Designing Holistic Arabic Debate Training Module Framework

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Abstract
Arabic debate has been increasingly introduced as a co-curricular activity in Malaysian schools and universities, primarily with the aim of enhancing learners' linguistic competence. However, perspectives from experienced debaters and trainers suggest that debate should extend beyond language, encompassing theoretical reasoning, critical thinking, and practical argumentation skills. This study investigates the characteristics of effective Arabic debaters and the essential cdomponentss for developing a comprehensive Arabic debate training module framework. Data were collected through a Focus Group Discussion with two world-class Arabic debaters and trainers and analysed using thematic content analysis. Findings reveal that effective debaters require a balance of linguistic proficiency, cognitive agility, and strategic reasoning. Based on these insights, the study proposes a framework for an Arabic debate module that integrates language, theoretical knowledge, and practical skills, aiming to cultivate well-rounded debaters capable of both competitive performance and intellectual reasoning. These findings provide practical guidance for educators and institutions seeking to enhance Arabic debate pedagogy, ensuring that debate serves as a holistic educational tool rather than solely a language exercise.
Keyword: Arabic; Debate; Module; Training; Effective; Debater Characteristics

INTRODUCTION
Arabic debate has been introduced as a co-curricular activity for Arabic language learners in Malaysia with the aim of supporting and enhancing the development of speaking skills in Arabic. Numerous studies have highlighted the pedagogical value of debate as an effective platform for promoting active language use, meaningful interaction, and communicative competence among learners (Suhaila Zailani @ Hj. Ahmad, Salmah Ahmad, Hakim Zainal, & Kaseh Abu Bakar, 2018); Asyiani, 2018; Hasibuan, S. H., Yusriati, Y., & Manurung, I. D. 2020; Siti Syazwani, 2020). As a structured communicative practice, Arabic debate provides learners with opportunities to engage in argumentation, persuasion, and spontaneous speech, which are essential components in mastering a second or foreign language. In terms of language proficiency, debate has been found to enhance learners' command of vocabulary, grammatical accuracy,

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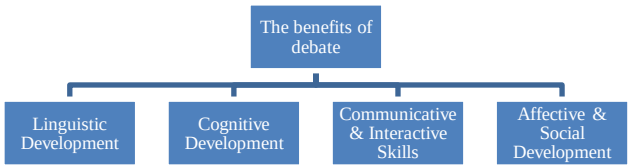
speaking fluency, and prosodic features such as intonation and stress (Alasmari, 2013, as cited in Cinganotto, 2019; Siti Syazwani, 2020; Nuraisyatul Khalilah, 2023).

Previous research has demonstrated that debate contributes significantly to the holistic development of speaking skills. Azlan, Siti Ilham, and Mohammad Imran (2020) assert that debate positively impacts four core aspects of speech development, namely intellectual, linguistic, auditory, and interactive dimensions. Through debate, learners are required to construct logical arguments, process information critically, and respond appropriately to opposing views, thereby strengthening both cognitive engagement and linguistic output. Bakar, K. A., & Alias, N. A. (n.d.) found that debate effectively enhanced the linguistic competence of non-native Arabic debaters Beyond improving all four language skills, debate also strengthens high-level cognitive abilities such as critical thinking, synthesizing information, and articulating arguments in both speaking and writing. These skills are practiced in meaningful and authentic contexts.

Arabic debate activities have been found to provide a broad range of benefits for students, including the enhancement of critical thinking, language proficiency, self-confidence, communication skills, teamwork, and overall character development. Research indicates that engaging in debates not only improves students' analytical and linguistic abilities but also fosters confidence, effective communication, and collaborative skills, while contributing positively to personal growth (Hidayanti, P. N. Y., Hasanah, M., Daroini, S., Maturedy, F., & Bahy, M. B. A., 2025)

In addition to linguistic gains, debate training equips students with transferable communicative abilities that are valuable beyond the classroom. Rybold (2006) notes that debate trains students to become more effective speakers in diverse situations, particularly by preparing them to respond to unexpected arguments or contexts. This finding is supported by Suhaila Zailani @ Hj. Ahmad et al. (2018), who emphasize that debate cultivates adaptability and confidence in oral communication. Furthermore, participation in debate has been shown to foster positive affective and interpersonal outcomes, including increased self-confidence, heightened motivation, and the development of essential soft skills such as analytical thinking, interpersonal communication, teamwork, and critical thinking (Fithrotul Jannah, 2017; Alasmari, 2013 as cited in Cinganotto, 2019; Siti Syazwani, 2020; Siska Setianingsih., Mohammad Taufiq & Sri Hartatik. 2020; Nuraisyatul Khalilah, 2023). The following figure summarizes the benefits of debate:

Figure 1.0 The Benefits Of Debate



Despite the documented benefits of Arabic debate, limited attention has been given to the structured and theoretically grounded training modules that systematically guide the development of Arabic debate skills. This gap indicates a need for an instructional framework that aligns debate training with established language acquisition theories. There is no doubt that the debate training organized by schools nowadays does have its own module as reported by Siti Rohani Jasni, Suhaila Zailani, and Hakim Zainal (2020), however its impact will be suboptimal if it is not comprehensive. The currently used module focusses on language only. Siti Rohani Jasni, Suhaila Zailani, and

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D O I : 10.18860 /ijazarabi.V9i4.41605
I S S N (p r i n t) : 2 6 2 0 - 5 9 1 2 | I S S N (o n l i n e) : 2 6 2 0 - 5 9 4 7
e j o u r n a l . u i n - m a l a n g . a c . i d / i n d e x . p h p / i j a z a r a b i / i n d e x

Hakim Zainal (2020) stated that there are three steps frequently used by trainers during debate training. First, searching and collecting words and sentences through the Arabic-Malay dictionary. Second, reinforcing activities by correcting language mistakes made by debaters. Third, applying the Arabic language through translating words that students do not understand, creating short sentences, and expanding and imitating the sentences. In addition, the impact of debate will be suboptimal if learners simply passively listen without active participation (Warul Walidi, AK, 2000).

Therefore, schools need a more comprehensive module that can address wider issues such as, language aspect that covers mastering Arabic vocabulary, sentence structure, context and grammar, training methods that covers reinforcement and assessment methods, and facility that covers the provision of essential Arabic language media for better command of the Arabic language, outside seminars or workshops to boost self-confidence, and training with debate experts for more exposure and experience. Any of these main focusses cannot be absent if the module is expected to impact better.

This paper examines the key characteristics of an effective Arabic debater and identifies the type of debater that educational institutions should strive to develop. It also aims to determine the essential components required for constructing a comprehensive Arabic debate training module, with a strong emphasis on integrating knowledge, skills, and practical application.

Furthermore, the study proposes a framework for designing a training module that not only enhances learners' linguistic competence but also develops their critical thinking, argumentation skills, and overall debate performance. Ultimately, the paper seeks to offer practical guidance for schools in cultivating well-rounded debaters who are capable of both sound theoretical reasoning and effective practical engagement in Arabic debate contexts.

METHOD

The participants of this study consisted of two highly experienced, world-class Arabic debaters and trainers, who provided rich insights based on both their pedagogical and practical experiences. These trainers have dedicated several years to mastering Arabic debate, achieving recognition through numerous international competitions, and consistently performing at a high level. In addition to their competitive experience, they have been actively involved in conducting training sessions at both school and university levels, equipping them with a comprehensive understanding of the challenges, strategies, and skills necessary for effective debate instruction. Their dual perspective as both elite debaters and trainers allowed for nuanced reflections on what constitutes an effective Arabic debater and the pedagogical considerations required in training programs.

Data were collected through a Focus Group Discussion (FGD) lasting approximately two hours. The FGD method was selected because of its capacity to generate rich, in-depth qualitative data through interactive dialogue and collaborative reflection. As Morgan (1997) notes, FGDs are particularly effective for exploring participants' perceptions, experiences, and shared understandings on specific topics, making them an ideal choice for informing the development of an educational module. The interactive nature of the FGD encouraged participants to elaborate on their experiences, respond to one another, and collectively examine complex issues surrounding Arabic debate training. This dynamic often yields insights that may not surface in individual

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interviews, as participants' ideas are stimulated and expanded through group discussion (Krueger & Casey, 2015).

The recorded FGD sessions were transcribed verbatim and analyzed using qualitative thematic content analysis. Thematic coding was employed to systematically identify recurring ideas, concerns, and recommendations, which were subsequently grouped into overarching categories and interpreted in relation to pedagogical frameworks and prior literature on second-language debate instruction. This analytical approach aligns with Braun and Clarke's (2006) six-phase model of thematic analysis, which provides a rigorous method for identifying, analyzing, and reporting patterns within qualitative data. The process included familiarization with the data, generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and producing the final report. Furthermore, the overall research design adheres to the principles of qualitative inquiry as articulated by Creswell and Poth (2018), emphasizing the importance of capturing participants' perspectives, conducting inductive analysis, and constructing meaning within a naturalistic setting. This combination of rigorous data collection and systematic analysis ensures that the findings accurately reflect the experiences and expert insights of world-class Arabic debate trainers.

RESULTS AND DISCUSSION

Characteristics of an Effective Debater

The analysis of interview data revealed several key characteristics that define an effective debater. Participants consistently emphasised that successful debaters possess a combination of cognitive, communicative, and rhetorical competencies. These competencies extend beyond the debate setting itself and reflect broader intellectual dispositions and communicative abilities. Five interrelated themes emerged from the analysis: critical thinking disposition, communicative competence, knowledge breadth and depth, strategic listening and preparedness, and rhetorical persuasion.

1. Critical Thinking Disposition

   Participants highlighted critical thinking as a foundational characteristic of an effective debater. According to the respondents, critical thinking is not merely a skill applied during debates but a habitual intellectual disposition that shapes how individuals analyse issues in their daily lives. Debaters who consistently practice critical thinking are better able to analyse arguments, identify weaknesses, and construct logical responses during debates. One participant explained that critical thinking should be deeply embedded in a debater's mindset rather than applied only situationally: "An effective debater must be a critical thinker. This does not merely refer to being critical during the debate itself, but rather possessing a mindset grounded in critical thinking that is demonstrated consistently in daily life. Such a disposition will naturally and effortlessly manifest during debate sessions." (R)

   The statement is supported by Hafidz Shiddiq Hamonangan Lubis and Eley Suzana Kasim (2024), who emphasise that debaters need to cultivate critical thinking skills, which can be effectively developed through consistent and ongoing training. The Arabic debate coaches at Universiti Teknologi MARA emphasised that consistent participation in debate competitions enhances debaters' critical thinking abilities. As highlighted by Hafidz Shiddiq Hamonangan Lubis and Eley Suzana Kasim (2024), such engagement enables debaters to analyse and

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synthesise issues effectively, support their claims with credible evidence, evaluate opposing arguments, and construct well-reasoned positions. This development is attributed to the structured nature of Arabic debate training, which equips debaters with systematic approaches to responding to a wide range of issues.

This finding suggests that debate training should emphasise the development of critical thinking as a continuous cognitive habit rather than a situational skill confined to competition settings.

2. Communicative Competence

Another important characteristic identified by participants is communicative competence. Effective debaters must be capable of expressing their arguments clearly, logically, and persuasively. This includes the ability to select appropriate vocabulary, simplify complex ideas, provide relevant examples, and structure arguments coherently. Participants emphasised that the clarity of expression plays a crucial role in ensuring that audiences can easily follow the debater's reasoning. As one respondent stated: "A proficient debater must be an articulate communicator and orator. This entails the ability to select appropriate vocabulary when speaking, simplify complex ideas, present relevant examples, employ appropriate intonation based on context, and articulate thoughts and arguments in a structured and persuasive manner." (R).

Similar concerns were also observed by Ahmad Syahmi Mohamed, Nik Farhan Mustapha, Ab Halim Mohamad, Rosya Izyanie Shamshudeen, & Nurazan Mohmad Rouyan, (2012) as they suggested that training in debate should also address the development of systematic oral strategies, as Non-Arabic debaters often rely on techniques such as avoidance, paraphrasing, transfer and repetition. This highlights that debating effectiveness depends not only on strong arguments but also on the ability to communicate them effectively.

3. Breadth and Depth of Knowledge

Participants also emphasised the importance of possessing extensive knowledge of the debate topic and its related dimensions. Effective debaters should demonstrate not only surface-level understanding but also the ability to connect issues with broader ideological or theoretical frameworks. One respondent explained that debates often require debaters to analyse the underlying philosophies behind certain issues: "A competent debater should possess extensive knowledge of both core issues and their related branches (*uṣūlan wa farʿan*). For instance, in a debate concerning taxation, it is insufficient to address tax alone; one must also understand and analyse the ideological foundations such as capitalism and socialism." (R)

This finding indicates that strong debaters must be intellectually well-informed and capable of situating arguments within broader conceptual frameworks.

Strategic Listening and Preparedness

Another theme that emerged from the data is the importance of preparation and active engagement during debates. Participants noted that effective debaters must prepare thoroughly before debates while also remaining mentally prepared to respond dynamically during the debate itself. In particular, attentive listening to opposing arguments was highlighted as a key strategy for producing strong rebuttals. One interviewee emphasised the role of listening as a fundamental element of defensive argumentation: "A good debater must be thoroughly prepared, not only prior to the debate but also during the session itself. Being prepared in real-time includes active listening

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to opposing arguments in order to craft impactful and relevant rebuttals. Effective defence begins with attentive listening." This suggests that debate training should emphasise listening skills alongside argument construction and speech delivery.

Rhetorical Persuasion

Finally, participants highlighted rhetorical competence as an important element in effective debating. Beyond presenting logical arguments, debaters must also capture the audience's attention and deliver statements that leave a lasting impression. Participants noted that rhetorical techniques, including idiomatic expressions and stylistic devices, can strengthen the persuasive power of arguments. As one participant explained: "Rhetorical ability is essential. A debater must be able to capture the audience's attention and leave a lasting impression through well-structured statements. This can be enhanced by using idioms and other rhetorical devices to embed their points in the minds of the audience." (I) This theme demonstrates that persuasion in debates involves both logical reasoning and effective rhetorical delivery.

Overall, the findings indicate that effective debaters are characterised by a combination of critical thinking, communicative clarity, comprehensive knowledge, strategic listening, and rhetorical persuasion. These competencies collectively enable debaters to construct convincing arguments, respond effectively to opposing viewpoints, and engage audiences in meaningful discourse. The findings also suggest that debate training programmes should adopt a holistic approach that develops both cognitive and communicative dimensions of debating skills.

Essential Components Of A Comprehensive Debate Training Module

1) Integration of Theoretical and Practical Dimensions in the Module

A key theme emerging from the focus group discussion was the importance of integrating theoretical knowledge with practical application in the design of the debate training module. Participants consistently emphasised that theoretical explanations alone are insufficient for developing debating competence. Instead, conceptual input must be immediately reinforced through practical exercises that allow learners to apply newly acquired knowledge in realistic debate contexts.

Respondents highlighted that theoretical framework, such as argumentative structures and reasoning patterns should be introduced systematically and then practised through structured activities, including group discussions, scenario-based exercises, and simulated debates. This approach allows learners to internalise abstract concepts while simultaneously developing the skills needed to implement them effectively in debates. One participant emphasised the need for this direct connection between theory and practice:"3hen teaching argumentative structures such as *mushkilah–hall–nateeja* (problem–solution–result) or *tawkid–ta'leel–tadleel* (assertion–reason–evidence), it shouldn't stop at theory. Students really need to practise these structures through practical scenarios so they can apply them in real debates." (I)

Participants also stressed that the module should be designed with careful consideration of learners' age and language proficiency levels. Debate trainers may work with learners from diverse educational backgrounds and varying levels of Arabic competence; therefore, the module should allow flexibility for trainers to adapt activities and materials according to learners' needs. Such adaptability ensures that both beginners and more advanced learners can benefit from the training

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process. In addition, participants recommended incorporating consistent practice through daily assignments to reinforce language development alongside argumentative skills. One suggested strategy involves assigning short take-home tasks that require learners to translate selected Malay vocabulary into Arabic and subsequently construct meaningful sentences using those words. These activities serve to strengthen vocabulary acquisition while encouraging learners to apply new language forms within argumentative contexts.

Participants further noted that these exercises should not function merely as routine assignments but must be regularly monitored and evaluated by trainers. Continuous feedback enables trainers to identify learners' difficulties and provide guidance for improvement, thereby ensuring that the exercises contribute effectively to learners' overall debate development.

Overall, the findings suggest that an effective Arabic debate training module should adopt a balanced pedagogical approach that integrates theoretical instruction, practical application, and continuous language practice. Such an approach enables learners to develop both conceptual understanding and practical debating skills in a structured and progressive manner.

The above findings suggest that debate should extend beyond mere language practice, encompassing both theoretical understanding and practical application of argumentation, critical thinking, and strategic reasoning. This perspective contrasts with the current practices in schools and universities, where debate training often emphasizes language acquisition as the primary focus. As reported by Siti Rohani Jasni, Suhaila Zailani, and Hakim Zainal (2020), the widely used debate modules typically involve three steps: collecting vocabulary and sentences via Arabic-Malay dictionaries, reinforcing learning by correcting language mistakes, and applying the language through translation, sentence construction, and imitation. While these activities contribute to linguistic competence, they risk limiting the broader educational potential of debate if learners engage only passively, as highlighted by Warul Walidi (2000). This contrast reveals a critical gap, while existing modules prioritize language development, practitioners advocate for a more holistic approach where debate serves as a platform for theoretical reasoning, practical problem-solving, and the cultivation of intellectual and strategic skills benefits that extend well beyond language mastery.

Development of Listening Skills

The analysis of interview data also highlighted the importance of listening skills in the development of debate proficiency. Participants consistently emphasised that effective debaters must possess the ability to listen attentively to arguments, process information quickly, and formulate appropriate responses. Listening was therefore viewed not only as a receptive language skill but also as a strategic competency essential for constructing rebuttals and maintaining engagement during debates. Hafidz Shiddiq Hamonangan Lubis & Eley Suzana Kasim (2024) stressed that debaters must listen to their opponent arguments. Listening skill is the first step for a successful debate. Participants suggested that listening skills should be systematically developed through structured exposure to authentic Arabic audio materials. Trainers recommended beginning with slower-paced Arabic audio to allow learners to familiarise themselves with pronunciation, vocabulary, and argument structures, before gradually progressing to faster and more complex speech. One participant described this staged approach to listening development:

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"From my perspective, we should really emphasise active listening and note-taking. Students can start with slower Arabic audio first, and then gradually move to faster speech. Good materials include podcasts, debates among intellectuals, their responses, news reports for content exposure, and even debate videos on YouTube." (I).

In addition to general listening materials, participants highlighted the importance of using high-quality debate recordings as training resources. Videos produced by the organization Qatar Debate were frequently mentioned as exemplary models of Arabic debating. According to the respondents, these videos provide learners with exposure to structured debate formats, clear argumentation techniques, and standardized evaluation practices commonly used in international competitions. One participant emphasised the pedagogical value of these materials: "One advantage of these videos is that they follow a standardized debate format and evaluation criteria. They also show many of the common mistakes that happen during real tournaments, so they are actually very useful as training materials." (I)

The training approach at UiTM encompasses all four language skills; however, its primary focus is on developing debating competence rather than enhancing Arabic speaking proficiency per se. As highlighted by Hafidz Shiddiq Hamonangan Lubis and Eley Suzana Kasim (2024), participants were exposed to Arabic debate videos from Qatar on YouTube to train their listening (*istima'*) skills, particularly in recognising commonly used debate terminology. They were also required to write *(kitabah*) what they heard, including arguments and rebuttals. In addition, participants engaged in practice debates based on motions provided by coaches, aiming to strengthen their speaking (*kalam*) skills in constructing arguments supported by valid evidence. To further support writing (*kitabah*) development, coaches assigned relevant books or journal readings related to the debate topics at the end of each session. Another strategy discussed by participants involves the use of scaffolding through learners' first language during the early stages of debate training. Trainers suggested that beginners may initially benefit from observing debates conducted in Malay before transitioning to Arabic debates. This approach allows learners to internalise the structure and dynamics of debate such as the clash of ideas, the construction of arguments *(ḥujjah),* and the use of evidence *(dalīl)* in a language they can fully understand. One respondent explained the rationale behind this approach: "At the beginning stage, I think it helps to expose learners to debates in Malay first, because many of them may not yet be able to fully understand Arabic debates. When they observe debates in a familiar language, they can first grasp the essence of debating such as the clash of ideas, the arguments (*hujjah*), and the evidence (*dalil*). After that, it becomes easier for them to transition into Arabic debates." (R)

Participants also cautioned against relying on non-argumentative audiovisual materials, such as Arabic dramas or cartoons, as primary resources for debate training. Although such materials may contribute to general language acquisition, they do not provide the structured argumentative discourse necessary for developing debate skills. As a result, their relevance for debate-specific training was considered limited.

Overall, the findings suggest that the development of listening skills for debate requires purposeful exposure to argumentative discourse, gradual progression in listening difficulty, and the strategic use of scaffolding techniques. These approaches enable trainees to develop the ability to follow complex arguments, identify key points in opposing speeches, and formulate effective responses during debates.

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Language Use: *Nahw and Sarf*

Another important theme that emerged from the focus group discussion concerns the role of linguistic accuracy and rhetorical eloquence in Arabic debate performance. Participants acknowledged that although grammatical precision (*nahw*) and morphological accuracy (*ṣarf*) are not primary components within most formal debate scoring rubrics, the effective use of language significantly enhances clarity, persuasiveness, and audience engagement. In particular, eloquent expression was viewed as an important factor in strengthening the impact of arguments and ensuring that ideas are communicated effectively.

Participants further explained that while minor grammatical errors may be tolerated during debates especially if they do not obstruct meaning trainers should still encourage learners to maintain a reasonable level of linguistic accuracy. The objective is not to demand perfect grammatical performance, but to ensure that debaters can express ideas clearly, confidently, and persuasively. Another issue discussed in relation to language use is the importance of contextual vocabulary acquisition. Participants stressed that vocabulary learning should extend beyond rote memorization to include contextualised usage within meaningful sentences. One strategy proposed involves introducing compound expressions and collocations, which are multi-word units whose meanings shift when used together. Such expressions are particularly valuable in debate settings because they enable debaters to communicate ideas more naturally and precisely.

Participants suggested that trainers design structured templates to facilitate the learning of these expressions. Learning vocabulary through contextualised expressions was believed to promote greater fluency and precision in argumentative discourse.

Core Debating Skills

The discussion also highlighted several core competencies required for effective debating. Among these, critical thinking was identified as the most fundamental skill that underpins all other debating abilities. Participants emphasised that critical thinking enables debaters to analyse arguments systematically, evaluate evidence, and construct effective rebuttals. To support the development of this skill, participants recommended incorporating structured thinking tools in debate training. One example discussed was the Edward de Bono Six Thinking Hats, which encourages learners to approach issues from multiple perspectives during brainstorming and argument development. In addition, one participant proposed the 4+1 pedagogical model, which integrates the four fundamental language skills; listening, speaking, reading, and writing, with critical thinking as the central cognitive component. According to the participants, this model allows debate training to simultaneously strengthen both linguistic proficiency and higher-order thinking abilities.

Knowledge Base for Debaters

Another significant theme identified in the discussion relates to the knowledge base required for effective debating. Participants emphasised that successful debaters must possess both *uṣūlī* (foundational) and *farʿī* (subsidiary) knowledge in order to construct well-informed arguments. Participants noted that this knowledge base should extend beyond classical or religious studies to include contemporary issues such as socio-political developments, ethical debates, and current global affairs. Exposure to diverse fields of knowledge enables debaters to present

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arguments that are both analytically sound and contextually relevant. However, participants also observed a structural limitation affecting many Malaysian Arabic debaters: "One challenge I notice is that Malaysian Arabic debaters often come from similar academic backgrounds, like Arabic language, Arabic communication, or Islamic revealed knowledge. In international teams, you usually find students from many different fields such as medicine or law. Because of that diversity, they can bring stronger factual arguments, whereas our debaters sometimes rely more on logical reasoning when the topic is outside their field." (R) In light of this limitation, trainers were encouraged to cultivate strong reading and listening habits among trainees to expand their knowledge horizons and equip them with the information necessary to engage with a wide range of debate topics.

Assessment Criteria

The focus group discussion also examined current practices in debate assessment and evaluation. Participants noted that many existing assessment frameworks tend to emphasise content and style, while the strategic dimension of debating is often less explicitly addressed. To address this imbalance, one participant proposed a more comprehensive rubric that incorporates three core components: "In terms of evaluation, I think the rubric should be balanced. We can look at three main aspects: Content-the logical flow, coherence, and relevance of the arguments; style (Usloob) – clarity of speech, tone, rhetorical devices, and confidence; strategy – how well the debater organizes their speech, manages time, and anticipates rebuttals." (I) Participants agreed that clearly defined descriptors for each component would improve the transparency and consistency of assessment practices. Such descriptors can also provide trainees with clearer guidance on how to improve their debate performance.

Infrastructural and Environmental Requirements

Finally, participants highlighted the importance of adequate infrastructural support and conducive learning environments in facilitating effective debate training. Access to appropriate technological resources was considered particularly important for enabling trainees to conduct research, access debate recordings, and engage with relevant multimedia materials. One participant emphasised the importance of digital infrastructure: "from the infrastructure side, a well-equipped computer lab with fast internet is really important. Students need it to do real-time research and access multimedia materials that support their preparation." (R) In addition to technological resources, participants also stressed the need for a supportive physical learning environment. Factors such as proper ventilation, suitable seating arrangements, and reliable technological access were identified as essential conditions for maintaining learner focus and facilitating collaborative training activities. Overall, the findings suggest that effective Arabic debate training requires not only strong pedagogical design but also linguistic support, intellectual development, structured assessment, and adequate infrastructural resources. These elements collectively contribute to the development of competent debaters who are capable of engaging in structured and persuasive argumentative discourse. The figure below presents the key components of a comprehensive Arabic debate module framework. At its core, the framework is driven by the integration of theory and practice, supported by continuous reinforcement.

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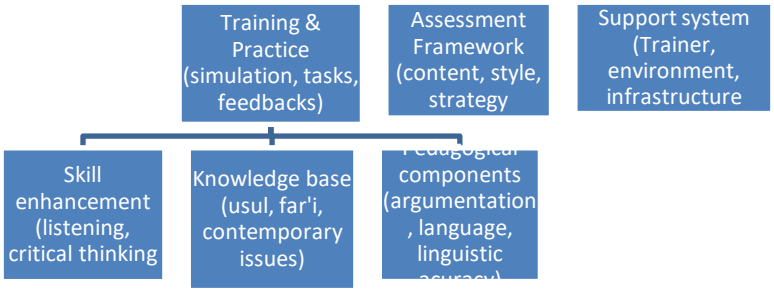
Figure 2. The Essential Components Of Arabic Debate Module Framework



CONCLUSION

The FGD analysis confirms the need for an integrated and dynamic Arabic debate module tailored to non-native speakers. It must not only deliver content but also cultivate cognitive and communicative competencies in tandem. The combination of scaffolded language learning, critical thinking instruction, and strategic debate practice offers a sustainable model for language and skills development. Furthermore, the insights gathered affirm the value of a learner-centered, adaptive pedagogy that accommodates diverse linguistic backgrounds and learning paces. There is also a clear call for infrastructure investment and resource development, particularly in the areas of content creation, listening materials, and evaluation tools.

ETHICAL APPROVAL

All participants received a comprehensive explanation regarding the research objectives and procedures, including their right to participate voluntarily. Participants were assured that participation was not mandatory and that they had the right to withdraw at any time during the study without negative consequences. To ensure the confidentiality of identities, all data obtained in this study underwent an anonymization process.

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CONFLICT OF INTEREST

The author(s) declare that there is no conflict of interest related to the research, authorship, or publication of this article.

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