

**The Impact of Debate Strategy on Developing English  
Vocabulary and Decision Making of French Department  
Students at Al-Arish Faculty of Education**

**Dr . Ahmed Elsayed Ahmed**

## The Impact of Debate Strategy on Developing English Vocabulary and Decision Making of French Department Students at Al-Arish Faculty of Education

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### Abstract

The aim of this study was to investigate the impact of debate strategy on developing English vocabulary and decision making of French department students at Al-Arish faculty of education . The design of the study was a one group pre – posttest quasi experimental design. Thirty of third – year French university students were selected to be the experimental group of the study. This experimental group was tested using pre – post vocabulary test and decision making scale before and after being exposed to debate activities treatment .The experiment lasted for two months during the first term of 2017-2018 academic year . Paired – samples of t – test revealed significant differences between the pre test and post test of vocabulary test and the scale of decision making . It was concluded that using debate strategy to university students was effective on developing their vocabulary and decision making .

**Keywords :** debate - vocabulary – decision making- students of French department

### ملخص البحث باللغة العربية

**عنوان البحث:** فاعلية استراتيجية المناظرة في تنمية مفردات اللغة الانجليزية و إتخاذ القرار لدي طلاب قسم اللغة الفرنسية بكلية التربية بالعريش

هدفت هذه الدراسة التعرف علي فاعلية المناظرة في تنمية مفردات اللغة الانجليزية و إتخاذ القرار لدي طلاب قسم اللغة الفرنسية بكلية التربية بالعريش .اشتملت الدراسة علي مجموعة واحدة تجريبية و تكونت أدواتها من قائمة بمفردات اللغة الانجليزية المراد تنميتها لدي طلاب قسم اللغة الفرنسية، الفرقة الثالثة بكلية التربية بالعريش واختبار مفردات اللغة الانجليزية لطلاب شعبة اللغة الفرنسية والأنشطة القائمة علي استراتيجية المناظرة بالإضافة إلي مقياس إتخاذ القرار. تم تقديم تلك الأدوات الي طلاب شعبة اللغة الفرنسية في الترم الأول من العام الجامعي 2017- 2018. تكون التصميم التجريبي من مجموعة واحدة تجريبية اشتملت علي عدد 30 طالب في مادة اللغة الإنجليزية لغير المتخصصين ، شعبة اللغة الفرنسية ، الفرقة الثالثة . أوضحت نتائج الدراسة فاعلية استخدام استراتيجية المناظرة في تنمية مفردات اللغة الانجليزية و إتخاذ القرار لدي طلاب قسم اللغة الفرنسية بكلية التربية بالعريش و في ضوء نتائج الدراسة تم تقديم مقترحات وتوصيات الدراسة .

**الكلمات المفتاحية:** استراتيجية المناظرة - مفردات اللغة الانجليزية – إتخاذ القرار- طلاب قسم اللغة الفرنسية

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## Introduction

Vocabulary is a critical element for language learners. Developing vocabulary knowledge enables effective communication. However, learning a foreign language is difficult and stressful. In addition, memorizing English vocabulary is often considered boring. Learners may lack motivation for learning the English vocabulary .

Amin and Mojavzi (2017) add that EFL learners at all ages and proficiency levels are usually confronted with various problems in vocabulary learning and retention. Absalom(2015) indicates that one of the thorniest aspects of teaching languages is developing students' vocabulary, yet it is impossible to be an accurate and highly communicative language user with a very small vocabulary. Lie (2016) clarified that numerous researchers in education recognize that vocabulary is essential in foreign language learning. However, students often encounter vocabulary that is difficult to remember. Providing effective vocabulary learning strategies is therefore more valuable than teaching students a large amount of vocabulary.

Lessard (2013) urged that vocabulary is central to English language teaching. Without sufficient vocabulary, students cannot understand others or express their own ideas. Teachers who find the task of teaching English vocabulary a little daunting are not alone! Kusumawati (2017) added that scholars in language learning and teaching agree that vocabulary plays a vital role in a language learning. However, the way the vocabulary is presented to language learners, whether explicitly or implicitly, becomes central discussion in language literature. Naeimi and Thomas (2015) believe that vocabulary learning has long been considered as one of the essential components for developing language learning. However, language learners are required to not just concern about memorizing definitions but also integrating vocabulary meaning into their present knowledge. Many strategies such as direct or indirect ones may be integrated to enhance vocabulary acquisition.

Debates in English teaching explored the major issues all English teachers encounter in their daily professional lives. Debate engages with established and contemporary debates, promotes and supports critical reflection and aims to stimulate both novice and experienced teachers to reach informed judgments' and argue their point of view with deeper theoretical knowledge and understanding. Davison, et al (2012) .

The relationship between debate and vocabulary is revealed in Aclan s' believe (2015) that vocabulary, the backbone of any language including English, is foundational for listening, speaking, reading and writing. Vocabulary is seen to be learned better when it is contextualized thus language teachers should design communicative activities such as

debate. However, debate, being more known as a competitive rather than a classroom activity worldwide, has not been explored yet for its potential to develop vocabulary among EFL/ESL students although it has been identified for its power in developing communication skills in general as well as critical thinking and other soft skills. Thus, this qualitative study was conducted to explore why and how EFL students learn vocabulary in classroom debate. The findings show that students learned vocabulary due to debate's interactive nature requiring contextualized and meaningful language use from preparation to actual debate. EFL students described how they learned vocabulary through debate which has implications for second language acquisition and language teaching, P1.

There is a relationship between debate and decision making which is based on critical thinking . Apdoludin and Abdul Rahim (2016) recognized the effect model of debate in the yellow book learning in schools to improve students' critical thinking skills so they can find a new science. It can be concluded that the model of the debate can increase the effective, critical thinking skills so that students can discover new knowledge for each study. Through the model is expected to debate helped teachers in the classroom so that learning takes place more systematically implemented and significantly improved comprehension and student critical thinking skills.

Also, Lopez et al (2016) believe that debates have been used to develop critical thinking within teaching environments. Many learning activities are configured as working groups, which use debates to make decisions. Nevertheless, in a classroom debate, only a few students can participate; large work groups are similarly limited. Whilst the use of web tools would appear to offer a convenient solution, none of those currently available provides an automated system for organizing contributions into a logical structure, or for making decisions.

Discussion and argumentation as they are the essence of debate strategy may help in developing the vocabulary wealth for the non specialists students of English besides developing critical thinking skills which help in the process of decision making .

### **Background of the problem**

In foreign language setting , vocabulary is one of the most important bases of learning the language skills . Strong relationship between vocabulary and English language skills (Baker, Simmons, & Kameenui, 1995). Vocabulary knowledge is linked to overall academic success (Stanovich et al., 1996)

There is a need to develop English vocabulary by using new approaches of teaching . The researcher claims that using debate may help in developing the English vocabulary at university level . Kreiger

(2005) believes that debate is an excellent activity for language learning because debate engages students in a variety of cognitive and linguistic ways. Debate provides meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing. With practice, many students show obvious progress in their ability to express and defend ideas in debate and they often quickly recognize the flaws in each other's arguments. Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas.

Alasmari and Ahmed (2013) add that the countries that use English as a foreign language need effective activities which motivate students to practice skills of the language properly inside as well as outside classrooms. Debating is a practice that inspires learners to open their mouth, get into discussion, defend their own positions, place counter arguments and also conduct research on related issues.

In the Egyptian universities, the problem seems more serious . The researcher as a lecturer of TEFL notices during teaching English course for non specialists at Alarish Faculty of education that university students lack the ability to use different words correctly in different English language skills . Also, students of university do not use English vocabulary in different situations . Students depend on listing and memorization without conducting different activities to have this sort of vocabulary retention . Surveying different studies that investigated need for developing different language skills of non specialists at the university level. In the Egyptian context , these studies revealed the importance of developing English language skills including vocabulary for non specialists at university level . Elshami (2013) presented a suggested curriculum for employing English language in teaching science based on ESP approach at experimental language while Waly (2013) investigated using action learning set approach (alsa) to develop some English language writing skills among information and computers college students . Also, El-Dahrawy ( 2016) urges that the implementation of a computer-based virtual environment for developing the reading and writing skills of the first-year students at the faculty of commerce. Abd-Elrazek, (2017) recognized the effect of using an English morphology program on developing faculty of medicine students' medical communicative writing skills and language proficiency. Elhefnawi, (2017 ) indicated the effectiveness of an ESP content-based program on developing some English language skills for higher institutes of social work students.

Aclan (2015) believes that vocabulary is seen to be learned better when it is contextualized thus language teachers should design communicative activities such as debate. However, debate, being more known as a competitive rather than a classroom activity worldwide, has not been explored yet for its potential to develop vocabulary among EFL/ESL students although it has been identified for its power in developing communication skills in general as well as critical thinking and other soft skills.

In Arish university , English course for non specialists has different topics which included topics of science and arts texts . These topics are presented through reading passage, writing paragraphs and translation passages so, there is a need to develop English vocabulary to help university students practice English language skills correctly .

The researcher concluded that university students who are studying English course for non specialists encounter different problems in their recognition of vocabulary. Also, the researcher conducted a pilot study, a test of vocabulary recognition included 30 words for the students of third year , French department at Alarish faculty of education ( out of the study sample ) .The test included choosing the right meaning of a word from four multiple choices. These words are related to different categories of student daily life words . The results of the study sample revealed that the majority of students ( 65 %) encountered difficulties in vocabulary recognition .

### **Statement of the Problem**

The problem of the present study was stated as follows : There was a low level of vocabulary recognition among the university students at Alarish university, faculty of education . This appears clearly in recognizing different language skills at university level for the non specialists who are studying English course for non – specialists . In attempt to find a solution for this problem , the present study would train these students to use debate to develop their vocabularies .

### **Study Questions**

1. What are the needed vocabularies to be developed by the students of French department at Arish faculty of education ?
2. What are the components of debate activities for developing vocabulary at Arish faculty of education ?
3. What is the effect of debate on developing English vocabulary for the students of French department at Arish faculty of education ?
4. What is the effect of debate on developing decision making skills for the students of French department at Arish faculty of education ?

### **Hypotheses of the Study**

#### **The first hypothesis:**

There is no significant statistical difference at the level of ( $\alpha \leq 0.05$ ) among the -

mean scores of research group students (non specialists) of French department in pre and post application of the vocabulary test.

#### **The second hypothesis:**

There is no significant statistical difference at the level of ( $\alpha \leq 0.05$ ) among the mean scores of research group students (non specialists) of French department in pre and post application of the decision making scale.

#### **The third hypothesis:**

-There is no accepted impact and size effect of debate on developing English vocabulary and decision making scale for research group students (non specialists) of French department .

#### **Aims of the Study :**

This study aims at :

a-presenting a checklist of the most important English vocabulary related to each issue of debate .

b-preparing debate activities for developing English vocabulary at Arish faculty of education .

c-recognizing the impact of debate activities on developing English vocabulary at Arish faculty of education.

d--recognizing the impact of debate activities on developing decision making at Arish faculty of education.

#### **Significance of the Study :**

The significance of the present study lies in the following points :

a ) This study would add to the research on the impact of debate on developing different language skills .

b) The findings of this study can be helpful for both EFL lectures and learners in terms of application debate in their classrooms .

c) Using debate to students of French department will enable them to transfer their knowledge to their students .

#### **Tools of the Study :**

a- A checklist of the needed vocabularies for the students of French department .

b - A test of vocabulary for the students of French department .

c. A scale of decision making.

d. Work sheets of debate activities for developing English vocabulary .

#### **The Study Participants :**

The study participants consisted of one experimental group of French department, third year , first term of 2017-2018 , number of (30) at Arish city . The Students are guided for practicing vocabulary using the

debate to develop English vocabulary during studying the English course for non specialists at Arish faculty of education.

### **Design of the Study :**

This study will use the descriptive and semi experimental designs for presenting the literature review and related studies of the study variables and the application of the study instruments .

### **Study limitations :**

- This study is limited for one experimental group of French department, third year , first term of 2017-2018 , number of (30) at Arish city .
- A work sheets activities for developing English vocabulary .

### **- Procedures of the Study :**

- Literature review and related studies on the study variables.
- Preparing the checklist of the needed vocabularies .
- Preparing the test of vocabulary .
- Preparing the scale of decision making .
- Preparing work sheets of debate activities for the students of French department for developing English vocabulary .
- Judging the tools of the study by the jury members.
- Selecting the participants of the study of French department, third year , 2017-2018 .
- Conducting the pre test of vocabulary and decision making scale .
- Conducting the sheet work of debate activities for developing English vocabulary .
- Conducting the post test of vocabulary and decision making scale .
- Conducting the interpretation of the study results .
- Presenting suggestions and recommendations for further study .

## **Definitions of Terms**

### **Debate Strategy (Independent Variable )**

Debate is a practice that inspires learners to open their mouth, get into discussion, defend their own positions, place counter arguments and also conduct research on related issues. Alasmari, and Ahmed (2013) . The researcher adpots that debate is a tool which can be structured to promote a variety of critical thinking skills and motivation to learn English vocabulary .

### **Vocabulary ( Dependent Variable )**

Knowledge of the meaning and pronunciation of words (lexicon) Dalhgren (2008) . According to the researcher, vocabulary is defined as the recognition and the usage of different words in meaningful situations.



### **Decision Making ( Dependent Variable )**

Decision making is the process of identifying and selecting alternatives based on your unique preferences. The process of selecting a logical choice from among the available options. Hamed ( 2010) .

### **Theoretical Background and Related Studies**

#### **English for Specific Purposes :**

Students at university level are studying English as non specialists and that includes studying different comprehension passages of science , literature, medicine , life, communication , business and technology. The researcher will tackle the this concept which is related to English course for non specialists.

English for specific purposes (ESP) is a sphere of teaching English language including Business English, Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, English for Art Purposes, etc. Aviation English as ESP is taught to pilots, air traffic controllers and civil aviation cadets who are going to use it in radio communications. Wikipedia , 2017

Rahman (2015) stated that English for Specific Purposes, known as acronym-"ESP", has been a distinct activity in the field of English Language Teaching (ELT) since 1960s. The flowering period of ESP has been identified due to many incidents like the second world war in 1945, the rapid expansion in scientific, the growth of science and technology, the increased use of English as the international language of science, technology and business, the increased economic power of certain oil-rich countries and increased numbers of international students studying in English Speaking countries. Needs analysis is the key essence of ESP.

Poghosyan (2016) stated the learning needs of the learners within an ESP (English for Specific Purposes) context. The main concerns of ESP have always been and remain with the needs analysis, text analysis and preparing learners to communicate effectively in the tasks prescribed by their study or work situation. It is often said that ESP lacks an underlying theory. Teacher is required to implement some analysis concerning the target needs and the learning needs within the scope of teaching ESP as an integral part of the instruction. The development of linguistic skills within communicative instructions of ESP can be achieved .

Ghafournia and Sabet (2014) add that one prominent feature of many ESP (English for Specific Purposes) courses, which make them rather different from EGP (English for General Purposes) courses, is the presence of adult learners, who are primary workers and secondary learners.

According to Ono and Morimura (2007) within an ESP course it is important learners acquire:

- An English proficiency which will allow them to communicate with English-speaking specialists all over the world .
- A cosmopolitan, global outlook Experiences which will enable them to communicate with other nations on equal terms outside their own country .
- Creative skills and self-motivation for exploring solutions to problems related to their professional domains .
- An appreciation of diverse cultures in the world.

As the language competence needed by engineers and scientists should be related to their professional field there is no longer need to ask if their English language skills must be improved. A language learning program will therefore have to improve not only the language skills as such, but will also have to enhance their comprehensive awareness enabling learners to communicate adequately with colleagues from other countries. (Talberg, 2006).

Bell (2002) and Porcaro (2013) address the question of how much knowledge of the learners' field of study the ESP teacher needs to have to be able to select, adapt, simplify authentic texts and develop the manual that would meet the requirements of the NA, and then teach learners. Majority of ESP practitioners are not experts in the target field of the learners and have to struggle to comprehend materials they require learners to master.

There are many studies in Egyptian context which indicated the need to develop different language skills for ESP ( English for Specific Purposes) like Elshami study (2013) which investigated the effectiveness of a suggested curriculum for employing English language in teaching science based on ESP approach at experimental language schools. Also, Waly study ( 2013) which investigated using action learning set approach (also) to develop some English language writing skills among information and computers college students.

Elsayed (2015) evaluated English for commercial school series textbook in the light of proposed ESP criteria. Also, Abdel Hamid (2015) recognized the effectiveness of using podcasting in enhancing speaking for adult learners of English as a foreign language . Al-Shater, (2015) investigated the effectiveness of an ESP program in developing some language skills among faculty of commerce students . Petkovska (2015) urged that teaching creatively in ESP might in certain cases present some appropriate solutions to the teaching situation and, more importantly, boost students' confidence and motivation towards achieving some of the course objectives. Also, The study of El-Daharawy (2016) presented the implementation of a computer-based

virtual environment for developing the reading and writing skills of the first-year students at the faculty of commerce. Also, Abd-Elrazek study (2017) which indicated the effect of using an English morphology program on developing faculty of medicine students' medical communicative writing skills and language proficiency. Also, Elhefnawi (2017) revealed the effectiveness of an ESP content-based program in developing some language skills for higher institutes of social work students.

In Arish university, English course for non specialists has different topics which included topics of science and arts. These topics are presented through reading passage, writing paragraphs and translation passages so, there is a need to develop English vocabulary to increase achievement and language skills for university students.

### **Debate Strategy**

Debate in English teaching explores the major issues all English teachers encounter in their daily professional lives. Debate engages with established and contemporary debates, promotes and supports critical reflection and aims to stimulate both novice and experienced teachers to reach informed judgments' and argue their point of view with deeper theoretical knowledge and understanding. With its combination of expert opinion and fresh insight. (Davison et al 2012).

Alasmari, and Ahmed (2013) add that the countries that use English as a foreign language need effective activities which motivate students to practice skills of the language properly inside as well as outside classrooms. Debating is a practice that inspires learners to open their mouth, get into discussion, defend their own positions, place counter arguments and also conduct research on related issues. While debating in English, the debaters get involved into a challenging and thrilling activity; moreover, they find themselves well-conversant in the aforesaid language.

Debate can be structured to promote a variety of critical thinking skills and intrinsic motivation to learn. (Field, 2017). Morris and Perry (2017) believe that debate can be used in reframing the English grammar schools. Lopez et al (2016) point out that debates have been used to develop critical thinking within teaching environments. Many learning activities are configured as working groups, which use debates to make decisions. Nevertheless, in a classroom debate, only a few students can participate; large work groups are similarly limited.

### **Debate Components :**

A debate is a discussion in which participants articulate, justify, and clarify their positions on an issue. In this informal debate plan, rebuttals attempt to refute statements made by the opposing side.

#### **Select the topic :**

The topic for a debate evolves from what you are teaching.

#### **Take a Stand :**

Who's pro and who's con? Every debate has two sides, the affirmative side and the negative side. The affirmative side, "pro", supports a proposition. The opposing or negative side, "con", opposes the proposition. The teacher can divide the class into pros and cons, or students may choose their own stance.

#### **Let the research begin:**

Allow one to three class periods for research. Fact gathering should support the student's point of view. Three to five resources are recommended. Students need a structured framework to guide their debate.

#### **Select a moderator**

The moderator directs the debate and may be the teacher or a student. A student moderator should be able to speak clearly and keep everyone on task in a respectful manner. The moderator formally introduces the debate topic and recognizes students to speak alternating between pro and con.

#### **Equal participation**

Students will track their participation by making a fold in the card every time they speak. To ensure equitable participation, after three folds, students should not speak until all students have had an opportunity to voice their opinion.

#### **Opening and closing statements**

Students may volunteer to make opening and closing statements, or the teacher may appoint students. Setting the tone for the debate, the students should have a prepared speech (one to three minutes). The debate begins with an opening statement from the pro side, followed by a statement from the con side. Opening statements should include each side's opinion with a brief overview of the supporting evidence.

The debate ends with closing statements from both sides. Again the pro side speaks first followed by the con side. The planned closing statements (one to three minutes) should restate the opinions with strong supporting evidence.

#### **DEBATE DO'S**

Students need expectations spelled out. It may be a good idea to develop a list of Debate Do's together as a class. The following items should be

on the list. It was suggested that these Debate Do's be posted in the classroom and referenced often:

- Be polite and courteous.
- Listen attentively
- Be respectful and supportive of peers.
- Avoid inappropriate noises.
- Speak only when recognized by the moderator.
- Allow others to express their opinions; do not monopolize the debate.
- Use grammatically correct language.
- Speak clearly, slowly, and loud enough to be heard by the audience.
- Speak with passion and excitement.

**After the debate:**

The debate is over, and it's time to review and evaluate.

**Reflection :**

The index card used to designate pro or con will now be used for debate reflections. Using the back of the card, students will express their reactions to the debate in a media of their choice. Suggestions include summarizing the debate in a paragraph or a poem, designing a cartoon, billboard, or a bumper sticker, or creating a graphic that represents their opinion. (Myrick , 2017) .

There are some studies which indicated the importance of using debate in increasing achievement and improving thinking skills . Debates have been used to develop critical thinking within teaching environments. Many learning activities are configured as working groups, which use debates to make decisions.

Hooley (2007) clarified that one of the most important educational objectives of high school is to teach critical-thinking skills, and no class does this better than strategic debate. debate can develop critical thinking skills .

Scott (2008) believed that critical thinking is often a desired competency for graduates of a technology program. Organizational members have uttered concern about students' inability to think critically. The purpose of this study was to gather via questionnaires the perceptions of technology students on the debate process used in the classroom to increase critical thinking. The results of the questionnaire revealed that students believed that the debates helped them understand the topic better, learn new knowledge, and gain an understanding of the debate process. In addition, students thought that the debates increased their critical thinking skills.

Kennedy (2009) indicated that the students in three sections of a class rated their knowledge and identified their view before and after each of five in-class debates. Despite their fears of participating in a debate, prior

to the first debate, approximately 75% of the participants stated that they would consider using debate as an instructional strategy, and after the debates, this increased to about 85%. In both instances, males were more likely to respond positively than were females.

Tessier (2009) adds that to assess the effect of debate format on learning, four formats were separately employed in an environmental issues course. Learning was greatest when students wrote about a debate they witnessed, the teacher provided debate questions, and students received a reward for winning. Students valued debates for developing their arguing skills, used the Internet as a primary source, and placed trust in sources based on the author more than on their critical reading of the source.

Park and Jugdev (2011) conducted this reflective case study which was based on independent use of the debate as an online instructional approach and shared interest in teaching strategies. The researchers melded data sources and analyzed the findings, including our individual experiences with the technique. The findings suggest that examining faculty perceptions and views on the use of debates in text-based paced and un-paced courses at the online undergraduate and graduate levels can be a valuable undertaking.

Peace (2011) reported the use of debates in a course on Information Ethics. Formal debates have been used in academia for centuries and create an environment in which students must think critically, communicate well and, above all, synthesize and evaluate the relevant classroom material. They also provide a break from the standard lecture-based learning environment. This report provides advice and suggestions to other faculty faced with teaching a course of this type, based on ten years of experience using debates as a teaching tool in an Information Ethics course.

Tollison and Xie (2012) investigated the effects of preparing students for an online debate through a worked example in terms of student perception, participation, and level of cognitive skills. The study found that students prepared for online debate through a worked example participated more frequently, wrote more words or phrases that encouraged the participation of others, and used higher-order thinking skills.

Yang and Rusli (2012) indicated that research has shown that using debate in higher education as a pedagogical tool has effect on promoting higher order and critical thinking . Debate has been implemented in various disciplines with adult learners, such as psychology , medicine political science accounting . Based on the previous studies, students viewed the use of debate as a new and innovative way to teaching and

learning, while being more informative, and eye-opening . However, in teacher preparation, the implementation of debate as a pedagogical tool to promote learning as well as the research on this topic is relatively limited . This study aims to implement debate as pedagogical tool to enhance pres-service teachers' learning on the subject matter and investigate the effect of using debate in teacher training in Singapore context. More importantly, many students stated that debate helped them develop critical thinking and higher order thinking skills in comparison to traditional methods.

Alasmari, and Ahmed (2013) present the rationale behind using debate in EFL classes and proposes a few modules of debating which, if practiced properly, will make students confident users of English language in academic, social and professional settings. The modules can be practiced in EFL classes, English language centers, debating clubs or other formal and informal settings where teaching-learning of English language is concerned.

Jagger (2013) believed that a commonly used teaching method to promote student engagement is the classroom debate. This study evaluated how affective characteristics, as defined in Bloom's taxonomy, were stimulated during debates that took place on a professional ethics module for first year computing undergraduates. The debates led to lively interactive group discussions with a high level of student engagement and participation. Results support the view that debating the ethics of familiar topics trigger affective characteristics and are beneficial in developing levels of student engagement, critical analysis, flexibility of thinking and motivation to learn.

Ali and Smith (2014) present a debate between two faculty members regarding the teaching of the legacy programming course (COBOL) in a Computer Science (CS) program. Among the two faculty members, one calls for the continuation of teaching this language and the other calls for replacing it with another modern language. This study, although, provides a debate over the same topic but it is different from ongoing debates because it balances the views expressed by both sides of the debates. This in turn shows the difficulty encountered by various departments when making a decision about COBOL.

Hennessey (2014) presents a way of using in-class debates to discuss contentious issues and help students develop critical thinking skills. The results show that even if students did not change their perspectives on economic policy, the reasons why they have those perspectives did change to be based in academic theory and evidence and not their blind adherence to specific political platforms.

Sziarto et al (2014) investigated using a stakeholder debate based on a real-world case of regional construction that of Turkey's application to join the European Union--improved students' critical thinking in an introductory world regional geography course. Such courses are a staple offering among US geography departments, and often the only exposure of non-majors to geographic thinking. A stakeholder debate highlighting regional construction, using structured learning activities and reflection on their own thinking, improved students' critical thinking.

Aclan (2015) believes that vocabulary, the backbone of any language including English, is foundational for listening, speaking, reading and writing. Vocabulary is seen to be learned better when it is contextualized thus language teachers should design communicative activities such as debate. However, debate, being more known as a competitive rather than a classroom activity worldwide, has not been explored yet for its potential to develop vocabulary among EFL/ESL students although it has been identified for its power in developing communication skills in general as well as critical thinking and other soft skills. Thus, this qualitative study was conducted to explore why and how EFL students learn vocabulary in classroom debate. The findings show that students learned vocabulary due to debate's interactive nature requiring contextualized and meaningful language use from preparation to actual debate. EFL students described how they learned vocabulary through debate which has implications for SLA and language teaching.

Agell and Carrió (2015) believe that the use of animals in biomedical research is a socio-scientific issue in which decision-making is complicated. This study described an experience involving a role play activity performed during school visits to the Barcelona Biomedical Research Park (PRBB) to debate animal testing. Role playing games require students to defend different positions and permit participants to debate and reflect on their personal opinions. There were an analysis of the students' opinions on this topic before and after performing the activity. The results show that students actively took part in debate and made use of the new information provided by the game, especially the legal aspects. In conclusion, the role play activity helped participants to create a more informed opinion, stimulated critical thinking and argumentation skills.

Tous et al (2015) examine the effect of instruction through debate on male and female EFL learners' reading comprehension. Also, their perception of critical thinking (CT) instruction was investigated. Although the findings showed that debate had a statistically significant effect on EFL learners' reading comprehension ability, the role of gender was not found to be significant. In addition, the results revealed that there



was no significant difference between male and female EFL learners' perception of CT instruction. It was concluded that instructing CT skills through debate resulted in a better understanding of the reading texts.

Apduludin and Abdul Rahim (2016) determined the effect model of debate in the yellow book learning in schools to improve students' critical thinking skills so they can find a new science. Results are expected in this study is a model debate can enhance students' critical thinking abilities of conventional learning models. It can be concluded that the model of the debate in the yellow book learning can increase the effective, critical thinking skills so that students can discover new knowledge for each study. Through the model is expected to debate helped teachers in the classroom so that learning takes place more systematically implemented and significantly improved comprehension and critical thinking skills of students.

Hlalavacik et al (2016) argued that although a great deal can be learned from anecdotal evidence about trends in debate education, surprisingly little is known about the actual activity of college debate teams across the country. For example, there are no real data about how many tournaments the average college debate team attends each year. Results are presented from the first national survey of college debate coaches concerning the shape and scope of the activity.

Lopez et al (2016) described a new tool for managing and structuring debates over the Internet, and presents the results of a series of trials in an educational context. The tool enables users to post opinions and proposals, and to make multiple group decisions. Empirical results showed that it also encouraged the involvement of all the students in debates and allowed the participation of each student to be evaluated. The tool demonstrated its advantages over traditional oral debates and, as far as we are aware, it incorporates features not found in any other comparable web tool.

Jeong and Liu (2017) indicated that prior beliefs can affect how people argue and respond to controversial claims. In this study the researchers examined how patterns in students' responses posted in online debates were associated with students' initial positions on given claims prior to debate. The findings suggest that manipulating group composition based on prior beliefs and manipulating the direction and phrasing of the claim under debate may help to elicit more frequent exchange of opposing viewpoints and raise the level of critical discourse.

Mumtaz (2017) explored medical student's views and perceptions of a series of debates conducted during problem-based learning (PBL) practiced as a part of the Spiral curriculum at the Imam Abdulrahman Bin Faisal University, Saudi Arabia. The students' responses were recorded

on a formulated questionnaire. The usefulness of debate in alleviating potential difficulties in communicating with patients was agreed to by 69% (n = 126) of participants. The majority of our medical students found debating enhanced analytic decision-making, communication, and critical thinking skills.

The researcher concluded that these studies indicated the role of debate in developing critical thinking and consequently generating more ideas including new words related the topic of discussion . Also, discussion based on prior knowledge may increase the need for the recognition of new daily life words . The involvement of all the students in debates is essential for the process of learning these topics of discussion .

### **Vocabulary Importance**

Vocabulary, the backbone of any language including English, is foundational for listening, speaking, reading and writing. These four macro-skills are necessary not only in gaining knowledge as English is the language to access major information sources particularly the World Wide Web but also in the demanding globalized workplace. Vocabulary is seen to be learned better when it is contextualized thus language teachers should design communicative activities such as debate. However, debate, being more known as a competitive rather than a classroom activity worldwide, has not been explored yet for its potential to develop vocabulary among EFL/ESL students although it has been identified for its power in developing communication skills in general as well as critical thinking and other soft skills. (Aclan et al, 2015) .

Liu (2016) clarified that numerous researchers in education recognize that vocabulary is essential in foreign language learning. However, students often encounter vocabulary that is difficult to remember. Providing effective vocabulary learning strategies is therefore more valuable than teaching students a large amount of vocabulary.

Lessard ( 2013) added that vocabulary is central to English language teaching. Without sufficient vocabulary, students cannot understand others or express their own ideas. Teachers who find the task of teaching English vocabulary a little daunting are not alone!

Wu (2017) believes that English learning has become a vital educational strategy in many non-English-speaking countries. Vocabulary is a critical element for language learners. Therefore, developing sufficient vocabulary knowledge enables effective communication. However, learning a foreign language is difficult and stressful. In addition, memorizing English vocabulary is often considered boring, and learners may lack motivation for learning activities.

In spite of considerable advancements in our understanding of the different factors involved in achieving vocabulary-learning success, the overall pattern and interrelationships of critical factors involved in L2 vocabulary learning--particularly, the mechanisms through which learners regulate their motivation and learning strategies--remain unclear. (Zahng , 2017)

Absalom (2015) added that one of the thorniest aspects of teaching languages is developing students' vocabulary, yet it is impossible to be "an accurate and highly communicative language user with a very small vocabulary . More vocabulary than previously thought is required to function well both at spoken and written discourse levels. With the recent spread and uptake of "Language Perfect"--"used by more than 1,000 schools around the world"

Naeimi and Foo (2015) point out that vocabulary learning has long been considered as one of the essential components for developing language learning. However, language learners are required to not just concern about memorizing definitions but also integrating vocabulary meaning into their present knowledge. Many strategies such as direct or indirect ones may be integrated to enhance vocabulary acquisition.

Yunus et al (2016) believe that computer Assisted Language Learning (CALL) integration in EFL contexts has intensified noticeably in recent years. This integration might be in different ways and for different purposes such as vocabulary acquisition, grammar learning, phonology, writing skills, etc.

### **Vocabulary Development**

Vocabulary development begins in infancy and is the foundation on which children's language and literacy skills are built. Research shows that the size of a learner's vocabulary is a strong indicator of future school success. At Stepping Stone School, learners develop vocabulary through developmentally appropriate planning, interactions and instruction from their teachers. Books from rich classic literature collection are read and reread as favorites are discovered. Learners are given a daily platform to share news, discuss the week's theme and vocabulary words, and even develop their own class rules. The teacher moves among the learners modeling language and vocabulary skills. These skills are enhanced throughout the afternoon as the learners write plays, create graphs or describe favorite soccer plays. Stepping Stone School. (2014)

Primary conclusions from National Reading Panel (2000) for vocabulary development are :

1. Vocabulary should be taught both directly and indirectly.

2. Repetition and multiple exposures to vocabulary items are important.
3. Learning in rich contexts is valuable for vocabulary learning.
4. Vocabulary learning should entail active engagement in learning tasks.
5. Dependency on a single vocabulary instructional method will not result in optimal learning. Dahlgren( 2008 ).

Vocabulary is the basis for learning language. Educational research shows that vocabulary strongly relates to reading comprehension, intelligence, and general ability. As children learn to read, they must learn to decode (sound-out) print, but they also must have a vocabulary base (word knowledge) in order to make sense of what they decode. By third grade, however, children are reading to learn. For example, a child who is reading to learn about the Revolutionary War needs to know words like war, army, and horses (a basic vocabulary) to understand the history lesson. At the same time, however, the learner will likely learn new words like artillery and revolution—continuing to build his/her vocabulary. Loraine ( 2008).

The researcher concludes that there is a need to use vocabulary in context . Also, vocabulary is used in different language skills . Vocabulary is the basis for learning language. Language learners are required to not just concern about memorizing definitions but also integrating vocabulary meaning into their present knowledge.

There are many studies which indicated the need to develop English vocabulary . For example , the study of Faraj (2015) which indicated that there have been tons of research to examine the student's level of receptive vocabulary and productive vocabulary, but no research has conducted on how turning receptive vocabulary into productive vocabulary. This study has reported the impact of the teaching methodology; materials and learning context on students' productive use of vocabulary. In addition, exploring the appropriate methods and approaches that the teacher can deploy in class to assist the students to turn their receptive vocabulary into productive vocabulary. Results indicate that EFL learners through practicing Kramersch's procedure of vocabulary learning and some effective strategies of learning vocabulary enabled the students to turn their receptive vocabulary into productive one successfully.

Li and Kirby (2015) explored the relationship between two dimensions of vocabulary knowledge, that is, breadth of vocabulary (the number of words known) and depth of vocabulary (the richness of word knowledge), and their effects on different aspects of English reading in Chinese high school students learning English as a second language. Results showed that breadth and depth of vocabulary were moderately correlated. When reading comprehension was the outcome measure,

vocabulary breadth significantly predicted a multiple-choice reading comprehension measure, which requires general understanding of the text, while vocabulary depth contributed to summary writing, a measure of deeper text processing.

Naeimi and Foo (2015) attempt to investigate the effectiveness of implementing direct versus indirect vocabulary learning strategies on vocabulary acquisition of pre-intermediate language learners. To fulfill the aim of the study, sixty students were selected and assigned into two experimental groups (A & B) based on a vocabulary pre-test. At the end of the research, all the participants were given another vocabulary test. The results indicated that the direct group (A) outperformed the indirect group (B). The results showed that direct strategies at pre-intermediate level can lead to higher achievement of vocabulary storage in reading comprehension.

Ozturk (2015) reports the results of two studies on the vocabulary growth of advanced learners of English as a foreign language in an English-medium degree programme. The overall results of the two studies suggested that learners' receptive vocabularies did not grow significantly, whereas the longitudinal data indicated expansion of productive vocabularies by about 10%. Both receptive and productive knowledge of academic vocabulary improved significantly in the longitudinal data. Frequency seemed to have a stable overall effect in vocabulary development.

Yakup (2015) urges that teaching vocabulary in teaching Turkish as Foreign language is important. Different methods are employed in teaching vocabulary. In this study the pre- and post-test results of experimental group where caricatures were used to teach vocabulary and control group where vocabulary items were taught without use of caricatures when teaching Turkish vocabulary items to foreign students are compared statistically. Two groups are compared at the end of the application and a statistically significant difference in favor of experimental group was found out. This difference indicates that use of caricature in teaching Turkish vocabulary to foreign students increase students' success.

Aidinlou and Moradinejad (2016) made an attempt to compare the impacts of teaching authentic materials through traditional techniques with teaching authentic materials through authentic use, where students in the experimental group were taught new vocabulary items of subtitles through watching subtitled videos, and control group were taught the same vocabulary items from subtitles using traditional instruction of vocabulary. The results indicated that the students of control group outperformed in short-term retention. As many learners do not develop

long-term mastery of the vocabulary, teaching vocabulary items through watching videos with subtitles can help them store and retrieve vocabulary items better.

Huang et al (2016) developed a 5-step vocabulary learning (FSVL) strategy and a mobile learning tool in a situational English vocabulary learning environment and assessed their effects on the learning motivation and performance of English as a foreign language (EFL) students in a situational English vocabulary learning environment. Overall, 80 EFL students and 1 teacher participated in this study. The results showed that the learning motivation and performance of students taught using the FSVL strategy and mobile learning tool were superior to those of students taught using the FSVL strategy and traditional learning tools in a situational English vocabulary learning environment.

Hunt and Feng (2016) conducted this project to provide professional development to teachers in vocabulary instructional strategies and to examine vocabulary acquisition of English language learners. Results from the pre/posttest comparison indicate that students' scores did improve under direct vocabulary instruction. Results from the questionnaires indicated that teachers gained both knowledge of and confidence in direct vocabulary instruction. Due to the importance of vocabulary acquisition for ELL students, educators need more formal training on effective instructional strategies to use in their classroom.

Johnson et al (2016) urge that research has consistently shown diversity of vocabulary to be an important indicator of second language (L2) writing development as well as L2 writing performance. The results suggest that accurate productive knowledge of high-frequency word families was associated with L2 writing performance. Based on the results, the authors present potential uses of lexical frequency information to help students develop (a) accurate productive knowledge of high-frequency word families and (b) a repertoire of low-frequency word families based on their communicative needs.

Liu (2016) encourages teachers to apply these strategies by using mobile phones and technology to facilitate vocabulary learning. Participants were divided into learner-constructed concept-mapping and text-only strategy groups. For vocabulary learning acquisition and retention, the concept-mapping group performed significantly superior to the text-only group.

Ozturk (2016) investigated the receptive vocabulary growth of advanced EFL learners in an English-medium degree programme. The study used the Vocabulary Size Test in a cross-sectional design to measure the vocabulary size of learners at various stages of study. The effect of word frequency on vocabulary development and the presence of

an implicational scale among frequency levels were also investigated. The results of the study suggest that learners' vocabularies expand by about 500 words a year. However, there is evidence for severe attrition in the final year. Frequency is a significant factor in receptive vocabulary development, but an implicational scale could not be established.

Lie (2016) encourages teachers to apply these strategies by using mobile phones and technology to facilitate vocabulary learning. Participants were divided into learner-constructed concept-mapping and text-only strategy groups. The concept-mapping group received the vocabulary instruction according to the concept maps constructed by the students themselves while the other group received the vocabulary in a random order. The research question was as follows: Does mobile English vocabulary learning based on concept-mapping strategy have a significant effect on EFL learners' vocabulary performance? For vocabulary learning acquisition and retention, the concept-mapping group performed significantly superior to the text-only group.

Lu and Chang (2016) believe that with the advantages of an engaged and authentic role-play game (RPG), this study aims to develop an RPG-enhanced English for specific purposes (ESP) vocabulary-acquisition framework, providing teachers and students a systematic way to incorporate RPG into ESP learning. The results confirmed that the framework can facilitate students' ESP vocabulary acquisition in vocabulary assessment for situational sets. Meanwhile, the framework was effective in promoting students' social participation, especially on external expectations and social contact perspectives.

Tang et al (2016) believe that in response to the limited vocabulary size of its undergraduates, an independent vocabulary learning platform, VLearn was designed and launched in a university in Hong Kong. The study also reported on the vocabulary learning experience of its users during an eight week evaluation study. Suggestions are made on how independent vocabulary building at higher education, as well as comprehensive vocabulary instruction at early years could be supported by means of technology.

Yunus et al (2016) believe that Computer Assisted Language Learning (CALL) integration in EFL contexts has intensified noticeably in recent years. This integration might be in different ways and for different purposes such as vocabulary acquisition, grammar learning, phonology, writing skills, etc. For the discussion, it reviews the results of previous international and Iranian studies on CALL integration in vocabulary instruction to illustrate the state of research in this field. Based on the literature review, it is proposed that further research is

required to find out the influences of CALL on different facets of vocabulary knowledge.

Akbulut (2017) attempted to understand the relationship between morphological awareness and vocabulary knowledge of university preparatory class students. In second language learning environment, fifty-two preparatory class students have participated in this study. The findings indicate that the participants who obtained morphological treatment took in consideration the morphemes and vocabulary items better than the others who took traditional vocabulary teaching procedure.

Golfam (2017) investigated empirically the effect of vocabulary self-selection strategy and Input Enhancement strategy on the vocabulary knowledge of Iranian EFL Learners. After about three months of treatment, seen and unseen posttests were administered. The results revealed positive effects of both strategies on the vocabulary knowledge of the Iranian EFL learners.

Karakoç and Köse (2017) attempt to clarify the incremental and multidimensional nature of foreign language vocabulary development and its relation to the participants' reading and writing performances and general language ability of English as a foreign language (EFL). The results revealed that the students' receptive vocabulary knowledge was larger than their productive vocabulary knowledge. It was also found that the contribution of vocabulary knowledge to the foreign language performances of reading, writing and proficiency was significant.

Kennedy et al (2017) clarified that vocabulary knowledge is vital for students' success in school and beyond. Using a multiple-baseline design, we tested the efficacy of a multimedia, multicomponent professional development package in which middle school science teachers in inclusive classrooms promoted science vocabulary knowledge. The professional development package improved the quality of the teachers' use of evidence-based vocabulary practices and increased the amount of time they spent explicitly teaching vocabulary in their classes.

Kurt and Bensen (2017) fostered vocabulary development through the implementation of Vine vocabulary videos in English vocabulary learning. The results of the post-test revealed that the practice of Vine vocabulary videos was effective and improved participants' vocabulary. This study claims that adopting smart phones into a vocabulary course will enable English as a foreign language learners to expand and consolidate their vocabulary learning outside the classroom.

Noughabi (2017) added that vocabulary as a significant component of language learning has been widely researched. As well, it is well documented that vocabulary could be learned through listening and reading. In addition, measuring productive vocabulary has been a chief



concern among scholars. Therefore, the present study aims to figure out whether meaning-focused listening input has effect on productive vocabulary size of Iranian intermediate EFL learners. Qualitative data analysis, revealed that teachers did not believe in feasibility of vocabulary instruction through meaningful listening input due to many limitations such as time constraint and EFL learners' insufficient vocabulary size.

Mohsen (2017) investigated vocabulary acquisition through a commercial digital video game compared to a traditional pencil-and-paper treatment. To compare the three groups, a mixed between within subjects ANOVA was run. Results indicated that the Players and Watchers outperformed the Readers. It is concluded that digital video games can be beneficial complementary activities for vocabulary acquisition in high school classrooms.

Wu (2017) believed that there is a need to increase English learning motivation and interest. This study constructed a mobile game-based English vocabulary practice system that entails selecting words according to textbook passages, a difficulty ratio, and learning portfolios. The learning activities involved in the system transform vocabulary learning from tedious memorization to game-based learning, thereby enhancing learners' vocabulary memory and their familiarity with curriculum-related vocabulary through various multimedia. According to the analysis results, students who used the proposed system exhibited higher learning interest, attention, and learning effectiveness, as well as a sense of accomplishment and triumph, compared with other students.

Zhang et al. (2017) examined L2 vocabulary learning, focusing on the joint influence of different motivational factors and learning strategies on the vocabulary breadth of adolescent learners of English as a foreign language (EFL) in China. The findings suggest that vocabulary-learning strategies mediate the relationship between motivation and vocabulary knowledge. In addition, IM may have a greater influence on vocabulary learning in foreign-language contexts.

The researcher concludes that vocabulary is essential for the process of language learning . Educational research shows that vocabulary strongly relates to the language skills . Learning in rich contexts is valuable for vocabulary learning. Vocabulary learning should entail active engagement in learning tasks.

### **Decision Making :**

Wentworth et al (2017) declare that in the United States, an emphasis on evidence-based decision-making in education has received renewed interest with the recent passage of the Every Student Succeeds Act. However, how best, in practice, to support the use of evidence in educational decision-making remains unclear. Research Practice

Partnerships (RPPs) are a popular strategy for cultivating evidence-based decision-making among educators, but understanding the ways in which partnerships can influence educators' use of research evidence in their decision-making is limited.

Jonassen (2012) added that decision making is the most common kind of problem solving. It is also an important component skill in other more ill-structured and complex kinds of problem solving, including policy problems and design problems. There are different kinds of decisions, including choices, acceptances, evaluations, and constructions.

Decisions involve many intangibles that need to be traded off. To do that, they have to be measured along side tangibles whose measurements must also be evaluated as to, how well, they serve the objectives of the decision maker. The comparisons are made using a scale of absolute judgments that represents, how much more, one element dominates another with respect to a given attribute. The judgments may be inconsistent, and how to measure inconsistency and improve the judgments, when possible to obtain better consistency is a concern of the AHP. Thomas (2010) .

#### **Characteristics of Decision-Making:**

- Objectives must first be established
- Objectives must be classified and placed in order of importance
- Alternative actions must be developed
- The alternatives must be evaluated against all the objectives
- The alternative that is able to achieve all the objectives is the tentative decision
- The tentative decision is evaluated for more possible consequences
- The decisive actions are taken, and additional actions are taken to prevent any adverse consequences from becoming problems and starting both systems (problem analysis and decision-making) all over again
- There are steps that are generally followed that result in a decision model that can be used to determine an optimal production plan.
- In a situation featuring conflict, role-playing may be helpful for predicting decisions to be made by involved parties. ( Wikipedia , 2017) .

#### **Decision Making skills for University Students:**

- Using a decision making process that provides a consistent set of steps leading to a decision outcome while avoiding common decision traps and thinking errors;
- Approaches for values and needs identification such as stakeholder analysis and candid self-reflection;

- Discovery and creativity skills that can help identify or generate decision alternatives;
- Imagination and visualization used to envision possible future consequences of alternative solutions;
- Information, data gathering, and observation methods that enable evaluation of solution options;
- Techniques for deciding that aid in analysis and evaluation of decision options;
- Logic and analysis that enables inferences or conclusions from relevant information and assumptions;
- Assessment of risk, uncertainty and application of probabilistic analysis to the likelihood of outcomes
- Collaboration, communication, cooperative learning, negotiation, and active listening needed for effective group decision making;
- Coping strategies that help manage emotion and perception issues while increasing objectivity in stressful decision situations;
- Abstraction, categorization and organizing that identifies and connects related concepts (such as decisions);
- Self discipline and leadership skills that inspire and motivate commitment and action for a chosen solution;
- Time and task management needed for successful decision implementation.

Decision Innovation Center, Illinois. (2017)

Also, Gonzalez (2018) presented the skills of decision making as follows:

-Intuition - This encompasses an aptness to comprehend something instantly, without the need for analyzing, thinking, or conscious reasoning. When Amber was robbed at gunpoint, her intuition told her to throw her wallet and run in the opposite direction.

-Foresight - This is the ability to predict consequences of a particular action or decision. Amber made the decision to study for her test instead of going out with friends, because she could foresee that if she got a bad grade on her math test it could impact her college admissions.

-Critical thinking - This entails the capacity to think and reason clearly and logically, and comprehend how concepts and ideas relate. It involves the ability to gather, analyze and evaluate information.

-Emotional intelligence - This is an ability to read others' emotions, which can aid in decision making involving people and to use emotional information for making decisions.

-Self-control - This involves an emotional regulation that is useful to control extreme emotions so that a person can use rationality in making decisions.

There are some studies which revealed the role of decision making in the process of learning . Gresch et al (2013) pointed out that dealing with socio-scientific issues in science classes enables students to participate productively in controversial discussions concerning ethical topics, such as sustainable development. In this respect, well-structured decision-making processes are essential for elaborate reasoning. The decision-making training led to a significant improvement in the post-test and the follow-up, which was administered three months after the training. Long-term effects on the quality of the students' decisions were evident for both training groups.

Gresch, Hasselhorn and Bögeholz (2017) believe that thoughtful decision-making to resolve socioscientific issues . The present study explores whether the application of decision-making strategies, combined with reflections on the decision-making processes of others, enhances decision-making competence. The findings suggest that students in both training groups incorporated aspects of meta-decision into their statements more often than students in the control group.

Isnawati and Saukah (2017) investigated teachers' grading decision making, focusing on their beliefs underlying their grading decision making, their grading practices and assessment types, and factors they considered in grading decision making.. The results show that the teachers believe that assigning grades is not only for measuring the students' ability, but also for making them active users of the language, giving them life skills and experience and motivating them.

Perez and Gati (2017) tested the associations among the career decision-making difficulties, the career decision status, and either (a) the career decision-making profiles of 575 young adults, or (b) the coping strategies of 379 young adults. As hypothesized, a more advanced decision status was negatively associated with both career decision-making difficulties .Productive coping strategies were not found to be associated with decision status

Decision-making is regarded as the process resulting in the selection of a belief or an ideas . Every decision-making process produces a final choice, which may or may not prompt action. Decision-making is the process of recognition and choosing alternatives based on preferences and beliefs of the decision-maker. The related studies helped the researcher to recognize the different domains of decision making process .Also, these studies indicated the process of decision making is a process of generating ideas .

**Instrument and material :****The list of vocabulary :**

The list is prepared to answer the first question of the study which is:  
- What are the needed vocabularies to be developed for the students of French department at Alarish faculty of education ?

The list of the vocabularies is prepared through reviewing the course of English for non specialists presented of English for non specialists , third year, Arish University, faculty of education . Also, the researcher conducted content analysis of words of each topic to recognize the main words of each topic which may cope with debate titles and context . ( See Appendix 1) .

**The Debate Activities Work Sheets :**

The debate activities are prepared in the light of the concept of debate which is based on discussion and argumentation .These activities are prepared in the shape of work sheets to achieve the aim of the study and to answer of the second question which is :

What are the components of debate activities for developing English vocabulary for the students of French department at Arish faculty of education ?

These activities are prepared in the light of literature review and related studies including debate topics like woman work , internet role and grammar use.

The different activities of debate can be promoted and presented by different aids. These aids included pictures, cards and wall-charts besides using related web- sites.

These activities included the recognition of students opinions towards different topics of debate and students have to adopt a view of for or against each topic of discussion . That may help in increasing students vocabulary wealth through argumentation of oral and written presentation of debate topics . ( See Appendix 2) .

**The Vocabulary Test :**

The test is prepared to answer the third question of the study which is :  
What is the effect of debate on developing English vocabulary for the students of French department at Alarish faculty of education ?

**Aim of the Test :** This test is used to recognize the of impact of debate strategy on developing English vocabulary for French department students .

**Constructing of the Test Items :**

In the light of the different resources of literature review and related studies, the test items were constructed . The items of the test consisted of 30 points measuring the recognition of English vocabulary for the

students of French department . These items are formed in the shape of multiple choice question .

#### **Piloting English Vocabulary Test :**

The test was administered to a pilot sample of (20 ) student of the French department , third year of Arsih faculty of education . The test was piloted to define its statistical features as well as to determine the appropriate time.

#### **Time of the Test :**

The test lasted 70 minutes according to the following equation :

$$\frac{\text{The time taken by the fastest student} + \text{the time taken by the slowest student}}{2}$$

2

$$60 + 80 \div 2 = 70 \text{ minutes}$$

#### **Test Instructions :**

The instructions of the test are explained clearly and orally in English during the experimentation for the participants of the study to make sure that the students understood what is required in each part of the test .

#### **The Final Form of the Test :**

The test is constructed and its form is appropriate for administration .The test consisted of 30 points each point measuring one word to recognize the students recognition of English vocabulary .

#### **The Validity of the Test :**

The validity of the test is done by submitting the vocabulary test to a jury members . Some of them are specialists in the field of language teaching , while others are specialists in the academic field of the English language. The jury members are asked to give their suggestions and comments for the items. According to the suggestions and comments, some modifications were done to the final version of the vocabulary test .

#### **The Reliability :**

Reliability of the test is statistically carried out by using split-half method. The test was divided into parts, thus the reliability co-efficient of the test was based on administering of the test to the students of French department . The test was presented to 20 student as a pilot study . The reliability of the test is measured by half split equation. The reliability of the test was (0.78). See ( Appendix 3)

#### **The Scale of Decision Making :**

The scale of decision making is adopted from Azz deen (2015) .The scale consisted from three main domains and each domain consisted of ten statements. These domains are :

- 1.The domain of decision taking talent.
- 2.The domain of productive thinking talent
- 3.The domain of prediction talent

### **The Validity of decision making scale :**

The validity of the test is done by submitting the scale to a jury members . Some of them are specialists in the field of language teaching , while others are specialists in the academic field of the English language. The jury members are asked to give their suggestions and comments for the items.

### **The Reliability of decision making scale :**

Reliability of the scale is statistically carried out by using spilt-half method. The scale was divided into three parts, thus the reliability coefficient of the scale was based on administrating of the scale to the students of French department . The scale was presented to 20 student of French department , out of the study group , as a pilot study . The reliability of the scale is measured by half spilt equation. The reliability of the scale was (0.82 ). See Appendix (4).

### **The Experimentation:**

The experimentation of the study continued for two months including presenting study tools . The researcher limited the words list according to the nature of debate topics and course presented to non specialists students at Arish faculty of education . Then the researcher presented the vocabulary test and decision making scale before presenting work sheets of each debate topic to help the students of French department to recognize and practice English vocabulary . The students of French department are asked to have competition for each topic presenting their agreement or disagreement of each debate topic . These activities included recognition of students opinions towards different topics of each debate . The students have to adopt a point of view of being for or against each topic of discussion. That may help students in increasing their vocabulary wealth through argumentation of oral and written presentation of debate topics . Some problems may happen according to the different points of view and the need to take a stand, but using arguments which is based on logic may help to narrow this gap .Finally, the study instruments are applied for post application of the experimental group .

### **The Statistical Results of the Study**

#### **The first hypothesis:**

**Zero hypothesis  $H_0$ :** there is no significant statistical difference at the level of (0.05) among the mean scores of research group students ( Non specialist) ( $\alpha \leq$

of French department in pre and post application of the vocabulary test in favour of post application of the test.

**Alternative hypothesis: –**

Ha: there is a significant statistical difference at the level of ( $\alpha \leq 0.05$ ) among the

mean scores of research group students ( non specialists ) of French department in pre and post application of the vocabulary test

T value was calculated for statistical differences of the correlated mean scores for significant of research group students ( non specialists ) of French department in pre and post application of the vocabulary test using SPSS .The results are the following :

Table no ( 1 )

T test Results of the mean scores on the pre and post application of the vocabulary test

| Application | No | Mean       | Divergent | Freedom degree | Correlati on factor | T value | Sig       | Significance                     |
|-------------|----|------------|-----------|----------------|---------------------|---------|-----------|----------------------------------|
| Pre         | 30 | 12.10<br>0 | 3.708     | 29             | 0.138               | 8.939   | 0.0<br>00 | Significant at the level of 0.01 |
| Post        |    | 20.26<br>7 | 3.912     |                |                     |         |           |                                  |

This table indicates that t value is significant at the level of 0.01 and the freedom degree is 29 which indicates that there is a significant statistical difference between pre and post application and by doing so , zero hypothesis is denied and accepting the alternative hypothesis which is:

Ha: there is a significant statistical difference at the level of ( $\alpha \leq 0.05$ ) among the mean scores of research group students (non specialists) of French department in pre and post application of the vocabulary test for post application

**The second hypothesis:**

**Zero hypothesis  $H_0$ :** there is no significant statistical difference at the level of ( $\alpha \leq 0.05$ ) among the mean scores of research group students of French department in pre and post application of the decision making scale

**Alternative hypothesis: –**

$H_a$ : there is a significant statistical difference at the level of ( $\alpha \leq 0.05$ ) among the

among the mean scores of research group students (non specialists) of French department in pre and post application of the decision making scale

T value was calculated for statistical differences of the correlated mean scores for significant of research group students ( non specialists ) of French department in pre and post application of the decision making scale using SPSS .The results are the following :



Table no ( 2 )  
T test results of students mean scores on the pre and post application of  
decision making scale

| Application | No | Mean   | Divergent | Freedom degree | Correlation factor | T value | Sig   | Significance                     |
|-------------|----|--------|-----------|----------------|--------------------|---------|-------|----------------------------------|
| Pre         | 30 | 67.900 | 6.059     | 29             | 0.188              | 7.306   | 0.000 | Significant at the level of 0.01 |
| Post        |    | 78.900 | 6.850     |                |                    |         |       |                                  |

This table indicates that t value is significant at the level of 0.01 and the freedom degree is 29 which indicates that there is a significant statistical difference between pre and post application and by doing so , zero hypothesis is denied and accepting the alternative hypothesis which is :

Ha: there is a significant statistical difference at the level of ( $\alpha \leq 0.05$ ) among the mean

scores of research group students (non specialists) of French department in pre and post application of the decision making scale for post application

### **The third hypothesis**

#### **Zero hypothesis:**

-There is no accepted impact and size effect of debate in developing English vocabulary and decision making scale for research group students ( non specialists ) of French department .

#### **-Alternative hypothesis:**

-There is accepted impact and size effect of debate in developing English vocabulary and decision making scale for research group students ( non specialists ) of French department .

The effectiveness is calculated using H-SGR on pre and post means of students marks of French department students. This table indicates these results:

The size effect was calculated of using debate in developing English vocabulary and decision making for the students of French department using the value of t calculated from the difference of mean scores ( pre and post ) and freedom degree . The results are showed in the following table:

Table no ( 3 )  
Size effect of using debate in developing English vocabulary and decision making for the students of French department

| Variable        | Technique    | Freedom degree | T value | Pearson factor | Factored value | Size effect |
|-----------------|--------------|----------------|---------|----------------|----------------|-------------|
| vocabulary      | <i>d</i>     | 29             | 8.939   | 0.138          | 2.143          | big         |
|                 | ( $\eta^2$ ) |                |         |                | 0.734          |             |
| Decision making | <i>d</i>     | 29             | 7.306   | 0.188          | 1.7            | big         |
|                 | ( $\eta^2$ ) |                |         |                | 0.648          |             |

The researcher concluded that according to the table results that the gain value is existed in the range of effectiveness and the size effect is big that there is an effectiveness and size effect of using debate on developing English vocabulary and decision making for the students of French department

#### Findings and discussion :

The researcher concluded that according to the table results , the gain value is existed in the range of effectiveness and the size effect is big . There is an effectiveness and size effect of using debate on developing English vocabulary and decision making for the students of French department.

Debate strategy may help in having different points of view and accordingly that may generate different words which are related to the debate topic. As debate refers to a discussion in which reasons are advanced for and against some proposition or proposal. Debating is a formal method of interactive argument. The quality and depth of a debate depends on the knowledge and skill of the participants. Opinions and proposals, and to make multiple group decisions are man factors to develop the vocabulary . Encouraged the involvement of all the students in debates allowed the participation to discuss and present new related words of each topic presented in the work sheets .

These results indicate that using debate strategy may help in developing thinking and interactive argumentation which should be developed . The results of the study are consistent with the studies of Park and Jugdev (2011) , Peace (2011), Tollison and Xie (2012), Yang and Rusli (2012), Alasmari, and Ahmed (2013), Hodgman (2013), Sziarto et al (2014) , Aclan (2015), Tous et al (2015), Apdoludin and Abdul Rahim (2016), Lopez et al (2016), Jeong and Liu (2017) and Mumtaz, (2017).

The results of the related studies are consistent with the study results . These studies indicated the importance of using debate on developing achievement, critical thinking and decision making . The study has consistently shown the role of debate to be an important indicator of second language development of vocabulary and decision making . Debate is a formal contest of argumentation between two teams or individuals. More broadly, and more importantly, debate is an essential tool for developing and maintaining critical thinking. More than a mere verbal or performance skill, debate embodies the ideals of reasoned argument, tolerance for the issues of discussion . Implementation of debate as a pedagogical tool enhanced pre -service teachers' learning on the subject matter and using debate in teacher training was effective . The implementation of debate as a pedagogical tool to promote learning as well as the research on this topic is relatively limited . More importantly, debate helped students to develop critical thinking in comparison to traditional methods .

Debate provides meaningful listening, speaking and writing practice. Debate is also highly effective for developing argumentation skills for persuasive speech and writing. With practice, many students show obvious progress in their ability to express and defend ideas in debate and they often quickly recognize the flaws in each other's arguments. Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas. Also, for decision making , logic and analysis that enables inferences or conclusions from relevant information and assumptions are recommended.

After conducting the debate activities which are related to topic need argumentation and discussion to take a stand for or against , the researcher may claim that the students performance improved according to the statistical results of vocabulary test and decision making skills. This is may be attributed to the essence of debate strategy which depends on mutual understanding of other persons opinions and the need to take a stand which is based on logic and reason . The debate strategy helps the students to present their opinions freely in each topic of the debate .

### **Conclusion**

This study suggests that debate leads to an improvement of vocabulary and decision making compared to the traditional method of teaching vocabulary which is based on memorizing words and therefore there is no retention . However , this conclusion is limited by the participants' level and the length of the study . Debate strategy may help in having different points of view and accordingly that may generate different words which are related to the debate topic. As debate

refers to a discussion in which reasons are advanced for and against some proposition or proposal. Debating is a formal method of interactive argument. There is a need to develop English vocabulary as vocabulary development is a key to develop English language skills for university students who study English course for non – specialists.

### **Recommendations**

- Preparing a training program based on multimedia tools on developing vocabulary for the student teachers of French department.
- Preparing a training educational scaffolding based program on developing the vocabulary for the students of secondary schools .
- The effectiveness of using active learning strategies on developing vocabulary for the non specialists students of Arish university .
- The effectiveness of using brain storming strategy on developing vocabulary for the student teachers of French department.
- The effectiveness of using debate strategy on developing English grammar for the student teachers of scientific departments at Arish faculty of education .

### **Suggestions for further Research**

- Recognizing the students problems in vocabulary recognition at other educational stages.
- Identifying the different reasons of student teacher weakness in vocabulary instruction .
- Using the English language labs in developing vocabulary for the student teachers of English department and other departments .
- Using different tools of technology in developing vocabulary for university students.

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