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INTERACTIVE DEBATE STRATEGIES FOR ENHANCING ARABIC SPEAKING

Muhamad Solehudin

Universitas Islam Internasional Darullughah Wadda'wah

E-mail: muhamadsolehudin@uiidalwa.ac.id

Abstract: Despite years of traditional Arabic language instruction, many students still struggle to express themselves confidently and fluently in real-world conversations. This alarming gap underscores the urgent need for innovative pedagogical strategies that go beyond rote memorization and passive learning. This study investigates the effectiveness of interactive debate strategies in enhancing Arabic speaking proficiency, offering a dynamic platform for real-time communication, critical thinking, and confidence-building. Utilizing a qualitative descriptive approach, data were collected through classroom observations, interviews with educators and students, and reflective journals. The study involved 60 participants, selected through purposive sampling to represent varying proficiency levels. The findings reveal that interactive debates significantly improve fluency, vocabulary acquisition, and critical argumentation skills, while also fostering psycholinguistic benefits such as reduced speaking anxiety and better cognitive control. However, challenges like time constraints, preparation gaps, and language disparities were observed. To address these barriers, practical solutions including pre-debate workshops, flexible scheduling, and scaffolded participation are proposed. This study bridges a crucial gap in Arabic language pedagogy by presenting a structured framework for implementing interactive debates, ultimately promoting sustainable language learning outcomes and empowering students to speak Arabic with clarity, confidence, and cultural awareness.

Keywords: Interactive Debate, Arabic Speaking, Language Proficiency, Psycholinguistics, Pedagogical Strategies.

مستخلص البحث: على الرغم من سنوات من تعليم اللغة العربية التقليدي، لا يزال العديد من الطلاب يعانون من صعوبة التعبير عن أنفسهم بثقة وطلاقة في المحادثات الواقعية. تكشف هذه الفجوة المقلقة عن الحاجة الملحة إلى استراتيجيات تربوية مبتكرة تتجاوز حدود الحفظ الآلي والتعلم السلبي. يهدف هذا البحث إلى دراسة فعالية استراتيجيات المناظرة التفاعلية في تعزيز مهارة الكلام باللغة العربية، حيث توفر منصة ديناميكية للتواصل الفوري، والتفكير الناقد، وبناء الثقة.

اعتمدت الدراسة منهجًا وصفيًا نوعيًا، وجمعت البيانات من خلال الملاحظات الصفية، والمقابلات مع المعلمين والطلاب، واليوميات التأملية. شملت العينة 60 مشاركًا تم اختيارهم بعناية باستخدام العينة القصدية لضمان تمثيل مستويات الكفاءة المختلفة. أظهرت النتائج أن المناظرات التفاعلية تحسّن بشكل كبير الطلاقة، واكتساب المفردات، ومهارات الجدل المنطقي، كما تعزز الفوائد النفسية اللغوية مثل تقليل القلق أثناء التحدث وتحسين التحكم المعرفي. ومع ذلك، تم تحديد بعض التحديات مثل ضيق الوقت، ونقص الإعداد المسبق، وتفاوت مستويات اللغة بين الطلاب. وللتغلب على هذه التحديات، تقترح الدراسة ورش عمل تحضيرية للمناظرات، وجدولة مرنة للجلسات، ومشاركة مدروسة وموجهة. تسد هذه الدراسة فجوة مهمة في مجال تعليم اللغة العربية من خلال تقديم إطار هيكلي لتنفيذ المناظرات التفاعلية، مما يساهم في تحقيق نتائج مستدامة في تعلم اللغة ويمنح الطلاب القدرة على التحدث باللغة العربية بوضوح وثقة ووعي ثقافي.

الكلمات المفتاحية: المناظرة التفاعلية، مهارة الكلام بالعربية، الكفاءة اللغوية، علم النفس اللغوي، الاستراتيجيات التربوية.

A. Introduction

In recent years, the importance of interactive and student-centered teaching methodologies in Arabic language education has gained significant recognition. As globalization increases the demand for multilingual competencies, Arabic remains a crucial language for communication, diplomacy, and academic scholarship. However, many learners face persistent challenges in achieving fluency and confidence in speaking Arabic. Traditional teaching methods, which often emphasize rote memorization and passive learning, have shown limited success in fostering practical speaking skills.

Previous studies have highlighted various strategies for enhancing Arabic speaking proficiency, including role-playing, storytelling, and structured discussions. While these approaches have demonstrated some success, they often lack the dynamic, real-time engagement necessary to simulate authentic conversational experiences. Interactive debate, on the other hand, presents a promising pedagogical tool that not only enhances linguistic proficiency but also cultivates critical thinking, active listening, and confidence in public speaking.

A study by Primasti Nur Yusrin Hidayanti and Faris Maturedy (2023) explores the use of formative evaluation in Arabic debate learning to enhance students' speaking skills (mahārah al-kalām). Using a descriptive qualitative approach, the research highlights that continuous feedback and student self-evaluations significantly improve Arabic language proficiency, offering educators valuable insights for refining teaching strategies¹. Rika Astari, Alvinda Yunaz, and Muhammad Irfan Faturrahman (2022) investigated grammatical deviations in Arabic debate competitions in Indonesia, both online and offline. Using a qualitative descriptive approach, the study identifies 29 syntax errors and 18 morphological errors from video recordings of debate sessions. These errors stem from inter-language interference and intra-language factors, causing miscommunication and altering sentence meanings. The study suggests solutions such as intensive syntactic and morphological training, better preparation, and a focused approach to mastering Arabic grammar to minimize these errors in future competitions². A study by Abid el Majidi, Rick de Graaff, and Daniel Janssen (2021) explores debate as a pedagogical tool for enhancing L2 speaking skills. Using a pretest–posttest control group design, the study shows that debate improves fluency, accuracy, cohesion, and lexical sophistication in students' speech, highlighting its effectiveness in supporting second language development³. A study by Ahmad Syahmi Mohamed et al. (2021) explores oral communication strategies used by non-native Arabic speakers in debates. Analyzing debate recordings and interviews, the study identifies strategies such as message abandonment, topic avoidance, approximation, language switching, and repetition. These strategies help debaters organize ideas, articulate thoughts, and confidently present arguments, offering insights for improving Arabic debate training programs⁴. A study by Ana Taqwa Wati and Nasita Dara Maula (2021) found a

¹Primasti Nur Yusrin Hidayanti dan Faris Maturedy, "Implementation of Formative Evaluation on Arabic Debate Learning to Improve Arabic Language Skills," *Al-Fusha: Arabic Language Education Journal* 5, no. 2 (30 Juni 2023): 43–49, <https://doi.org/10.62097/alfusha.v5i2.940>.

²Rika Astari, Alvinda Yunaz, dan Muhammad Irfan Faturrahman, "The Grammatical Deviations in The Arabic Debate Competition in Indonesia," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 2 (31 Desember 2022): 178–90, <https://doi.org/10.15408/a.v9i2.29008>.

³Abid El Majidi, Rick De Graaff, dan Daniel Janssen, "Debate as a Pedagogical Tool for Developing Speaking Skills in Second Language Education," *Language Teaching Research* 28, no. 6 (November 2024): 2431–52, <https://doi.org/10.1177/13621688211050619>.

⁴Ahmad Syahmi Mohamed dkk., "Oral Communication Strategies Preferences in Arabic Debate among Non-Arabic Speakers," *International Journal of Academic Research in Business and Social*

strong correlation ($r = 0.866$, $p = 0.000$) between vocabulary mastery and Arabic debate skills among students. Key barriers include debate themes, participant abilities, and language barriers, emphasizing the vital role of vocabulary in enhancing debate performance⁵.

This study aims to address the research gap by exploring the effectiveness of interactive debate strategies in improving Arabic speaking skills. Specifically, it investigates how structured debate sessions can be integrated into Arabic language classrooms to enhance speaking fluency, vocabulary acquisition, and overall communication abilities. Furthermore, this research seeks to identify the challenges educators and learners face in implementing interactive debates and propose practical solutions to overcome these barriers. By bridging the theoretical and practical divide, this study goes beyond merely highlighting the effectiveness of interactive debate strategies; it also offers a structured framework for their implementation in classroom settings. Through a focus on methodological execution and practical applicability, this study aspires to contribute a comprehensive pedagogical model that not only enhances Arabic speaking proficiency but also aligns with psycholinguistic principles and supports sustainable language learning outcomes.

B. Research Methode

This study employs a qualitative research design with a descriptive approach to explore the effectiveness of interactive debate strategies in enhancing Arabic speaking proficiency⁶. Data collection techniques include classroom observations⁷, interviews with educators and students, and analysis of debate sessions conducted in Arabic language classrooms. The study focuses on capturing the real-time

Sciences 11, no. 9 (7 September 2021): Pages 131-151, <https://doi.org/10.6007/IJARBSS/v11-i9/10758>.

⁵Ana Taqwa Wati dan Nasita Dara Maula, "Correlation Between Vocabulary Mastery and Arabic Debate Ability:," dalam *Proceedings of the 4th International Conference on Sustainable Innovation 2020–Social, Humanity, and Education (ICoSIHESS 2020)* (4th International Conference on Sustainable Innovation 2020–Social, Humanity, and Education (ICoSIHESS 2020), Yogyakarta, Indonesia: Atlantis Press, 2021), <https://doi.org/10.2991/assehr.k.210120.129>.

⁶John W. Creswell, *A Concise Introduction to Mixed Methods Research* (SAGE Publications, Inc, 2021).

⁷Lal-lo National High School, Lal-lo, Cagayan, Philippines dkk., "Exploring the practices of secondary school teachers in preparing for classroom observation amidst the new normal of education," *Journal of Social, Humanity, and Education* 1, no. 4 (25 Agustus 2021): 281–96, <https://doi.org/10.35912/jshe.v1i4.721>.

interaction, participation, and communication dynamics during structured debate activities.

The participants of this study consist of 60 students from selected Arabic language programs, chosen through purposive sampling⁸ to ensure representation of varying proficiency levels. The sample size of 60 participants provides sufficient diversity in skill levels, enabling a comprehensive analysis of debate strategies' effectiveness across different learner profiles. Data is analyzed thematically to identify patterns, challenges, and outcomes of implementing interactive debate strategies in the classroom.

Additionally, the study incorporates reflective journals and self-assessment questionnaires from students to gather insights into their experiences, perceptions, and challenges encountered during debate sessions. Triangulation is employed to validate the findings through cross-referencing multiple data sources.

The methodological approach aims to capture both the practical and psychological aspects of using debate as a pedagogical tool, providing educators with a structured framework for integrating interactive debates into Arabic language teaching to enhance students' speaking skills.

C. Result of Research and Discussion

Darullughah Wadda'wah (Dalwa) stands as a distinguished institution in Arabic language education, renowned for its commitment to fostering both linguistic proficiency and cultural literacy. Over the years, Dalwa has meticulously crafted a comprehensive Arabic language curriculum that blends traditional pedagogical methods with modern instructional strategies. This unique fusion ensures that students not only acquire theoretical knowledge but also develop practical fluency in Arabic across the four fundamental language skills: listening (maharah al-istima'), speaking (maharah al-kalam), reading (maharah al-qira'ah), and writing (maharah al-kitabah)⁹.

⁸Steve Campbell dkk., "Purposive Sampling: Complex or Simple? Research Case Examples," *Journal of Research in Nursing* 25, no. 8 (Desember 2020): 652-61, <https://doi.org/10.1177/1744987120927206>.

⁹Segaf Baharun dan Nur Hanifansyah, "Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah pada Daurah Ramadhan di Pon Pes Dalwa," *Shaut Al-Arabiyah* 12, no. 2 (29 November 2024), <https://doi.org/10.24252/saa.v12i2.52825>.

A cornerstone of Dalwa's success lies in its Arabic-speaking environment (bi'ah lughawiyah), where students are encouraged—and often required—to use Arabic in their daily interactions, both in academic and casual settings. This immersive approach transforms the campus into a living laboratory for language practice, enabling students to internalize vocabulary, syntax, and cultural nuances organically¹⁰.

In addition to structured classroom learning, Dalwa actively promotes co-curricular activities such as Arabic debates, public speaking competitions, poetry recitations, and academic discussions. These activities serve not only as platforms for students to demonstrate their linguistic prowess but also as opportunities to build critical thinking, confidence, and persuasive communication skills¹¹.

The institution also emphasizes cross-border educational collaboration, regularly sending students and instructors to Malaysia and the Middle East for language immersion programs and academic exchanges. Such initiatives enrich students' exposure to diverse Arabic dialects and deepen their understanding of cultural contexts, fostering a global perspective on Arabic language and literature.

Moreover, Dalwa has established strategic partnerships with international Arabic language institutions, ensuring that its curriculum remains aligned with global academic standards. These collaborations also facilitate knowledge exchange, curriculum enhancement, and professional development for educators.

At its core, Dalwa views Arabic not merely as a language but as a gateway to understanding Islamic scholarship, cultural heritage, and intellectual traditions. By nurturing a holistic approach to language education, Dalwa continues to produce graduates who are not only linguistically competent but also culturally aware and ethically grounded—individuals equipped to contribute meaningfully to academic, professional, and societal spheres both locally and internationally.

¹⁰Muhamad Solehudin dan Yusuf Arisandi, "Language Interference in Arabic Learning: A Case Study of Islamic Boarding Schools in Indonesia," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (2024): 423–38, <https://doi.org/10.23971/altarib.v12i2.9170>.

¹¹Nur Hanifansyah dan Menik Mahmudah, "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia.," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN* 12, no. (2) (2024): 263–78, <https://doi.org/10.23971/altarib.v12i2.9082>.

Interactive debate is a dynamic and engaging form of debate that emphasizes two-way or multi-directional communication between participants and the subject matter at hand. Unlike traditional debate formats where participants may passively absorb information, interactive debates encourage active participation, mutual engagement, and responsive dialogue. This interactive nature transforms the debate into more than just an academic exercise—it becomes a platform for collaborative learning, critical analysis, and effective communication.

An interactive debate operates through several key elements, each playing a crucial role in its structure and outcome. The motion serves as the central topic or statement under debate, usually phrased as a proposition to be defended or opposed. Participants are typically divided into an affirmative team, a neutral team, and an opposing team, each with distinct roles and responsibilities in presenting and countering arguments. Adjudicators, or jury members, are responsible for evaluating the quality of arguments, the logical consistency, and the persuasiveness of each team. Meanwhile, a moderator facilitates the flow of the debate, ensuring rules are followed, time is managed, and the discussion remains focused and respectful. Additionally, a note-taker, or scribe, keeps a detailed record of key points, arguments, and rebuttals presented throughout the debate.

Beyond these structural components, interactive debates thrive on a culture of respect, open-mindedness, and intellectual curiosity. Participants are encouraged to not only defend their positions but also actively listen and respond to opposing arguments with poise and respect. This creates an environment where ideas are not merely exchanged but critically examined, refined, and understood from diverse perspectives.

Incorporating interactive debate strategies into Arabic language classrooms offers a unique avenue for enhancing both linguistic proficiency and cognitive development. It provides students with an opportunity to practice real-world communication skills, expand their vocabulary, and engage in meaningful discussions—all within a structured, yet flexible, learning environment.

As educators and curriculum designers explore innovative teaching methodologies, interactive debate emerges as a powerful tool for fostering holistic

language development. It not only equips students with practical speaking and listening skills but also nurtures intellectual agility, emotional intelligence, and cultural awareness—qualities essential for navigating today's interconnected world. By embracing the interactive debate as a pedagogical strategy, educators can create a vibrant and dynamic classroom environment that empowers students to communicate confidently and think critically in Arabic.

Educators working in language pedagogy have noted that class performances have become a vital instrument for language learning¹². Making disputes is central to most pedagogical programs used to instruct Arabic learning. Educators disagree that addressing learners in debates heightens their linguistic competence, romotes conviction, broadens their understanding, improves their vocabulary, and makes them better users of a new language. Far from just being a pedagogical device, an energetic debate seeks to engage the students in a process that allows them to use what they have learned. Those who participate in social interactions are more likely to comprehend and retain the linguistic content¹³.

Following this point, teachers actively engage learners in discussing relevant problems about their daily lives. There are numerous forms of debates employed in teaching the Arabic language. Some types of debates are better suited to learning the Arabic language than others¹⁴. Those debates are designed to strengthen oral abilities in students and instructors capable of teaching Arabic for communication¹⁵.

When researchers examine the literature, they can clearly see that reasoned debates are superior; and when they gather additional data, they can clearly see that systematic voting should be conducted. Due to these variations, there is no need to conduct systematic and accountable debates for the Arabic language.

¹²Jingjing Hu dan Xuesong (Andy) Gao, "Understanding Subject Teachers' Language-Related Pedagogical Practices in Content and Language Integrated Learning Classrooms," *Language Awareness* 30, no. 1 (2 Januari 2021): 42–61, <https://doi.org/10.1080/09658416.2020.1768265>.

¹³Weijiao Huang, Khe Foon Hew, dan Luke K. Fryer, "Chatbots for Language Learning—Are They Really Useful? A Systematic Review of Chatbot-supported Language Learning," *Journal of Computer Assisted Learning* 38, no. 1 (Februari 2022): 237–57, <https://doi.org/10.1111/jcal.12610>.

¹⁴Rasha Soliman dan Saussan Khalil, "The Teaching of Arabic as a Community Language in the UK," *International Journal of Bilingual Education and Bilingualism* 27, no. 9 (20 Oktober 2024): 1246–57, <https://doi.org/10.1080/13670050.2022.2063686>.

¹⁵Manal Aarar, "The impact of debate discussion via zoom platform on enhancing secondary students' critical thinking and English argumentative writing skills" (Thesis, Granda, Spain, The University of Ganda, 2024).

Therefore, we may utilize analytical debates, a talk conducted in Arabic, instead of displaying a high ability to communicate in Arabic¹⁶.

Benefits of Interactive Debate in Language Learning

Interactive debate has been deemed an indispensable underpinning education strategy due to its ability to facilitate comprehensive language skills. Its capability to augment divergent thinking, encourage individuals to think in an organized way without stumbling, enable individuals to demonstrate arguments, and communicate their ideas to others, thereby boosting the cognitive dimension of individuals, has made it impossible to ignore in language learning classes¹⁷. Nevertheless, interactive debate will work excellently with even more security and accuracy for learners of Arabic because of the nature of the language and the culture of the Arab community¹⁸, where subordinates tend to abide by the views put forth by their superiors. Oral discourse is the last receptive skill to be developed, which requires a longer time for learners of Arabic because the habit of silence for nearly four to six years reduces the ability to speak academically and creates a fear of facing failure if the answer is wrong, which affects fluency as well as effectiveness¹⁹.

The importance of such activities in textbooks is that they create opportunities for students to use the new information available to them and present this information to others. Not only does it assist in the creation of a collaborative learning atmosphere, but it also allows the teacher to employ a desirable aspect of language learning: using the target language for real communication, in this case, for persuasion²⁰.

¹⁶Mahyudin Ritonga dkk., "Duolingo: An Arabic Speaking Skills' Learning Platform for Andragogy Education," ed. oleh Ehsan Namaziandost, *Education Research International* 2022 (25 Februari 2022): 1–9, <https://doi.org/10.1155/2022/7090752>.

¹⁷Benjamin Luke Moorhouse, Yanna Li, dan Steve Walsh, "E-Classroom Interactional Competencies: Mediating and Assisting Language Learning During Synchronous Online Lessons," *RELC Journal* 54, no. 1 (April 2023): 114–28, <https://doi.org/10.1177/0033688220985274>.

¹⁸Nassima Kerras dan Moulay Lahssan Baya Essayahi, "Education and COVID-19: Learning Arabic Language and Perspectives," *Electronic Journal of e-Learning* 20, no. 1 (26 Januari 2022): pp36-52, <https://doi.org/10.34190/ejel.20.1.1976>.

¹⁹Natalia V. Rakhlin, Abdullah Aljughaiman, dan Elena L. Grigorenko, "Assessing Language Development in Arabic: The Arabic Language: Evaluation of Function (ALEF)," *Applied Neuropsychology: Child* 10, no. 1 (2 Januari 2021): 37–52, <https://doi.org/10.1080/21622965.2019.1596113>.

²⁰Deoksoon Kim, "Learning Language, Learning Culture: Teaching Language to the Whole Student," *ECNU Review of Education* 3, no. 3 (September 2020): 519–41, <https://doi.org/10.1177/2096531120936693>.

Oral debate offers real-world opportunities for learners to integrate all of these competencies as they seek ways to persuade their classmates and advocate their precise points of view. In the Arabic-speaking culture, if a person wants to comment or argue on a particular issue, they will ask for a share of it and are unlikely to be able to do so. However, in organized debate, they are in a setting that allows them to explicitly express their views and listen to the perspectives of their peers, leading to a deeper understanding of cultural differences and various perspectives, and becoming more fluent in the language²¹.

Key Components of Effective Debate Strategies

In order to create effective debate activities for teaching and learning the Arabic language²², several components need to be considered. Each debate should be structured in such a way that the rules, expectations, and processes are clear to all participants. This may involve establishing time guidelines, distinguishing between the speeches and the argumentative points participants will use, and indicating the topics in advance. In an effective debate strategy, preparation is also a crucial component. Before the day of the debate, students should be given guidelines to frame their arguments, which involves conducting research and providing them with cohesive, evidence-based logic

Unlike Arabic speech or arabic public speaking, which can often be delivered and practiced without fully understanding the meaning of the text²³, Arabic debate requires a deeper level of comprehension and active engagement with the language. In a debate, participants must not only memorize key phrases and vocabulary but also understand their meanings, contextual usage, and rhetorical impact to respond effectively to opposing arguments. For beginners in Arabic, this dual task of memorization and comprehension can be challenging, yet it is also an effective way to accelerate language acquisition. Below are essential vocabulary

²¹Abdelrahim Fathy Ismail dkk., "Improving Foundational Language Skills of Standard Arabic in Early Childhood by Using Language Immersion-Based Learning Enhanced with Art Activities," *Improving Foundational Language Skills of Standard Arabic in Early Childhood by Using Language Immersion-Based Learning Enhanced with Art Activities*, 2024, <https://doi.org/10.53555/kuey.v30i4.1195>.

²²Fahmeeda Gulnaz, "Fostering Saudi EFL Learners' Communicative, Collaborative and Critical Thinking Skills Through the Technique of In-Class Debate," *International Journal of English Linguistics* 10, no. 5 (30 Juli 2020): 265, <https://doi.org/10.5539/ijel.v10n5p265>.

²³Muhamad Solehudin dan Nur Hanifansyah, "Arabic Public Speaking in Malaysia: Enhancing Vocabulary and Confidence through Psycholinguistics," *International Journal of Arabic Language Teaching* 6, no. 02 (22 Desember 2024): 143–56, <https://doi.org/10.32332/ijalt.v6i02.9920>.

and expressions commonly used in Arabic debates, serving as foundational tools for constructing arguments, presenting rebuttals, and articulating thoughts with clarity and confidence.

No.	English Phrase	Arabic Phrase
1	In my opinion...	فِي رَأْيِي ...
2	I strongly believe that...	أَعْتَقِدُ تَمَامًا أَنَّ ...
3	I disagree with your point because...	أُخَالِفُ نُقْطَتَكَ لِأَنَّ ...
4	Could you please clarify your point?	هَلْ يُمَكِّنُكَ تَوْضِيحُ نُقْطَتِكَ؟
5	Let me elaborate on this.	دَعْنِي أَفْصِلُ فِي هَذَا.
6	That's an interesting perspective, but...	هَذِهِ وَجْهَةٌ نَظَرٍ مُشِيرَةٌ، وَلَكِنْ ...
7	Can you provide evidence for that claim?	هَلْ يُمَكِّنُكَ تَقْدِيمُ دَلِيلٍ عَلَى هَذَا الرَّعْمِ؟
8	To support my argument...	لِدَعْمِ حُجَّتِي ...
9	That's a valid point, however...	هَذِهِ نُقْطَةٌ صَحِيحَةٌ، وَلَكِنْ ...
10	We must consider the consequences of...	يَجِبُ أَنْ نَأْخُذَ فِي الْإِعْتِبَارِ تَبَعَاتِ ...
11	I understand your argument, but I still think...	أَفْهَمُ حُجَّتَكَ، وَلَكِنْ أَرَأُلُ أَعْتَقِدُ أَنَّ ...
12	Allow me to respond to that.	إِسْمَحْ لِي أَنْ أُرَدَّ عَلَى ذَلِكَ.
13	That's an oversimplification of the issue.	هَذَا تَبْسِيطٌ مُفْرِطٌ لِلْمَسْأَلَةِ.
14	I completely agree with your point.	أُؤَافِقُكَ كُلِّيًّا فِي نُقْطَتِكَ.
15	Let's focus on the main issue here.	دَعْنَا نُرَكِّزُ عَلَى الْقَضِيَّةِ الرَّئِيسِيَّةِ هُنَا.
16	It's important to note that...	مِنَ الْمُهْمِ أَنْ نَلْحَظَ أَنَّ ...
17	How do you justify that position?	كَيْفَ تُبْرِرُ هَذَا الْمَوْقِفَ؟
18	Let me correct a misunderstanding here.	دَعْنِي أَصْحِحُ سُوءَ تَفَاهُمٍ هُنَا.
19	Let's agree to disagree.	دَعْنَا نَتَّفَقُ أَنْ نَخْتَلِفَ.
20	In conclusion, I would like to say...	فِي الْخِتَامِ، أُرِيدُ أَنْ أَقُولَ ...

The findings of this study reveal that interactive debate strategies significantly enhance Arabic speaking proficiency by providing a structured and

engaging platform for students to practice real-time communication. The results indicate improvements in several key areas: fluency, vocabulary acquisition, accuracy, and confidence in speaking Arabic.

Fluency and Confidence in Speaking Arabic

Students demonstrated increased fluency and a higher level of confidence in articulating their thoughts in Arabic. Through structured debate sessions, participants were exposed to spontaneous speaking scenarios, which pushed them to organize their ideas quickly and deliver them coherently. This supports previous research by Abid el Majidi et al. (2021), highlighting that debate activities promote fluency and reduce hesitation in second-language speaking.

Vocabulary Expansion and Contextual Usage

Interactive debates facilitated the practical application of new vocabulary in contextually appropriate scenarios. Students were observed incorporating both previously learned and newly acquired vocabulary into their arguments, reflecting a deeper understanding and retention of Arabic lexical items. This aligns with Ana Taqwa Wati and Nasita Dara Maula (2021), who emphasized the strong correlation between vocabulary mastery and Arabic speaking skills.

Critical Thinking and Argumentation Skills

Debate not only improved linguistic proficiency but also honed critical thinking skills. Students displayed better reasoning abilities, logical structuring of arguments, and persuasive communication. The interactive nature of debates encouraged participants to think on their feet, analyze opposing viewpoints critically, and respond with coherent counterarguments.

Psycholinguistic Aspects in Language Acquisition

The study highlights the psycholinguistic benefits of interactive debates, where students developed better cognitive control over their language use. Real-time interaction allowed learners to internalize grammatical structures, improve their sentence formulation skills, and reduce anxiety associated with public speaking. This reinforces findings from Ahmad Syahmi Mohamed et al. (2021), where effective communication strategies were identified as key components in overcoming language barriers.

Challenges in Implementing Interactive Debates

Despite the positive outcomes, several challenges were identified during the implementation of interactive debates. These include: Lack of Preparation, some students struggled with insufficient preparation, leading to weaker arguments and reduced participation. Time Constraints, limited classroom time sometimes hindered the full execution of debate sessions. Variations in Language Proficiency, Disparities in language proficiency levels among participants created occasional imbalances in participation and engagement.

Practical Solutions to Overcome Challenges

To address these challenges, the study proposes, Integrating Pre-Debate Preparation Sessions: Ensuring students have adequate preparation time before debates. Flexible Time Allocation: Adjusting classroom schedules to allow comprehensive debate sessions. Scaffolded Participation: Teachers should group students strategically to balance proficiency levels and encourage equal participation.

Theoretical and Practical Implications

The study confirms that interactive debates serve as an effective pedagogical strategy for improving Arabic speaking proficiency. From a theoretical perspective, it aligns with Vygotsky's Sociocultural Theory, where social interaction plays a crucial role in language acquisition. Practically, it offers educators a structured framework for implementing interactive debates, including strategies for preparation, execution, and post-debate reflections.

Memorable Moments as Mnemonic Reinforcement in Arabic Debate Learning

Interactive debate not only enhances Arabic speaking proficiency but also serves as an implicit mnemonic strategy. The dynamic nature of debates, combined with the emotional engagement and high-stakes interaction between participants, creates memorable moments that aid in vocabulary retention and language recall²⁴. Students often associate specific arguments, phrases, or expressions with

²⁴ Menik Mahmudah, Nurhanifansyah Nurhanifansyah, dan Syarif Muhammad Syaheed bin Khalid, "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26, <https://doi.org/10.29240/jba.v8i2.11349>.

the intensity of the debate setting, making those linguistic elements easier to remember. This emotional and contextual connection transforms debates into powerful mnemonic tools, reinforcing language acquisition in a way that traditional rote memorization often fails to achieve.

Interviews with Students and Teachers: Insights and Challenges in Interactive Debate Implementation

To delve deeper into the effectiveness of interactive debate strategies in enhancing Arabic speaking proficiency, interviews were conducted with both students and teachers directly involved in the debate sessions. These interviews aimed to capture students' firsthand experiences and teachers' perspectives on the strengths and challenges of implementing interactive debates in the classroom.

Students' Experiences in Interactive Debates

One intermediate-level student shared their experience with noticeable enthusiasm: "At first, I felt extremely nervous speaking in front of my classmates, especially in Arabic. However, after participating in several debate sessions, I began to feel more confident. Now, even though I still make mistakes, I can express my opinions more bravely in Arabic."

This testimony highlights how interactive debates can build students' confidence and reduce their fear of speaking publicly. However, not all students shared the same positive experience. Another student expressed a recurring challenge: "Sometimes, I struggle to respond quickly to counterarguments. I need extra time to think of the right words in Arabic before speaking. This makes me feel like I'm lagging behind during the debate."

This reflection underscores an ongoing challenge in Arabic speaking: balancing spontaneity with linguistic accuracy. While debates provide a platform for improvement, overcoming hesitation and enhancing vocabulary recall remain areas requiring targeted intervention.

Teachers' Perspectives on Implementing Interactive Debates

From the teachers' point of view, interactive debates are seen as highly effective but also demanding in terms of preparation and classroom management. One teacher emphasized: "The success of a debate session heavily relies on thorough preparation. I always encourage students to research their topics, prepare structured arguments, and practice relevant vocabulary before entering

the debate floor. Without adequate preparation, the session often falls short of its objectives." Another teacher pointed out the persistent challenge of time management: "Time constraints are a common issue. We want every student to have an equal opportunity to speak, but limited classroom hours often mean that only a few students can fully engage in each session."

In a joint interview session, both teachers and students shared their perspectives on overcoming speaking anxiety in interactive debates. The conversation highlighted a recurring theme: confidence in speaking Arabic is built through repeated practice and consistent exposure to debate environments. One teacher offered a valuable insight to the students:

"Debating is like any skill—it improves with practice. The more frequently you engage in debates, the more natural speaking in Arabic will become. Over time, anxiety will fade, and confidence will grow. It's not about being perfect in the beginning, but about showing up, participating, and learning from each session."

A student who had participated in multiple debate sessions responded enthusiastically:

"At first, I felt extremely anxious and my voice would tremble. But after several debates, I noticed that my fear started to disappear. I began to focus more on the arguments and less on my nervousness. The teacher's encouragement really helped me push through those early struggles."

Another student added:

"I realized that every debate is an opportunity to improve. Even if I make mistakes, the experience teaches me something new each time. Now, I feel more confident, and speaking Arabic feels less intimidating."

The teacher concluded the discussion with a final piece of advice:

"Debaters must remember that confidence comes with experience. Each session is a step forward. Don't focus too much on perfection in the early stages—just keep speaking, keep analyzing, and keep improving. Over time, you'll notice a significant change in your fluency and confidence."

The interviews with students and teachers reveal a shared understanding of the benefits of interactive debates in building confidence, improving fluency, and expanding vocabulary. However, both groups also identified challenges,

particularly regarding preparation time, spontaneous response difficulties, and unequal participation due to varying proficiency levels.

Psychologically, students reported increased self-confidence and a noticeable reduction in speaking anxiety. Yet, some still struggled with the mental agility required to respond promptly in real-time debates. Pedagogically, teachers highlighted the critical role of structured preparation, comprehensive topic research, and consistent practice in ensuring debate sessions run smoothly.

One teacher offered a particularly meaningful piece of advice to students: "Do not focus solely on speaking quickly, as speed is often mistakenly perceived as fluency. Instead, focus on savoring the beauty of the Arabic language, understanding the depth of each phrase, and analyzing the debate with care. True excellence lies not in rapid delivery but in clear expression, thoughtful reflection, and meaningful dialogue."

This advice encapsulates a profound lesson for both educators and learners: quality communication should take precedence over mere speed. It emphasizes the importance of enjoying the richness of the Arabic language while engaging deeply with the analytical aspects of debate.

In conclusion, the findings from these interviews suggest that while interactive debate strategies are highly effective for enhancing Arabic speaking skills, their success hinges on thoughtful preparation, supportive facilitation, and balanced participation. Addressing these challenges through targeted pre-debate workshops, flexible scheduling, and scaffolded participation will ensure more equitable and impactful outcomes in Arabic language classrooms. This approach not only enhances linguistic proficiency but also nurtures students' intellectual engagement and appreciation for the nuances of the Arabic language.

The interview results reveal that interactive debate strategies not only enhance students' linguistic skills but also have a significant impact on psychological aspects, such as reducing speaking anxiety, building confidence, and improving critical thinking and spontaneity in argumentation.

This study bridges the gap identified in previous research by not only examining the effectiveness of interactive debates but also providing a systematic implementation model for educators. It emphasizes the integration of psycholinguistic principles into debate strategies, enhancing both linguistic and cognitive development. Debate is a powerful educational tool with multiple benefits. It sharpens critical thinking, enhances public speaking confidence, and fosters effective communication skills. Participants learn to analyze problems, articulate ideas clearly, and respond thoughtfully under pressure—skills essential in both academic and real-world contexts. Debate serves as a dynamic platform for intellectual exchange, combining logical reasoning, quick thinking, and adaptability to enhance critical communication skills and persuasive abilities.

Future studies could explore the long-term impact of interactive debate strategies on Arabic speaking proficiency and expand the research to different educational levels and cultural contexts. Additionally, the integration of technology-assisted debate platforms could offer further insights into modern pedagogical practices.

Through these findings, this study contributes a comprehensive pedagogical model for enhancing Arabic speaking skills, offering practical, research-based solutions to address challenges in language classrooms. It serves as a valuable reference for educators, curriculum designers, and policymakers in developing effective Arabic language teaching frameworks.

D. Conclusion

This study highlights the effectiveness of interactive debate strategies in enhancing Arabic speaking proficiency by addressing critical aspects such as fluency, vocabulary acquisition, critical thinking, and confidence. Unlike traditional language teaching methods, interactive debates create real-time engagement, encouraging students to actively participate, articulate their thoughts, and respond critically to opposing arguments. The findings demonstrate that debate serves not only as a pedagogical tool but also as an implicit mnemonic strategy, where memorable moments reinforce vocabulary retention and improve long-term language recall.

While interactive debates offer significant benefits, challenges such as time constraints, varying proficiency levels, and lack of preparation were observed. Practical solutions, including pre-debate workshops, flexible time allocation, and scaffolded participation, have been proposed to address these barriers effectively.

The study contributes both theoretically and practically to the field of Arabic language education, offering a structured framework for implementing interactive debate strategies in classrooms. This approach not only aligns with psycholinguistic principles but also promotes sustainable language learning outcomes.

Future research could further explore the long-term impact of debate strategies across different proficiency levels, as well as the integration of technology-assisted debate platforms for broader accessibility and engagement. Ultimately, interactive debate emerges as a transformative methodology capable of bridging the gap between theoretical knowledge and practical language application, empowering students to communicate confidently and think critically in Arabic.

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