critical thinking in tenth and eleventh grade students.

HYP.2: There are no statistically significant differences at ($\alpha \leq 0.05$) between the pre-test and post-test of writing argumentative skills total scores due to teaching method (Traditional vs. Zoom). The second hypothesis was rejected; hence, the experimental group had higher scores in the total results of the post-test than the control group. The research results showed that debate via Zoom helped students in the experimental group get higher total scores in the post-test, even though the total scores of the control group's pre-test were higher than the experimental group's pre-test. It is obvious that the debate via Zoom's teaching method has a high impact on experimental total scores in the post-test.

HYP. 3: There is no statistically significant increase at ($\alpha = 0.05$) in the students' post-test scores for critical thinking skills and writing argumentative skills compared to their scores on the pre-test due to the teaching method (Traditional vs. Zoom). Hypothesis 3 was also rejected. The results proved that the scores of both tests increased, while the post-test scores had a significant increase compared to the control group. It demonstrated that students' achievements in writing exams improved after participating in debate via Zoom. Palestinian 1948

HYP.4: There are no statistically significant differences at ($\alpha \leq 0.05$ in students' perspectives towards the impact of debate via Zoom on students' critical thinking and argumentative writing skills. In general, the statistical mean for the whole field (the impact of debate discussion via Zoom on enhancing critical thinking skills) equals 2.87, the weighted mean equals 57.4%, and the sig. (p-value) is greater than ($\alpha = 0.05$), which indicates that 57.4% of the students before debating via Zoom agreed that debate via Zoom affects enhancing critical thinking skills.

HYP.5: There are no statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives towards the impact of debate via Zoom on enhancing students' critical thinking and argumentative writing skills due to the teaching method (Traditional vs. Zoom).

The results of the study proved the five hypotheses; therefore, it can be concluded that the teaching method (Traditional vs. Zoom) has an effect on students' perspectives towards the impact of debate via Zoom on students' critical thinking and argumentative writing skills, which shows the effectiveness of debating via Zoom.

HYP.6: There are no statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills due to gender. The hypothesis showed that male and female perspectives are comparable in terms of the impact of debate via Zoom on their critical thinking and argumentative writing skills.

HYP.7: There are no statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives towards the impact of debate via Zoom on students' critical thinking and argumentative writing skills due to specialization. For hypothesis 7, the results have shown that specialization has no effect on students' perspectives towards the impact of debate via Zoom on their critical thinking and argumentative writing skills. It is confirmed that whether the students learn science or art, their attitudes towards Zoom are identical.

HYP.8: There are no statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives towards the impact of debate via Zoom on students' critical thinking and argumentative writing skills due to grade, whether 10th or 11th. The results claimed that hypothesis 8 determined that the grade has no effect on students' perspectives towards the impact of debate discussion via Zoom on students' critical thinking and argumentative writing skills.

HYP.9: There are no statistically significant differences at ($\alpha \leq 0.05$) in students' perspectives towards the impact of debate via Zoom on students' critical thinking and argumentative writing skills due to the type of electronic device used during Zoom. Hypothesis 9 concluded that the type of electronic device used, whether it was a computer, mobile, or iPad, had no effect on students' perspectives towards the impact of debate via Zoom on students' critical thinking and argumentative writing skills.

6.3. Conclusion

Debate via Zoom can be defined as a teaching strategy based on the implementation of online debate discussion among students through a well-known

digital platform called Zoom that facilitates the learning process and boosts students' participation by accessing the internet through the use of computers, laptops, iPads, or mobiles. The teacher initiated the lesson by sending a link, and students entered the virtual meeting by clicking on it. The teacher activated the students and fostered their interaction through their engagement in breakout rooms.

Implementation of debate via Zoom for secondary school students proved a highly successful enhancement of this strategy in teaching English. The usefulness of it in the instruction field stems from the improvement of cognitive abilities like critical thinking in particular and its subskills like inference, assumptions of cognition, interpretation, and evaluation of arguments in general. Acquiring and enhancing the previously mentioned rational skills will create thinkers rather than knowledge indoctrination. Also, students' attitudes towards debate discussion via Zoom's impact on critical thinking skills before and after the study indicated that students found it helpful in analyzing and summarizing, focusing on lessons, inferring the reasons, deducing conclusions, connecting the ideas, and evaluating the argumentative essay based on a systematic rubric.

Moreover, the contributions of learning debate discussion via Zoom have a notable impact on achieving argumentative writing skills; students who participated in debate via Zoom discussions attained better scores in their writing tests. The students improved their writing of the introduction, body, and conclusion of an argumentative essay. Also, they created a thesis for the argument, defined it, and provided more facts and evidence to support the chosen argument. Moreover, they gained significant improvement with more concentration on language accuracy and paragraph cohesion and coherence. The results worth mentioning from the debate via Zoom were the student's ability to draw a conclusion, the organization of the essay elements, the transition between the components of the essay, and the counterargument rebuttal as a whole. In addition, students' perspectives showed that debate via Zoom enables students to write counterarguments in addition to the aforementioned writing skills.

Students' perspectives regarding debate via Zoom after their participation in the experiment revealed that it develops their social skills as a whole and in different domains, such as its ability to assist and enhance students' courage to answer questions and to express themselves freely. It also presented positive results regarding students'

attitudes towards speaking skills; another aspect that students agreed on was that Zoom improves their pronunciation and provides them with the chance to practice the language. However, the impact of debate via Zoom on developing nonverbal communication didn't show any change between the pre-test and the post-test in all domains. According to phase two, observing students' writing in the meetings showed gradual trustworthy improvement, specifically in writing an introduction, conclusion, and rebuttal, and the message of the argument was conveyed effectively. Students used proper language that addressed the audience, and there was visible progress in writing an argumentative essay with all its elements. According to the social aspect, students have shown respect for the other teams; they appreciated opposing viewpoints, had fewer interruptions, and showed more patience with fellow students.

Communication skills result in verbal and nonverbal communication. In their verbal delivery skills, debate via zoom provides students an opportunity to practice the language. Also, the use of technical expressions helped to facilitate the flow of the debate and encourage debaters to speak fluently, with better words pronunciation. According to nonverbal delivery, the provided results revealed that students communicated with attention to eye contact, to facial expressions, and with respondents to other students' body movement, to be more specific, looking at the upper part of the body helps participants to understand other debaters body movements.

It is important to recognize that the responses to the question of phase three revealed that students' argumentative writing was developed and critical thinking skills were presented with an understanding of the argument, analyzing and recomposing it, and then evaluating it. All these skills were motivated. Zoom is an incredible digital medium of instruction for learning argumentation and enhancing critical thinking skills. Moreover, teaching debate virtually enables active learning in a comfortable medium that saves time and effort, where students can learn through engagement with small groups in breakout rooms and encourage communication. Finally, the students' suggestion to develop debate online was through access to a good internet connection and being equipped with a computer or laptop instead of a mobile. They would also be obligated to enter meetings with open cameras and learn in small groups and short sessions.

To conclude, debate discussion via Zoom is a dynamic learning strategy that has turned traditional learning situations into more efficient, supportive, interactive, and informative ones, in addition to the development of language, writing, social, communication, and critical thinking skills. In meetings where all the students opened their cameras, the interaction was active and fruitful, which implied that we could rely on it in hard times as an alternative to classroom debate. Therefore, the teacher should implement debate via Zoom appropriately to reach convincing results.

6.4. Recommendations

As the research findings showed that debating via Zoom is an effective educational tool, the recommendations resulting from the research can guide educators, policymakers, and educational institutions in leveraging online debating platforms like Zoom to foster critical thinking and argumentative writing skills in students effectively. These recommendations are presented below as follows:

A) Recommendations for teachers

- Before applying a new instruction technique, teachers should provide the students with information about it and its benefits to avoid resistance to change from some of these students.

- When using Zoom, breakout rooms, and debate, it is highly recommended to establish small groups to enhance cooperation and comfort between students.

- Balancing online and classroom debates: While online debates offer various advantages, it is essential to strike a balance by incorporating both online and offline debates to provide a well-rounded learning experience.

- Train students how to recognize and compose argumentation elements such as introductions, facts and evidence, counterarguments, and conclusions in order to master the debate rounds.

- Incorporate assessments: Implement assessments that specifically measure critical thinking and argumentative writing skills in the context of online debates. This can help in monitoring students' progress and refining the debating sessions for better results.

- Encourage Student Participation: Encourage active student participation and create a supportive environment where students feel comfortable expressing their ideas and engaging in debates.

- Collaborative Learning: Encourage collaborative learning by organizing group debates and activities, fostering teamwork and cooperation among students.

B) Recommendations for the supervisor

- Training for Educators: Teachers and educators should receive training on effectively moderating and facilitating online debates to create a productive and engaging learning experience for students.

C)Recommendations for ministry of education

- Broad Application of Debating via Zoom: The application of debating via Zoom is widely used by teachers and educators in all Palestinian Arab schools in Israel.

- Address Technological Barriers: Institutions and policymakers should ensure that all students have access to the necessary technology and internet connectivity to participate in online debates without any hindrance.

- Adaptability in Unexpected Circumstances: Using debating via Zoom in education leads to being adaptable in unforeseen circumstances, such as the COVID-19 health crisis, where traditional classroom debates became unfeasible.

Promote Digital Citizenship: Alongside online debate, students should be educated about digital citizenship, responsible online behavior, and privacy considerations.

D) Recommendations for the programmers
- Flexibility in Learning Environments: Online debating offers greater flexibility in learning environments, allowing students to engage in debates regardless of their physical location. This can be especially beneficial for students who have limited access to traditional debating opportunities.

- Improve online application functions and allow students to be more active in real time during debate, such as by sharing photos via Zoom and other changes in breakout room chats.

E) Recommendations for the researchers

- Dissemination of Findings: Share the research findings with other educators and researchers to contribute to a broader understanding of the benefits and challenges of online debating in education.
- Benefiting from other modern techniques for enhancing education and reaching more effective results in the educational environment
- To carry out more in-depth studies about the effect of debate on these topics: nonverbal communication, especially paralinguistic communication; the effect of different cultures in dealing with online debates; and activating cameras at the time of discussion.

6.5. Study limitations

In the primary planning process for the research study, the researcher imagined that everything was operating perfectly as planned. However, when engaging in the experiment, assigning the population, and starting actual research, different conditions hindered the research process, and shortcomings appeared. It is important to mention that the study limitations don't affect the results of the research. In this research, the researcher faced several limitations, namely:

One of the major limitations was the research medium of instruction. Where all the experiment lessons were done online, through Zoom, students received a link to attend the meetings, which they clicked on in order to participate. Dealing with this digital platform created technical limitations, such as blackouts, internet outages, interference, the disappearance of the sound, a background sound echo, or family talk.

Another limitation was related to cyberbullying, which is one of the most important problems that students are afraid of. Besides this, some hackers want to hurt others, especially girls. Also, in a conservative society that appreciates the culture and religion of its members, cyberbullying sometimes leads to death.

There is also a socio-economic limitation, as some students are poor and don't have enough space in their homes. Some found it difficult to sit alone in a room, while others didn't have good electronic devices to debate well during the meetings.

Time limitation: this study was done at a specific time, which was in the academic year 2022-2023 for three months; it began in the second week of November and was finished

in the second week of January, when students had their first-term final exams at the end of December before the winter vacation.

Furthermore, a population limitation: All study participants were 15- and 16-year-old girls and boys in grades ten and eleven in both schools; all of them were Palestinian schools established in 1948. The students' specializations were in the sciences (biology, chemistry, physics, and computer science) and the arts (sociology, ecology, and communication sciences). Nahdat Alrazi assigned an educational policy that each student had the freedom to choose his or her specialization from the beginning of the scholastic year until the end of the first semester; therefore, some students moved from one specialization to another.

Furthermore, due to the limitation of schools' localities, the study was conducted online at two schools: Nahdat Al-Razi High School and Education and Sciences Home in Jaljulia, a Palestinian Arab village in Israel.

Lastly, the topic limitation is the impact of debate via Zoom on secondary students' critical thinking and argumentative writing skills. It is a relatively new topic that is related to teaching formal debate in secondary schools. The researcher is a teacher and designed a course for the students and implemented it via Zoom.

All the materials were taught online. The researcher took it upon herself to enhance digital literacy among students to help them participate and practice debate in Zoom meetings.

To conclude, technical limitations make the work of researchers time-consuming and difficult to achieve the goals of this study.

6.6. Future Studies

There are several potential future studies that could build upon the research findings. The following are some ideas for future studies:

1. Conducting a long-term and more comprehensive study to track the development of critical thinking and argumentative writing skills in students who engage in online debating over an extended period in schools from other areas of the country. This would provide insights into the sustainability and long-term impact of using Zoom debates as an educational tool.

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2. Performing a comparative analysis of the outcomes of Zoom debates with debates conducted using other online platforms or even traditional face-to-face debates would allow for a comprehensive analysis of the relative effectiveness and advantages of different debate formats.

3. Investigating whether the impact of debates on Zoom on critical thinking and argumentative writing skills varies among different age groups or educational levels and understanding developmental differences can help design debating approaches to specific student needs.

4. Conducting cross-cultural studies to explore how students from different cultural backgrounds engage in Zoom debates and whether the effectiveness of the approach varies across cultures.

5. Investigating the impact of specific teacher training programs focused on facilitating online debates. Examining how well-prepared educators contribute to students' skill development can provide better informed professional development practices.

6. Investigating the relationship between student motivation, engagement levels, and their performance in Zoom debates. Understanding factors that influence student participation can help design more engaging debate activities.

7. Developing and disseminating guidelines and best practices for conducting effective Zoom debates, considering aspects such as debate structure, technological integration, and moderating techniques.

8. Examining the potential benefits of including students from various age groups in the same debate sessions. Such studies can explore the impact of peer learning and mentoring on skill development.

9. Investigating whether participating in Zoom debates has any secondary effects on other skills, such as public speaking, information literacy, or confidence in expressing ideas.

By exploring these and related research areas, educators and researchers can continue to enhance their understanding of the role of online debating in education and refine

strategies to foster critical thinking and argumentative writing skills in students more effectively.

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APPENDIXES

Implementation of the Sustainable Development Goals, 2019

(Irawati, 2017

(Freely,2013,p.6;; Terenzini, Springer, Nora, & Pascarella, 1995;

The research instruments

Questionnaire

Escula de Doctorado de Humanidades y Ciencias Sociales y Juridicas

Programa de Doctorado en Ciencias de la Education

Students Questionnaire

Dear students, my name is Manal Aara and I am English teacher at Nahdat Alrazi high school, as part of my doctoral studies at University of Granada, I would thank you for filling this questionnaire which is written and designed to collect data from you to serve the research study about the effect of debate discussion via zoom on critical thinking and writing argumentation skills.

The questionnaire includes two sections; The first one contains personal information while the second section contains five domains; critical thinking skills, argumentation writing skills, social skills, speaking skills, nonverbal communication.

While filling the questionnaire, please read the instructions carefully and put ☑ next to the answer you have chosen.

Thank you for your cooperation

Section I: General and Demographic Information

Grade: ( ) 10th grade   ( ) 11th grade

Gender: ( ) Male   ( ) Female   ( ) Other

Specialization/ Major: ( ) Computer sciences ( ) Biology ( ) Chemistry ( ) Physics ( ) Ecology ( ) Communication

kind of electronic device you use while entering zoom meeting: ( ) mobile ( ) computer ( ) iPad

Section II: Students attitudes toward learning debate via Zoom

It is the questionnaire items, and it is composed of five domains:

- **The first domain:** The impact of debate discussion via zoom on enhancing critical thinking skills.
- **The second domain:** The impact of debate discussion via zoom platform on argumentation writing skills.
- **The third domain:** The effect of debate discussion via zoom on social skills
- **The fourth domain**: The impact of debate discussion via zoom on speaking skills
- **The fifth domain**: The impact of debate discussion via zoom on nonverbal communication skills

The First domain: The impact of debate discussion via zoom on enhancing critical thinking skills.

Read the items carefully then answer the question by ticking (v) in the box that best expresses your perspective.

N	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Debate discussion via zoom helps to analyze the argumentative written text					
2	Debate via zoom helps students to summarize a written text easily					
3	Debate discussion via zoom helps students to focus on the lessons					
4	Debate discussion via zoom helps students to infer the conclusion from the evidences					
5	Debate discussion via zoom helps students to deduct conclusions for the argumentative essay					
6	Debate discussion via Zoom assists in connecting the ideas of the written argumentative text together					
7	Debate discussion via Zoom enables students to evaluate the argumentative text based on systematic rubrics					

The second domain: The impact of debate discussion via zoom platform on argumentation writing skills.

8	Debate discussion via Zoom improves the written introduction for the argumentative essay				
9	Debate discussion via Zoom develops the grammar of the argumentative essay				
10	Debate discussion via Zoom helps in writing counter arguments				
11	Debate discussion via Zoom is important for writing the conclusion of the argumentative essay				
12	Debate discussion via Zoom helps students in writing the claims of arguments				
13	Debate discussion via Zoom helps students write more reasons to support the claim of the argumentative essay				
14	Debate discussion via Zoom is good for providing evidence to support the reasons in the argumentative essay				

The third domain: The effect of debate discussion via zoom on social skills

N	Item					
15	Debate discussion via zoom improves students to lead a team work					
16	Debate discussion via Zoom helps students to define the topic they want to write about it					
17	Debate discussion via zoom helps students to speak fluently					
18	Debate discussion via zoom enhances students' self-confidence					
19	Debate discussion via zoom improves the pronunciation of words					
20	Debate discussion via zoom gives us the chance to practice the language					
21	Debate discussion via zoom improves students to lead a team work					

The fourth domain: The impact of debate discussion via zoom on speaking skills

N	Item				
	Debate discussion via Zoom helps students to define the topic they want to write about it				
	Debate discussion via zoom helps students to speak fluently				
	Debate discussion via zoom enhances students' self-confidence				
	Debate discussion via zoom improves the pronunciation of words				
	Debate discussion via zoom gives us the chance to practice the language				
	Debate discussion via zoom helps students to use the language appropriately				
	Debate discussion via zoom helps students to use a large number of vocabulary items.				

The fifth domain: The impact of debate discussion via zoom on nonverbal communication skills

N	Item					
29	Debate discussion via zoom helps us to understand the body gestures of other students					
30	Debate discussion via zoom helps us to understand the body movement of other students					
31	Debate discussion via zoom helps us communicate with eye contact					
32	Debate discussion via zoom helps students to understand speaker's facial expressions					
33	Debate discussion via zoom enables students to understand speaker's tone of voice					
34	Debate discussion via zoom enables students to communicate without touch hands or body					
35	Debate discussion via zoom helps students to communicate without thinking of the space between them					

برنامج الدكتوراه في التربية

استبيان

أعزائي الطلاب ، اسمي منال عرار وأعمل مدرسه للغة الإنجليزية في ثانوية نهضة الرازي ، أود ملء هذا الاستبيان المكتوب والمصمم لجمع البيانات منك لخدمة الدراسة البحثية حول تأثير المناظرة عبر منصه زوم على مهارات التفكير الناقد وكتابة الحجج على طلاب المرحله الثانويه.

يتضمن الاستبيان قسمين؛ الأول يحتوي على معلومات شخصية بينما يحتوي الثاني على خمسة مجالات: مهارات التفكير الناقد ، ومهارات الكتابة الجدلية ، والمهارات الاجتماعية ، ومهارات التحدث والتواصل غير اللفظي, وتحتوي الاستبيانه على(35 عنصرًا).

يرجى قراءة التعليمات بعناية ووضع اشاره ☑.تحت الإجابة التي اخترتها

شكرا لتعاونكم

القسم الاول

الجنس: ذكر ( )   أنثى( )   غير ذلك ( )

الصف: العاشر ( )   الحادي عشر ( )

التخصص: علم الحاسوب ( )   بيولوجيا ( ) كيمياء ( )

علم الحاسوب ( ) بيولوجيا ( )   كيمياء ( )

فيزياء   ( ) علم البيئة ( ) عام الاتصالات ( )

نوع الجهاز المستخدم عند المشاركة بالزوم: كمبيوتر ( ) موبايل ( )   اياد ( )

الرقم		أوافق بشده	اوافق	محايد	لا أوافق	لاأوافق بشده

					المجال الأول تأثير المناظرات عبر الزوميه على التفكير الناقد للطلاب	
				26		
					المناظره الزوميه تساعدنا على تحليل النص	1
					ا لمناظره الزوميه تساعدنا على تلخيص النص بسهوله	2
					المناظره الزوميه تساعدنا على الاستنتاج	3
					المناظره الزوميه تحسن من طرق التفكير	4
					المناظره الزوميه تساعدنا على ربط الأفكار ببعضها	5
					المناظره الزوميةتساعدنا على الاستنباط	6
					المناظره الزومية تساعدنا على تقييم الدرس	7
					المجال الثاني: تأثير المناظرات الزومية على كتابة النص الإقناعي	
					المناظره الزوميه تحسن من كتابه مقدمه الحجج	8
					المناظره الزوميه تطور القواعد اللغوية	9
					المناظره الزوميه تساعدنا على كتابه الحجج (المضادة (المعاكسة	10
					المناظره الزوميه هامه لكتابه خاتمه للحجج	11
					المناظره الزوميه تساعد الطلاب على كتابه	12

					المناظره الزوميه تساعدنا على تفسير سبب الشيء	13
					المناظره الزوميه جيده لإعطاء الأمثلة والتوثيق	14
					الزوميه المجال الثالث: تأثير المناظرات على المهارات الاجتماعية	
					المناظره الزوميه تساعد الطلاب على بناء شخصيه جيده	15
					المناظره الزوميه تساعد على بناء علاقات جديده بين الطلاب	16
					المناظره الزوميه تساعدنا على العمل بشكل تعاوني	17
					المناظره الزوميه تعزز الطلاب حتى يكونوا جريئين	18
					المناظره الزوميه تساعد الطلاب على التعبير عن أنفسهم بحرية	19
					المناظره الزوميه تساعدنا على احترام بعضنا البعض	20
					المناظره الزوميه تحسن القيادة	21
					المناظرات الزوميه المجال الرابع: تأثير على مهارات التحدث باللغه الانجليزيه	
					المناظره الزوميه تساعدنا في الحصول على مستوى ممتاز من الوصف	22
					المناظره الزوميه تساعد الطلاب على التحدث بطلاقه	23
					المناظره الزوميه تعزز الثقه بالنفس	24

					المناظره الزوميه تحسن لفظ الكلمات عند الطلاب	25
					المناظره الزوميه تمنحنا الفرصة لممارسه اللغة	26
					المناظره الزوميه تساعد الطلاب على استخدام اللغة بشكل مناسب	27
					المناظره الزوميه تساعد الطلاب على استخدام عدد كبير من مفردات اللغوية.	29
					المجال الخامس: تأثير المناظرات الزوميه على التواصل الغير لفظي	
					المناظره الزوميه تساعدنا على فهم الايماءات	29
					المناظره الزوميه تساعدنا على فهم حركة الجسم	30
					المناظره الزوميه تمكن الطلاب من التواصل بالعين	31
					المناظره الزوميه تمكن الطلاب من ثهم تعابير الوجه	32
					المناظره الزوميه تمكن الطلاب من فهم نبرة الصوت	33
					المناظره الزوميه تساعدنا على التواصل بدون ملامسه الايدي او الجسد	34
					المناظره الزوميه تساعدنا على التواصل بدون التفكير بالمسافه بيننا وبين الاخرين	35

Watson and Glaser appraisal for Critical thinking skills

Test 1: **inference**

Statement: Two hundred school students in their early teens voluntarily attended a recent weekend student conference in Leeds. At this conference, the topics of race relations and means of achieving lasting world peace were discussed, since these were problems that the students selected as being most vital in today's world.

Proposed Inferences:

1. As a group, the students who attended this conference showed a stronger interest in broad social problems than do most other people in their early teens

2. The majority of the students had not previously discussed the conference topics in the schools.

3. The students came from all parts of the country.

4. The students discussed mainly industrial relations problems

5. Some teenage students felt it worthwhile to discuss problems of race relations and ways of achieving world peace.

Test 2: Recognition of assumption

Statement: 'We need to save time in getting there so we'd better go by plane.'

Proposed assumptions:

1. Going by plane will take less time than going by some other means of transportation.

2. There is a plane service available to us for at least part of the distance to the destination.

3. Travel by plane is more convenient than travel by train.

Test 3: Deduction

Statement:

Some holidays are rainy. All rainy days are boring. Therefore:

Proposed Conclusions:

1. No clear days are boring.

2. Some holidays are boring.

3. Some holidays are not boring.

Test 4: Interpretation

Statement:

A study of vocabulary growth in children from eight months to six years old shows that the size of spoken vocabulary increases from 0 words at age eight months to 2,562 words at age six years. Proposed Conclusions:

1. None of the children in this study had learned to talk by the age of six months.

2. Vocabulary growth is slowest during the period when children are learning to walk.

Test 5: Evaluation of argumentation

Statement:

 Should all young people in the United Kingdom go on to higher education?

Proposed Arguments:

1. Yes; college provides an opportunity for them to wear college scarves.

2. No; a large percentage of young people do not have enough ability or interest to derive any benefit from college training.

3. No; excessive studying permanently warps an individual's personality.

https://www.pearsonvue.com/phnro/wg_practice.pdf

A (3)

Argumentative writing pre/post tests

Pre-test

Write 70–90 words in English on the following topic:

Do you think that children should be allowed to have their own cellphone? Give reasons to explain your opinion. Pay attention to write a statement, three reasons, give evidence, counter argument, and conclusion.

Good Luck

Post writing test

Write 70–90 words in English on the following topic:

Do you think that school uniform is anti-democratic and limit their self-expressions? Give reasons to explain your opinion. Pay attention to write a statement, three reasons, give evidence, counter argument, and conclusion.

--- Good Luck

A (4)

Open-ended Questions

1-Do you think debate discussion via zoom platform develops secondary students' argumentative writing skills?

----

1. Do you think debate discussion via zoom platform affect secondary students' critical skills?

----

2. What do you suggest students to do when debating via zoom to develop learning skills? Express your opinion.

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4. How do you think Zoom as medium of instruction for conducting debates? Express your opinion.

A(6)

Classroom observations rubrics

Criteria	5Points	4points	3points	2Points	1Point	to
Respect	All participant's responses and body language were polite and free of inappropriate words.	Student's responses were respectful, student showed 1-2 instances of inappropriate body language	Most claims and answers were polite, student used appropriate language, but there was one mocking comment	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks.	The responses, or body language were constantly no	
Information	All presented information in debate was obvious, and accurate and comprehensive	Most information presented in this debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Some information was accurate, but there were some minor inaccuracies	Information had some major inaccuracies OR was usually not clear.	
Argumentation rubrics	All counter-arguments	Most counter-	Most counter-arguments	Some counterarguments	Counter-arguments	

	were accurate, relevant and strong.	arguments were accurate, relevant, and strong.	were accurate and relevant, but several were weak.	were weak and irrelevant.	were not accurate and/or relevant.
Supporting Material / Evidence	provide relevant and sufficient support and show understanding of the topic.	Employ sufficient and relevant information to support the argument , but t ilacks of creditability and authenticity	Used some incomplete explanations, examples, and/or descriptions. **To support the topic**	Participant added inappropriate and Insufficient explanation and support the topic.	Participant couldn't add explanation and examples to support the topic
Central Message	Central message is entirely strengthened, and supported .	Central message is clear and consistent with the supporting material	Central message is basically understandable but is not reinforced.	Central message can be deduced, but is not explicitly stated.	Central message cannot be deduced, and it is not explicitly stated.
Context and Audience	Demonstrates a thorough understanding of the context; uses compelling language appropriate to the audience. unclear	Demonstrates adequate consideration of the context and uses thoughtful language given the audience	Demonstrates some awareness of the context and uses mundane language given the audience	Demonstrates minimal attention to the context and uses unclear language given the audience	Demonstrates no attention to the context and uses unclear language given the audience

	language given the audience.				
Verbal and Nonverbal Delivery	Delivery makes the presentation compelling and speaker appears polished and confident. Delivery makes the presentation interesting and speaker appears comfortable.	Delivery makes the presentation compelling and speaker appears polished and confident. Delivery makes the presentation interesting and speaker appears comfortable.	Delivery makes the presentation understandable but speaker appears tentative. Delivery is understandable but speaker appears uncomfortable.	Delivery makes the presentation understandable but speaker appears tentative. Delivery is understandable but speaker appears uncomfortable.	Delivery makes the presentation understandable but speaker appears tentative. Delivery is not understandable and speaker appears uncomfortable.

A (7)

Debate discussion rubrics

B (1)

Testing normality

First: Testing normality:

In the beginning, the researcher performed a test for testing the hypothesis aiming at identifying which statistical tests to use in order to identify if the data is following a normal distribution or not. There are frequently used tests to assess normality, such as the Kolmogorov-Smirnov and the Shapiro-Wilk tests. The Shapiro–Wilk test is usually used to examine small sample sizes (<50 samples), while Kolmogorov–Smirnov test is more suitable for sample sizes that are more than 50 (n ≥50). The results showed that the research sample size is more than 50 (n=60), then the researcher used Kolmogorov-Smirnov to test the normality.

Table 38

Testing normality for critical thinking skills pre-test

No.	Pre-test sections	Kolmogorov–Smirnov	Sig
1	Inference	0.278	0.000
2	Recognition of assumption	0.178	0.000
3	Deduction	0.256	0.000
4	Interpretation	0.224	0.000
5	Evaluation of argument	0.265	0.000
	Total score of pre-test	**0.130**	**0.014**

.

Table 39

Testing normality for critical thinking skills post-test

No.	Pre-test sections	Kolmogorov–Smirnov	Sig
1	Inference	0.253	0.000
2	Recognition of assumption	0.206	0.000
3	Deduction	0.284	0.000
4	Interpretation	0.197	0.000
5	Evaluation of argument	0.288	0.000
	Total score of post-test	**0.145**	**0.000**

Tables 38-39 pointed that the p-value for all test sections is less than 0.05 level of significance, therefore, all these paragraphs are not normally distributed. Consequently, nonparametric tests should be used to perform the statistical data analysis for critical thinking tests.

B (2)

First: Testing Normality:

Testing normality for argumentative writing skills pre-test:

Table 40

Testing normality for argumentative writing skills pre-test results.

No.	Pre-test sections	Kolmogorov–Smirnov	Sig
1	Introduction	0.342	0.000
2	Organization and transition	0.249	0.000
3	Conclusion	0.349	0.000
4	Counter claim and rebuttal	-*	-*
5	Evidence and elaboration	0.177	0.000

6	Tone, word choice, and convention	0.270	0.000
	Total score of pre-tests	**0.085**	**0.200**

*All students in both samples got 0 in the section of counter claim and rebuttal.

In pre-test there were none of the respondents on writing rebuttal, students were not aware of it at all.

Testing normality for argumentative writing skills post-test:

Table 41

Testing normality for argumentative writing skills post-test results.

No.	Pre-test sections	Kolmogor ov– Smirnov	Sig
1	Introduction	0.254	0.000
2	Organization and transition	0.256	0.000
3	Conclusion	0.243	0.000
4	Counter claim and rebuttal	0.204	0.000
5	Evidence and elaboration	0.279	0.000
6	Tone, word choice, and convention	0.228	0.000
	Total score of post-test	**0.140**	**0.005**

From Tables 16-17, the p-value for all sections is less than 0.05 level of significance, then, all these paragraphs are not normally distributed. Consequently, nonparametric tests should be used to perform the statistical data analysis.

First: Testing Normality:
Testing normality for argumentative writing skills pre-test:

Table 42

Testing normality for argumentative writing skills pre-test results.

No.	Pre-test sections	Kolmogorov–Smirnov	Sig
1	Introduction	0.342	0.000
2	Organization and transition	0.249	0.000
3	Conclusion	0.349	0.000
4	Counter claim and rebuttal	-*	-*
5	Evidence and elaboration	0.177	0.000
6	Tone, word choice, and convention	0.270	0.000
	Total score of pre-tests	**0.085**	**0.200**

*All students in both samples got 0 in the section of counter claim and rebuttal.

In pre-test there were none of the respondents on writing rebuttal, students were not aware of it at all.

Testing normality for argumentative writing skills post-test:

Table 43

Testing normality for argumentative writing skills post-test results.

No.	Pre-test sections	Kolmogorov–Smirnov	Sig
1	Introduction	0.254	0.000
2	Organization and transition	0.256	0.000
3	Conclusion	0.243	0.000
4	Counter claim and rebuttal	0.204	0.000
5	Evidence and elaboration	0.279	0.000
6	Tone, word choice, and convention	0.228	0.000

		0.140	0.005
	Total score of post-test	**0.140**	**0.005**

From Tables 16-17, the p-value for all sections is less than 0.05 level of significance, then, all these paragraphs are not normally distributed. Consequently, nonparametric tests should be used to perform the statistical data analysis.

B(3)

First: Testing normality for the questionnaire:

Testing normality for first domain: The impact of debate discussion via zoom on enhancing critical thinking skills

Table 44

Testing normality for first domain of the questionnaire.

No.	First domain	Kolmogorov– Smirnov	Sig
1	Debate discussion via zoom helps to analyze the argumentative written text	0.227	0.000
2	Debate via zoom helps students to summarize a written text easily	0.214	0.000
3	Debate discussion via zoom helps students to focus on the lessons	0.186	0.000
4	Debate discussion via zoom helps students to infer the conclusions from the evidences	0.179	0.000
5	Debate discussion via zoom helps students to deduct conclusions for the argument essay	0.166	0.000
6	Debate discussion via Zoom assists in connecting the ideas of the written argumentative text together	0.248	0.000

No.	second domain		0.165	0.000
7	Debate discussion via Zoom enables students to evaluate the argumentative text based on systematic rubrics		0.165	0.000

Testing normality for second domain: The impact of debate discussion via zoom platform on argumentation writing skills

Table45

Testing normality for second domain of the questionnaire.

No.	second domain	Kolmogorov– Smirnov	Sig
8	Debate discussion via Zoom improves the written introduction for the argumentative essay	0.197	0.000
9	Debate discussion via Zoom develops the grammar of the argumentative essay	0.210	0.000
10	Debate discussion via zoom helps in writing counter argument	0.229	0.000
11	Debate discussion via Zoom is important for writing the conclusion of the argumentative essay	0.171	0.000
12	Debate discussion via zoom helps students in writing arguments' claim	0.199	0.000
13	Debate discussion via zoom helps students to write more reasons to support the claim of the argumentative essay	0.253	0.000
14	Debate discussion via Zoom is good for providing evidences to support the reasons in argumentative essay	0.199	0.000

Testing normality for third domain: The effect of debate discussion via zoom on social skills

Table 46

Testing normality for third domain of the questionnaire.

No.	Third domain	Kolmogorov–Smirnov	Sig
15	Debate discussion via Zoom helps students to take the responsibility to learn	0.189	0.000
16	Debate discussion via Zoom helps to make new relationships between students	0.265	0.000
17	Debate discussion via zoom helps students to interact cooperatively	0.213	0.000
18	Debate discussion via zoom enhances students to be more courageous to answer questions	0.244	0.000
19	Debate discussion via zoom helps students to express themselves freely.	0.266	0.000
20	Debate discussion via zoom helps us to respect others' opinion	0.197	0.000
21	Debate discussion via zoom improves students to lead a team work	0.170	0.000

Testing normality for fourth domain: The impact of debate discussion via zoom on speaking skills

Table 47

Testing normality for fourth domain of the questionnaire.

No.	Fourth domain	Kolmogorov–Smirnov	Sig
22	Debate discussion via Zoom helps students to define the topic they want to write about it	0.173	0.000
23	Debate discussion via zoom helps students to speak fluently	0.240	0.000
24	Debate discussion via zoom enhances students' self-confidence	0.187	0.000
25	Debate discussion via zoom improves the pronunciation of words	0.212	0.000
26	Debate discussion via zoom gives us the chance to practice the language	0.238	0.000
27	Debate discussion via zoom helps students to use the language appropriately	0.176	0.000
28	Debate discussion via zoom helps students to use a large number of vocabulary items.	0.223	0.000

Testing normality for fifth domain: The impact of debate discussion via zoom on nonverbal communication skills

Table48

Testing normality for fifth domain of the questionnaire.

No.	Fifth domain	Kolmogorov–Smirnov	Sig
29	Debate discussion via zoom helps us to understand the body gestures of other students	0.195	0.000

30	Debate discussion via zoom helps us to understand the body movement of other students	0.245	0.000
31	Debate discussion via zoom helps us communicate with eye contact	0.180	0.000
32	Debate discussion via zoom helps students to understand speaker's facial expressions	0.188	0.000
33	Debate discussion via zoom enables students to understand speaker's tone of voice	0.230	0.000
34	Debate discussion via zoom enables students to communicate without touch hands or body	0.216	0.000
35	Debate discussion via zoom helps students to communicate without thinking of the space between them	0.227	0.000

From Tables 43-48 the p-value for all paragraphs is less than 0.05 level of significance, then all these paragraphs are not normally distributed. Consequently, nonparametric tests should be used to perform the statistical data analysis.

Appendix C (1)

The experiment lesson plans

1. Teacher's one and two debate training lesson plans

understanding the concept controversial topic, and the debate

level: 10th and 11th grade	Time: 90 minutes

Objectives

Until the end of the lesson, students are supposed to:

- recognize what is "a controversial topic".
- define the debate.
- recognize the motion (statement) of the debate
- exchange and share information
- apply material on digital tools (Padlet/ Mentimeter)
- understand the debate's motion.

Time	Introduction
5 minuets	*The teacher shares a slide, written on it the concept " a controversial topic" and asks students: "What do the words controversial topic mean to you*
	Body
20 minuets 20 minuets	The teacher asks students to watch a video, then have a short discussion and express their feelings and opinions regarding the topic of the Dove company ad in the video. Here is the video link thttps://duckduckgo.com/?q=%D8%A7%D9%84%D9%85%D9%86%D8%A7%D8%B8%D8%B1%D9%87&t=chromentp&atb=v3291&iax=videos&ia=videos&iai=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3 Teacher introduces the topics "marriage" and "school uniform" and makes online discussion with the students regarding how these topics could be controversial.
	Second lesson introduction
5 minuets	- The teacher created a Mentimeter link and asked the student to define debate individually in one word. The attached link is https://www.menti.com/ale4c5qsoyj5
	Body of the lesson
15 minuets 15 minuets	The teacher asks students to define the concept of "debate" cooperatively in groups. Students are allowed to search the internet to find the answer or to compose their definitions. Then she assigned students to group to breakout rooms automatically.

	Teacher asks students to share the definition by sticking it on the Zoom's chat. Students introduces the definition. Then, they read and discuss it on Zoom. Then they stick the answers again to the Padlet wall. Teacher explains what the debate is in general, and the concept motion in specific.
	closure
10 minuets	Teacher revises all the lesson's materials and give students homework
	Homework
	Teacher asks students to • Write three controversial topics. See Ap ( ) • watch a video about argumentation on home here is the link https://www.youtube.com/watch?v=1zZ4YEuThRw

Aarar. (n.d.). What does the word debate discussion mean? Mentimeter. Notes

246
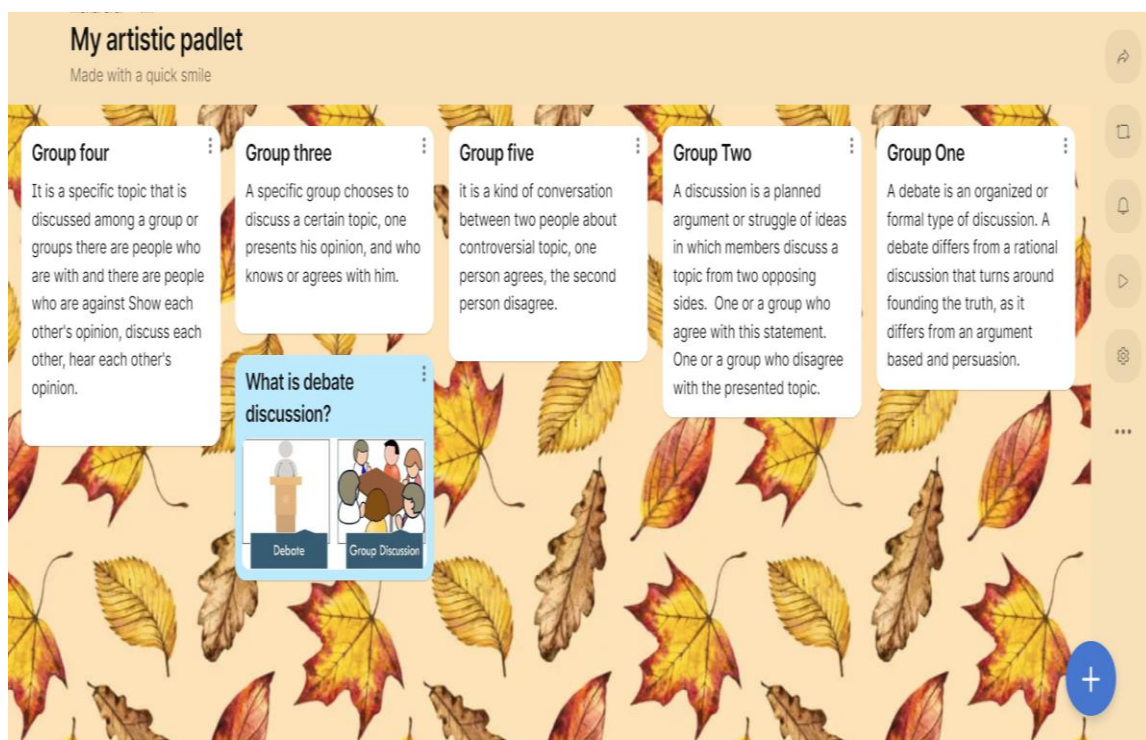
presentation on padlet <u>https://he.pa</u>

<u>dlet.com/manalarar1972/my-artistic-padlet-h8l50yqr4j9l553t</u>. see (Aarar 202

Training presentation for lesson one and two

Debate

Manal Arar

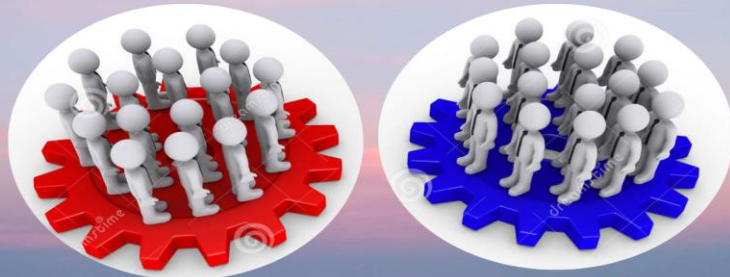---

Why should we learn Debate?

- Improve your way of thinking
- Boost your confidence
- Think outside of the box
- Presentation skills

- remain focused
- Manage your emotions
- accept your failings
- Find solutions to problems

Where can we see debate?

- At school
- At home
- At college

......

Everywhere!!!

What is Debate ??

➢ Discussion

➢ Argument

➢ Contest\competition

➢ Two sides

➢ For \ against

Pink or Blue??

When do we use Debate?

➢ Choosing

➢ bagrut exam

➢ When speaking

➢ making a decision

➢ Picking a side

All the Time!!!

Debate Course

Students name: ------------------------- **Grade**: ----------------------------------
-

Write three controversial topics for debate

Topic 1 ---

Topic 2 ---

Topic 3 ---

----

2. Teacher's three and four debate training lesson plans 3 and 4

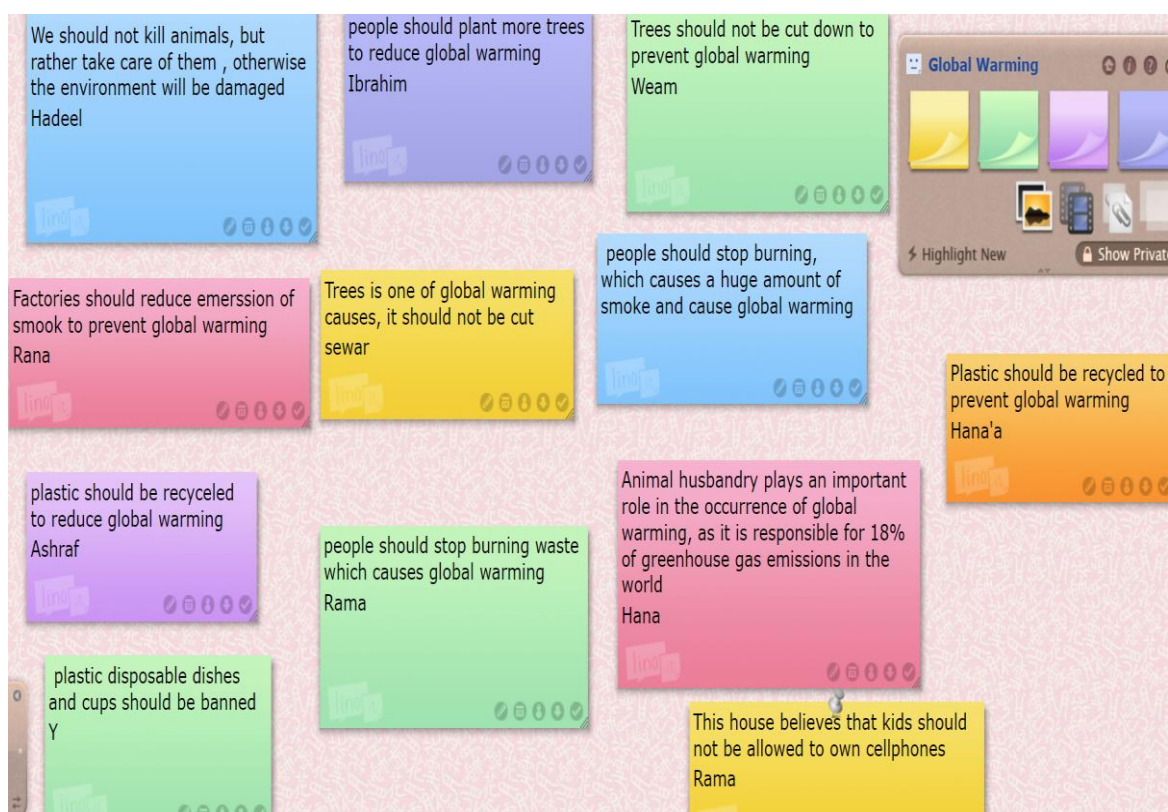<table>
<tr><td colspan="2" align="center">Debate lesson plan</td></tr>
<tr><td>level: 10th and 11th grade</td><td>Time: 90 minutes</td></tr>
<tr><td colspan="2">

Objectives
- ***Until the end of the lesson students are supposed to:***
- Revise the THBT motion
- Apply debate motion in different contexts.
- Recognize parts of debate (argument, rebuttal, and definition)
- work cooperatively in groups
- practice new vocabulary expressions
- recognize argument's parts according to ARE

</td></tr>
<tr><td align="right">Time</td><td>Introduction</td></tr>
<tr><td>10 minuets</td><td>The teacher reviewed the THBT motion, (this house believe that in order to connect the second lesson with the first, to add knowledge to what students have built before and internalize it</td></tr>
<tr><td></td><td>Body of the lesson</td></tr>
<tr><td>15 minuets

20 minuets</td><td>

*The teacher shows students written cards. It includes motions, then she asks them to take any one of the cards for debate motion, and to choose sentence or phrase to express their agreed or disagreed for the motion from the list of vocabulary included with this lesson see ( )

* Teacher presented the parts of debate; definition, argument, rebuttal.

*Teacher asked students to search dictionary to find the definition of the motion's topic, each student works individually.

*The teacher introduced the topic rebuttal, then she explained it to the students

</td></tr>
</table>

5 minutes	introduction
	The teacher revised again the argument and ask students to write notes
body 30min	*Students are given a topic related to the environment. it included information they had learned at school. The topic is " global warming and its impact on humanity". *Students are divided into six groups, each group of five students worked alone. Students surf the internet to find materials. ***she asked them to write five causes of global warming**
	Closure
5 minuets	The teacher asked a volunteer to read what he wrote to the students in Zoom meeting
Homework	The teacher sends a list of new words related to the environment and asks students to write sentences by using the words to use it in a new context practice vocabulary.

Debate Motion

Students' name: -------------------------

Write three debate motions for this topic " physical punishment"

Write according to THBT format. Pay attention to write a controversial topic motion, understood by the debaters, and be allowed to possible action.

1)---
---

2)---
-

3)---

Good lucK

Vocabulary words and phrases to express opinion

<u>Offering an Opinion:</u>

I'm convinced that.

I strongly belie**ve that/ I'm pretty sure that.**

<u>Disagreeing with an Opinion</u>:

 I think this idea cannot be implemented**.**

I totally disagree with this statement.

<u>Agreeing with an Opinion</u>

I agree completely with this idea.

 This idea is absolutely right.

i couldn't agree more on this.

<u>Personal and general point of view:</u>

In my experience ...

As far as I'm concerned

Personally, I think. / I'd like to point out that .../ I couldn't agree more

I think this idea impractical

Some people think that

It is generally accepted that

A (14)

3. **Zoom's meeting session seven and eight lesson plan**

<table>
<tr><td colspan="2" align="center">**Debate lesson plan**</td></tr>
<tr><td>*level:* *10th and 11th grade*</td><td>**Time**: 90 minutes</td></tr>
<tr><td colspan="2">*Objectives*
Until the end of the lesson students is supposed to:
• write argument according to ARE
• support the reason with evidence
• write argument introduction
• write argument evidence
• write argument conclusion
• using digital tool in learning
• engage in debates with classmates</td></tr>
<tr><td>**Time**</td><td>**Introduction**</td></tr>
<tr><td>15m</td><td>Teacher revises argument according to ARE.
starts a new topic "global warming"
teacher asks a question what causes global warming?</td></tr>
<tr><td></td><td>**Body of the lesson**</td></tr>
<tr><td></td><td>Teacher displays two topics "recycling plastic products" and "cutting trees."</td></tr>
</table>

10 minutes	The teacher discusses the topic recycling products with the students
15 minutes	Ask students to write three advantages, and three disadvantages of planting trees / recycling plastic products to reduce global warming.
35 minutes	Teacher explains the evidence Copy the writing and paste it on linoit – digital Sticky wall- http://linoit.com/users/manalarar1972/canvases/Global%20Warming%20 Students engage in debates
	Closure
15	Teacher revises the argument rebuttal and the evidence writing
	Homework
	Teacher asks student to write argument essay on the topic global warming

http://linoit.com/users/manalarar1972/canvases/Global%20Warming%20

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Argument elements

Assertion, the claim, for example : Many people argue that fast food is unhealthy. In my opinion industrial companies
 Should stopp manufacturing fast food for many reasons;
Reason , First —--------------, (evidence)for example—-----------
Second,-------------------------, —--------------------
Finally —---------------------, studies approved that —----------
Rebuttal,example: although fast food is considered unhealthy by some people, Falafel is a fast food, it includes fresh vegetables, and natural ingredients like Falafel, salad .
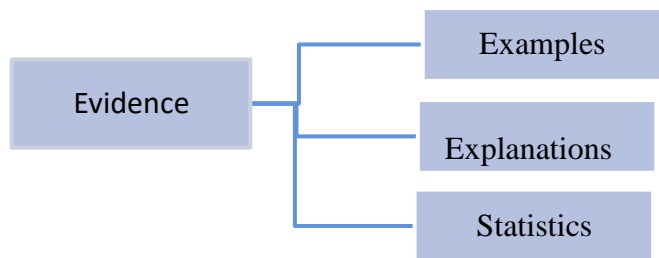
Figure (34) Evidence elements

for   against

All people should have the right to own guns

Smoking should be banned in all public places

All people should have the right to own guns

All people should be vegetarians

Plastic bags should be banned

How does debate work?

A statement - pink is for girls and blue is for boys

Two teams - team A & team B

For or against - team A is for / Team B is against

Research the topic and prepare logical arguments

This or That?

4. **Zoom's meeting session seven and eight lesson plan**

<table>
<tr><td colspan="2" align="center">**Debate lesson plan**</td></tr>
<tr><td>*level:* *10th and 11th grade*</td><td>**Time**: 90 minutes</td></tr>
<tr><td colspan="2">**Objectives**
Until the end of the lesson students are supposed:

To summarize advantages and disadvantages from the article

To revise the affirmative argument

To revise the negative argument.

To exchange information

To debate cooperatively.</td></tr>
<tr><td>**Time**</td><td>**Introduction**</td></tr>
<tr><td>5m</td><td>The teacher presented the topic fast food at schools, students are asked to brainstorm it. See figure ( )</td></tr>
<tr><td></td><td>**Body of the lesson**</td></tr>
<tr><td>15minutes

10 minuets
15 minutes</td><td>*The teacher presented rules to follow for debate in order to be aware of politeness in debate and the strategies to debate.
*The teacher asks students to read an article about fast food, here is the link https://www.javatpoint.com/advantages-and-disadvantages-of-fast-food
   *The teacher introduces the topic and asks students to write five advantages and five disadvantages of fast food.</td></tr>
<tr><td></td><td>**Introduction**</td></tr>
<tr><td>10 minuets</td><td>   The teacher revised argument (assertion, reason, evidence, and rebuttal)</td></tr>
<tr><td></td><td>**Body of the lesson**</td></tr>
<tr><td>25 minuets</td><td>*The teacher asks students to write an argument individually
   *The teacher asks one student to display the well-written affirmative argument, and another student presents a well-structured negative argument and their rebuttals.</td></tr>
<tr><td>10 minuets</td><td>**Closure**</td></tr>
<tr><td></td><td>The teacher mentions the weakness and the strength of students' arguments</td></tr>
<tr><td></td><td>**Homework**</td></tr>
<tr><td></td><td>Read an article about advantages and disadvantages of online learning and prepare yourself https://www.iu.org/knowledge-base/advantages-and-disadvantages-of-online-classes/</td></tr>
</table>

But Wait...!

What are the rules of debate?

1. Speak clearly and loudly
2. Listen to the end
3. Do not speak while others are presenting
4. Comment only when you are told
5. Be respectful
6. Listen carefully and take notes

Fast food

Includes vegetable

comfortable

Diabetes

Unhealthy

Cheap

Obesity

Delicious

hypertension

5. **Zoom's meeting session eleven and twelve lesson**

<table>
<tr><td colspan="2" align="center">Debate lesson plan
Debate order</td></tr>
<tr><td><i>level:</i> 10th and 11th grade</td><td>Time: 90 minutes</td></tr>
<tr><td colspan="2">Objectives
Until the end of the lesson students are supposed:

To revise vocabulary expressions, they learned
To apply the affirmative argument
To apply the negative argument
To apply rebuttal
To debate cooperatively
To welcome audience</td></tr>
</table>

Time	Introduction
10 minuets	Teacher brainstorms the topic "learning online from home"
	body of the lesson
20	Teacher asks students to write 4 advantages and 4 disadvantages of learning from home and of learning she divides students into groups in breakout rooms, each group has to assign one presenter.
20 25	The student presents the advantages and disadvantages of learning at home on screen Teacher introduces the motion " E-learning should replace regular classes" and asks students to define it and debate tie topic. Teacher introduced debate welcoming audience expressions Teacher asks student to prepare their arguments Teacher assigns one student to present affirmative argument and one student to present negative argument They make debate until the end of the lesson
	Closure
10 minuets	The teacher asks one of the students to display one or two well-written arguments until the end of the lesson

	Homework
	Write an argument essay

Rebuttals

■ I would like to comment on what ____ said...
■ I believe you are wrong because ...
■ Let's have a look on what ____ stated
■ I want to look back on what you said and....
■ On the contrary to what they stated...

Welcoming the audience

■ Ladies and Gentlemen welcome to this debate.

Stating the issue

■ Our position for today's debate is ...
■ We believe that....
■ The statement we are presenting today is...
■ We support the statement of...
■ We are strongly convinced that....

A (17)

Zoom's meeting session thirteen and fourteen lesson plan

<table>
<tr>
<td colspan="2">Debate lesson plan
English as a global language</td>
</tr>
<tr>
<td><i>level:</i> <i>10th and 11th grade</i></td>
<td>Time: 90 minutes</td>
</tr>
<tr>
<td colspan="2"><i>Objectives</i>
<i> Until the end of the lesson students are supposed to:</i>
Learn the order of debate
Express opinion about learning English as a global language
Debate cooperatively</td>
</tr>
</table>

Time	Introduction
10m	Teacher introduces a slide on the screen was written on it" hello" in different languages Then she asks students a question to answer it: what is your favorite language?
	Body of the lesson
15 minutes 10 minuets 40 minutes	The teacher introduces debate order She teaches students the order of debate She asks students to find reasons for studying English at schools The teacher divides students into groups in breakout rooms Students debate cooperatively
	Closure
15	The teacher asks students to display a well-written affirmative argument, negative argument, and rebuttal. Then discuss them until the end of the lesson
	Homework
	Write argument essay Why we study English at school?

Order of Debate

Team 1 : Introduce speaks
Team 2: introduce speaks

Team 1 :Speakers 1+2+3: arguments
Team 2: Speakers 1+2+3: arguments

Team 1: speaker 5+6+7 Facts
Team 2: speaker 5+6+7Facts

Team 1: Rebuttals
Team 2: Rebuttals

Presenting arguments:

(a short paragraph for each argument)

- First of all, I'd like to state ...
- Firstly, ... Secondly, ...Thirdly, ...
- The second argument in favor of ...
- To begin with, ...
- Our last argument is...
- The next argument I'd like to state is...

6. Zoom's meeting session fifteen and sixteen lesson plan

Debate lesson plan **Driving license allowed age**	
level: *10th and 11th grade*	**Time**: 90 minutes

Objectives
Until the end of the lesson, students are supposed to:
Write argument according to ARE
Analyze the argument with their peers write
Evaluate their argument writing based on rubrics
Compose reasons based on the claim

Time	Introduction
15m	The teacher introduces the lesson by asking a question why do you want to learn driving?
	Body of the lesson
60	To write an argument individually To analyze one written argument essay on the groups cooperatively To evaluate the arguments based on rubric see figure ( ) To debate cooperatively
	Closure
15	Teacher chooses one argument, present it on the screen and evaluates it based on the rubric
	Homework

	The teacher asked the students to write argument essay about this question: At what age should children be allowed to have their own cellphone? Give reasons to explain your opinion.

A C(2)

7. **Zoom's meeting session seventeen and eighteen lesson plan**
Celebrities on social media

Debate lesson plan	
level: 10th and 11th grade	**Time**: 90 minutes

Objectives
Until the end of the lesson students are supposed to:

Practice reading funny sentences
Share written sentences on Zoom's chat
write argument according to ARE
Participate in debating the issue
Enable less- active students engage by answering simple questions
To conduct a debate

Time	Introduction
15m	The teacher presents three slides on the screen and asks volunteers to read the written sentences on them. This activity is called tongue twister. The topic of the lesson is" Famous people have the freedom to post whatever they want on "social media**.**
	Body of the lesson
L 60	The teacher asked students to compose sentences expressing their own opinions about this question: celebrities have freedom to write whatever they want on social media Apps. Students write with or against the argument Students share sentences on the chat The teacher displays it on a slide, see The teacher divides the students into five groups Then she conducts a debate between two teams by asking them

	Social media Apps should be removed, Are you with or against this motion?
	Closure
15	At the end, the teacher ends the session by asking simple question to the less active students by the celebrities on social media to ensure their engagement. then, the teacher shares a link and asked students to answer short quiz answers about celebrities
	Homework
	Do you think that social media apps are good for teenagers? Give reasons to explain your opinion.

He threw three free throws

Four fine fresh fish for you

How can a clam cram in a clean cream can?

Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had
no hair. Fuzzy Wuzzy wasn't fuzzy, was he?

She sells seashells by the seashore

I saw a kitten eating chicken in the kitchen

You know New York, you need New York, you know
you need New York
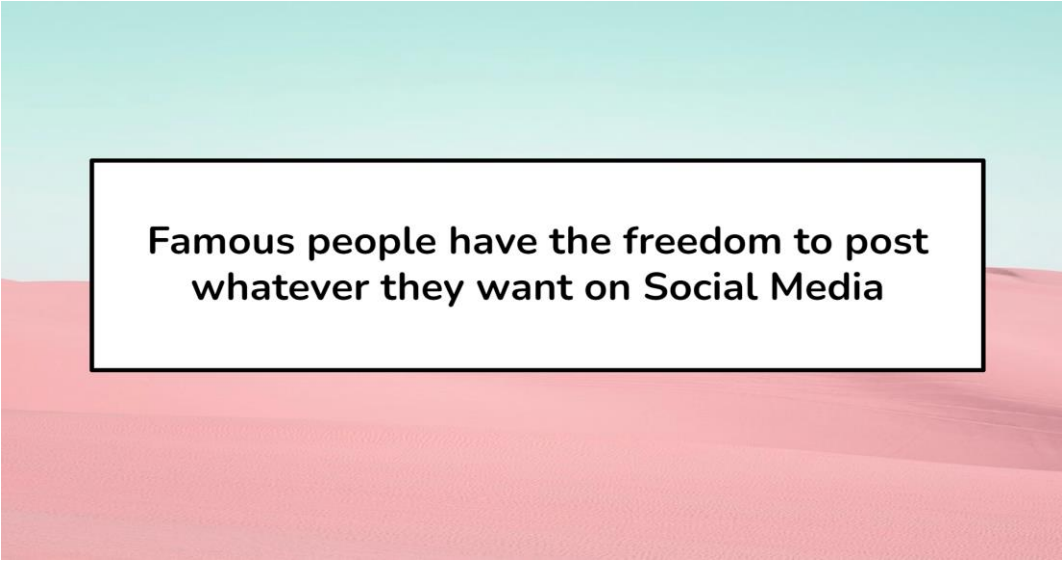
Fred fed Ted bread, and Ted fed Fred bread

Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers Peter Piper
picked?

Famous people have the freedom to post whatever they want on Social Media

For:
Its their account
They might post positive content
 Influence people
Variation in content
Interesting
They make trends famous
Help raise the awareness in the society
Mind your business
Help
donate

Against:

They might post fake news
 Influence people especially teenagers
Rumers spread really fast
They might hurt feelings
Privacy
Bullying
Sensitive content
Trigger warning

Who is the celebrity that you follow on social media?

CELEBRITIES ON SOCIAL MEDIA

Quarantine - stay home

Can you remember any other trends?

How would you feel if...

You lose followers?

You get banned?

You get blocked by instagram?

Your account gets deleted?

Quiz Time

quiz

who is the most followed on snapchat?

- DJ Khaled
- Kylie Jenner
- Selena Gomez
- Gigi Hadid

who is the most followed celebrity on instagram?

- Ariana Grande
- Billie Eilish
- Cristiano Ronaldo
- Justin Beiber
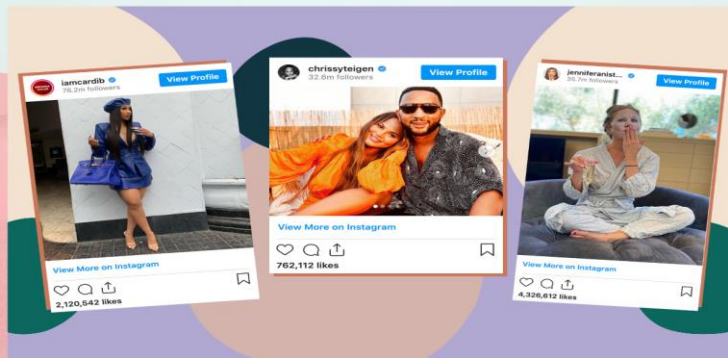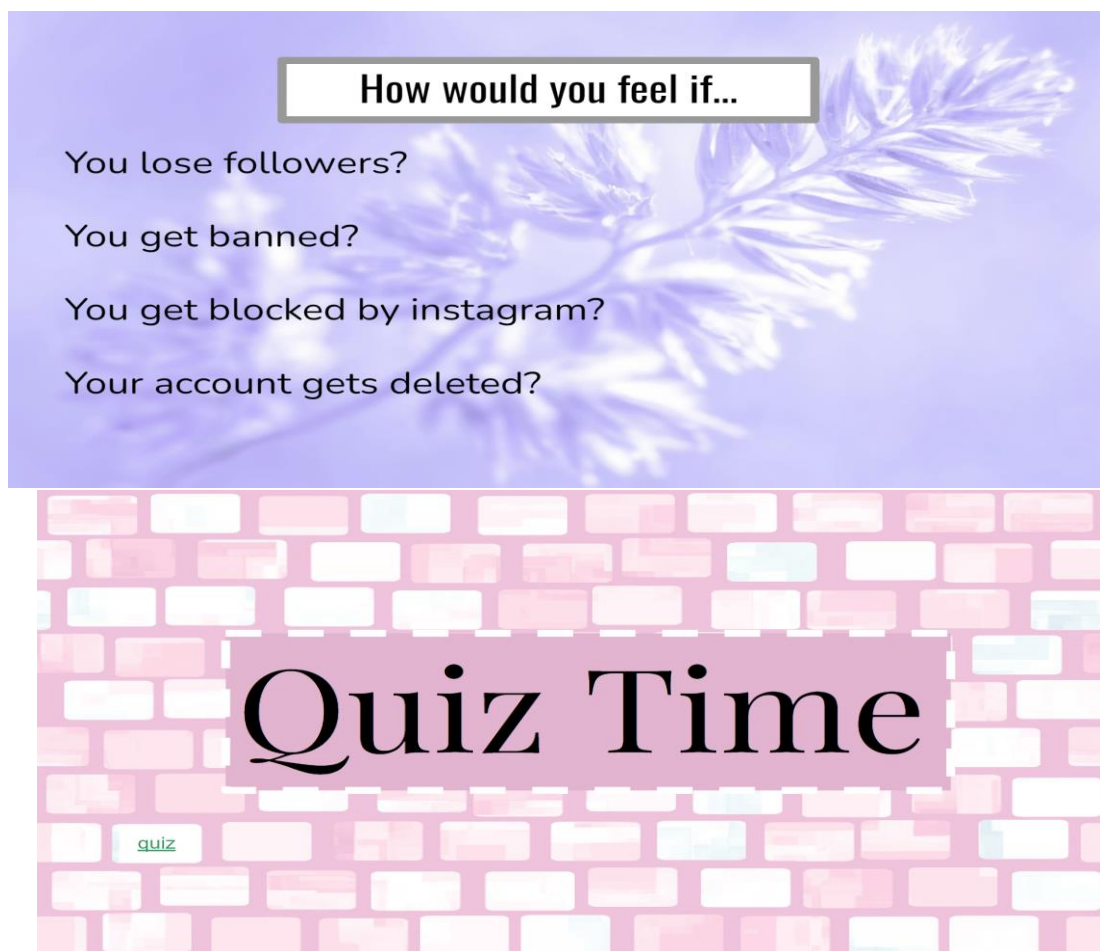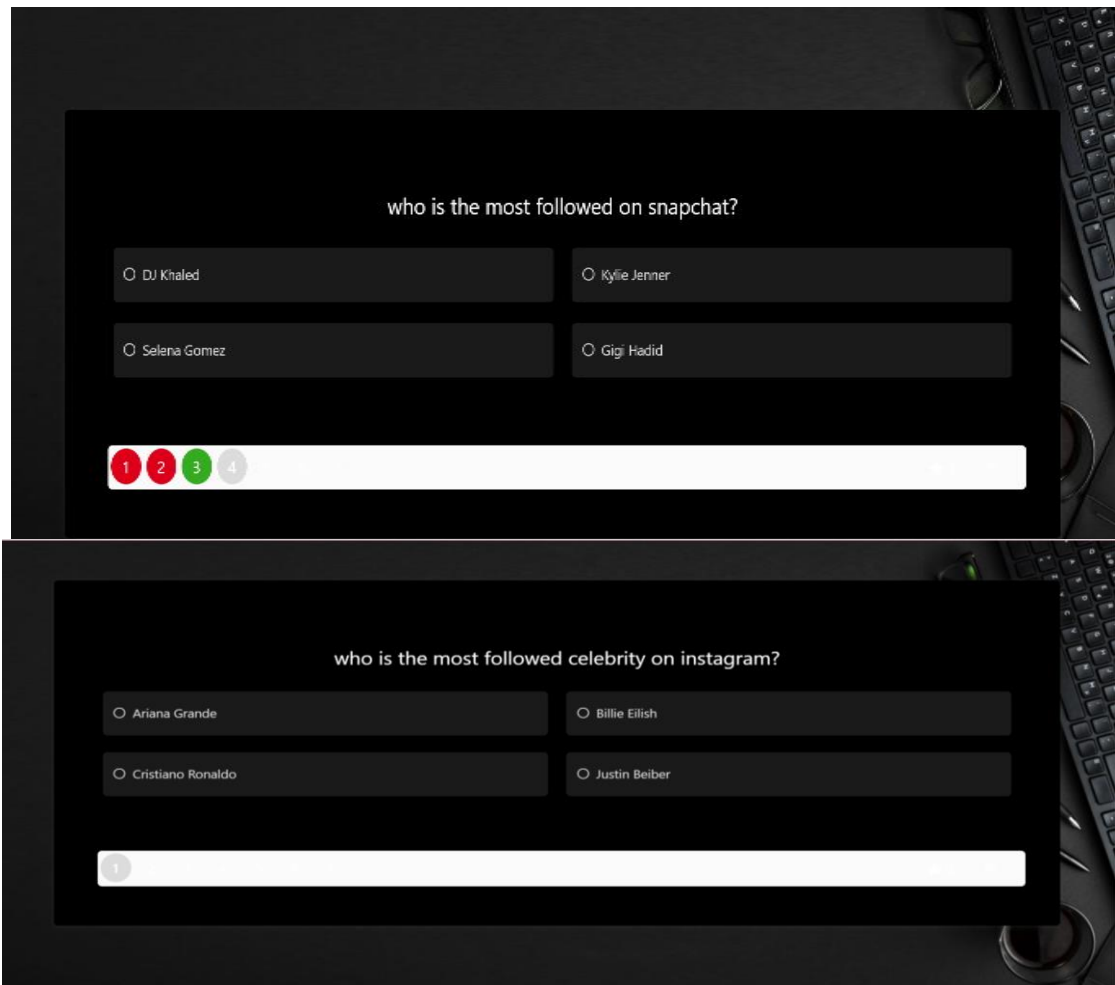
The first Zoom meeting: understanding the concept controversial topic, and the debate

At the beginning of this an introductory lesson, a brainstorming activity was used to warm up the students. The teacher presented a slide with a written question: *"what does the words controversial topic mean to you?* The teacher aimed at moving from the general " controversial concept" into specific "debate concept" to ensure students' understanding and internalizing of the lesson. Also, students can notice that a clash is backbone of debate, there is no debate without clash.

Next to that, Teacher displayed a video, student watched it then they wrote comments. The video didn't include any words, just photos for girls with brown skin took off the T-shirt then their skin turned to white after anointed it with dove body lotion. The scenario continued with the same results until it was finished. Teacher asked the students: What is the message of Dove's advertising?

Many students answered together quickly: Dove cream changed her body color.

Teacher: Is there any difference if the color was changed from brown to white.?

 A student: Yes, we men love the white –skin, then girls will buy the company products.

Here students found themselves discussing important issues unconsciously and they started to speak up: we don't love white skin B argued: if you love it, "I don't find it is better than brown". "People were distinguished by morals, values, and thinking not by owning a white or black skin.".

C, "I think this video is racist". It differentiates people by their skin. Also, the developer of it tries to conceive the viewers.

 D: I think the companies try to conceive the customers in order to have more payments, and the ad designer tries to convey the message of color preference to affect viewers feeling of satisfaction.

E: "I disagree with you A". We don't judge people by their skins' color.

The teacher intervened when two students started to argue not the argument but their colleagues. They felt nervous and start speaking up. Student engaged in debating a controversial issue " skin color preference among people" unconsciously.   Teacher asked students to stop arguing, and then she introduced the concept of controversy by saying to her students: dove advertisement shared a controversial topic. The topic aroused the desire in yourselves to express your opinions. Some students agree with it while others disagree. Next, she said: when we want to debate any topic it should be "debatable " or "controversial".

This is an introductory activity explained the backbone of debate, because there is no debate without a clash between debaters and a controversial topic that enthusiastic students' discussion.

Teacher told students to prepare themselves to the second lesson in the first meeting session.

The teacher asked a question, what is debate? Answer is one word. She sent Mentimeter link, this App is very easy to use and students like to use it. This question was for individual answer and to encourage students to concentrate on the lesson. teacher presented students answers on the screen and asked a volunteer to read it. See ( ) students answers are " competition", " activity" "discussion" " speaking "" negation"" learning" " conversation" "game"..etc.

Then teacher asked students to compose their definitions, if they find difficulty in doing that, they can search debate definition on the internet.

Students wrote the definitions on the chat. Here are some examples
Group one: students wrote this definition: A debate is an organized or formal type of discussion. A debate differs from a rational discussion that turns around founding the truth, as it differs from an argument based and persuasion.
Janna defined it as: a speech that is presenting a specific idea and discussing it between two parties.
Group two defined it: A discussion is a planned argument or struggle of ideas in which members discuss a topic from two opposing sides. One or a group who agree with this statement. One or a group who disagree with the presented topic.
Group three: A specific group chooses to discuss a certain topic, one presents his opinion, and who knows or agrees with him.

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Group four: It is a specific topic that is discussed among a group or groups there are people who are with and there are people who are against Show each other's opinion, discuss each other, hear each other's opinion.

Group five: it is a kind of conversation between two people about controversial topic, one person agrees, the second person disagree. Student copy and passed definitions on padlet. Here is students

In this introduction students' engagement was incredible and worth respect in almost all of the activities. For the classroom observation the researcher adopted a rubric from: http://course1.winona.edu/shatfield/air/classdebate.pdf.
https://history.nycourts.gov/wp-content/uploads/2019/12/ClassroomDebateRubric1.pdf
It has five paragraphs that check; respect for other team, information, rebuttal, use of facts and statics, organization, understanding of the topic. In each meeting session, the researcher evaluated the students based on the rubric.

The second Zoom meeting: introducing the debate elements and THBT motions

The teacher introduced debate elements (definition of the topic, argument, and rebuttal) and she taught the students about the THBT motion, This House Believes That, the debate motion is a statement that students initiated the debate by adopting it. The motion indicates the student's opinion as the base of the writing. If the topic, for example, is about fast food, the motion will be "Fast food companies should reduce unhealthy ingredients from their products. Or fast-food companies should replace fast food by healthy food. It should be a clear, direct, and bears strong words of obligation.

The teacher asked the students to stick all the written motions for homework. And, she asked them to copy and paste them on the Linoit App wall. Linoit is a virtual sticky wall that is used for writing and sharing information.

The teacher presented the topic and the motions. Then she reported: what makes "marriage" a good topic for debate? She presented the topic of "marriage", and showed how it can turn out to be controversial. The teacher paid students attention that the motion should define specific parts of the topic of marriage. For example, women under 18 years old are not allowed to be married. Marriage is allowed for all people, however, it becomes controversial topic when it affects young girls' lives. As we noticed, a motion affects the topic to turn it into a specific statement for debating issues. Another

example of a topic that was taken is cellphones. The teacher asked students to write motion on the cellphones.

H answered: young kids are not allowed to hold cell phones. the Teacher greeted her. The teacher moved to the next step, she divided students into six groups and required them to compose three motions for environment topics and to stick them on the wall of the LinoIt digital tool. see appendix ( )

After sharing students' written motions, They internalized it. Here are the students' writings: Example one: " This house believes that Plastic should be recycled to reduce global warming."

Example two: "This house believes that citizens should not kill animals, but rather take care of them, otherwise the environment will be damaged".

Example three: " This house believes that people should plant more trees to reduce global warming". Example four: This house believes that factories should reduce the emersion of smoke to prevent global warming.

Example five: " This house believes that plastic disposable cups should be banned".

Example six: " This house believes that people should stop burning, which causes a huge amount of smoke and cause global warming".

Example seven: " This house believes that plastic should be recycled in all countries".

Example eight:" This house believes that people should stop burning waste which increases global warming".

Students in all examples composed motions with cause relation to convincing the reader of their motions. The motions were excellent, whereas, examples seven and five are an ideal example of motion writing, it is precise, and strong statement and affects the listener.

Teacher displayed motions on cards and asked students to choose phrases and expressions for agreed or disagreed arguments

Students read the cards on the screen and picked out one card for each student, then they chose one of the previous mentioned expressions to agree of disagree with it for example:

Every child should be in a sport club. This idea is absolutely right. Another example:

I couldn't agree more that books are better than moves. After this exercise the teacher transmitted to the topic of argument and students work the whole lesson writing argument essay.

Then the teacher asked one of the students to present her written argument loudly.

The third Zoom meeting: Debating global issues; Plastic effect on the environment.

(A)

The lesson topic is "global warming", it is a vital topic and most students have previous knowledge about it, and to motivate them to participate. I asked this question:

What causes global warming? Mention two reasons. Students answered orally, this introduction to practice language and encourage students' engagement and speaking skills.

After that the teacher presented the argument according to ARE format, it is A refers to assertion(statement/claim) R refers to reason, and E refers to evidence. Debate is constructed by gluing different arguments together so that, it is important to learn how to write an argument.

This lesson is characterized by presenting and modeling examples and building knowledge about the topic of global warming by reading an article about this topic, to help students summarize and come up with new sentences, or extract any necessary information that helps in constructing the environments.

The teacher wrote on the screen "recycling plastic products" and "cutting trees."

was a simple kind of debate, although students presented a short talk debate, there was a continuation in debating the students' opinions. Also, the organization was shown in exchanging each participant's role, there was less interruption and distraction, the effect of it was shown in one of the sessions where there was an electricity blackout.

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One of the most remarkable of the students' practices was students' respect for their peers' opinions in debate. Students read an article about global warming then they presented three advantages and disadvantages of plastic. Some students got assistance from Google Translate to complete the work, all in all, it was the perfect exercise. When they started writing argumentation about global warming, they wrote the statement and mentioned three reasons, less active and weak students wrote two, in this early stage of writing, just good students extended the paragraph that included reason. They complete work until the end of the session meeting.

In this session, I would like to present some of the student's arguments

Negative argument: Plastic is dangerous for nature; people should stop using it for several reasons:

The first is, that it natural source, if people continue to use it, it will disappear

Positive argument: plastic is one of the best materials that we couldn't live without it.

People should not stop using plastic for many reasons: first, it helps us in daily life.

Students make this simple debate to understand the idea of debate, most of their work was like filling in templates.

Even though students constituted a simple kind of arguments, their writing included cause and evidence in addition to defining opinion and drawing conclusions

More emphasis was on developing the reasons and evidence for that claim.

Furthermore, the teacher taught students how to strengthen reason by evidence. In an argumentation essay, evidence is associated with cause relation, it widens the paragraph and adds more persuasion. It appears in three forms: 1-, An example that approves the previous mentioned topic sentence.

2- Explanation or interpretation for the main idea.

3- Statistical results provided from recent studies, see figure ()

The fourth Zoom meeting: Fast food

This session is initiated by brainstorm activity, the aim of this activity is to encourage student to think about the topic in f fast food, and to connect this topic with their task to debate it , also it aims write words that help student to participate on the lesson.

The main part of the lesson was dealing with improving searching skills, and reading comprehension, in addition to extracting the advantages and disadvantages of fast food.   Another significant part was the connection between what students had learn and this new lesson by revising argumentation writing parts, the teacher repeated her explanations to let students build a new knowledge based on the previous one. After that, the teacher asked students to write argumentative essay cooperatively, then each students compose the writing individually,

One of the important practices is choosing piece of writing then ask the writer to read it on zoom meeting Infront of all the students who look at the student and listen to the way of delivery.

The fifth Zoom meeting:

The fourth Zoom meeting discussed the topic of learning from home, it aimed to apply the learning argumentation elements, and students expressed their opinions on the topic of online learning   In that meeting the teacher introduced different expressions to welcome the audience. The introduction of the lesson was brainstorming through displaying a picture of a cell phone and a book. The lesson's main activity like the previous lesson (write advantages and disadvantages) of online

Next to that, the teacher introduced the debate motion and asked students to prepare their arguments in order to debate it. The debate of this lesson was active, many students expressed their negative experiences of online learning from home, few students agreed with online learning, and they mentioned different reasons for their support of online learning. Their argument was strong enough to convince their opponents. A big portion of the students who disagreed with learning online from home reported that the reason was related to sleep during sessions, being bored, tired, .having access to good internet overwhelmed with homework, and lack of motivation

This session is characterized by interaction between students in breakout rooms for the group, and in the main session of the debate for all students

At the end of the lesson, the teacher displayed one of the arguments and explained the weaknesses and strengths of the written points. This activity aimed at evaluating the argument and giving students feedback about the rules of writing

6. The sixth Zoom meeting: Learning online from home

In this too much emphasis was put on writing and presenting affirmative and negative arguments and also, on writing a rebuttal and introducing debate expressions. In the introductory part teacher initiated the lesson by introducing a picture written on it the word hello in indifferent languages and students started to read the words, this warm up activity is used to increase reading skills.

And to let student participate on the lessons. Then she asked students a question:

What is your favorite language?

For the body of the lesson, the teacher explained the order of the debate parts. In this study the debate order was taken from debate NB site, it is followed this order: see figure ( )

However, due to the age of the students in the study the speech lasted for one minute long instead of three or five minutes.

First Affirmative

- constructive speech (1 minutes)
- first negative constructive speech (1 minutes)
- Second Affirmative: constructive speech (5 minutes)
- Second Affirmativeconstructive speech (1 minutes)
- Cross-examined by: first Affirmative (1 minutes)

First Negative

- cross examined by first negative: constructive speech (1 minutes)
- Cross-Examined by: second Negative (1minutes)
- Cross-Examined by: second Negative (3 minutes)

figure (35) Debate order

Rebuttal order

| 1st Negaive | 2nd Negative |
| 1st Affirmative | 2nd Affirmative |
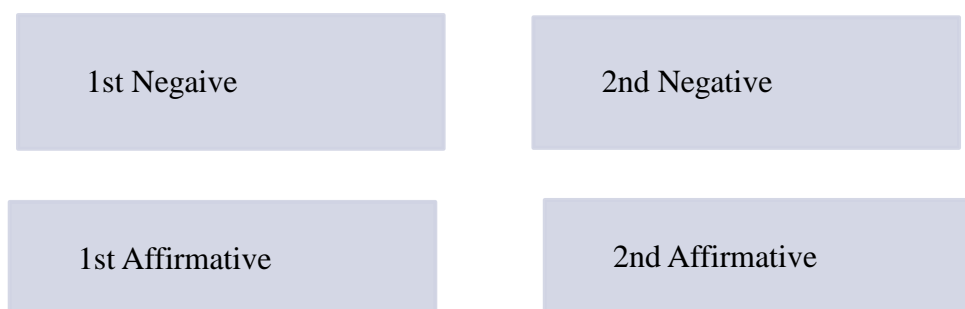
Figure (36) rebuttal order

In the body of the lesson the teacher asks students to write 4 advantages and 4 disadvantages of learning from home and, this activity helps students to understand both sides of the same learned topic, which helps them to persuade their opponents.

The students debated the affirmative argument with the negative arguments and students debated cooperatively and exchanged information among themselves.

For writing a rebuttal, the teacher exposed students to different expressions for writing like:

On the contrary to what you said

Although, you said something right, it is ----wrong

By bringing expressions that help students to write a rebuttal, they can apply it again in their arguments. The debating part was the best debate in the study, students were interested in the topic, but there was more disagreement with online learning and negative experiences that students talked about. They expressed the experience and how they dealt with it or failed to solve it. It is important to debate topics they know everything about,

The closure of the lesson was a presentation, students displayed what they had learned, and other students were the audience who listened and watched the modeling argumentation and learned from it. This activity improves writing, listening, speaking, and reading

The seventh Zoom meeting: Driving license allowed age

The teacher opened the lesson by asking a question

 Why do you want to earn a driving license?

Students answered it orally, this part aims to make students aware of the reasons behind learning driving license. In other words, to be aware of building the argument reasons in the paragraph and support it with evidence, to understand the logical relations between the sentences in the text. And to use cause connectors like because, to, for, the reason is…etc. and the connectors that relate to the result such as therefore, so, that's why…. etc.

Furthermore, in the body of the lesson, the teacher emphasized learning and acquiring high-order thinking skills like the ability to evaluate the written text in general and in argumentation in specific. The evaluation was done by comparing the students' writing with a rubric that measures argumentation essay elements, it focused on learning

argumentation writing skills like writing an introduction, that includes facts and writers' opinions toward the issue. In this study, the teacher asked students to write three reasons, and evidence was included in the body the transition and organization of the writing, and the details are required. in addition to that, students have to focus on rebuttal, and finally write a conclusion. Writing conventions, word order, and tone should also follow the instructions.

This activity aims to improve students' writing and build argumentation skills.

Small group discussion enables the sharing and exchange of information among the participants and better understanding. Although it was difficult for some students to deal with the evaluation and analysis process for the text, students' maturity - 10th or 11th grade didn't affect their ability to complete the assigned task.

In the end, the teacher chose one of the arguments and evaluated it by relating it to the elements of the rubric until the end of the lesson.

The eighth Zoom meeting: Famous people have the freedom to post whatever they want on "social media.
A( )

For this meeting, there is more emphasis on reading sentences. The warm-up activity includes funny sentences. It is called tongue twister, the students practiced reading and had fun.

In EFL lessons, it is always unnecessary to design interactive activities that fit students' abilities and levels, to enable all students to take part in those activities. This debate via Zoom meeting session aimed at developing the four language skills. In addition to social and communication skills. The previous introductory activity improves reading skills, as well as speaking and listening.

In the body of the lesson, there was more focus on writing sentences, expressing opinions, and exchanging and sharing information among participants. They share their opinion about the question do famous people have the right to write whatever they want? Introducing this question was interesting for most of the participants, their responses to it were varied and comprehensive, and it motivated students to speak and to share answers.

The answers are:

How would you feel if you lost your followers?

If your Facebook account was deleted?

next to that they write argumentative essays based on the ARE format. And debated the issue of "social media Apps should be removed, are you with or against this motion? students were divided into groups and then, they debated until the close-up activity. At the end of the session, the teacher used a slide and wrote questions on it, she insisted on letting more students' engagement.

Pictures from training meeting of Debate via Zoom experiment

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Questions   Responses 60   Settings

Debate discussion via zoom is important for developing student writing of the argument essay conclusion

59 responses

- strongly disagee
- disagree
- nuetral
- agree
- strongly agree

33.9%
28.8%
20.3%
13.6%

Debate discussion via zoom helps students in writing arguments' claim.

60 responses

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

36.7%
23.3%
23.3%
10%

290
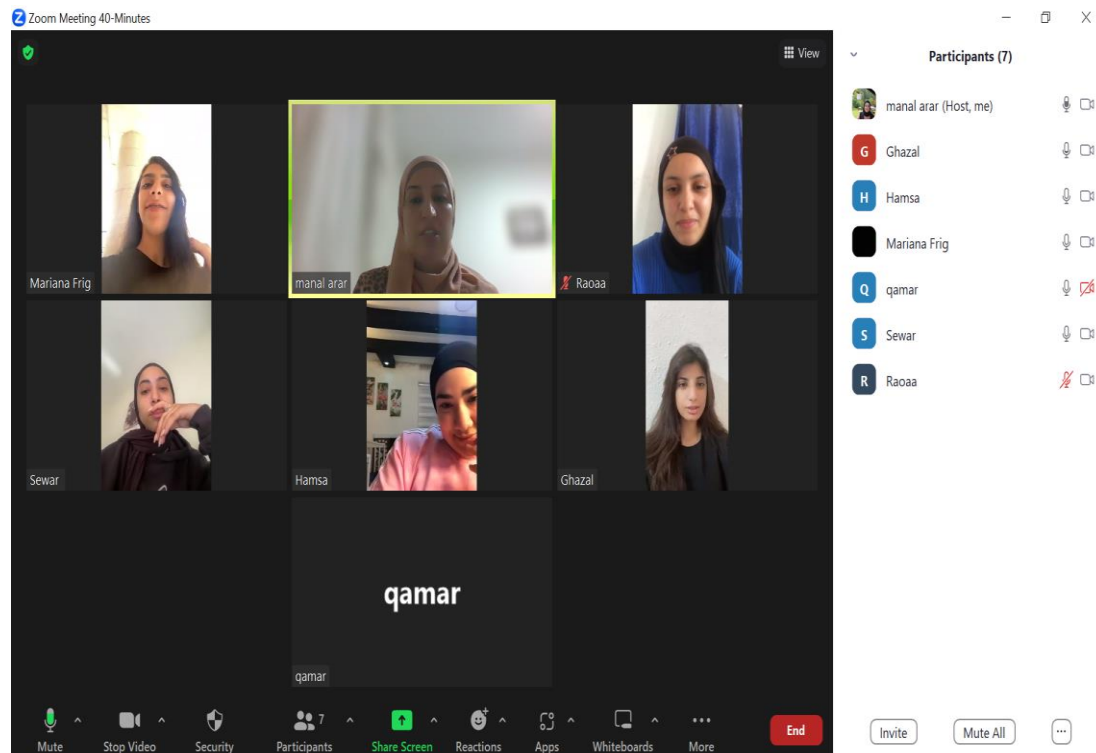
Recently, English has become a global Language.
Many people argue that all people should ~~study~~
Learn English in schools for many reasons.
First, English is used in the universities . Students
have to prepare themselves to Colleges. for example
to study at school helps students to study
science and Komputers, and technology.
Second, English is used when we travel
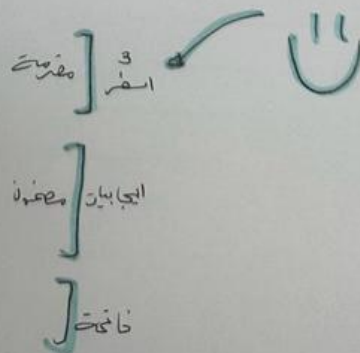abroad . It is good Language and used
by different people .
Third, It is easy language for many people
Personally, I love it and hope to use it ~~every~~.
every where .

Although, there are many languages to
Learn, English is the best. bt is easy
for most of People
To sum up, I agree to Learn English
in schools.

Social Media

① Social media, Social media has become an essential thing in

② our lives, and some of us do not agree to use social media, but

③ in my opinion, I agree to use social media.

④ Social media helps us sometimes, for example we can spend our

⑤ free time playing games or talking and communicating with friends.

⑥ Also, we can collect information through Google and other applications

⑦ and watch it on youtube.

⑧ In addition to that, there are also applications that help in studying

⑨ and solving questions, and we can understand topics that we did

⑩ not understand in school by watching several videos.

⑪ In social media, we can express our opinions freely by publishing

⑫ a post in which we express our opinion or writing a comment on

⑬ a specific post.

⑭ In the end, there are many benefits The uses of social media

⑮ are good and everyone can use them, but with caution.

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SOCIAL MEDIA

Apps Shoud be deletd?

SOCIAL media apps shoud not be deletd beause they think

Many people claim that thers their lifes are completly conected to Social media, and it is an essential part of their day and the life daily lives.. personally I disagree, this with this idea for several reasons.

first, "Lack of Self Confidence", according to a study at the American penn state university in 2016, a large percentage of people compare themselves to the Pictures of others in social media. and it makes theme dissatisfied with their forms, which makes their Self-confidence almost non-existent.

Second, "Depression", a research was Published by faculty of Psychology At the universtiy of Queensland. the increased use of the social media increases the likelihood of experiencig Severe depressive symptoms especially in teenager.

we dont deny that social media have many benefits but their harm is greater than their benefits.

in conclusion, social midea Shoud be deletd. And my advice is ... if you can't delete it for any importint thing like work... jast try to reduce the duration of its daily use to maintain your health and a better life.

new words
dissatisfid
essential
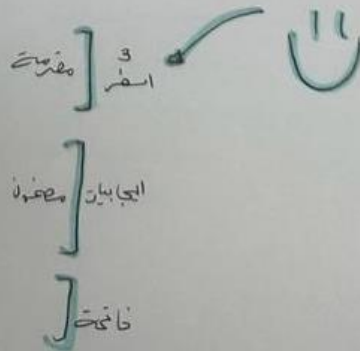non-existent
Severe
Symptoms
Likelihood
deny
duration
maintain

advantages of social media

* An advantage First, but social communication we can publish to our Friends and introduce new people.

* we examined by the Survey wich social media people use, For what Purpose they are used and how they perceive the positive and negative aspects of using social media.

* There are educational sites that teach us about new materials.

* In our paper we are presenting the results of data surveyed from 275 respondents from European Union including structure of utilization of web 2.0, risks and their perception ~~~~ by respondents and general principles of security.
~~Sub~~ Subsequently, after analyzing of this data we have managed the ~~~~ design of specific recommendations for safety using of soncial media.

Social Media

1. Social media, Social media has become an essential thing in
2. our lives, and some of us do not agree to use social media, but
3. in my opinion, I agree to use social media.
4. Social media helps us sometimes, for example we can spend our
5. free time playing games or talking and communicating with friends.
6. Also, we can collect information through Google and other applications
7. and watch it on youtube.
8. In addition to that, there are also applications that help in studying
9. and solving questions, and we can understand topics that we did
10. not understand in school by watching several videos.
11. In social media, we can express our opinions freely by publishing
12. a post in which we express our opinion or writing a comment on
13. a specific post.
14. In the end, there are many benefits The uses of social media
15. are good and everyone can use them, but with caution.

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Part Two: Writing task

In your opinion, what project would be good to do at your school to help the environment? Give reasons to explain your opinion. Write (70-90) words.

Some Scientists have warned of the pollution that the earth suffers from.

Personally, I agree that the planet earth must be preserved for us and for the future generation, and the danger of climate change on earth should be reduced. First of all, the planet earth suffers from a lot of pollution, such as air pollution from car exhausts and factory smoke. Secondly, water pollution, for example throwing factory waste and waste water into it. Therefore, it is necessary to install filters for car exhausts and purify polluted water before dumping it into the sea. In addition, the waste must be recycled and turned into fertilizer for the soil and not be burned because it causes diseases to humans. It is important to educate the students about the importance of the school environment, not to waste water, temper with tress, maintain cleanliness, and carry out cleaning compaigns for the sch

To sum up, I support the presservation of the environment and the necessity of campaigne to plant trees because they purif the atmosphere of toxic gases. Preserving the environment benefits all of us.

Comprehensive High   Nahdat Alrazi
                                                               School

Parental Consent Form

Student participation in learning debate Online program

As the mother / father of student _____ studying at

_____high School,

I hereby give permission for my son / daughter to participate in learning sessions with

a volunteer teacher from Nahdat Alrazi comprehensive high school on Zoom with an

open camera in order to learn speaking and writing English lessons.

Signed this _____ day of _____ 2022.

_____   _____

Name of parent   Parent's mobile number

(in English)

_____

Signatur