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The Impact of Debating Strategy on Preparatory School Pupils' Performance in Writing Skill

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ABSTRACT

This research tries to investigate the impact of debating strategy on the classroom pupils and how it allows pupils to exchange information between them through group work, ask questions, use role playing, group problem-solving activities, and have more interaction with each other. The problem of this study by applying a strategy in order to increase the pupils' competence in writing skill. Many of pupils do not place enough emphasis on developing their writing skills, which results in numerous errors being made in the writing projects they are given to do. The pupils do not have sufficient time to work on their writing skills. Therefore, the current study aims at finding the impact of debating strategy on Iraqi preparatory pupils in writing skill. For carrying out the aim of this study, and validating its hypothesis which is there is no statistically significant difference

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between the mean scores of the experimental group which is taught by debate strategy and the mean scores of the control group which is taught by the conventional method in the post-test, a sample of (60) pupils have been randomly chosen from the fourth class in AI-Salam secondary School for Boys at Salah Al-Den during the academic year 2023-2024. The two groups are equally divided into; group (A) represents the experimental group that consists of (30) pupils who have been taught the debating strategy and group (B) the control group who also includes (30) pupils who have been taught the prescribed method. The researcher herself has taught both groups. According to the results, debating strategy guides pupils in the experimental group to better achievement at the posttests. Finally, appropriate conclusions are presented.

Key Words: Debating Strategy, Impact, , Method, Pupils Performance, Problem-Solving.

أثر استراتيجية المناظرة على تلاميذ المرحلة الإعدادية في مهارة الكتابة

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المستخلص

يحاول هذا البحث التحقيق في تأثير استراتيجية المناظرة على الفصل الدراسي و كيفية السماح للطلاب بتبادل المعلومات بينهم من خلال العمل الجماعي، وطرح الأسئلة، واستخدام لعب الادوار، وأنشطة حل المشكلات الجماعية وزيادة التفاعل مع بعضهم البعض. مشكلة هذه الدراسة من خلال تطبيق استراتيجية من أجل زيادة كفاءة التلاميذ في مهارة الكتابة. لا يركز العديد من التلاميذ بشكل كاف على تطوير مهاراتهم في الكتابة، مما يؤدي الى ارتكاب العديد من الأخطاء في مشاريع الكتابة التي يتم تكليفهم بها. ليس لدى التلاميذ الوقت الكافي للعمل على مهاراتهم في الكتابة. لذلك تهدف الدراسة الحالية الى تأثير استراتيجية المناظرة على مهارة الكتابة لدى التلاميذ العراقيين للمرحلة الإعدادية.

ولتنفيذ هدف هذه الدراسة والتحقق من صحة فرضيتها تم اختيار عينه مكونه من (60) تلميذا عشوائيا من الصف الرابع في مدرسة ثانوية السلام للبنين بصلاح الدين خلال العام الدراسي

2023-2024. تنقسم المجموعتان بالتساوي الى المجموعة (أ) تمثل المجموعة التجريبية المكونة من (30) تلميذا تم تعليمهم استراتيجية المناظرة والمجموعة (ب) المجموعة الضابطة التي تضم ايضا (30) تلميذا تم تعليمهم الطريقة المقررة. قامت الباحثة بنفسها بتدريس كلا المجموعتين وفقا للنتائج. توجه استراتيجية المناظرة التلاميذ في المجموعة التجريبية الى تحصيل أفضل في الاختبارات اللاحقة. أخيرا يتم تقديم الاستنتاجات المناسبة.

الكلمات الدالة: تأثير، استراتيجية المناقشة، أداء التلاميذ، حل المشاكل، طريقه.

1. INTRODUCTION

1.1 THE PROBLEM

The problem, stated in its own terms, writing is a skill that not only helps to improving one's English writing, but also helps in improving a variety of other abilities. In an English language classroom, the objective of the instructor is to assist the pupils in improving their four communication skills: speaking, listening, reading, and writing. The teacher will use a debate strategy to increase the pupils' abilities in writing skill, and will encourage interaction among the pupils in order to accomplish this objective. The fact that the ability to write is included last in this order does not signify that it is of lesser importance than the other skills. It is generally agreed that English is the language with the most native speakers and the most significant cultural impact across the globe.

As a result, it is essential for pupils and instructors to collaborate in order to investigate and develop methods and processes that are more effective and efficient. Writing is widely acknowledged to be one of the most challenging language skills; hence, it needs for additional attention and the implementation of tactics that are effective with regard to both the pupils who are learning it and the nature of the skill as a debate strategy.

By applying a strategy in order to Improve the pupils' capacities competence in writing skill. The majority of pupils do not place enough emphasis on developing their writing skills, which results in numerous errors being made in the writing projects they are given to do. The pupils do not have sufficient time to work on their writing skills. At the moment, there is a restricted amount of time available for studying English, which is unable to keep up with the requirements. Lack of time has an impact, not only on the instruction but also on the learning of the pupils.

1.2 THE AIM

This study aims to find the impact of debating strategy on Iraqi pupils' performance in writing skill.

1.3 THE HYPOTHESIS

There is no statistically significant difference between the mean scores of the experimental group which is taught by debate strategy and the mean scores of the control group which is taught by the conventional method in the post-test.

1.4 THE VALUE

A teacher of English as a Foreign Language EFL, since it uses a creative strategy to teaching writing, which helps pupils improve their writing and pushes them to be more creative and organized.

1.5 THE LIMITS

This study is limited to Fourth-year preparatory pupils at Al-Salam Secondary school for boys in Dholoe'ya at the academic year 2023-2024.

1.6 BASIC TERMS

1.6.1 WRITING SKILL

According to Hart and Reinking (1986), the act of writing may be described as the systematic construction of smaller components that are gradually integrated into bigger structures. The author uses vocabulary to construct coherent phrases, then arranges these sentences into cohesive paragraphs, ultimately forming a composition. Writing is a dynamic process wherein the writer endeavors to articulate their emotions, thoughts, and ideas through the medium of written language. This implies that pupils have the ability to express their concepts and feelings in both concise and elaborate phrases (Barnet, 1990). An operational definition

refers to a clear and concise description of a variable or concept in terms of the specific procedures or operations used to measure Writing is considered to be one of the fundamental language abilities, alongside reading, listening, and speaking. Writing and speaking are considered to be productive skills in language acquisition. This implies that the focus is on generating language rather than passively receiving it.

1.6.2 DEBATE

The practice of engaging in a debate has been widely acknowledged as a strategic strategy to discussing a subject that may encompass several perspectives (Bradshaw & Lowenstein, 2011). The conventional perspective on discussion frequently describes it as a form of discourse aimed at presenting arguments to convince the audience of a certain subject or issue (Bradshaw & Lowenstein, 2011). Engaging in a debate entails the deliberate examination and discussion of a particular matter, wherein contrasting viewpoints or arguments are thoroughly explored (Berube & Devinne, 1982). According to Barnhart (1996), definition of debate may be described as a structured competition between speakers, when two opposing perspectives on a subject are presented together with supporting evidence. An operational definition refers to a process that involves formal discourse, discussion, and oral addresses on a particular topic or collection of topics, often with a moderator and an audience. In a debate, arguments are put forward for common opposing viewpoints. Debates have historically occurred in public meetings, academic institutions, debate halls, coffeehouses, competitions, and legislative assemblies.

2. THE CONCEPT of DEBATING STRATEGY

A method of participating in a debate has been widely acknowledged as a strategic strategy for discussing a subject that may encompass several perspectives (Bradshaw & Lowenstein, 2011). The conventional perspective on debate is often characterized as a form of discourse aimed at presenting arguments in order to convince the audience of a certain proposition or topic (Bradshaw & Lowenstein, 2011). Engaging in a discussion entails the act of examining or deliberating over a particular matter by exploring contrasting viewpoints or arguments (Berube & Devinne, 1982). The concept of debate may be described as a structured competition between speakers when two opposing viewpoints on a given statement are presented along with supporting evidence (Barnhart, 1996). Koklanaris, Mackenzle, Fino, Arslan, and Scubert ,(2008) observed that the utilization of debate as a pedagogical tool may effectively facilitate active learning. They highlighted that debating has several advantageous aspects, such as the requirement for thorough preparation and the provision of an excellent platform for discussing contentious subjects.

According to Dawn Hall (2011), debate is defined as an educational strategy that facilitates the development of clinical reasoning and critical thinking abilities, while also promoting an increased understanding of attitudes, values, and beliefs. According to the author, it has been attributed to Protagoras of Abdera, widely recognized as the progenitor of the art of debate, that discussions were introduced into the educational setting in Athens, Greece, more than two millennia ago.

The integration of debates into higher education in the United States occurred during the 19th and 20th centuries. In Hall's study, it was discovered that pupils who engaged in educational debates acknowledged that while the preparation for debates was both stressful and time-consuming, the experience did provide insights into the significance of verbal and nonverbal communication, the advantages of organizing thoughts, expanding one's perspective, and the importance of conducting research and constructing evidence-based arguments. According to Bradshaw and Lowenstein (2011), the above definitions suggest that discussion can serve as an effective pedagogical strategy. This platform offers pupils the chance to thoroughly analyze a given issue or problem and arrive with a well-informed and impartial judgement or resolution. The utilization of debate as a tactic is particularly advantageous for pupils who aim to develop their analytical thought processes (Vo & Morris, 2006). Tumposky (2004) presented a comprehensive analysis in her work titled "The Debate" wherein she articulated several criticisms about the use of debate as an instructional tool within the classroom setting. Initially, the author highlights the tendency of disputes to exhibit a dualistic nature. Kennedy (2007) provided a comprehensive definition of discussion in her very popular work, encompassing a wide range of perspectives on its value as "Debate refers to the process of considering multiple viewpoints and arriving at a judgment, and its application ranges from an individual using debate to make a decision in his or her own mind to an individual or group using debate to convince others to agree with them". Debating serves as a very effective pedagogical strategy in large group settings, as every pupil is available for the opportunity to actively participate and engage in critical discourse. A range of different levels of ability. In order to enhance their comprehension of a particular subject matter, individuals need employ a

diverse range of learning methodologies. Each member of the team has the responsibility of comprehending challenging aspects and contributing to the creation of assistant environment for effective teamwork and successful completion of tasks. The debate learning strategy, conversely, is an educational strategy that involves the division of pupils into pairs or partners. The use of the cooperative debate strategy shown a significant impact on pupils' capacity to generate a written composition. Hence, the cooperative debate strategy had a significant influence on the achievement of pupils in composing descriptive writings (Muliadi, 2017). The implementation of the Cooperative debate model may lead to increased motivation among pupils, resulting in improved attention and engagement in the learning process. However, it is important to note that some pupils may initially find the application of this model to be strange, highlighting the need for guidance from teachers. This strategy necessitates the evaluate the teacher's competence in motivating and fostering pupil attendance, active participation, and receptive engagement in the process of sharing and rectifying knowledge within the peer group. According to Indriani and Dian (2017) this strategy successfully enhances pupils' capacity to apply information and maximizes its potential. In anticipation of a discussion, it is important for pupils to participate in a comprehensive examination and investigation of the issue at hand, employing rationality, logical reasoning, and analytical thinking in order to develop well-founded viewpoints. The user's text is already academic. Debating, as an instructional strategy, serves to cultivate professional skills such as leadership and change support, while reduce instructor prejudice and fostering autonomous thinking in the presentation of contentious subjects. The user's text is too short to be rewritten in an academic manner. Debates ought to be regarded as a valuable educational opportunity rather than a mere assessment of acquired information. possible way to rewrite the user's text to be more academic is as follows: In the field of Teaching professions, teachers are required to use sound judgement when it comes to selecting suitable treatment alternatives for their pupils (Griswold LS ,1999).

2.1 Ryan (2006) Debating Strategy Model

According to Ryan (2006) debate resolutions can be theoretically classified into three categories: propositions of fact, propositions of value, and propositions of policy. Similar to the structure of the discussion itself, the three resolutions used in our three-sided debates are hybrid in nature. Each resolution at the same time encompasses two of the proposition types stated earlier. The instructor's intention was for this hybrid design to serve as a contrasting element to the "extreme" perspectives expressed in the propositions, while also highlighting the complex nature of the debated problems. All teams, comprised of three or four pupils each, were given instructions to conduct research and create well-referenced summaries of their respective positions. These summaries, consisting of 1,000 words, were required to be posted on the course's online platform prior to the debates. This was done to ensure transparency and allow for review by all members of the class. According to the provided instructions, it is required for both the supporting ("for") and opposing ("against") teams to submit their summaries one week before their in-class debate sessions. However, the complex middle teams are allowed to submit their summaries the day before the debates, allowing them to tailor their arguments based on the summaries posted by their mates. In order to foster a multidisciplinary and comprehensive strategy to conducting research on their respective

positions, written instructions were provided to all teams. These instructions also outlined the following parameters. Furthermore, it was recommended that complex intermediate groups take measures to guarantee that their arguments would:

a) Identify inconsistencies and argumentative issues present in both sides of the debate. b) Seek both areas of agreement and positions that cannot be reconciled in terms of values or identified priorities. c) Highlight the contextual relevance of specific viewpoints. The teams should work hard to reach a pacific position that proposes strategies for the productive and pragmatic accord of the two positions. During a span of several weeks, pupils collaborated in their teams to conduct research and collaboratively create their individual position summaries, as well as innovate their debating strategy. On the designated date, each group engaged in a debate that lasted for a duration of 100 minutes, commitment to a tightly regulated timetable. The supporting and opposing factions started the proceedings by presenting their individual resolutions, followed by a brief period of reciprocal questioning and examination. Subsequently, the intermediate team proceeded to offer its own comprehensive argumentation and engage in cross-examination with the other teams. Following the conclusion of the oral arguing session, all three teams promptly engaged in the process of self-evaluation and peer evaluation, which formed an integral component of their overall final grade. Subsequently, employing a talking circle structure, the instructor extended an invitation to each learner to provide their input on the matters being discussed. The debating team members were instructed to refrain from making comments until all non-debating class members had spoken their opinions. There was no requirement for any pupil to engage in verbal communication.

2.2 The Importance of Debating Strategy

The importance of learning through debate comes through: 1. What pupils learn from the multiple points of view exchanged between the two parties and compare them to each other to conclude the correct point of view. 2. Respect the opinions of others, so they can look at things in a different way than they did before. 3. The pupil plays a major and active role in the educational process and increases the pupil's initiative in the learning process to make him pass 4. With direct educational experiences that make him discover a lot of knowledge and information, and acquire the skill of exploration and enjoyment of points of view. He applies it practically. 5. He directed his criticism at traditional teaching methods that were based on memorization and did not enable pupils to participate effectively Within the educational situation. (Saada *et al.*, 2011).

2.3 Debating Types

There are many types of debate, the most prominent of which are mentioned as follows: 1) **Spontaneous debate**: This type of debate is often between two people to argue and discuss a specific topic. This type of debate does not require detailed research work, but rather requires a focus on presentation and style. Used in debate, and this type of debate is used among college and university pupils. 2) **Congressional debate and discussion**: The discussion of large groups of pupils in the United States Congress and after this type of debate is a model for the democratic legislative process and an educational model, and the discussion is like parliamentary procedures, where pupils discuss the legislation and

parliamentary procedures proposed by them and the advantages and disadvantages of this legislation, and pupils respond to each other's arguments in an improvised manner, and this debate is evaluated by judges. 3) **The Lincoln-Douglas debate**: is one of the individuals, organized, and open debates through which people are allowed to express their opinions clearly and frankly. The discussion focuses on logical thinking to support a certain principle, and this debate focuses on the principle of value proposition, which focuses on what should be instead of what exists. The debaters here are divided into supporting parties and opposing parties with examples and solutions for the suggestions they make. 4) **Public Forum debate and discussion**: After this type of friendly debate between two teams of debaters to discuss current and controversial events, their ideas are taken from the headlines of the newspapers, and the debate or discussion begins by throwing a coin of money so that each team of debaters represents a side of the coin to see which of the two teams will first start debating, discussing, and presenting arguments. This type of debate tests the skills of argumentation, interrogation, and refutation. Debate and parliamentary debate: The reason for naming this type of debate is because the nature of this type of debate is similar to the nature of the debates that take place in the British Parliament, and this type of debate is between two teams. It is also one of the types of spontaneous debates that do not require comprehensive research or time to prepare (Snider, 2011).

2.4 The Implication of the Debating Strategy in classroom

Debate exercises in education aim to develop students' critical thinking and analytical skills, requiring background knowledge of the subject (Garrett, M., L. Hood, and L. Schoener, 1996). Allowing more time for preparation enhances debate productivity. Setting up debates in class with predefined roles fosters structured discussions. Additionally, assigning individual speaking tasks as homework, where students craft persuasive arguments for or against a motion, reinforces learning objectives (Alfred Snider and Maxwell Schnurer, 2006). British philosopher Stephen Toulmin outlines the components of a persuasive argument: claim, warrant, and evidence, crucial for rhetorical clarity Figure (1) (Toulmin, 2023).

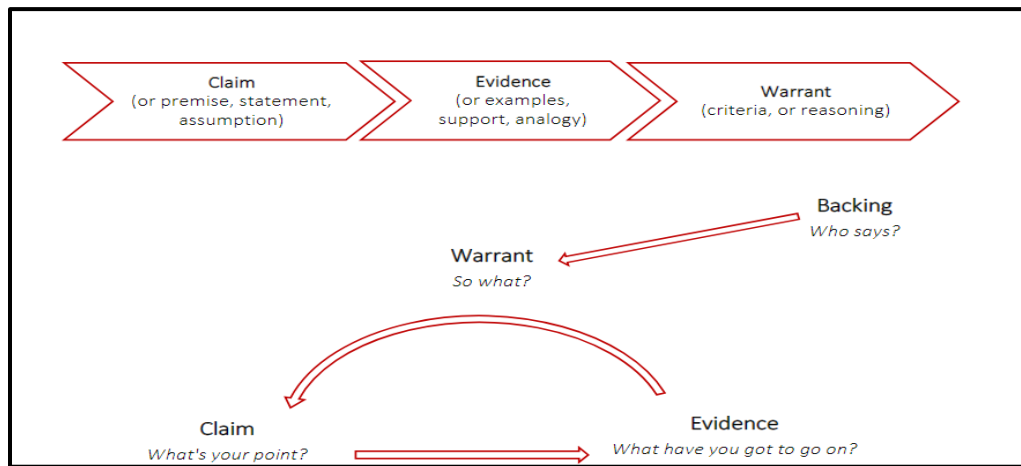


Figure (1) The components of a persuasive argument.

2.6 Writing skill

One of the most important linguistic abilities in EFL classrooms is writing. Writing can be utilized to communicate with pupils as well as to enlighten, amuse, and express their feelings. According to Coulmas (2003), the term "writing" has at least six different meanings: **(a)** a visible language recording system; **(b)** the activity of putting such a system to use; **(c)** the outcome of such activity, a text; **(d)** the specific shape of such a result, a debate style such as block letter writing; **(e)** artistic composition, and **(f)** a professional career. Rao (2017) found that EFL pupils believed writing to be the most challenging skill to learn due to the complexity of syntax, vocabulary, and spelling. Since this talent is seen as a productive skill, EFL pupils should put in more work and practice to perfect it. On the other hand, educators must use more successful strategies to inspire pupils to grasp writing skills. The necessity to improve writing abilities is necessitated by the significance of learning English as a global language of communication on a vast scale. Writing is thought of as a pupil's mental creation that involves a variety of tasks, such as identifying an idea and a means of expressing it, then expanding on it to generate further ideas and organizing them into coherent sentences. According to Saleh *et al* (1994), writing competence is described as a series of activities that learners participate in while writing in order to ensure that their writing is right, clear, and continuous. The ability to write well is a basic condition for maintaining effective communication with others. Writing abilities should be properly taught in English teaching and learning processes in classrooms in order to aid pupils in developing their ability and competence in written language (Palmer *et al.*, 1994 & Abd, *et al.*, 2020). The writer of an essay is legally responsible for it, not another pupil or even the teacher. Particularly writing promotes self-education. In order to complete organized homework, pupils must not only gather knowledge but also decide what material to preserve and what to discard, as well as how to present it. Such decisions may reveal just as much about the pupils' knowledge of the subject as they do on their knowledge of it. Writing serves as a tool for communication as well as a method for learning new linguistic constructions. It is possible for English teachers to include both forms of communication and language in their lessons and to design classroom activities that do the same. Pupils can express themselves and their ideas more effectively through writing. Writing is regarded as an effective method that helps pupils learn as well as share ideas and views (Graham *et al.*, 2008).

2.7 Types of Writing

1) Sedilo (2015), similes the descriptive text by painting a picture in which the writer utilizes his words to illustrate the specifics for describing the places, people, items, and events. According to Faisal and Suwandita (2013), a descriptive paragraph contains emotive elements that appeal to the physical senses as well as the emotions and intellect of the reader. Description is concerned with perceptions, most notably visual perceptions. Its key difficulty is to organise what instructors observe into a meaningful pattern.

2) Persuasive writing is defined by Fredrick (2011) ,as "any piece of writing that aimed to conclude the results" . According to Hanefy (2012), persuasive writing is when a writer takes a stance for or against a topic or a case in order to persuade and convince readers. Advertisements, opinion pieces, letters to politicians, recommendation letters,

and book reviews all contain persuasive writing. Persuasion attempts to change the way readers think or believe. It is mainly about difficult themes and frequently calls for reasoning in the form of an argument, presenting facts or logical proof. As a result, it is known as argumentative (Thomas ,2000).

3) Expository: According to Sarikas (2018), authors employ the expository style to explain an idea, and it is considered fact-based writing that does not include the author's opinions, thoughts, or backgrounds. Expository writing can be found in academic publications, newspaper pieces, textbooks, recipes, and computerised user instructions. Exposition is used to describe how things function. It teaches the reader about a subject related to life, to whatever its subject, exposition tells what a certain mind believes or understands, or it is structured logically. It organizes around cause and effect, true/false, positive/negative, general/specific, and statement/refutation. Its movement is indicated by connectives such as hence, nevertheless, and so, besides, but not only, and more importantly, for example (Thomas, 2000).

4) Narrative: According to Sarikas (2018), the narrative type is a literary style in which the writer recounts a tale with a storyline and characters. This is a particularly common form for fiction writing, despite the fact that nonfiction may be narrative if the characters are focused on and their actions and events that occur to them. Novels, poems, biographies, diaries, and short tales are all included. A narrative is a tale made up of linked events. It is becoming increasingly difficult to arrange events in chronological order and disclose their significance (Thomas, 2000).

2.8 Six Strategies to Develop Writing Skills:

2.8.1 The Act of Writing

As previously mentioned, the act of writing as a productive talent is a multifaceted process that necessitates breaking it down into its fundamental components in order to comprehend, instruct, and acquire proficiency in it. The graphic presented below illustrates the several factors that authors must consider during the process of composing a written work Figure (2).



Figure (2) Elements of writing Scrivener (2005).

2.8.2 The Controlled to Free Strategy

The initial introduction of this strategy can be attributed to Raimes (1983), who drew inspiration from the audio-lingual strategy that held prominence in second language acquisition during the 1950s and early 1960s. The process of writing in a sequential manner involves the act of replicating, manipulating, or altering textual content. Initially, pupils engage in exercises involving individual words and sentences, subsequently progressing to the construction of paragraphs and more extensive works. Pupils are obligated to perform grammatical manipulations on a provided input. This may involve altering sentence structures, such as converting statements into questions or vice versa, transforming negative statements into affirmative ones, modifying verb tenses from present to past or present to future, and changing the voice from active to passive.

2.8.3 The Free Writing Strategy

According to Byrne (1988), a significant number of pupils exhibit poor writing skills due to insufficient writing practice. Given this consideration, the free writing method prioritizes quantity over quality. The underlying idea of this strategy is that a particular subject has the potential to generate a substantial volume of written content, which should be left to flow freely, abundantly, and with minimal intervention for error correction. In accordance with (Scrivener, 2005).

2.8.4 The Paragraph – Pattern Strategy

This strategy emphasizes the significance of organization. This theory posits that communication varies in its construction and organization across diverse cultures and contextual factors. This strategy focuses on organizational patterns, wherein pupils engage with paragraphs through the processes of copying, analyzing, and imitating.

2.8.5 The Grammar- Syntax Strategy

The strategy, initially proposed by Raimes in (1983), emphasizes the consideration of multiple factors concurrently, including grammar, syntax, and organization. Based on the assumption that proficient writing arises from a proficient amalgamation of distinct

language abilities, the grammar-syntax strategy is formulated to revolve around writing assignments that necessitate pupils to priorities organizational elements while simultaneously emphasizing grammatical precision.

2.8.6 The Communicative Strategy

The communicative methodology is characterized by its connection of two fundamental components within the aforementioned diagram: purpose and audience. In addition, this strategy enhances the credibility of the writing job and its resulting product, as it motivates pupils to adopt the role of authors within legitimate circumstances. Consequently, they are prompted to reflect upon significant inquiries that will inform their writing, such as the purpose behind their composition. Why am I writing this? (purpose) Who will read it? (audience).

2.9 Previous Studies

2.9.1 Randi Dickson (2004)

In this study "Developing Real-World Intelligence": Teaching Argumentative Writing through Debate ". It aimed to explains how she combined essay writing and debate to address a range of language arts standards and, more importantly, help pupils become better-informed participants in a democracy and to move pupils beyond the goal of trying to defeat their opponents by adamantly defending their own view. Study population is 30 pupils. He asked them, to imagine themselves as another per- son, perhaps someone in quite different circumstances, and write what they think their opinion might be (30). Pupils can explore how opinions are constructed within individual and group contexts and can begin to think about how and why others might hold a different view. The result as he said "Sometimes pupils have to be on a side they do not personally agree with, but they learn that the skills involved are still the same and investigating the other position is a way to explore one's personal view".

2.9.2 Jumatul Fakhri (2016)

In this study " The Correlation between Pupils' Achievements in debate and Pupils' Achievements in Writing Analytical Exposition Text". The population of this study were 12 pupils who participate in this study. The researcher employed a quantitative methodology, specifically utilizing a correlational design, to investigate the potential correlation between debate achievements and analytical exposition achievements. This study employed the Asian-Australian Parliamentary System as its research framework. The data was obtained from the scores of each debate practice and written analytical expositions. The findings indicated a significant association between pupils' academic performance and their ability to produce analytical exposition texts. The validity of this assertion is substantiated by the numerical value assigned to each individual action. Debate score was 70,25 and writing analytical exposition was 72,66. Then, the coefficient correlation was strong, it was 0.933.

3.1 The Experimental Design

Table (1) The Experimental Design of the Study.

Groups	Independent Variable	Dependent Variable	The Test
Experimental group	Debate Strategy	Pupils' achievement	Posttest
Control group	Conventional Method	Pupils' achievement	Posttest

According to Kirk (1995), experimental design can be defined as a systematic strategy that outlines the conditions for experimental subjects and the corresponding statistical analysis that is aligned with the established plan. The text delineates the independent variables and dependent variables, while illustrating the methodology and statistical aspects involved in conducting the experiment. The experimental design, as described by Best and Khan (2006), encompasses the systematic framework that researchers employ to test hypotheses and draw reasonable conclusions regarding the association between independent and dependent variables. As shown in Table (1)

3.2 The Population

Nunan (1992), a population encompasses all instances, circumstances, or individuals that possess one or more common attributes. The population of the current study involves EFL Iraqi preparatory pupils of fourth-class preparatory Schools in Salah Al-Den Government. The total number of fourth grade pupils' population is (250).

3.3 The Sample

The study encompasses the entirety of male participants who were registered in the fourth grade at Al-Salam secondary school for boys throughout the academic year of 2023-2024 in the Dholoe'ya city, which is situated in the Salah Al-Den region. The total sample consists of one (60) pupil, with an equal distribution across classes A and B.

3.4 Post- Test Construction

The post-test is utilized to experimentally evaluate the writing proficiency of the pupils by analyzing the results of the test. The researcher designs a test to determine if there are statistically significant difference between the experimental and control groups in the post-writing assessment, based on the issue under investigation. The instrument involves developing a post-test assessment to measure the level of success achieved in the experiment. A test is an instrument utilized to assess the proficiency of a pupil in accomplishing assignments, demonstrating the ability to manage knowledge, or proving topic (Linn, 2008). Tritschler (2000) suggests, conducting a test involves implementing a systematic process to gather pupils' responses as data, which forms the basis for drawing inferences or assessments about certain attributes such as knowledge, talents, and values. Upon the completion of the instructional period, the primary aim of the test is to ascertain

the course goals. The post-test has six questions, with each question has a different element from the others.

- Question one is to read the following passage carefully and answer the questions, the total items of this question are (5) items. The total score of the first question is (15) marks, the correct answer gains three marks while the incorrect answer gets zero. This is to measure their knowledge, comprehension and creative level.

- Question two is to answer the following questions from textbook, it depends on textbook passage. They write their answer depending on their knowledge in the textbook. The total items of this questions are (5) items. The total score of the second question is (15) marks, the correct answer gains three marks while the incorrect answer gets zero. This is to measure their memorization and remembering level.

- Question three is objective test, they do as require depending on grammar and function. The total score is (10) marks for (5) items. The correct answer gains two marks and the incorrect answer gets zero. That is to measure their applying, remembering and evaluating level

- Question four consists of two branches which are (A) and (B). Branch(A) is to complete the sentences with the suitable words from the list. The total score of this branch is (10) marks on (5) items. The correct answer gains two marks while the incorrect answer gets zero. This branch is to measure their comprehension and knowledge. Branch (B) is a subjective test where the pupils are asked to describe the given picture, then write the description in a paragraph about their school classes, laboratory and playground, depends on the pupil's thoughts about the topic and linking it with the picture. The total score of this branch is (15) marks. This branch is to measure the ability to writing, creating and analysing.

- Question five is subjective that requires from pupils to provide a written response in the form of literature focus. The total score is (15) marks for (5) items. The correct answer gains three marks while the incorrect answer gets zero. This question is to measure their remembering and knowledge.

-Question six is a subjective test. It consists of two branches(A) and (B) about writing a paragraph. The pupils choose one of branches, it requires from pupils to analyze, create, synthesis. The total score is (20) marks. This is to measure their knowledge, creating and analyzing level.

3.5 Validity of the Post- Test

Davies (1990) and Bachman (1990) assert that validity regards to the accuracy of the test and its coordination with the intended subject matter. Owen (1997) distinguishes between two forms of validity: content validity and face validity. Mousavi (2009) defines face validity as the extent to which a test seems to accurately assess one's talents or knowledge. The exam purports to assess individuals' performance based on the subjective

evaluation of the test takers, the administrative staff who approved its implementation, and other individuals without expertise in psychometrics. Content validity, as defined by Best and Kahn (2006), refers to the extent to which the test items accurately measure the intended purpose of the test. All aspects of the exam, including the problems, the precise wording, the structure of the items, and the overall format, should incorporate the necessary abilities that pupils need to acquire.

3.6 Test Reliability

Reliability, as defined by Alderson et al (1995), regards to the degree of consistency in test outcomes. Reliability is a crucial attribute of a high-quality exam, since it refers to the degree of consistency in test scores. According to Mehrens and Lehmann (1991), test reliability is a crucial factor in establishing the suitability of a test. The Alpha-Cronbach formula is utilized to assess the post-test's reliability. The coefficient is determined to be 0.93, which is considered acceptable.

3.7 Difficulty Level and Discrimination Power

Ebel (1972), defined the degree of difficulty, as corresponding to the number of pupils who answered the questions correctly. Item difficulty regard to the perceived level of complexity or ease of an item in relation to a specific number of tests. Item discrimination refers to the extent to which an item distinguishes between high-performing and low-performing individuals. An item has strong discriminatory ability when it accurately gathers correct responses from competent pupils and incorrect responses from incompetent pupils.

Table (2) Difficulty Level and Discrimination Power.

Question No.	Item	Higher	Lower	Difficulty	Discrimination
Q1	1	20	10	0.50	0.40
	2	17	12	0.71	0.30
	3	17	10	0.64	0.42
	4	16	11	0.33	0.25
	5	13	7	0.28	0.23
Q2	1	35	22	0.55	0.44
	2	23	18	0.51	0.42
	3	17	11	0.71	0.29
	4	16	10	0.31	0.24
	5	17	12	0.71	0.30
Q3	1	31	14	0.38	0.53
	2	20	12	0.41	0.56

	3	18	14	0.39	0.31
	4	11	9	0.33	0.28
	5	16	10	0.31	0.24
Q4\A	1	30	21	0.54	0.33
	2	32	20	0.40	0.33
	3	30	18	0.56	0.40
	4	27	13	0.36	0.43
	5	28	15	0.53	0.47
Q4\B	1	40	25	0.40	0.38
Q5	1	20	10	0.53	0.41
	2	17	12	0.70	0.28
	3	17	10	0.64	0.41
	4	16	11	0.33	0.25
	5	13	7	0.28	0.23
Q6	1	85	65	0.74	0.66
	2	60	43	0.55	0.38

3.8 Application

The researcher has designed lesson plans for each group. The experimental group has been taught how to organize and develop their thoughts using a debate strategy, while the control group was taught the same materials in the traditional method. The teacher uses a debate strategy to teach writing and follows a number of steps:

Experimental group: This group studied using the debate strategy and according to the following steps:

- 1) Determine the main idea of the topic or lesson title and determine the main ideas included in the debate strategy.
- 2) Pupils discuss the information that should be included in the debate.
- 3) The pupils of each group write the information they have found, each with its own aspect.
- 4) The representative of each group presents the information that the two groups have reached, and in the end, each group presents the information that the two groups have reached.

A group presents the form they arrived at to the rest of the class, with comments by the teacher and pupils.

Control group:

- 1) Giving the school (the researchers) an introduction to the topic of the previous lesson, and preparing the pupils' minds for the new lesson.
- 2) Writing the lesson title on the board and explaining the lesson topic by the subject teacher, while stimulating pupil discussion.
- 3) Extract the ideas contained in the lesson and repeat this process in other topics.

Results

Comparative analysis of the mean scores of the experimental group and the control group in the posttest. In order to determine if there is a statistically significant difference between the mean scores of the experimental group and the control group in the post writing test, the mean scores of both groups are collected and compared. Statistical data indicates that the mean scores of the experimental group are 78.46, while those of the control group are 62.18. Applying the t-test formula for two independent samples, the computed t-value is determined to be 4.29, whereas the tabulated t-value is 1.69 at a degree of freedom of 58 and a significance level of 0.05. This suggests a substantial distinction between the two groups, favoring the experimental group. Therefore, the hypothesis claiming that there is no statistically significant difference between the mean scores of the experimental group and the control group in the post writing exam has been disproven.

Table (3) The Mean Scores, Standard Deviations and T-Values of the Two Groups in the Post-Test.

Group	No. of Pupils	Mean	SD	T-Value		DF	Level of Significance
Post	30	30	78.46	Calculated	Tabulated	58	0.05
Pre		30	62.18	4.29	1.69		

2. Discussion of Results

The aim of this study is to demonstrate the effect of the debate strategy on the writing proficiency of English as a Foreign Language (EFL) pupils. Debate strategy is considered a crucial strategy for organizing, interacting, problem-solving, and gathering ideas and information to help pupils overcome challenges. Additionally, it aims to demonstrate any notable differences in writing proficiency among the experimental and control groups of pupils.

- 1) The experimental group, consisting of pupils who were taught using the Debate Strategy, demonstrated superior writing skills and opportunities compared to the control group, who were taught using the traditional strategy. 2) Pupils engage and investigate by making educated guesses about the connections between the

primary ideas of the Debate strategy. 3) Utilizing open-ended questions facilitates pupils' understanding and engagement in the process of studying the book, enabling them to construct a comprehensive intellectual representation of it. 4) Employing a debate strategy in the teaching-learning process effectively involves pupils, oversees their progress, and encourages self-assessment by providing them with the opportunity to exchange views with their peers. 5) Utilizing the Debate strategy to enhance pupils' writing proficiency is more efficacious compared to only relying on the teacher's advice.

3. Conclusions

1. Pupils integrate cooperative information during the writing process.
2. Pupils who comprehend the mechanisms of the debate strategy will have a greater capacity to grasp the concept of writing.
3. The utilization of the debate strategy facilitates pupils' comprehension of the material, hence enhancing their capacity to creatively resolve their difficulties.
4. Implementing a debate strategy in the classroom empowers pupils to actively participate, with the instructor assuming the role of a facilitator and organizer.
5. Pupils can develop the ability to differentiate between significant and less significant concepts and information by utilizing the debate strategy, which enables pupils to arrange pieces of information into a coherent framework.

4. Recommendations

1. The employment of the debate strategy leads to a considerable improvement in pupils' writing. Therefore, it is advised that this strategy be implemented in the classroom. Teachers of Iraqi English are urged to incorporate the debate strategy while teaching writing skills.
2. Teachers are responsible for supporting pupils in developing their personalities by fostering confidence and resilience. Consequently, the timid pupils are required to engage in classroom activities.
3. In the process of designing the curriculum, it is advisable to use debate strategy in Iraqi Preparatory textbooks to stimulate pupils' prior knowledge.

5-Suggestions

1. The significance of utilizing a debate strategy while instructing English grammar, essays, novels, and poetry.
2. The efficacy of utilizing the Debate strategy to instruct English as a Foreign Language (EFL) to pupils in Secondary school.
3. The influence of a debate strategy on the advancement of pupils' writing proficiency.

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Appendix

Questions of test

Q1/ Read this text carefully:

A long time ago, there was a poor family lived in a small village. The family consisted of a father, a mother and four children, a boy and three girls. The boy was thin but he was very lively. He liked school very much, so he always dreamed to be a teacher. One day when his father was working in the farm, he fell down to the ground. From that time he could not work. When the boy noticed that his mother worked in the farm alone, he asked her to allow him to share her the work. She did not agree at the beginning because she was afraid of losing his study. When she realized his decision she agreed. From that time the boy became a man and the dream to become a teacher was true.

Now answer the following questions: (15 M)

1. What did the boy dream to be?
2. How was the boy?
3. What happened to his father one day?
4. What did he ask his mother to?
5. give a suitable title for the passage.

Q2/ Answer or complete the following using the information from your textbook: (15M)

1. UNICEF only helps children in Europe. (T/F)
2. Why did the Parthenon explode?
3. Why was UNICEF created?
4. The "F" in UNICEF stands for food". (T/F)
5. ----- like storms can destroy buildings.

Grammar and function

Q3/Do as required : (10 M)

- 1- Khaled (play) football when he (break) his ankle. (put one verb in a suitable tense)
- 2-1 had to (borrow/lend) a pen from the teacher (choose)
- 3- Liam is in year 10 and Abdullah in year 10. (compare use: Both)
- 4- It was hard work (because/so) I always tired. (choose)
- 5- He was angry because he (wait) all day. (correct)

Vocabulary and Spelling (10 M)

Q4: (A) choose the correct answer from the box below:

(fun, interesting, easy, hard, dangerous)

1. It is ----- to learn about different countries.
2. It is ----- to go swimming alone around here.
3. My house is ----- to find because it is on a very small street.
4. This game is ----- to play. Let's play again.
5. This machine is ----- to use if you read the instructions.

(B) Describe your school classes, laboratory and playground.

(15 M)



Literature Focus

(15 M)

Q5: Answer or Complete the following sentences:

1. who was W.B Yeats?
2. W.B Yeats was born in -----
3. Find one Example of person fiction.
4. nodding means-----.
5. W.B. Yeats was buried in-----.

(20 M)

Q6: Writing : (choose A or B)

(A) Write a paragraph about why are you interested in our school (staff , lessons , classes).
Write 60-80 words.

(B) Write a paragraph about something happened to you at school or on the way to school . Write 60-80 words.