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**Enhancing Students' Critical Thinking Through
Debates in Civilisation Class.**

Case Study: Master One Students of Ammar Thelidji

A Dissertation Submitted to the Department of English in Partial Fulfilment of
the Requirements for Master Degree in Civilization and Literature

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Dedication

I dedicate my work to all my family members and my friends.

A special feeling of gratitude to my loving parents, **Bouziani Ahmed** and **Bouziani Amel** whose affection, love, encouragement and prayers make me able to get such success and honor.

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Abstract

Critical thinking is seen by many scholars and educationalists as the common denominator of success. Critical thinking does not only help students develop strong thinking habits of mind, but also be self-directed learners. To reach this objective, teachers use different methods in classes, however the most recommended one is the class debating. In this research paper, we intend to explore the importance of critical thinking for students and the effects of class debating as a tool in enhancing the students critical thinking skills. To answer our research main questions and due to the actual circumstances of the Covid19, an online questionnaire was administered and sent to a group of master one students consisted of 52 students. Our findings show that the class debate method helps students think in a more logical way and makes them perceive issues and data from different perspectives. The methods that was dealt with in this research were descriptive quantitative and qualitative method. This research attempted to highlight new method which is class debates in teaching civilisation that may be beneficial to help students use and develop their critical thinking.

Key Words Critical Thinking, Classroom Debates,

List of Abbreviations

CT: Critical Thinking.

IR: Inductive Reasoning.

DR: Deductive Reasoning.

EFL: English as a Foreign Language.

CBA: Competency-based Approach.

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General Introduction

The most common role of any teacher is to transmit new knowledge to his students; however, educationalists see that transmitting knowledge should not be an end by itself. Teachers are recommended to help their students develop some cognitive skills that would enable them reflect and analyse data before accepting it .in other words, we can say that the teacher's main objective is to help students be more independent learners and critical thinkers. To reach this objective, he uses different strategies and techniques; the most followed is the in-class debate. Debating can be one of the most convenient techniques that enables students analyse, rationalise and draw conclusions in a more logical way. It is a strategy that can potentially foster students' critical thinking skills.

Previous Studies

According to Lai critical thinking skill gives the learner the ability to think in a clear and rational way, to analyse facts and information; it also permits him making inferences through inductive and deductive reasoning and being able to solve problems. When teachers adopt critical thinking approach in the classroom will yield benefits more important than academic success, especially when students are asked to analyse their decision making in an ethical way. Pestcatore (2007) advocated critical thinking instruction; according to him, critical thinking has the added benefit of fostering engagement in the public interest rather than just self-interest. It helps young people become significant forces for change (p.339).

A class room environment centred on a critical thinking approach would make students ready for the adult world of change and uncertainty. Paul and Elder (2009). Human thinking tends to be biased unclear and flaw without concerted intervention and assessment. Moreover, according to an article in the Journal of English and Education,

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critical thinking should be taught directly and explicitly. Three main approaches were suggested to foster critical thinking in the classroom. Stenberg (1987) proposed the first approach which is the general one. In this approach, critical thinking is taught with separation with the subject matter in-hand. In other words, critical thinking, in this approach, is taught separately. However, Schneider (2002) claims that critical thinking should not be taught separately, but instead it is supposed to be taught in relation to a given context. This approach is called the infusion approach. According to Ni Putu Ayu Nopta Apsari, the last approach is called the mixed approach, in which the previously mentioned approaches are used. The general approach is used in teaching basic principles of a particular subject, while at the same time the infusion approach is used when students study a specific subject.

Another technique to foster critical thinking is Paul and Elder's critical questioning. Following this technique, the teacher should ask critical questions to students with the purpose of integrating the critical sense in their personalities which ultimately make them reason better.

Bloom's critical cue is also a technique used in fostering critical thinking. It is based on Bloom's taxonomy. It follows the following steps respectively: knowledge, comprehension, application, analysis, synthesis and evaluation.

According to Knapp and Watkins (2006), the argumentative essay which show students' persuasive abilities following reasoning and evaluation, is one of the techniques to foster critical thinking.

According to Meyers and Jones (1993), debate is one of the most effective techniques in fostering critical thinking in the classroom, as it is an active learning strategy, which allows students to be active learners. Similarly, Bonwell and Eison believe that debate permits students to "learn more effectively by actively analysing,

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discussing, and applying content in meaningful ways rather than passively absorbing information”.

Kennedy (2007) provides some techniques of in class debates. The first one is called Four Corners, in which students are allowed to move in the classroom in order to discuss the content of the lesson. The students choose a statement and move accordingly to a corner in the classroom to represent and defend a position. If the students change their position, they can change their corner. Then, the students are expected to write a paragraph illustrating the arguments to defend their position. The second technique is called Think-Pair-Share-Square. This a good way to introduce students to debate and its needed skills. It begins with students working individually and make notes about a particular matter. Then, students work in pairs by gathering their notes and then choosing one side to support. After that, students work in groups of four develop arguments supporting one side.

The Previously mentioned definitions and approaches attempted to identify the different techniques of fostering critical thinking in classrooms as well as some techniques of in-class debate. However, these definitions do not deal with the importance of in-class debates in enhancing students’ critical thinking skills. Thus, this research aims to study the crucial role of debate in enhancing critical thinking in civilization classes.

The aim of the study

In conducting this research, we fixed three fundamental aims. Raising the teachers 'and students' awareness about the fact of being critical thinkers. Stressing the Importance of using class debate technique in classroom. Investigating the impact of using this technique on fostering critical thinking skills.

Research Questions

This dissertation is meant to answer the following questions:

- 1-What is the Importance of critical thinking for students?
- 2-How is in-class debate conducted, and what is its role in enhancing critical thinking?
- 3-Do students find class debate an effective strategy?

Hypotheses

01-Critical thinking helps students to acquire a set of particular skills that lead them to think rationally and reasonably.

02-There are certain rules that students need to follow in order to conduct in-class debates, which will eventually permit them to interact with each other with the purpose of exchanging ideas, which help them solve problems.

03-Many students believe that in-class debates are an effective way to fully grasp lessons.

Motivation

What has motivated us to choose this topic is a civilisation teacher who used to make us involved in classroom-debates which was more enjoyable than the traditional method. We were freely asked to criticize, analyse and allowed to voice our own opinions. This method was way more beneficial for us.

Structure of the Dissertation

This paper research is divided into three chapters, the first deals with two main points, in the first we will explore the critical thinking skills, its approaches as well as its benefits in higher education. The second chapter deals with critical thinking and its relation to debate. It will discuss the different critical thinking strategies that are used. It

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will also delve into the role of debate in enhancing critical thinking skills as well as the process on in-class debates. Finally, the third chapter will analyse and interpret the results of an online questionnaire which was given to master one students of Ammar Thelidji.

Chapter One:
Critical Thinking and Debates

Introduction:

This chapter reviews some definitions of critical thinking, its skills, approaches and its importance as well for students. Moreover, it defines both meanings of a debate and a debate in classroom and its benefits. Further, it sheds light on the approaches of critical thinking. Equally important, this chapter focuses much more on promoting the critical thinking, especially with students. It, therefore, lists the importance of the use of both debates and critical thinking in higher education. Last but not least, the present chapter tackles the benefits of having critical thinking and the sense of debates in higher education, particularly in civilization sessions.

1-1 Definition of Critical Thinking

Scholars have given different definitions to critical thinking but most of them agree on its general features, processes and most importantly its great importance in all aspects of life.

According to Lai critical thinking skill gives the learner the ability to think in a clear and rational way, to analyse facts and information; it also permits him making inferences through inductive and deductive reasoning and being able to solve problems. (Lai & Emily, Critical Thinking: A literature review, 2011)

Lai added that critical thinking is a cognitive skill which emerges at a very early age and becomes a habit of mind. (Lai, Critical Thinking: A Literature Review, 2011)

It is a very important skill which should be applied to all aspects of learning (Mason and Washington). They think that students should be critical because learning is not a question of accumulating information but rather the ability to make reasonable judgement and express opinions based on logic.

Paul an Elder say: “Critical thinking is the art of analysing and evaluating thinking in view of improving it.” (Paul & Elder, 2000)

We conclude from all these definitions mentioned that critical thinking is a cognitive and academic skill which helps the learners think, analyse, make logical connection between things and most importantly enables him to solve problems.

1-2 Critical Thinking Skills

If we want to be able to think in an organized and rational way, if we want to understand connections between ideas and facts, we will need to develop our critical thinking skills.

1-2-1 Reasoning

Reasoning is defined in oxford dictionary as: “The process of thinking in a logical way; opinions and ideas that are based on logical thinking.” Reasoning helps us to think in a sensible way and form logical conclusions and judgement. "When we reason we actively link thoughts together in such way that we believe one thought provides support for another thought."(Hughes, 1936)

1-2-1-1 Inductive Reasoning

According to (Perret, 2015)inductive reasoning refers to the use of inferences in a mental activity, which has two important characteristics. First IR begins with observation and ends up with more general rules being formulated. Second since it requires hypotheses about concepts, the conclusion we draw from inductive reasoning is uncertain. That is to say, from particular ones, we make large observation. To explain more, we give the following example:

Ali is generous, Ali is Algerian so all Algerians are generous.”

1-2-1-2 Deductive Reasoning

Deductive reasoning is used to reach a logical conclusion. DR always starts with a general statement or hypothesis and examines the possibility to draw a logical conclusion. For example, we say, all men are mortal, James is a man so James is mortal. By contrast to inductive reasoning, and deductive reasoning starts from the very broad premise and comes up with the specific conclusion.(Hatch, 2006).

1-2-2 Analysis

Analysis is considered as one of the most important skills of critical thinking because it enables us to understand different types of data. The National Panel of Experts describes analysis as the ability to identify the intended and actual inferential relationships among statements, questions, concepts and descriptions.

1-2-3 Evaluating

(Bloom, 1959) Considers evaluation as evaluation one of the most prominent skills of the critical thinking as it shows a greater depth of understanding on the student part.

1-2-4 Problem-Solving:

As defined in Oxford dictionary, problem solving is the process of finding solutions to difficult or complex issues. This process can be divided into different ways and goes through different stages:

a-defining the problem

b- finding possible solutions

c- choosing the best solution

d- implementing the solution.

1-3 Approaches of Critical Thinking

Critical thinking is closely related to our thought process, how to ask the appropriate question, how to analyse data without being skeptic, how to synthesize and how to draw logical conclusions. The basic approaches to critical thinking are:

1-3-1 Evaluate the Evidence

Critical thinking is a mechanism whereby proof for certain arguments is evaluated. Proof is indeed necessary to debate or persuade an argument, and judgment is based on the ability to judge whether this claim is reliable and relevant.

1-3-2 Ask Questions

Critical thinking starts with phenomenon issue, collects information and arrives at the resulting conclusions, and it also bears the right questions to assess if the data is reliable and objective. As defined in Collin's dictionary a question is a sentence in an interrogative form addressed to get information or a reply. A question often emerges from the feeling of doubt or uncertainty. Scholars and specialists in education consider questions as essential components in teaching-learning process because they are not only tools that help students evaluate their own understanding, but also the key for powerful thinking. If we ask the right questions in the right time, we will succeed to find the kind of information we seek.

1-3-3 Think Analytically

Analytical thinking involves the process of collecting relevant data and identifying key issues associated with that information. In other terms, critical minds evaluate their own thinking by reasoning and analyzing concepts to others' thoughts. To explain more, we can say that analytical thinking refers to the ability to identify and define the problems extract the most important information from data and then develop the most effective and workable solutions for our problems. Analytical thinking goes through three different stages, 1 undertaking a process of information, data collection and analysis for integration.

1-3-4 Conceptualize Ideas

Conceptualizing the idea of forms that is founded on observation, perception and data by mental imaging, so conceptualization explains as "The process of thinking and seeing beyond current ideas to discover ideas of higher order from within one's own mind." Sedgeman). One can have an idea in mind, but this not enough he should develop a mental model of how his idea can be made clear. In other words, conceptualizing means coming up with a clear vision of how an idea can be practically implemented. In short, we see that conceptualizing ideas is essential to direct the thinking as it helps develop understanding of the dimensions and the questions we want to consider.

1-3-5 Draw Inferences

Drawing our inferences or conclusions from our experiences by logic and what they observe and understand is a vital part of improving critical thinking skills. It is a key part of building comprehension. "If readers don't infer, they will not grasp the deeper essence of the text they read" (Harvey & Goudivs, 2006) this means that by

learning to draw inferences students can develop a deeper understanding ,they will be able to understand when information is implied or not clearly stated. To sum up we can say that inferences can help students reach a higher order thinking.

1-3-6 Keep an Open Mind

Critical thinking requires an open-minded approach as it explores the ideas from several perspectives. This allows people to be receptive to other views and understand other people's opinions.

In fact, many people complain about a common critical thinking problem called (information bias), they face people who seek and choose information that only support their assumptions, they reject any idea that goes against their beliefs. If we want to be critical thinkers, we must maintain an open mind, we must listen to facts and ideas that do not go with our established beliefs. If we do we will be able to develop a mental willingness to accept new and different points of view.

1-3-7 Synthesize Information

The critical thinking relates to the synthesizing process. In order to spread the ideas, you incorporate and analyze knowledge and concepts from the original.

Debbie Miller says "the process of through which readers bring together their background knowledge and their evolving understanding of the book to create a complete and original understanding of the text. " (Miller) When we intend to make a research about a specific subject we take information from different sources and put together in new or original ways .Synthesizing is certainly complex process which helps students visualise different information, become more oriented to the information presented and draw logical conclusions about the data as a whole.

1-4 Fostering Critical Thinking Skills

Before putting critical thinking into use, one needs to be fully aware of the different techniques and skills needed to apply critical thinking effectively. Therefore, critical thinking skills must be developed.

Critical thinking is heavily related to reasoning. According to (Cottrel, 2005), reasoning primarily includes the analysis of data with the purpose of supporting a claim or argument. Simple reasoning is used during our daily lives. However, Cottrell argues that in academic environments, skills such as using reasons in order to back up an already established result, providing a claim correctly, apply logical order and making use of a correct language are to be used.

There are several skills and attitudes that are directly or indirectly associated with critical thinking. A critical thinker should be both accurate and precise, according to (Cottrel, 2005). There should be an attention to details skill. In other words, a critical thinker needs to be able to scope the small details, which are related to the general subject being discussed. Also, a critical thinker is ought to be capable to recognize the used patterns in dealing with a particular subject. This will help the critical thinker to facilitate the whole process. Furthermore, a critical thinker needs to recheck the work to assure that there are no gaps. Another important aspect is objectivity. The critical thinker must put aside his beliefs, likes and interests in order to extract correct and precise conclusions. Objectivity is reached through analysing works from different perspectives and views. In addition, one needs to be fully aware of the consequences of his/her work, for the effects might be less preferable in the future.

According to (Cottrel, 2005), knowledge and research play a significant role in critical thinking. As it is easy to shed light on weak claims for good critical thinkers, it

is better to cover a certain subject in order to reach better conclusions as well as criticizing the arguments more properly. Academically speaking, emotions are better to be hidden. Sometimes, if an argument, which does not fit our beliefs, is presented to us, emotions such as anger may appear. Therefore, if one can resist those emotions, the argument presented will sound more logical and convincing. That is why controlling emotions is an important and valuable skill in critical thinking. As a matter of fact, excellent critical thinkers are more self-aware than others. This is generally manifested in questioning their perspectives and consequently their whole belief system.

Fostering critical thinking skills may take time. The result of developing these skills are the ability to make efficient and accurate conclusions, detecting flaws in others' reasoning, acting effectively with less information and having the ability to convince and persuade others (Cottrel, 2005).

(Cazier, 2010) suggests some techniques that may foster critical thinking. According to Cazier, reading is helpful to develop critical thinking, as it allows students to be exposed to new ideas as well as expanding their knowledge in different areas. Additionally, questioning from the part of students is essential to reach an advanced level in critical thinking. Actually, the fact of questioning is a sign that the process of critical thinking is taking place. Moreover, questioning from the part of the teacher, while at the same time noticing the responses of the students is an effective way to discover whether the process is happening or not, for asking questions to students force them to think. Furthermore, asking students to write essays, especially argumentative ones. It allows students to use reasoning, which is essential in critical thinking, in constructing their argument. Besides, students, in this case, need to be convincing. All these elements are significant in the process of critical thinking. Discussions and debates also play a pivotal role in developing and fostering critical thinking skills.

Discussions gives students to present their own ideas as well as being exposed to different perspectives, which they have to analyse and evaluate. Debates allow students to defy received knowledge. Debates also give students the responsibility of self-learning in order to present their information. Often, after debates, there are discussions. These discussions reflect the outcomes of the debate.

Critical thinking is an important element in students' lives. Students as well as teachers should work, I order to foster and develop CT skills and techniques, for they are essential not only in the academic environment, but also in everyday situations. There are several ways by which one can foster critical thinking.

1-5 The Benefits of Critical Thinking in Higher Education

Over times, thinkers and scholars said a lot about the praises of critical thinking. The great philosopher Marcus Aurelius said'' Everything we hear is an opinion, not a fact; every think we see is a perspective, not the truth.'' We understand from this citation that there is no ultimate truth; an individual can only perceive small fragments of it.

Students are asked therefore, to be cynical, objective and open-minded. By improving the quality of their thoughts, better critical thinking skill can bring positive changes in their lives.

Good critical skills bring several benefits to students:

- Improve attention and observation
- Encourage curiosity and deeper understanding of any topic
- Improve the learners understanding of any material given.
- Improve the learner's capacity to make a transfer of learned content skills to new applications.

Chapter One: Critical Thinking and Debate.

- Helps learners to form their own opinion.
- How to write different level question in knowledge, comprehension and application.
- Improve language and presentation skills.
- Promote creativity.

2 Debate

2-1 Definition of Debate

Debate is a process involving formal discussion of a given subject. Different reasons for opposing views are brought forward in a debate. Debate takes place in public forums, research schools, and legislative assemblies. In addition to the participants of the debate, this is a formal method of conversation, typically with a moderator and an audience.

Logical clarity, factual accuracy and some degree of emotional appeal to the viewer are elements in the debate where, by providing a superior "context" or explanation of the topic, one side frequently prevails over the other group. There are guidelines for participants to address and agree on disagreements in a formal debate contest, within a structure that determines how they should do so.

Debates are held in chambers and assemblies of different kinds to address issues and make decisions on measures to be taken, often by voting. Deliberative bodies such as parliaments, legislative councils and meetings of all sorts participate in debates. For democratic democracies for particular a legislature is discussing and agreeing on new legislation. In democracies, formal debates are often held between candidates for public office, such as the debates on leaders. Debates are often held for educational and

recreational purposes and are typically connected to educational institutions and debating societies.

Informal and forum discussions are fairly popular, seen on television shows like the Australian talk show, Q&A. [depending on whom?] The result of a contest can be determined by a vote of the jury, by a judge or by a combination of both.

2-2 Debates in an Academic Environment

2-2-1 Debates as a Learning Process Strategy

Debates may be included in the teaching framework for academics(Oros, 2007) and(Jackson, 2009). They say debates can be incorporated into the design and evaluation of courses and presented to the students from the start of a class. (Oros, 2007)Debates should be used to supplement other teaching methods for these academics, and offer a range of teaching types to keep students actively interested in content. As (Jackson, 2009)says, “debate is not intended to be an end in itself, but rather a means to desirable educational outcomes that complement other teaching techniques and student experience.

(Bonwell & Eison, 1991)in (Kennedy, 2007)believe this form of active involvement makes it possible for students to “...learn more effectively by actively analysing, discussing, and applying content in meaningful ways rather than by passively absorbing information”. In contrast, the use of debates is seen by (Walker & Warhust, 2002)as a tactic going beyond student participation. Debates require lecturers to stand back from delivering taught content and provide the space for students to educate each other. However, students in (Zare & Othman, 2013)research, stated that the content of the debate depended on whether problems were straightforward and did not support one side of the argument. Through debates, (Gervey, Drout, & Wang)(Zare & Othman,

2013) believe that students are learning essential skills such as reasoning, analysis, and presenting arguments.

2-2-2 Debates as Cooperative Learning

Bartlett and Ferber (Brownson, 2013) consider classroom experiences between students and lecturers to be more effective than conventional teaching strategies. This form of interaction is “underpinned by values of collaboration, and the construction of individual and collective knowledge between teacher and student, and student and student in a culture of educational conversation.”(Rowland, 1993) in (Walker & Warhust, 2002).This form of collaborative learning through dialogue can encourage active learning and high-order thinking amongst students (Renshaw, 2004)Frijters et al., 2006).

For Oros (2007) debating is ultimately related to interpersonal social skills and critical thinking. In a debate system , the process of voicing thoughts and different 'for and against' perspectives promotes interaction among peers (Frijters, Dam, & Rijlaarsdam, 2006).

2-2-3 Critical Thinking in Classroom Debates

(Jackson, 2009) stresses the need for lecturers to pursue opportunities for students to improve their critical thinking and problem-solving abilities, as well as communication skills in teaching sessions. For (Zare & Othman, 2013)the use of debates helps students to improve their awareness of social issues, consider different points of view and acknowledge that there may be varying viewpoints on any subject area as individuals. Importantly, students need to engage in research to

develop their understanding of evidence in the debates that is aligned with either the for or the opposite perspective.

(Jackson, 2009) states “...topics or questions for debates are by their nature without right or wrong answering”. Using debates provides students with an opportunity to present alternative approaches to a particular topic of discussion, rather than trying to find a suitable answer (Yang & Rusli, 2012) .In addition to this,(Oros, 2007)and (Jackson, 2009) detail Students may improve their skills in investigating debates outside of the lecture, before they are taken to the session. We conclude that students should actively participate in independent study and gather information from various viewpoints, interpret this information in relation to the topic of discussion and prepare an appropriate case for discussion during the session. They conclude that students are able to effectively participate in independent study and gather information from various viewpoints, evaluate this information by analyzing it in relation to the subject of discussion and prepare an effective argument for discussion in session.

2-3 The Benefits of Debate

2-3-1 Rigorous and Critical Thinking

The ability to think rigorously and objectively is perhaps the most valuable skill debaters to learn. A variety of studies have indicated that engaging in debate increases students ' critical thinking about debate. Participation in the debate encourages problem solving and creative thinking, and helps students create links between words and ideas that make concepts meaningful.

Debate students are taught to synthesize vast bodies of complex knowledge, and to practice imagination and to incorporate different ways of learning. Training to think well has far-reaching impact upon every aspect of the life of a student.

2-3-2 Mental and Emotional Maturity

Debate includes research involving serious subject matter in a mature and competent environment. Debate students show more maturity in the face of challenges and continue to build deeper peer and tutor relationships than the average student. Debate helps students to understand how others think, which strengthens their capacity to communicate and dispute resolution. This makes discussion one of the most effective mechanisms to provide At-risk students with affective education. Overall, debate increases the trust of students in themselves by encouraging them to teach them the skills required to become responsible adults.

2-3-3 Academic Skills

As a result of engaging in competitive debate, several studies demonstrate marked progress in a wide range of academic skills. Students at the debate excel in writing and oral communication, and greatly enhance their knowledge of reading. Students get acquainted with a new idea and foreign vocabulary and access a broad variety of new knowledge such as theory at the college level, history, public policy and current affairs. Most significantly perhaps debaters are self-directed learners, enabling them to take charge of their educational experience and to continue learning throughout their lives. This makes competitive discourse especially affective platform for gifted and talented education. A variety of studies indicate marked improvement across a wide range of academic skills as a result of participating across competitive discourse.

Chapter One: Critical Thinking and Debate.

Students at the debate excel in writing and oral communication, and greatly improve their reading abilities.

Conclusion

Critical thinking is a broad subject to be discussed. It encompasses many areas, skills, techniques, and approaches. It is; however, achievable, especially for students. Through fully grasping critical thinking, its approaches, and its benefits, one can develop and foster this skill; and therefore achieving it. By mastering critical thinking, debating is easier to learn, for critical thinking is probably the most important factor in debate.

Chapter Two:

The Role of Debate in Enhancing Critical

Thinking

Introduction

Many experts and researchers have pointed at the fact that debating has a direct role in developing and fostering students' critical thinking. They claim that through using strategies, skills, and techniques, students will be able to become critical thinkers. Therefore, this chapter aims to explain and explore, critical thinking strategies in teaching and learning, debating role in developing analytical thinking, and the most important debating formats, with a focus on civilization classes.

2-1 Critical Thinking Strategies

Many scholars and experts in the field have attempted to summarize the strategies of critical thinking; therefore, many opinions and points of view have been published about the matter.

According to (Potts, 1994), there are several strategies to teach critical thinking. First, interactions between students while learning helps them to accomplish more individually. Additionally, asking open-ended questions, which have no right answer, helps students to be creative and not afraid of giving wrong answers. Furthermore, giving enough time for students to think and reflect on questions, helps them to understand, and therefore generate accurate answers. Finally, teachers should give students the opportunity to see how new acquired skills can be used in other areas (1995, p. 1). In civilization classes, this can be easily applied by teachers. Supposedly, the topic discussed is the role of the media in the United States. Most probably, students will have opposing arguments, and consequently, opposing ideas. This allows them to generate several answers leading to several points of view. As a result, each student acquires knowledge, while presenting some either.

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According to Alfred C. Snider, debate is a critical advocacy, where the student has to advise, suggest, and defend arguments. Students also have to use critical thinking to evaluate others' arguments and ideas. This way, students become more aware and knowledgeable about the discussed matter, knowing their stance and others' stance either. Additionally, students will have the ability to articulate their ideas with confidence, while also paying much attention to opposing ideas in order to answer properly. To achieve all of that, students must examine the relevance and the quality of the information. Then, students have to use the information to fulfil a purpose. This makes students better critical thinkers and communicators.

Debate increases critical thinking, creativity, and academic performance. A study showed that debate significantly increased students' academic performances. In addition, after engaging in debate activities, students become more capable of solving problems with the use of communication. Moreover, the level of creativity of students increased, as they were able to produce new ideas and arguments(Alfred & Snider, s.d.).

According to (Seiger, 1985)students are given specific rules for classifying knowledge and are asked to memorize them. The Creating Categories technique is an inductive reasoning tool that helps students categorize knowledge by discovering the laws instead of simply memorizing them. Such active learning usually leads to a greater understanding and retention of the concepts and related content than a more directed teaching approach is possible (Potts, 1994). For example, in civilization classes, students may take one case study and categorize it politically, economically, and socially, which facilitates the understanding of each group thoroughly. This helps them acquire knowledge in more details. Then, students will be able to test questions related to each category.

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(Keefe & Walberg, 1992)note that a physical and intellectual environment which encourages a spirit of exploration facilitates critical thinking in classroom. Two recommendations can be given concerning the physical layout of the classroom. First, if seating is configured in such a way that students share the "floor" with the teacher and that all can see and communicate with each other, this helps to reduce the passive, reactive mode that many students adopt when all face teacher. Secondly, visual aids in the classroom can promote continued exposure to critical thinking processes(Potts, 1994, p. 2). In civilization classes, and in order to use critical thinking effectively, all students must be involved in the process. Plus, visual aids related to the topic discussed may help students focus on the process. If the lesson is, for instance, the First World War, pictures related to the term may be helpful to students in order to grasp the lesson.

(Erstad, 2018) notes that there are six critical thinking strategies that students should acquire. He further provides information on how to improve them.

1-1 Identification

(Erstad, 2018) assures that the first step in the process of critical thinking is to recognize the situation or problem as well as the factors which they affect it. When you have a good view of the situation and the individuals, groups or variables that could be affected, you can then start digging deeper into a problem and its possible solutions. This skill is improved by asking the following questions:

- Who does what?
- What does the explanation for that seem to be?
- What are the outcomes, and how do they change?

1-2 Research

Independent research skill is important when contrasting claims about a matter. Arguments are intended to be persuasive — that is, the facts and figures presented in their favor, in background, may be missing or from dubious sources. The best way to overcome this is by independent verification; identifying and analyzing the source of the facts. This is improved by spotting statements which do not have sources. If there is no straightforward answer, this means that the source may not be totally true. Additionally, the difference between common and academic papers should be known (Erstad, 2018).

1-3 Identifying Biases

This ability can be incredibly difficult, since even the most educated of us will struggle to identify prejudices. Strong critical thinkers do their best to critically analyze the facts. Think of yourself as a judge in that you want to assess both sides of an argument 's claims, but you'll also need to bear in mind the prejudices that each side may have. It's equally important, and sometimes harder, to learn how to put aside your own personal prejudices that can cloud your decision. This is improved by asking the following questions:

- Who does this benefit?
- Does the source of this information appear to have an agenda?
- Is the source being biased by leaving out related information to the discussed matter?
- Is the source using persuasive language in order to affect the audiences' understanding of a fact? (Erstad, 2018).

1-4 Inferences

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Another valuable skill to practice logical thinking is the ability to interpret and draw conclusions based on the knowledge that is given to you. Material does not always come with a paragraph describing what it means. Frequently you will need to review the information provided and draw conclusions based on raw data. The integrability helps you to extrapolate and discover possible consequences when analyzing a scenario. Also it is important to remember that not all inferences are right. This is improved by trying to collect enough data and information before making definite conclusions (Erstad, 2018).

1-5 Determining Relevance

Another skill is determining relevance. During a difficult scenario, one of the most challenging aspects of analytical thought is to find out what knowledge is most important. In certain cases, details that might seem significant will be introduced to you, but it may turn out to be only a minor point of data to consider. This is improved by setting a clear objective whether it is finding a solution or identifying something. Knowing the objective will help to figure out what the relevant knowledge is. However, even with a specific target, it can still be difficult to decide which knowledge really is important. One technique to counter this is to draw up a graphical list of graded data points in order of importance. If you sort it out this way, you'll probably end up with a list that contains a lot of clearly important pieces of information at the top of your page, as well as a few points at the bottom that you're likely to miss. From there, for further review, you can narrow your emphasis on the less defined topics that exist in the center of your list(Erstad, 2018).

1-6 Curiosity

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When faced with a situation that needs critical thought, it's extremely tempting to sit back and take anything presented to you at face value, but it can also be a catastrophe formula. This can be improved by training one's self to nurture the curiosity. In other words, asking open-ended questions followed by follow-up questions (Erstad, 2018).

All of these strategies can be implemented in civilization classes. They allow students to examine, evaluate, and analyze information carefully with the purpose of providing accurate arguments that support their claims and answers.

2- The Role of Debate in Enhancing Critical Thinking

Debate, according to many researchers, is a crucial tool in order to develop students critical thinking skills, and consequently, their analytical abilities.

(Austin & David , 2013, pp. 29-36) Identify six important skills that debate develops.

2-1 Argumentation

Debate provides Argumentation Instruction. Argumentation teachers have regarded argument in this discipline from classical times to the present, as the best form of providing instruction. Debate provides students an excellent opportunity to apply the theories of argumentation under conditions designed to improve their knowledge and comprehension of these theories, as well as their usage skills. As an instructional approach debate offers excellent incentive for learning, because students have both the short-term aim of winning a tournament decision or prize and the long-term goal of strengthening their technical advantage and developing their skills. This mixture of short-term and long-term motives makes an ideal learning situation possible. The continuous monitoring of student achievement with immediate input and judge-debate

assessments provides regular opportunities to promote development and improvement and detect and resolve misunderstandings (Austin & David , 2013, p. 29).

2-2 Understanding Contemporary Issues

Debate allows for study and extensive review of important contemporary issues. Thoughtful educators have long worried that students and the general public still only have a limited awareness of important contemporary issues. In addition to gaining knowledge of the concepts of argumentation, debaters will have an opportunity to examine and analyze the major contemporary issues and related literature that form the basis of the proposals under discussion. Students should develop a better-than - average knowledge of current problems during a discussion career, as well as skill in applying methods that will allow them to evaluate the problems critically. As one expert points out, the true intent of rhetoric — the energizing of knowledge — is associated with investigation and policy.⁹ Through discussion, students learn how to gain knowledge, and how to energize it(Austin & David , 2013, pp. 29-30).

2-3 Developing Critical Thinking

Debate Builds Critical Thinking Career. Students engage in an instructional framework expressly designed to improve their critical reasoning skills through the study of argumentation and participation in the debate. A variety of studies have studied whether or not college courses enhance critical thought in argumentation and debate. One researcher, Kent R. Colbert, found that the debaters substantially outscored the none debaters on critical thinking assessments after having participated in debates. ¹⁰ Debaters learn to apply the concepts of critical thinking not only to the problems that

occur in the relative comfort of study or briefing, but also to the problems that emerge in the heat of discussion (Austin & David , 2013, p. 30).

2-4 Fostering Better Judgment

Debate fosters responsible judgment. Scholars warn us that a propensity to see complicated things in black and white terms results in many problems in human relations. From several points of view, educational discussion offers students an opportunity to discuss serious issues. When debaters evaluate the positive and negative possible situations, they begin to understand the scope of most contemporary issues and recognize the importance of a multivalued orientation. When they debate both sides of a proposition, they understand not only that most contemporary topics have more than one side, but also that a vast set of principles embodies only one side of a proposition. Often at the beginning of an academic year, some debaters may believe that only one side of a proposal is "correct" on the basis of a quickly formed opinion. But, after a few debates, they typically request an assignment on the other side of the proposition. By the end of the year (or semester), after having argued on all sides of the argument, they understand the importance of withholding judgment until a sufficient amount of proof has been gathered and analyzed. Furthermore, the need to defend one side of the argument in a discussion shows them that decisions cannot be delayed forever. It may or may not be the same as at the beginning of the year when they actually articulate their personal stance on the proposition. But now, after careful thought, it'll be a position they have entered, one they can justify logically (Austin & David , 2013, p. 34).

2-5 Enhancing Speech

Debate Promotes composition and delivery of meaningful words. Since the composition and execution of the debate speech are among the factors deciding the efficacy of the arguments, debaters need to pick, organize and present their materials in accordance with the best standards of public expression. Debate places a premium on extemporaneous delivery which requires speakers to think on their feet. A single judge in the preliminary round of a competition, a group of business people in a community club, or a radio or television audience may usually talk to several different audiences. Any one of these circumstances poses new challenges. Constant adaptation to the audience and the condition of expression allows the debaters to develop flexibility and facilities to think and talk. Public-speaking nervousness is one of the most common issues for students and professionals. It can act as a true and important obstacle to successful communication and ultimately to academic and professional success. Debate is an ideal forum for students to build coping strategies that allow them to age their anxiety about speech. Since debate requires extensive training and allows for it, students gain faith in their materials and enthusiasm for advocacy. Debate offers a focus on the material over style, so the emphasis is on the points, not the individual. Student debaters can forget to be anxious, because they have to think about so much more. And repetition of experience helps the students develop trust and learn how to deal with their unavoidable nervousness in a way that prevents them from impeding their goals (Austin & David , 2013, p. 35).

2-6 Problems-Solving Skills

Debate Builds skills to solve problems. Policy discourse involves participants to analyze and examine significant social issues, and to apply approaches to those issues

Chapter Two: The Role of Debate in Enhancing Critical Thinking.

creatively and critically. Experience suggests that these skills help debaters to systematically analyze situations and to find suitable solutions by using reasoned calculation and creativity. Research also indicates that preparation for debate allows individuals to find solutions to their own problems and, in particular, encourages non-violent conflict resolution. The National Debate Project shows violence is minimized by discussion. Essential new analysis shows that there is a major association between improved communication skills associated with engaging in discourse and reduced physical aggression in peer and household relationships (Austin & David , 2013, p. 36).

3- Process of Debate

There are many types of debate that students and teachers can apply in the classroom. Each debate has a specific process that students have to abide to. Almost all debates have the same role, which is reaching solutions to articular problems.

3-1 Debate Formats

Debate takes different formats depending on their types. Some debates can be used in an academic environment, and some are not quite suitable for academic atmosphere.

3-1-1 Karl Popper Debate

The Karl-Popper model focuses on specific and sometimes highly controversial ideas, demonstrating the development of critical thinking skills and appreciation for different points of view. Debaters work together in teams of three, and each problem needs to be investigated on both sides. Each team has the chance to raise arguments and answer questions to the opposing team. Judges then provide critical suggestions,

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comment on logical inconsistencies, inadequate proof or points that may have been ignored by the debaters. This format basically supports the notion of team work and is a good format for beginners, because each speaker has one speech only and the members of the teams have to communicate with each other during preparation time. (International Debate Education Association, 2012)

3-1-2 Lincoln-Douglas Debate

The motion is a declaration in Lincoln-Douglas Debate, phrased as a sentence that reflects on a topic of philosophical or political interest and that will be examined from a moral viewpoint. Lincoln-Douglas Debate places primacy on debaters' ability to make original, coherent, and philosophically compelling points regarding ethical issues. Debaters should bring out a compelling moral stance which they can protect against criticism and use to contend against an opposing argument, without slipping into self-contradiction or ignoring the importance of the issues at stake. Students should become acquainted with the work of major ethical philosophers and should include real-world examples and interpretation to guide their cases (International Debate Education Association, 2012).

3-1-3 Cross-Examination (Policy) Debate

Cross-Examination Debate, like other forms of discussion, focuses on the central elements of a contentious topic. Cross-examination Debate improves essential skills such as abilities for analytical thinking, listening, case building, analysis, note-taking and advocacy. Cross-examination Debate is distinct from other types (except for two Parliamentary Debate teams) in the use of a two-person team, along with an emphasis on cross-examination of substantive speeches. Although particular practices vary, Cross

Chapter Two: The Role of Debate in Enhancing Critical Thinking.

Examination Debate usually encourages extensive use of facts and focuses more on substance than (International Debate Education Association, 2012).

3-1-4 British Parliamentary Debate

This format is used in most Universities and has, as a result, become the default format for many university societies, especially in the English-speaking world. It is probably the most commonly used format in the world. This format consists of eight speakers: four speaking in favor of a motion and four against. Each side is made up of two teams of two individuals. They are discussing a motion (the proposal that should be discussed) usually framed with the language This House believes ... OR Would this House ... The government should suggest a course of action in BP as a means of legislative discussion, and support it with political, realistic and substantive arguments. The burden of proof rests on the government, but the opposition must also prove the strength of their arguments. In BP, a motion is typically announced 15 minutes before the debate begins. Speeches are seven minutes long. The first proposer is required to present a motion description which places an idea in a real-world setting. If a motion has been established, it demands that all speakers discuss the concept, not some other version that may be simpler for them (International Debate Education Association, 2012).

3-2 Applying Debate in Class

For the purpose of this study, the British Parliamentary Debate has been chosen to give a brief example. This is how the British Parliamentary debate looks like:

Roles of Speakers

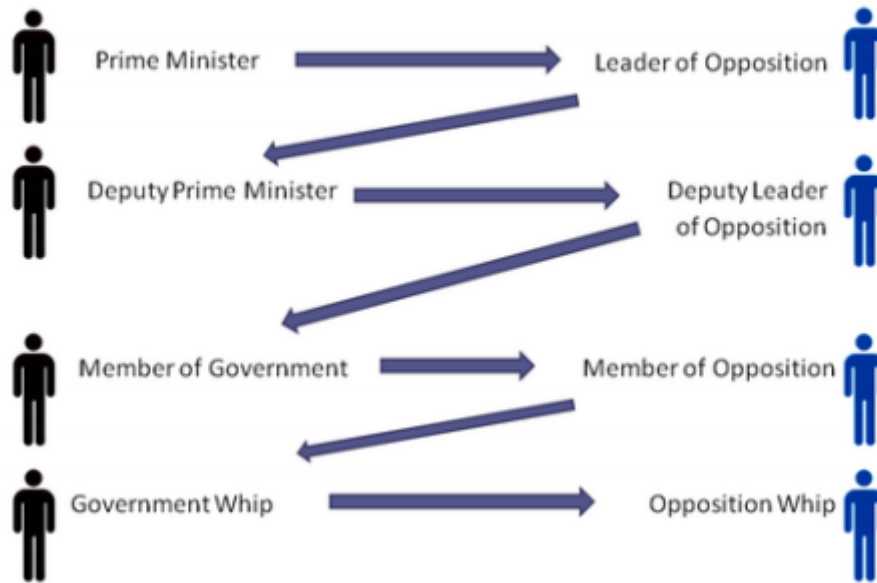


Figure 01: British Parliamentary Debate Shape. (Jasper, 2011)

As it appears, the British Parliamentary Debate composes of two teams. The government (or the proposition) and the opposition. The following table shows the responsibilities of members in the two teams:

Speaker	Speaker Responsibilities
Prime Minister 1 st speaker for 1 st proposition:	-Defines and interprets the motion; -Develops the case for the proposition.

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<p>Leader of Opposition 1st speaker for 1st opposition:</p>	<ul style="list-style-type: none"> -Accepts the definition of the motion; -Refutes the case of the 1st proposition; -Constructs one or more arguments against the Prime Minister's interpretation of the motion.
<p>Deputy Prime Minister 2nd speaker for 1st proposition:</p>	<ul style="list-style-type: none"> -Refutes the case of the 1st opposition; -Rebuilds the case of the 1st proposition; -May add new arguments to the case of the 1st proposition.
<p>Deputy Leader of Opposition 2nd speaker for 1st opposition:</p>	<ul style="list-style-type: none"> -Continues refutation of case of 1st proposition; -Rebuilds arguments of the 1st opposition; -May add new arguments to the case of the 1st opposition.
<p>Member of Government 1st speaker for 2nd proposition:</p>	<ul style="list-style-type: none"> -Defends the general direction and case of the 1st proposition; -Continues refutation of 1st opposition team; -Develops a new argument that is different from but consistent with the case of the 1st proposition (sometimes called an extension).
<p>Member of Opposition 1st speaker for 2nd opposition:</p>	<ul style="list-style-type: none"> -Defends the general direction taken by the 1st opposition; -Continues general refutation of 1st proposition case; -Provides more specific refutation of 2nd opposition; -Provides new opposition arguments.

<p>Government Whip 2nd speaker for 2nd proposition:</p>	<p>-Summarizes the entire debate from the point of view of the proposition, defending the general view point of both proposition teams with a special eye toward the case of the 2nd proposition; -Does not provide new arguments.</p>
<p>Opposition Whip 2nd speaker for 2nd opposition:</p>	<p>-Summarizes the entire debate from the point of view of the opposition, defending the general view point of both opposition teams with a special eye toward the case of the 2nd opposition; -Does not provide new arguments.</p>

Table 1: Speaker Responsibilities for British Parliamentary Debate.

Source: Trapp, Robert and Dalian Yang Ge. “The British Parliamentary Debate Format.”

The British Parliamentary Debate allows students to improve almost all the previously mentioned critical thinking skills and strategies. In a civilization class, the question “Are the actions of the United States towards the Middle East benevolent?” This question can be discussed by students by applying the British Parliamentary Debate. This way, students from both teams provide arguments supporting their stance. At the end, both teams will reach to some sort of a conclusion about the discussed topic.

Conclusion

Debating has a significant and crucial role in developing and enhancing students' critical thinking. Through applying strategies by teachers, students have proven to show many skills related to critical thinking. The British Parliamentary Debate is one of the most used debate formats in universities, as it allows students to search, evaluate, present, and criticize data. This is what critical thinking is all about.

Chapter Three:
Research Methodology and Data
Analysis

Introduction

This chapter is devoted to the practical part of this research. It aims at exploring and investigating the students' opinion on some methods used by civilisation teachers focusing on the importance of the class debate. This chapter is divided into two parts, the first is a questionnaire submitted to 52 master one students, while the second is devoted to the description and the analysis of the data collected to finally draw the final conclusion.

3-1 Background

Some teachers adopt the class debate strategies in their lessons in order to help their students to enhance their analytical mind and get them more engaged in the learning process. different methods are used in teaching civilization in our department. Some teachers use the traditional one based on lectures. The teacher transmits the information and hopes that the students will understand it. In addition to this, he tests his students on how well they understand. In other side, some teachers reject this traditional classroom teaching methods; according to these, these strategies do not attract students. That's why they prefer using new techniques such as the class debating which is considered as an innovative tool that enables students boost their critical thinking skills. In our classes, the discussions can take a variety of forms, for example; the teacher asks open ended questions that urge students think critically about the topic. He asked us to find solid arguments that would convince others. Think pair share is also a good way to generate discussions, students work individually on a given topic, they then compare their unswers with a partner or with a partner or with the entire class. This method is very helpful mainly for quiet members. Sometimes the teacher asks the

students to suggest solutions to an issue. This technique can help students feel more interested and more attached to the topic.

3-2 Geographical Area of Interest

Laghouat is one of Algiers 48 states, it is the capital of the Laghouat Province, lies at the crossing point of major east-west and north-south routes in the southern foothills of the Saharan Atlas Mountains (Amour Range), giving it the name "Gateway to the Desert". It is located 400 kilometres (250 mi) south of the capital Algiers. Its university Amar Telidji Founded in 1986 officially accredited and recognized by the (Ministry of Higher Education and Scientific Research, Algeria).

The university has many branches one of the important branches that students prefer is English. The department of English was opened in 2004. It had 16 promotions till this year.

3-3 Methodology

3-3-1 Descriptive method

It is often used to answer what, when, where and how questions, it is used to describe a population, a situation or a phenomenon, it is frequently used when the researcher aims at identifying characteristics, trends and categories. In this kind of research we can use different methods which permit investigating one or more variables; however, when using descriptive method, we just observe variables and do not manipulate them.

3-3-2 Quantitative and Qualitative

Quantitative method is derived from the word quantity, meaning collecting facts and numbers that must be analysed using mathematical methods or statistics in other words. This method makes the road easier to draw the general conclusion of the research. However, the qualitative data is collecting information to describe a particular topic. Moreover, it is less structured than the quantitative method. Quantitative method tends to delve deeply into the topic in order to obtain information about people's motivations, thinking as well as attitudes.

3-4 Description of the Questionnaire

This research will adopt an online questionnaire instead of using pencil paper questionnaire form, due to the actual circumstance in Algeria and all over the world. After the spread of the mortal Covid19, we were obliged to share an online questionnaire to a group of master one students in order to analyse their answers about our hypotheses. The questionnaire consists of multiple-choice questions, closed-ended questions and also open-ended questions. The first part was about students' background. In the second part, we asked students about their preferences and opinions about debate as a technique and civilisation as a module. Lastly, we concluded our questionnaire with open-ended questions where they express their opinion freely.

3-5 Population and Sampling

The population includes the entire respondent which the researcher is interested in to include in the study. Walliman define population as " the collective term used to the total quantity of cases a type, which are the subject of your study" (2001, p. 232). The sample selected for this consisted of 52 participants from master one students of English Department – university of Ammar Thelidji, Laghouat. In the academic year

2019-2020. The whole number of respondents contains 27 males and 25 females. Their age ranged from 19 to 37, their level of English can be considered good as they represent foreign language students.

3-6 Limitations of the Study

Similar to other studies, the present study faced some limitations. The major limitation was in collecting information about the concept of critical thinking. In this area of research, there were many sources and huge number of articles and magazines.

Consequently, it was hard to select from all of those sources since the concepts of debates and critical thinking are considered as a broad topic. Likewise, due to the recent circumstances of the Covid-19, we as researchers, were not able to make interviews. In addition, all the participants belong to the same geographical area. The latter may result in very similar ideas and believes.

3-6 Description and Interpretations of the Results

3-6-1 Students Questionnaire

This questionnaire aims at investigating how students are familiar with foster Critical thinking skills through class-debates. Our goal is to describe and interpret the students' answers and represent it in statistical data. The data was summarized in figures and tables.

A. Section One: Background Information

This section is concerned with the demographic data of the participants in this study.

The results are shown as follow:

1-Question: Gender

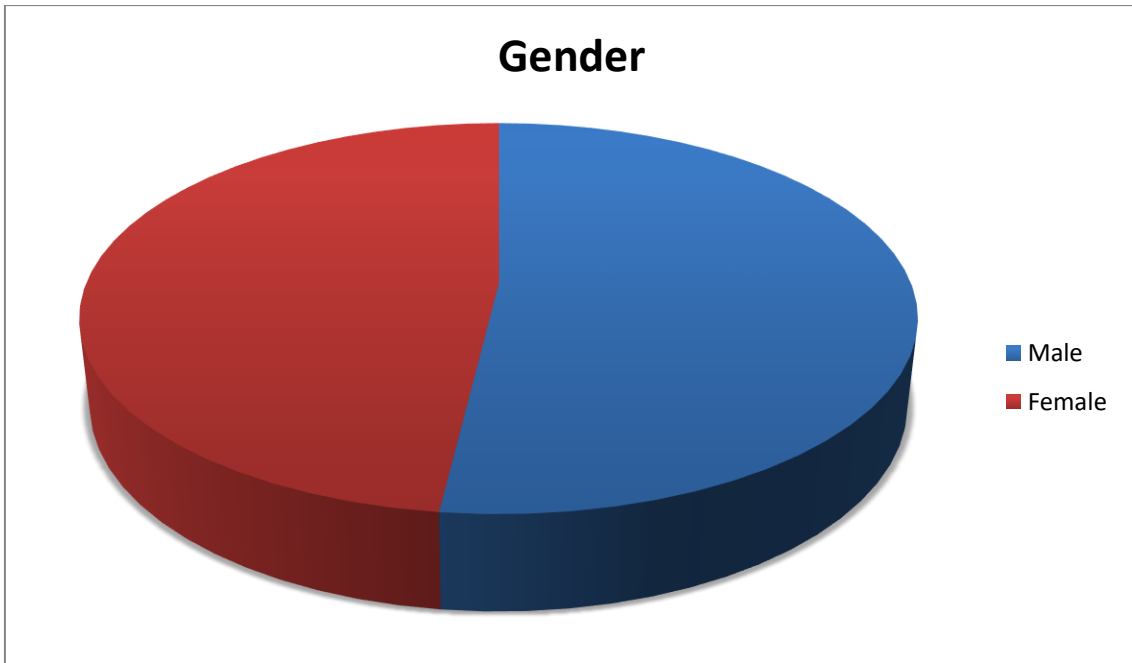


Figure 02: Students' Gender

Gender	Number	Percentage
Male	27	51.9%
Female	25	48.1%
Total	52	100%

Table02: Students' Gender Percentage.

1- According to the figure number two the students who participated in this research were from both genders. However, males were more than females in a rate of 51.9% whereas 48.1 % for females. The males nowadays became more involved in studying foreign languages and especially English unlike the years before.

Question02: Age

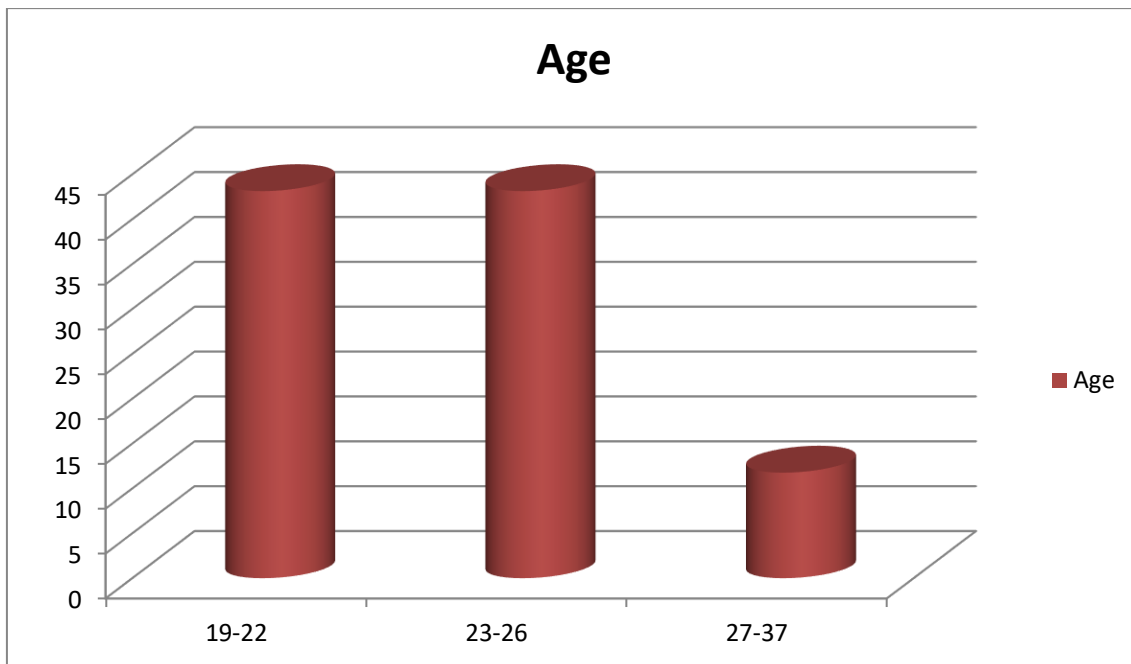


Figure03: Students' Age.

Age	Number	Percentage
19-22	22	43.13%
23-26	22	43.13%
27-37	6	11.76%

Table03: Students' Age Percentage

2- The second figure represents the sample's characteristics according to age. As it is shown that 43.13% of students are aged from 19 to 22. Moreover, 43.13% of participants are aged between 23 and 26. However, 11.76% of students are more than 27. This could be because older samples might be looking for a second career option, or they're finally getting the chance to pursue a speciality they've always desired to to pursue.

Question03: Students' Level

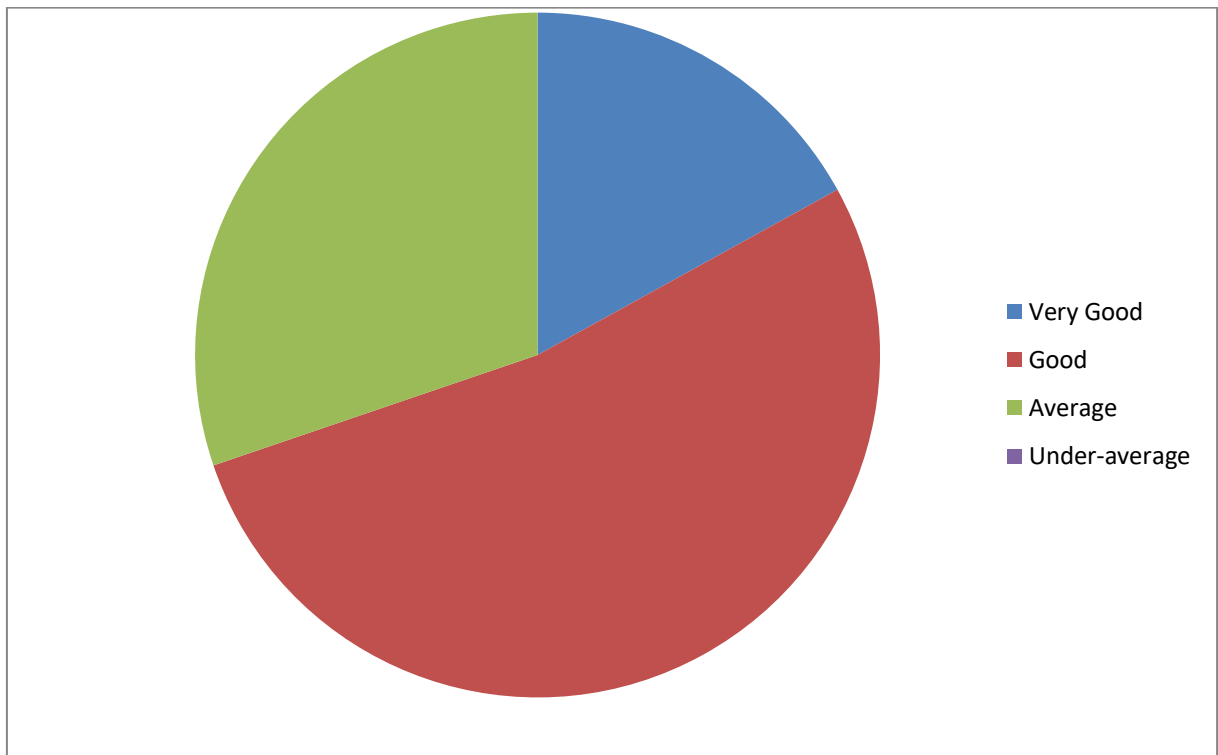


Figure04: Students' Level in English

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Level	Number	Percentage
Very good	9	17.3%
Good	28	53.8%
Average	16	30.8%
Under-average	0	0%

Table 04: Students' Level

3- The figure 3 represents the level of students who participated in this questionnaire. As we can see the majority of the participants have a good level in English with a percentage of 53.8%. In the other hand, 17.3% of students evaluate their levels as very good. 30.8% consider their levels on average. None of students are under-average. The following pattern can be detected in every classroom. Teachers alike usually report that the majority of students are either average or good, whereas the minority are either below average or excellent. This, however could be the result of how much personal effort these students are putting into their academic career.

Closed-Ended Answers

Question 04:

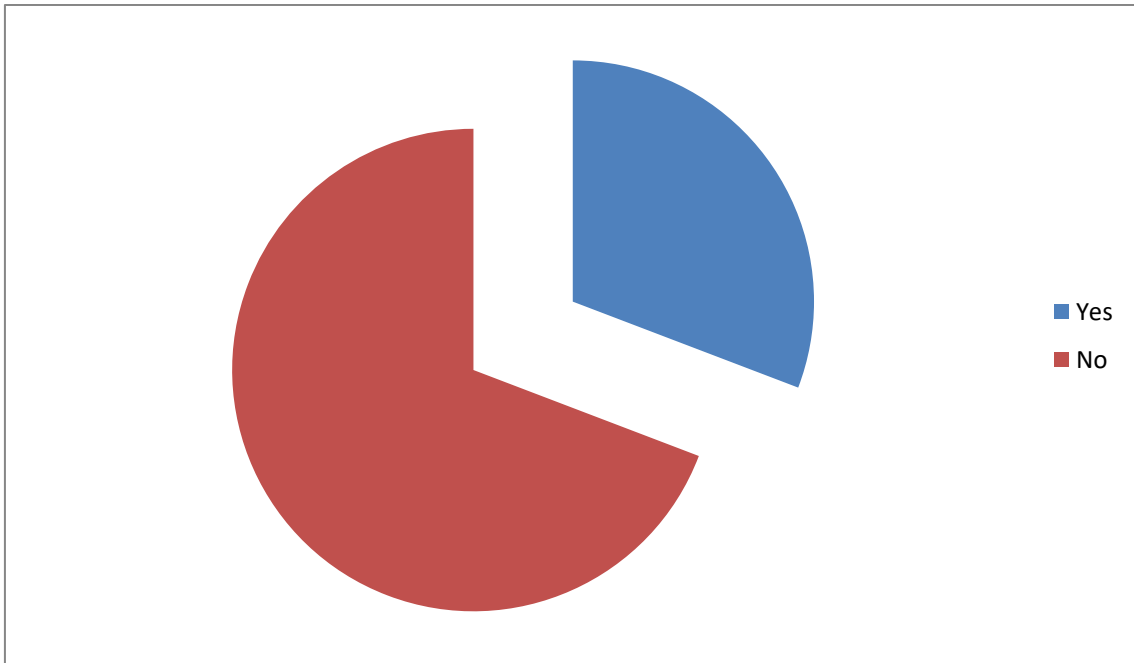


Figure05: Preparing Lessons Beforehand.

Suggestions	Number	Percentage
Yes	16	30.8%
No	36	69.2%

Table05: Preparing Lessons Beforehand Percentage.

4- The table and chart show that the majority of respondents do not prepare their lessons before they are presented by their teacher. We can consider the students who responded by no as passive students. In considering of how students have been preconditioned from primary school up until high school to only perceive learning as a teacher's main duty, rather than is being an interactive circle where both positions get to teach and learn, thus they chiefly rely on the teacher.

Question 05:

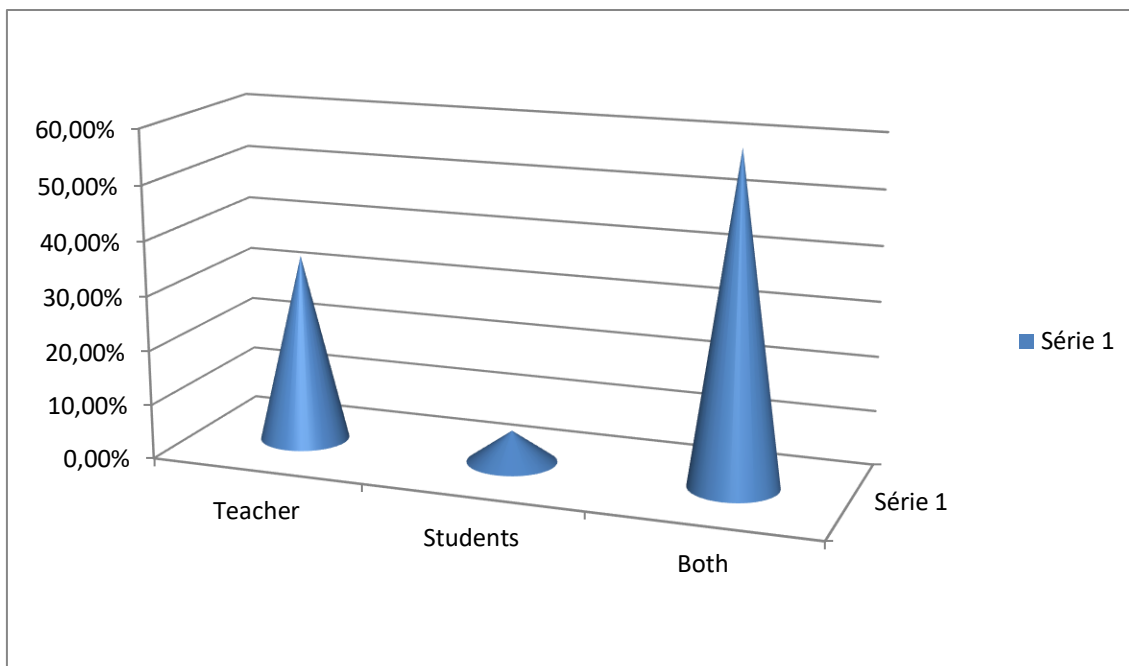


Figure06: Presenting Lessons.

Lessons presented by	Number	Percentage
By the teacher	18	34.6%
By the students	31	59.6%
By both	3	5.8%

Table 06: Presenting Lessons Percentage.

5- According to the table 59.6% of participants believe that lessons presented by both teacher and students are more beneficial. However, 34.6% of them prefer the teacher's presentation. As for the rest 5.8% benefit from their colleagues' presentations. 34.6 might prefer teacher's presentations either because of their colleagues' inefficiency to

conduct teaching, or their lack of experience in presenting a lesson as adequately as it as it should be. Whereas the 5.8% might be more willing to participate with their lack of experience in presenting a lesson as adequately as it should be. Whereas the 5.8% might be more willing to participate with their colleagues rather than teachers.

Question 06:

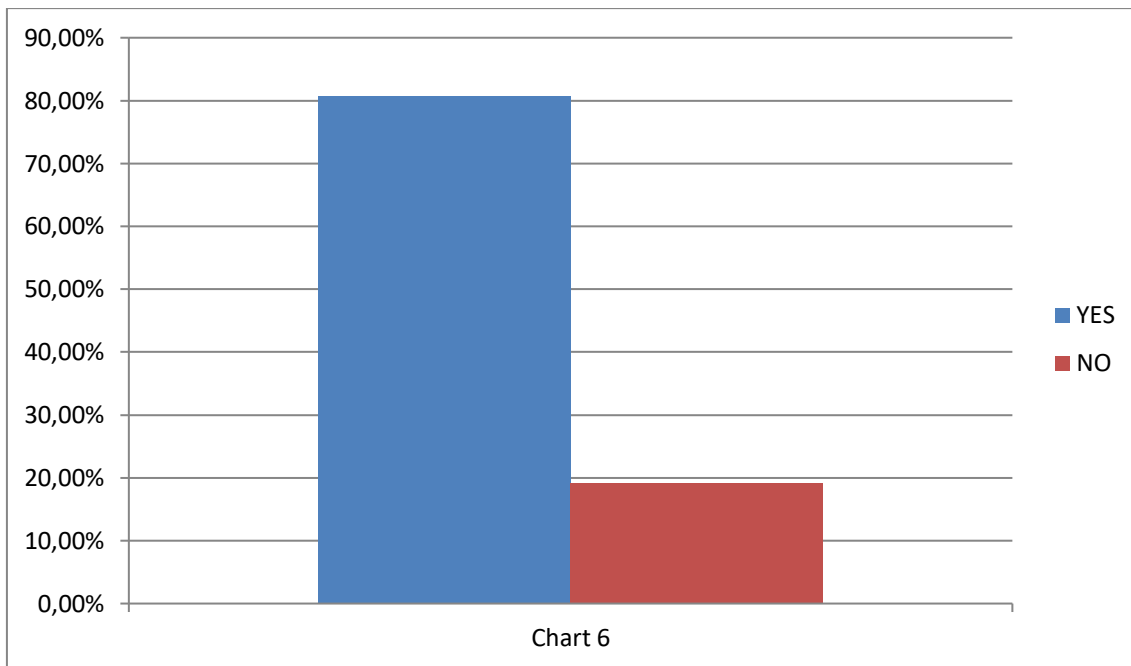


Figure 07: Including Subjective Opinion in Class.

Suggestions	Number	Percentage
Yes	42	80.8%
No	10	19.2%

Table 07: Including Subjective Opinion in Class Percentage.

6- The table above indicates that 80.8% of students like to be asked questions that allow them to express their opinion. In contrast, 19.2% of them do not prefer to express their opinion. The majority of students find it far more interesting to get a chance to express their personal opinions within the classroom frame since it promotes interaction and boots their communicative and critical thinking skills. Whereas 19.2% might see the

later as a form of distraction to the teaching content and would rather include only programmed lessons.

Question 07:

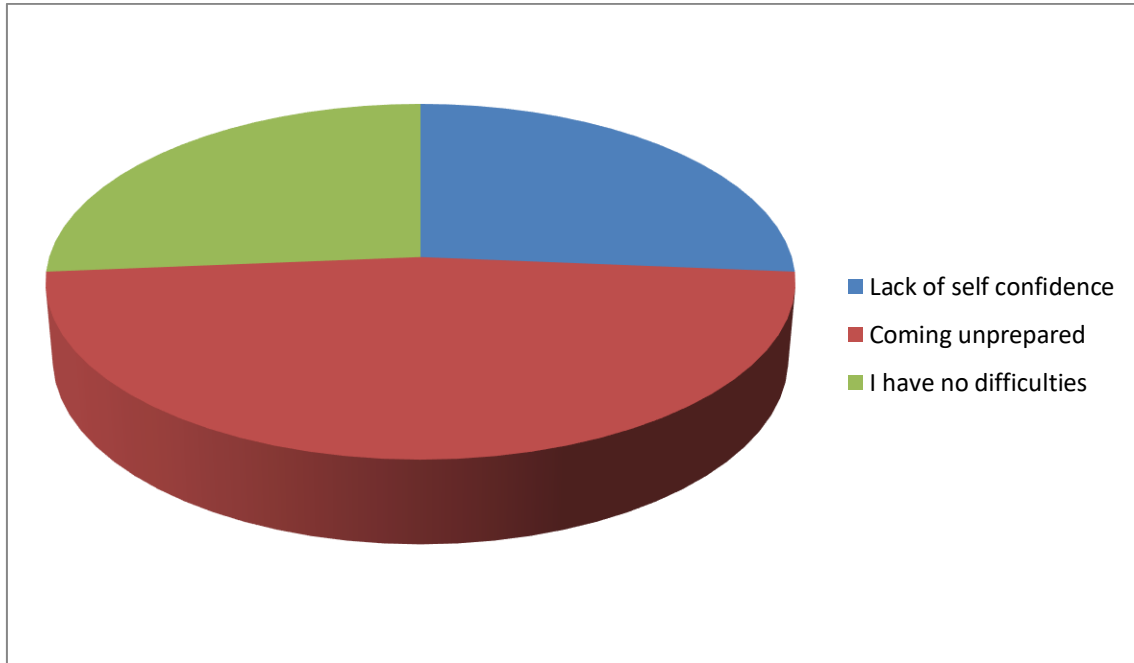


Figure 08: Participations Obstacles.

Suggestions	Number	Percentage
Lack of self confidence	15	29.4%
Coming unprepared	27	52.9%
I have no difficulties	15	29.4%

Table08: Participations Obstacles Percentage.

7- The table above illustrates the results of question number7. It is noticed that 52.9% of students face difficulties when participating in class because they come unprepared.

While 29.4% have self-confidence issues and cannot express their opinions. Moreover 29.4% of participants do not have any difficulties when participating and presenting.

Maybe some are lazy however other may not have online resources. According to the previous results the primary impetus for students' unwillingness to participate is poor

preparation and shyness. This perhaps can be the out come of little to know online resources, mental health issues, teachers inefficiency or merely students' negligence.

Question 08:

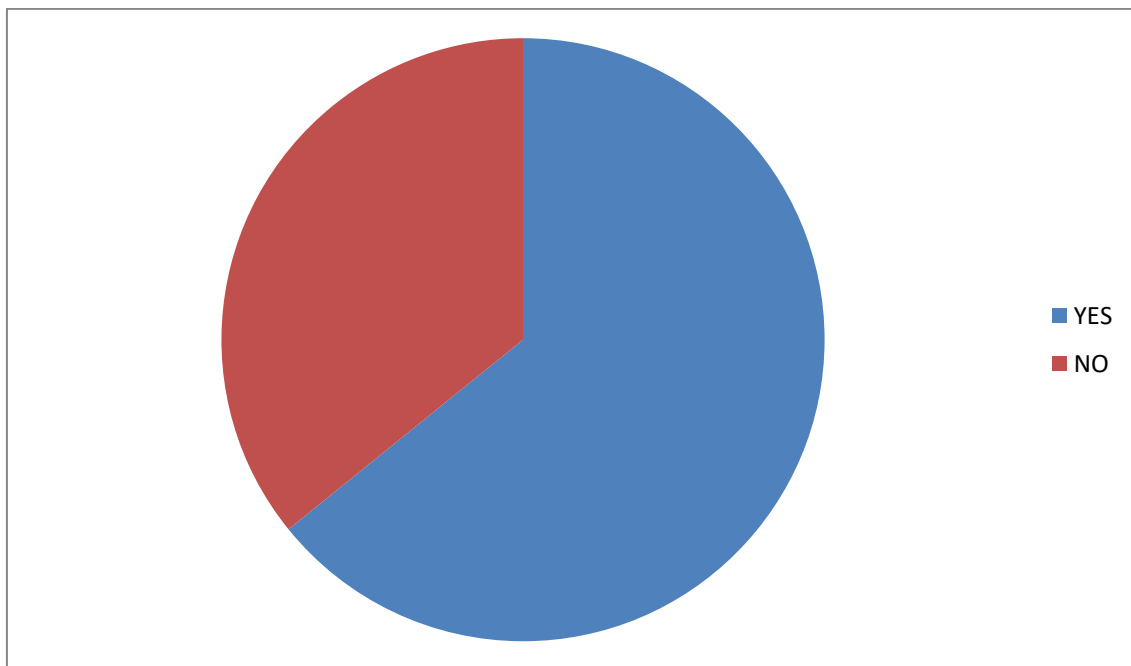


Figure 09: The Likeability of Civilisation Courses.

Suggestions	Number	Percentage
Yes	34	65.4%
No	19	36.5%

Table 09: The Likeability of Civilisation Courses Percentage.

8.- According to table number 8, we observe that 65.4% of respondents enjoy civilisation courses yet, 36.5% do not. Some students might be more than others interested in history, culture, and world events. Yet others might find it overwhelming to keep track of the lesson. These students might face problems with understanding the timeline or memorizing dates, events, characters, causes, impacts and so on.

Question 09:

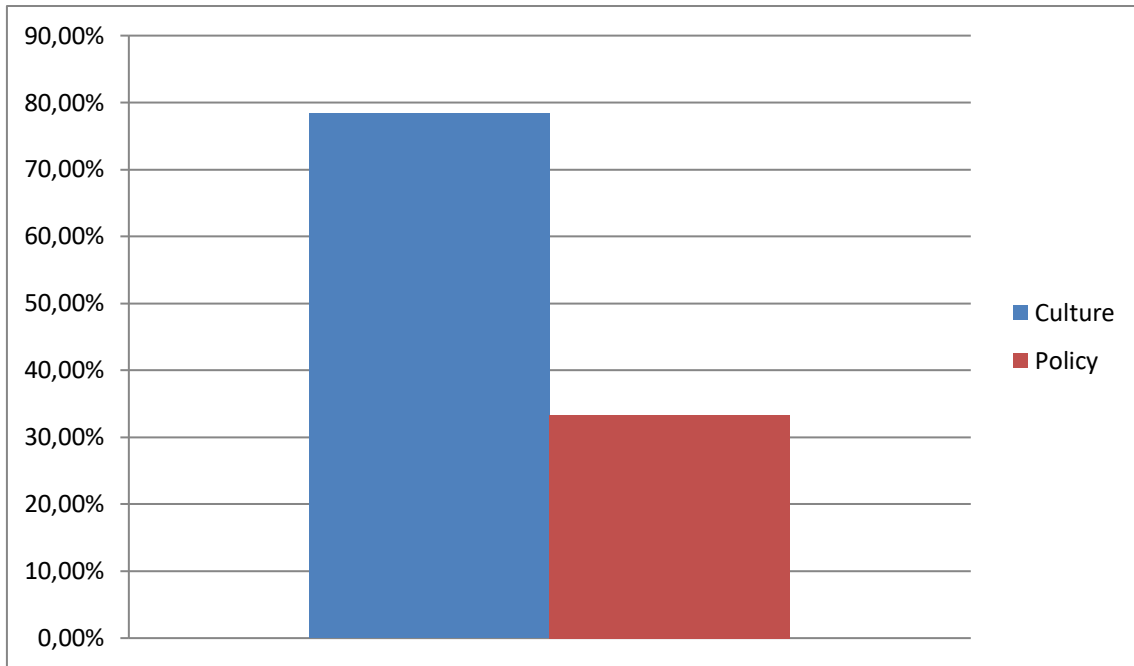


Figure10: Culture vs Policy.

Suggestions	Number	Percentage
Culture	40	78.4%
Policy	17	33.3%

Table10: Culture vs Policy Percentage.

9- The table and figure above, show that 78.4% of the students are more attracted by culture in civilisation modules, whereas 33.3% prefer policy topics. The majority perhaps do not find the political aspects in civilisation, and would rather learn about the cultural ones. Whereas, the rest might find more mentally challenging and thrilling to discover policies.

Question 10:

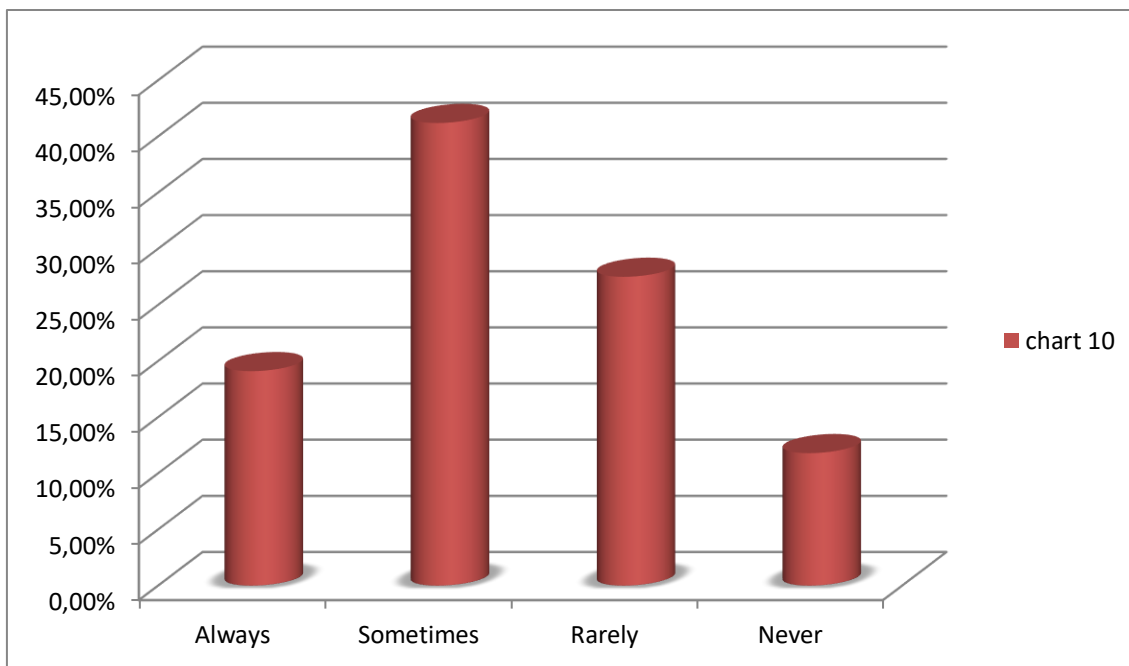


Figure11: Students’ Partmaing in Debates.

Suggestions	Number	Percentage
Always	10	19.10%
Sometimes	21	41.2%
Rarely	14	27.5%
Never	6	11.8%

Table11: Students’ Partaking in Debates Percentage.

10- Table and Chart illustrate the results of question number 10. It is noticed that 19.10% of students always participate in debates moderated by the teacher, 41.2% answered with sometimes, and 27.5% of them with rarely. On the other hand, 11.8% of the students never participate in debates. Students do not have the required information and knowledge that permit them to take part in the debate and some of the may feel shy.

Question 11:

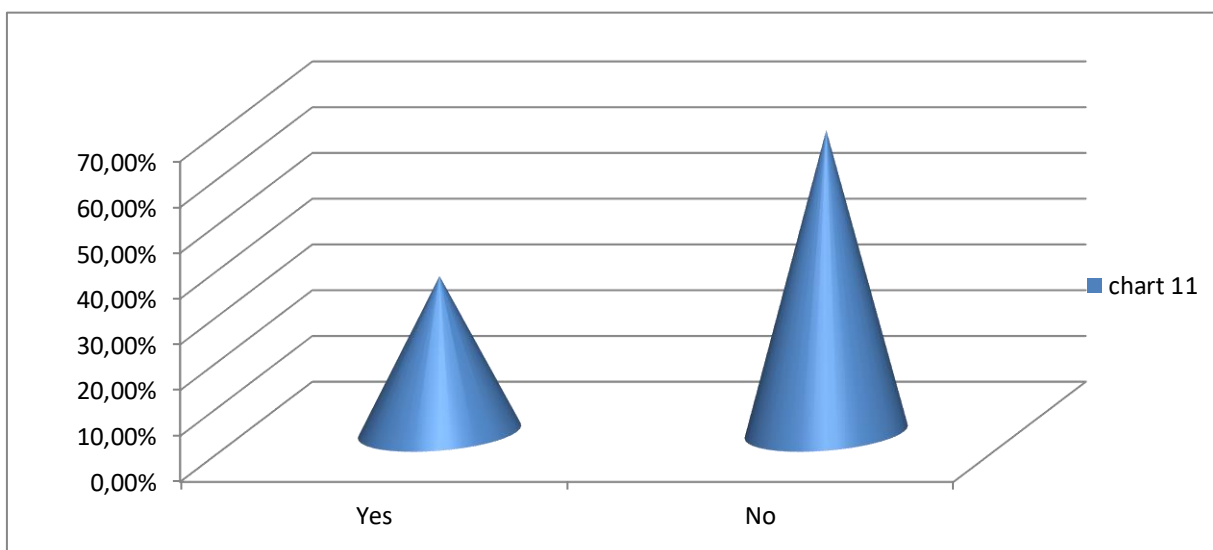


Figure12: Teacher Center.

Table 12: Teacher Center Percentage

Suggestions	Number	Percentage
Yes	16	34.04%
No	31	65.95%

11- According to the given data, the majority of participants (65.95%) believe in the equal distribution of authority within the classroom frame, suggesting that it boosts creativity, originality and a sense of responsibility among students. Whereas (34.04%) of students argued that the later may create chaos thus complete authority should be left at the hands of teachers. The teaching approaches applied in our universities now is the CBA

Question 12:

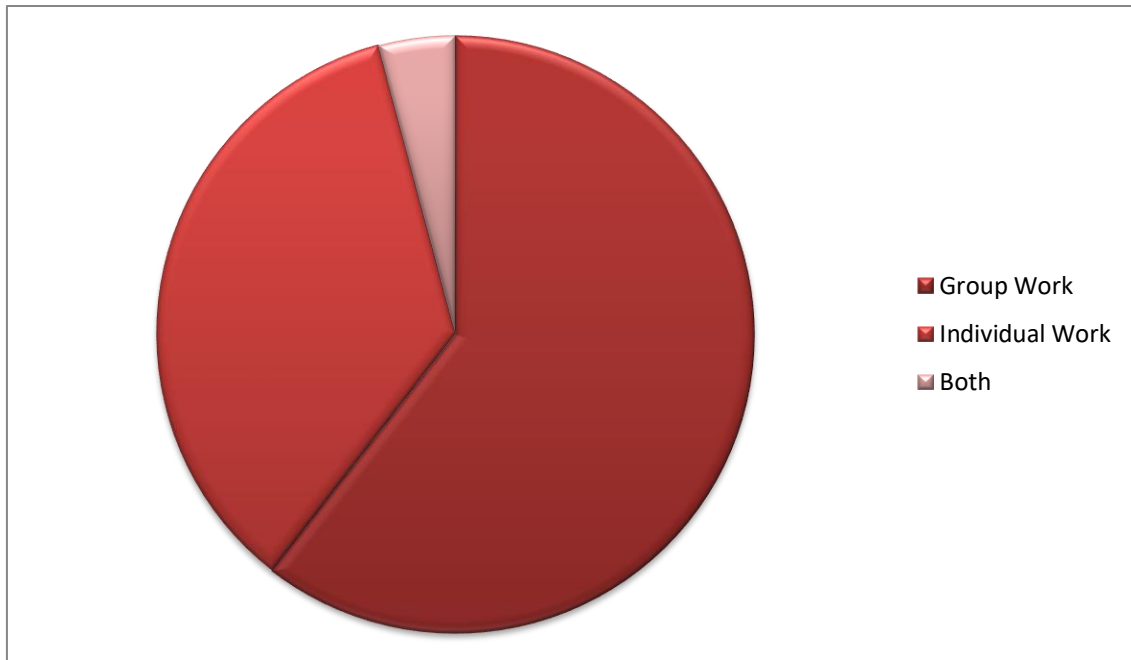


Figure13: Group or Individual Work.

Suggestions	Number	Percentage
Group work	30	58.2 %
Individual work	16	34%
Both	4	4%

Table 13: Group or Individual Work Percentage

12- While 58.2% of participants preferred group work, mentioning that it allows them to augment and enhance both their communicative and analytical skills, 34% found it best suiting to work on their own instead, to avoid any inconveniences that may occur along the way. With the exception of 4% of participants who believe both group work and individual work are mutually important. As we can see the majority like to exchange ideas with others to understand more or they may feel lazy to work alone so they feel motivated and inspired working in groups.

Question 13:

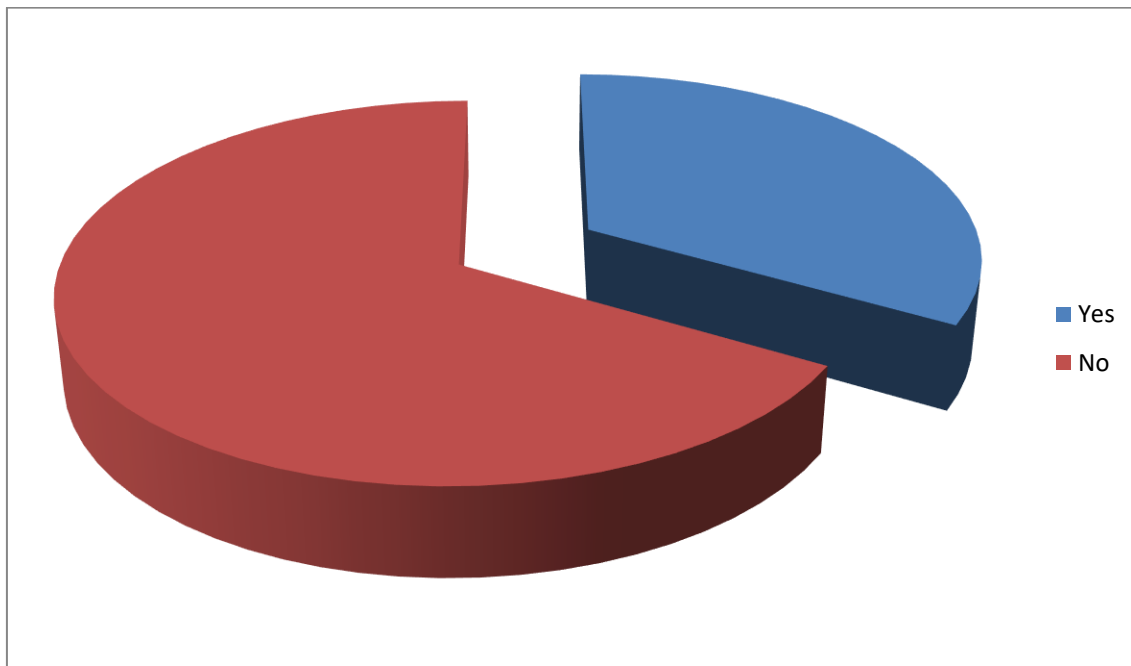


Figure 14: Classroom Training Debating.

Suggestion	Number	Percentage
Yes	17	33.3%
No	34	66.7%

Table 13: Classroom Training Debating.

13- In line with the studied data only 33.3% of learners said they had, but a good portion of 66.7% said they have never got any training in debating. The learners who approved may have taken, perhaps a special training outside the school frame in private institutions or in specific classes, or may be engaged in debating clubs and so on.

Question 13:

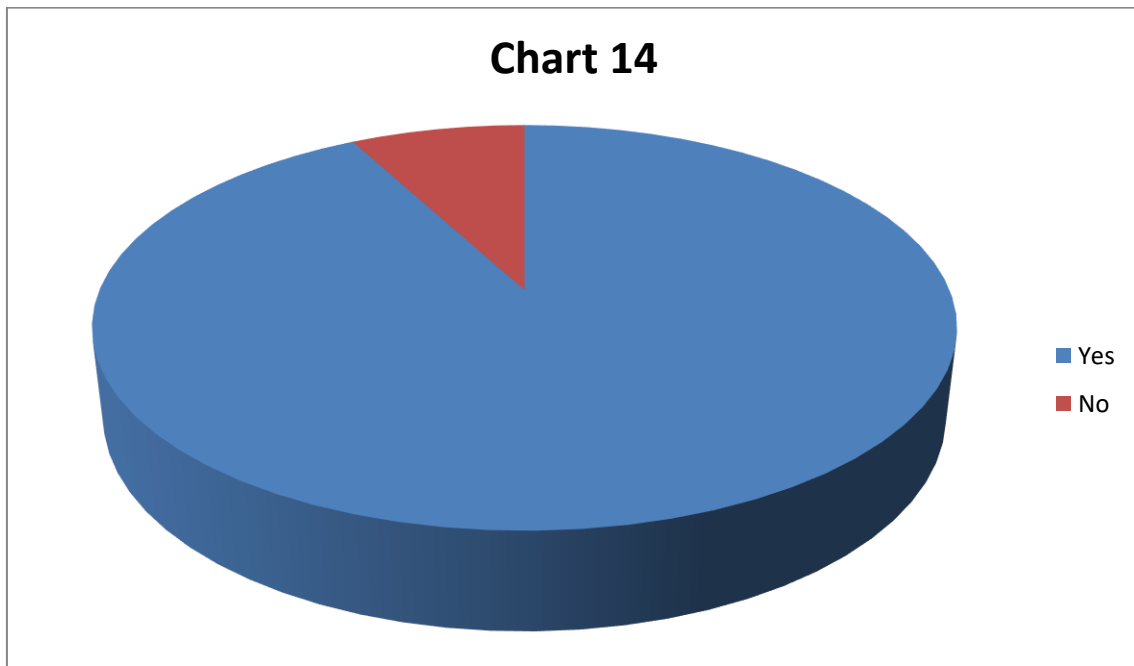


Figure15: Debates and Critical thinking

Suggestion	Number	Percentage
Yes	47	92.2%
No	4	7.8%

Table 15: Debates and critical thinking percentage

14- With the overwhelming majority of 92.2% say debating does develop their critical thinking, against only 7.8% who said it does not. In line with studied data only 33.3% of learners said they've previously had training in debate classes but a good portion of 66.7% said they have never gotten any. We might argue that what determines the

efficiency of debating is the quality of the debating activities themselves. Perhaps the 7.8% encountered a somehow chaotic and unfruitful experience.

Open-ended Questions:

Question 15:

15- The majority of our informants said that their studies in Ammar Thlidji University helped them developing their critical thinking skills mainly through class debate strategy. This later was an effective way for them to form competitive instincts, to form analytical mind and to be more creative. In the other hand , some of them assumed that could not really enhance their critical thinking , first because they were too shy to take part in the class discussions and because some teachers adopted the traditional method in teaching .

Question 16:

16- The majority of learners acknowledge the influence debating classes had their own personalities, some say it taught them to hold their grounds, gain confidence, and voice their opinions more frequently. And others say it offered them the chance to explore new perspectives and understand the opposite party better. On the other hand, 18.60% said these classes have no significant role, while 9.30% said they weren't sure or did not know.

Conclusion

In order to know whether class debate can really enhance the students' critical thinking skills, an online questionnaire was administered to master one students. The results

Chapter Three: Methodology Research and Data Analysis

show that students consider the use of debates in civilisation classes as an innovative approach that helps them gain more confidence and voice their opinions freely. It also gives them the chance to explore new perspectives and analyse the opposite party better. In fact, the questionnaire reveals that our participants strongly believe that the class debate is a tool that enables them to perceive issues through different points of view. To sum up, the questionnaire's results confirm our hypothesis that the class debate method can boost the students critical thinking skill

General Conclusion

General Conclusion

This study aimed at raising awareness among both teachers and students about the fact and the importance of being critical thinkers. This study also aimed at the crucial role of using in-class debates techniques in order to foster critical thinking skills. Moreover, this study aimed at investigating the role and impact of debate techniques in the development of critical thinking skills.

Based on what has been presented, critical thinking is crucial for students for several reasons. Critical thinking helps students to build their personalities more effectively. It also enables students to think and process information more critically. Critical thinking also gives students the ability to conduct critical research, in which students are able to differentiate between what is accurate and what is not. Moreover, it leads students towards acquiring effective communication skills which would help them both academically and individually. Additionally, critical thinking permits students to build and discuss arguments following reasoning and logical thinking. Finally, critical thinking enables students to thrive both in their academic life as well as their personal one.

In-class debates can take more than one form. Generally, the British Parliamentary Debate is the most used debate format, especially at universities. It consists of four teams of twos. Each two teams are considered one team. It has the government side and the opposition side. Each member has a specific role to fulfil during the debate. A motion is given to the teams. The team, then, have time to prepare their arguments. After that, the debate takes place. The role of in-class debate is to enable students to interact, exchange, discuss, and present ideas and arguments with the purpose of bringing about solutions, and sometimes policies, to solve a particular problem. This is one of the core elements of critical thinking.

General Conclusion

Many students find in-class debates an effective strategy to enhance critical thinking skills, especially in civilization classes. Students believe that civilization classes are more interesting and vivid when in-class debates are included in the lectures rather than mere lecturing and receiving information. Many students prefer to be included in the lecture by interacting and exchanging ideas about the discussed subject.

Debate is one of the best ways to enhancing students' critical thinking skills, especially in civilization classes. It enables students to practice, enhance, develop, and apply all the acquired skills in real life both academically and personally. Students, once involved in debates, will have the ability to discuss subjects more maturely and more critically. For teachers, in-class debates are actually a facilitator. Debates are a way of mutual collaboration between teachers and students, which ultimately will result in both of them acquiring fruitful result. Further, the in obtained results chapter three confirm the hypotheses stated in the general introduction. They confirm that the implementation of debates in civilisation classes as an innovative approach helps them to gain more confidence and space of interpretations in a very joyful atmosphere. It, besides, gives them the chance to explore new perspectives and analyze the opposite party better. In this respect, the questionnaire reveals that our participants strongly believe that the class debate is a tool that enables them to perceive issues through different points of view. To sum up, the questionnaire's results confirm our hypotheses that the class debate method boost the students' critical thinking skills.

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Appendix

The Online Questionnaire:

Formulaire sans titre

development of the learners' critical thinking. You are kindly requested to fill in this questionnaire by putting a

Gender

Male

Female

Age

Réponse courte

How do you evaluate your level?

- Very good
- Good
- Average
- Under-average

Do you prepare your lessons before they are presented by the teacher?

- Yes
- No

Do you think the teacher is the only authority? why?

Réponse courte
.....

Which method is the most beneficial for you?

- Lessons presented by students
- Lessons presented by the teacher
- Lessons presented by both teacher and students

Do you prefer individual work or group work? why?

Réponse courte
.....

Do you like questions that push you to express your opinion in class?

- Yes
- No

Have you ever got a training in debating?

Yes

No

What are the difficulties you face while participating in class?

Lack of self-confidence

Coming unprepared

I have no difficulties

Do you enjoy civilization courses?

Yes

No

What interests you the most in civilizations modules?

Policy

Culture

Do you participate in debates moderated by a teacher?

Always

Sometimes

Rarely

Never

Do you think debating in class develops your critical thinking?

Réponse courte

Do you think debating in class develops your critical thinking?

Réponse courte

During your journey in the English department at University of Ammar Thelidji, how did it contribute in the development of your critical thinking?

Réponse longue

As a learner, do you think debating classes has influence on your personality?

Réponse longue

ملخص

تهدف هذه الدراسة الى تعزيز التفكير النقدي من خلال مناقشات في القسم خاصة في مقياس الحضارة. تعد المناقشات من و للتأكد من هذه الفرضية قمنا باتباع طريقة و صيغة النوعية. متمثلة في . احسن الاساليب لتطوير مهارات التفكير النقدي اتخاذ عينة عشوائية من الطلبة للاجابة على استبيان. تتكون العينة من 52 طالب منهم 27 طالب و 25 طالبة من سنة اولى ماستر في قسم اللغة الإنجليزية بجامعة عمار ثلجي الاغواط. جرت هذه الدراسة في سنة 2020/2019. بعد تحليل اجابات الطلاب اثبتت فرضية هذه الدراسة. اغلبية الطلاب قد دعموا الفكرة و صرحوا ان هذه الطريقة التعليمية افضل بكثير لانها مما يساعد الطلاب على ادراك القضايا من وجهات نظر مختلفة و التفكير تسمح لهم بالتعبير عن رأيهم بحرية و يمكن بشكل كافي و منه الوصول إلى استنتاجات واضحة و انشاء بيانات موثوقة

Résumé

Cette étude vise à confronter la pensée critique à travers des débats dans la classe notamment l'échelle de la civilisation. Le débat est l'un des meilleures méthodes à développer les capacités de réflexion critique. Pour confirmer cette hypothèse nous avons suivi les méthodes quantitative et qualitative. Ces dernières consistent à prendre un échantillon aléatoire d'étudiants afin de répondre à un questionnaire. L'échantillon se compose de 52 étudiants dont 27 étudiants et 25 étudiantes de première année master Anglais de l'université Ammar Thelidji Laghouat. Cette étude a eu lieu en 2019/2020. Après l'analyse des réponses des étudiants, l'hypothèse de cette étude a prouvé que la majorité des étudiants soutiennent l'idée en expliquant que cette méthode est bien meilleur car elle leur permet d'exprimer librement leur opinions qui peut les aider à comprendre les problèmes de différents points de vue et de réfléchir de manière adéquate. De ce fait tirer des conclusions claires et générer des données fiables.