Designing for Debate: An EFL Materials Development Research Project

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Abstract

This paper reports on a research project which involved designing innovative debating materials for gifted students in South Korea. Samples of the created materials are presented along with a detailed literature review and rationale for the choices made in developing these materials.
Designing for Debate: An EFL Materials Development Research Project

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Introduction

‘There is little for adolescents to get their teeth into; there are very few life hooks’ (Hillyard, 2005 as cited in Banegas 2011, p. 80) is a commentary on the lack of substance and controversy in ELT textbooks for young people, implying that the content designed for this age group is generally uninspiring and excessively ‘safe’. The materials presented in this project respond to this critique, presenting not only engaging social issues (Soley, 1996), but also featuring contemporary YouTube videos of persuasive speeches and authentic texts, while exhibiting a student-centred approach which serves to encourage critical thinking, maximise output opportunities and promote collaboration amongst learners. Moreover, there is an attempt to harness some creative ‘pizzazz’ (Richards, 1995, p. 108) into the project. In this paper, I discuss the context, rationale and guiding principles which have informed this undertaking from its conception to its completion.

Context

The target learners are advanced Korean EFL students, currently in 6th grade at a private English academy. The English immersion classes (Jeon, 2012) consist of 10 students, the majority returnees from the USA, UK or global international schools. Classes are taught solely by native speaking instructors and include literature, TOEFL preparation and CLIL (science and social studies). The pedagogical philosophy underpinning this particular content-based approach involves preparing high-capability students to master academic subjects through English as a medium of instruction (Larsen-Freeman, 2000), to augment and extend their previous experiences overseas. Additionally, during the summer and winter public school vacations, learners attend the academy for intensive classes, which are designed to focus on a specific sub-set of academic competencies. The materials have been developed for one such session, to introduce learners to debating skills. The short course is designed to cover four lessons, each two-hours long. Accordingly, the content spans 8 instructional hours.

Materials overview

The materials are presented as a short, supplementary course-book, divided into four connected,
progressive units, respectively titled “Introducing Debate & Arguments, Speaking Persuasively, Building Evidence and Debating Live.” Each unit contains clear and achievable objectives to frame the teaching and learning experience (Richards, 1995)\(^1\). The course aims to furnish learners with the necessary skills, confidence and language resources needed to participate in an informal debate by Unit 4. This modern, informal debate differs from traditional styles, such as the British Parliamentary format, as it is designed specifically for 10 students and acts as a gentle introduction to the concept. Moreover, to augment skills acquisition, learners study and utilise the psychological persuasion techniques exhibited in Monroe’s Motivated Sequence speech format\(^2\).

The materials have been created to be aesthetically engaging, appealing to the end-user primarily, but also, of course, to the teachers, commissioning academy and parents. Importantly, from the parental perspective, the quality of design is a crucial consideration, since the increased fees for the intensive classes include the cost of the supplementary materials. Three key principles, drawn from Ellis and Ellis (1987), steer the physical design element; cohesion, clear presentation and colour. Since existing in-house materials were simple individual handouts in monotone print, mostly devoid of any visual stimulation, this project aims to significantly improve on past work.

**Literature Review & Rationale**

As Korean public-school education adopts a didactic, input based approach, (DeWaelsche, 2015) many parents look to private supplementary education, not only to provide a competitive edge for their children (Howard, 2021b; Oh, 2010), yet also for the reduced class sizes and westernised pedagogy representing output based, learner-centric approaches (Bray & Lykins, 2012). More specifically, the overarching philosophy of the academy is that learners should receive education in English, rather than simply being ‘taught’ the language; ‘transforming English into a tool for life rather than an examination subject’ (Muller et al., 2014, p. 61). Thus, the intention is to find a balance between the academic instruction necessary in the harshly competitive societal climate (Cho, 2004) and the emphasis on positive character building and ‘effective citizenship’ (Soley, 1996, p. 9). This is elucidated by the Academy Principal:

“We work together to encourage each child to lead himself/herself to become an intelligent,

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\(^1\) The appendix includes additional guidelines and a debate scoring rubric.

\(^2\) See Begum (2015)
tolerant, responsible and giving member of the global community by providing diverse learning experiences in English” (Mrs Lee.).

In accordance with this vision, the chief aim of the course is to teach the requisite debate skills and competence, with an emphasis on ‘learning from process’ (McGrath, 2016, p.217) through the various tasks presented. The materials also facilitate the use of a number of academic linguistic functions, as proposed by Chamot and O’Malley (1987, p. 239); ‘explaining, informing, describing, classifying, and evaluating’. Importantly, the course has been designed with reference to learner factors including attitudes, expectations and interests (McGrath, 2016); the students favour learning collaboratively, they anticipate academically-oriented content and they are stimulated by real-world issues. Similarly, El Majidi et al.’s (2015, p.924) study revealed that teenage EFL participants held particularly favourable attitudes towards debating due to the inclusion of ‘active participation, challenge, teamwork, fun, critical thinking.’ Pedagogically, concentrating on debate is advantageous, since it aids the advancement of all four receptive and productive skills (e.g., Alasmari & Ahmed, 2013; Fauzan, 2016; Krieger, 2015), yet also encourages critical thinking, maximises language production and promotes collaboration, which combine to form the guiding principles of the materials.

Methods

Whilst this was primarily a desk-based study, student participants were involved in the piloting of the materials and provided writing samples. All participants provided written parental consent and ethical review was granted by the participating educational institution. The project was also overseen by University College London’s Institute of Education.

Guiding Principles

1. Encouraging critical thinking

The first guiding principle underpinning the materials design is the desire to encourage students to think critically. Critical thinking is defined as ‘reasonably reflective thinking that is focused on deciding what to believe or do’ (Ennis, 1985 as cited in Xu, 2013, p. 6). It is also characterised by metacognition, analytical thinking and high-order thinking (Bonney & Sternberg, 2011).
Moreover, as Halpern explains, the process employs cognitive processing techniques to think in a manner that is “purposeful, reasoned, and goal-directed” (Halpern, 2007, p. 6).

Critical thinking shares some similarities with critical pedagogy, espoused by Freire (1970) in the *Pedagogy of the Oppressed*. He applied the banking metaphor in his sharp criticism levied towards traditional modes of instruction; comparing the child to an empty vessel that is passively filled with deposits of information from his or her teacher. Rather, students should be encouraged to solve problems and partake in dialogues with their peers and teachers. In contemporary pedagogy, Freire’s words continue to resonate as the ability to think in logical, analytical and evaluative modes is essential not only academically, for the learner’s future educational success, yet also for numerous complexities of life they will encounter (El Majidi et al., 2015).

While the inclusion of critical thinking in traditional pedagogy is evidenced throughout history, from as early as Socrates’ scholarly emphasis on logic, (Facione et al., 1995), Santos (2013) identifies a distinctive lack of critical thinking approaches in contemporary *ELT* material. Yet she suggests that the language class is a fertile ground for discussing socio-political world issues, based on the Vygotskian assumption that conceptual understanding is developed through language use. While some writers have opposed the inclusion of critical thinking instruction in Asian EFL contexts, (e.g. Atkinson, 1997), Shin and Crookes (2005) observed, in their study, that Korean EFL learners were receptive to listening to the ideas of their classmates and wished to critically engage with peers to broaden their views. The study certainly served to dispel the myth that Korean students favour a passive role; participants responded actively during extended classroom dialogues and subsequently described the experience as liberating and purposeful. Similarly, Davidson (1998) calls for the inclusion of critical thinking in all EFL contexts, regardless of culture. Furthermore, he suggests that EFL practitioners may be deemed *more* responsible for the explicit teaching of critical thinking skills than L1 instructors, since EFL learning entails cultural preparation alongside acquisition. He asserts that the instructor is tasked with preparing learners to ‘interact with native speakers who value explicit comment, intelligent criticism and intellectual assertion’ (Davidson, 1998, p.121).

Scholars such as Bellon (2000), specifically advocate the inclusion of *debate* into pedagogy to foster criticality, citing the various intellectual benefits debating proficiency can deliver; students
evolve as more effective communicators, attain superior scores on SATs and out-perform their peers (with no debating experience) on critical thinking tests. Additionally, Bellon opines that during debate, ‘students are encouraged to think aloud, specifically when they practice critical thinking skills with their peers, they gain experience they may then apply to their own internal reasoning processes’ (Bellon, 2000, p. 164) Additionally, Nisbett (2003) affirms the value of debating as a means for self-evaluation, as learners are ultimately compelled to reflect on the efficacy of their own arguments and logic during the process.

By virtue of the topical issues and related activities presented in the materials to foster critical engagement, students ‘gain transformative experience by problematizing the status quo. Through critical dialogue in class, students can gain control over their learning and gain critical view of … society. Through the awareness of the link between their life issues and the macro socio-political, cultural context, they learn to make decisions in and outside the classroom’ (Shoe, 1996 as cited in Shin & Crookes, 2005, pp. 114-115). This is a starkly juxtaposed with Freire’s (1970) banking metaphor, which framed students as products. Instead, there is an orientation towards to problems and solutions, which enables learners to become effective analytical thinkers. In addition, a focus on fostering higher-order cognitive processes results in an inevitable learner-centred approach whereby the student voice becomes the focal point of each session (DeWaelsche, 2015).

The materials consistently require learners to critically examine information that is situated in context, consider people’s reasoning and communicate with others clearly and effectively (Xu, 2013), while a range of further ancillary skills are integrated across the units.

In Unit 1, the learners are called upon to appraise several debate motions; which involves categorising and selecting (Cottrell, 2011). They also practice formulating their own debate motions and identifying arguments.

In Unit 2, students critically evaluate a persuasive speech by discussing the credibility of the content. When they draft their own speeches, they need to consider how their messages are directed to their audience and recognise techniques they can incorporate (Cottrell, 2001).

Furthermore, in Unit 3, different types of evidence are classified, which requires ‘analytical and evaluative processes of the mind’ (Paul, as cited in Reid 1997, p. 18), in conjunction with drawing
inferences as to the value of that evidence (Fisher, 2001). There is also a focus on recognising differences (Cottrell, 2011).

The culmination of the short course results in the application of extensive deliberation in Unit 4 – *Debating Live*, whereby the students formulate arguments, contrast main ideas, evaluate opposing speeches, present refutations by ‘thinking critically to find strong arguments to outperform the opposing team/debater and locate flaws in their arguments’ (El Majidi et al., 2015, p. 928), and finally, critically reflect on their own performance and learning.

Moreover, the activities accompanying the inspirational quotes on each page galvanize learners to infer meanings and understand others’ viewpoints (Cottrell, 2011). As Fisher notes, such exercises foster critical thinking skills as they require learners to “clarify and interpret expressions and ideas” (Fisher, 2001, p. 8).

2. Maximising production

In addition to the emphasis on critical thinking skills, the next guiding principle relates to maximising output opportunities. Ellis (2005) presents this as a vital facet of the language learning process, calling for ample opportunities for production in the classroom. Drawing on work Swain’s ‘Pushed Output Hypothesis’ (1985), Ortega also illustrates how effective language acquisition requires more than input and interaction; learners need to be prompted to face the uncertainty of producing meanings and messages that incorporate language slightly more advanced than their current proficiency; ‘by encouraging risk-full attempts by the learner to handle complex content beyond current competence, such conditions of language use may drive learning’ (Ortega, 2009, p. 63). Furthermore, if students are not pushed beyond their ‘comfort zone’, they reportedly pay less attention to the salience of grammatical structures necessary for their output (Nation & Newton, 2009). Accordingly, pushed output fosters a deeper understanding of form, whereby the learner’s ability moves ‘from a purely semantic analysis of the language to a syntactic analysis of it’ (Swain, 1985, p. 252).

Teaching formal speaking through speech presentation and debate is an effective means of using the pushed output approach (Nation & Newton, 2009). As the preparation for debate involves detailed planning, students can be taught using a gradual process approach, which is ‘effectively
encouraging learners to develop a strategy for dealing with formal speaking’ (Nation & Newton, 2009, p. 125). The approach consists of six key features, ‘goals and audience, gathering ideas, organising ideas, making speaking notes and presenting and monitoring’ (ibid, p.126), all of which are evidenced in the materials and are closely related to principle 1, critical thinking. Moreover, there are extensive opportunities for meaningful production through pair work and group discussion in every unit. Meanwhile, unit 4’s final homework activity is a five-paragraph discursive essay, which endows the students with the opportunity for extended writing production³.

At the activity level, the inclusion of ‘affect questions’ (McGrath, 2016) invites learners to make unconstrained personal judgements, facilitating increased oral production. Moreover, discussion and debates are open-ended, or divergent, tasks (Clark, 1987, as cited in McGrath, 2016), which harness creative output. As empirically established by Fukuda (2003), in a study with Japanese learner participants, debate materials lend themselves to encouraging freer forms of self-expression; ‘before the debates only 30.8% of the students were not afraid of expressing their opinions…After the debate this figure rose to 56.7%’ (Fukuda, as cited in Krieger, 2015, p. 1).

While extended output is a key objective, the content contains scaffolding, to ensure that learner confidence develops as the materials increase in cognitive complexity, in terms of the activities, the length and depth of the reading passages and the vocabulary support given. Additionally, as recommended by Harmer (2007), there is adequate time provided to plan arguments and speeches, especially between Units 3 and 4. The incorporation of authentic articles and videos reflects Guariento and Morley’s (2000) proposition that advanced students should be exposed to texts that will push them, in terms of ‘both of skills development and of the quantity and range of new language’ yet some reasonable textual modifications have taken place to aid accessibility (McGrath, 2016). Further individual output is endorsed via the inclusion of daily homework activities. Moreover, the materials promote language production through autonomy; the student centric approach engenders minimal reliance on the teacher as the authoritarian. Instead, the instructor’s professional identity shifts (Howard 2021a), as they may subsume the positions of ‘counsellor, facilitator … resource’(Little 1991 as cited in Mishan, 2005, p. 9). In turn, there may

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³ The essay would be subsequently submitted for grading and feedback.
be a direct correlation between increased output and self-esteem, a sentiment shared by Tomlinson (2011, p.10), “I prefer to attempt to build confidence through activities which try to ‘push’ learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic, but which are achievable too.”

3. Promoting Collaboration

Promoting collaboration is the final precept influencing the development of the materials. Collaboration, or cooperative learning, can be utilised effectively in all educational domains, and ‘with some confidence at every grade level, in every subject area, and with any task’ (Johnson et al., 1995 as cited in Dörnyei 1997, p. 482).

Cooperative learning encompasses ‘a set of instructional strategies in which students work together in small groups (or pairs) to help each other learn academic content’ (Slavin, 2009, p. 177). Drawing on socio-cultural theory, Lin (2015) cites Vygotsky (1978), explaining how his constructivist paradigm reflects the importance of a socially interactive mode of knowledge acquisition; ‘learning is first mediated on a social level between a child and other people in his or her environment, and then is internalized by the child on an individual level … learning on the social level often involves mentoring provided by more knowledgeable persons, either by adults or peers, who engage in activity with less experienced persons in a process of guidance or collaboration’ (Lin, 2015, p. 12). Accordingly, as all classrooms include learners of disparate levels to some extent (Bruton, 1997), embedding opportunities for peer scaffolding enables the entire group to advance through Vygotsky’s Zone of Proximal Development (Lin, 2015); the students with higher capability can furnish their peers with advanced conceptual understanding to build a “mutually beneficial social process of learning” (Lin, 2015, p.13).

In the EFL context, researchers Enright and McCloskey (1985) support the notion that successful language acquisition necessitates a classroom environment that supports synergy and intercommunication. A collaborative ethos can also help to reduce superfluous teacher talk time, freeing instructors to offer individual assistance where necessary (Howard, 2019). Additionally, as learners work together in pursuit of a common goal, this facilitates cohesiveness, improves the inter-personal relationships between team members, rouses feelings of duty and responsibility for
the group’s achievement and ultimately moves students to ‘engage in cognitive processes which enhance learning’ (Slavin, 2009, p.181). Dörnyei (1997) upholds the value of collaborative learning as an effective pedagogical intervention, especially with regards to affective factors. As the learners share accountability and work cohesively, this can effectively raise confidence levels, while diminishing learner anxiety and stress. Lastly, extensive global research has established an association between collaboration and increased student motivation (Dörnyei, 2001), which is of considerable relevance for learners who operate in intensively competitive educational domains, such as Korea.

The theoretical perspectives described above are exemplified in the materials. Firstly, uniformly throughout the instruction headers is the use of ‘Let’s’ (Let’s Discuss, Let’s Think, Let’s Work Together etc.) to foster a classroom culture of ‘togetherness’, driven by the notion that ‘interaction produces talk which is transformed into content’ (Fathman & Kessler, 1993). Moreover, the collaborative activities embedded in every unit exhibit a variety of interaction patterns; while working in dyads is generally considered optimal for speaking tasks, this is also accompanied by small group tasks and the final debate is a plenary session, meaning that all participants will work collectively. In Unit 4, team leaders need to be elected, which involves negotiation and group-decision making. Furthermore, Unit 4 is designed so that accountability in the debate is shared; whilst there will of course be a winning team, the emphasis is on performing cohesively. Moreover, Fallahi and Haney’s (2007) study established that debates result in a positive sense of team achievement and engender a future preference for collaboration (as cited in El Majidi et al. 2015). Finally, learners provide mutual assistive feedback, for example in Unit 2’s Let’s Speak, and they are invited to personally reflect on not only the course, but on the value of their collaborative learning experiences, in Unit 4’s Let’s Review.

Conclusion

Debate ‘training’ should not be conceived of as a discreet activity, it has broad applications beyond the course; throughout life the ability to persuade, argue and defend one’s position are of paramount importance, so the academic competencies harnessed in the materials are not only transferable across curriculum subjects (McGrath, 2016), but also represent solid foundations for the future (El Majidi et al., 2015).
Returning to the observation in the introduction ‘there is little for adolescents to get their teeth into; there are very few life hooks’ (Hillyard, 2005, as cited in Banegas, 2011, p. 80), the short course I present responds to what I interpret as an implied call to action. The EFL learners in the target context not only require stimulating and authentic subject matter, but engaging and enjoyable texts and tasks that promote both language acquisition and skills development. Materials, whether produced in-house or commercially, should directly and wholeheartedly acknowledge learner attitudes, expectations and interests. In this project, I have sought to achieve this, by producing visually stimulating materials, underpinned by three salient principles; the need for critical thinking to be encouraged, the value of maximising language production and the advantage of promoting collaboration in the classroom.
References


An Introduction to Debating

Summer Intensives
Unit 1: Introducing Debate & Arguments

LET'S BRAINSTORM
With your partner, discuss these questions and make notes:

a. What are some features of a debate?
b. Why do people enjoy debating?
c. What skills do good debaters need?

LET'S WATCH
You will now watch a short video of real debaters and complete the table below. https://www.youtube.com/watch?v=u787IOfyzzw

<table>
<thead>
<tr>
<th>FEATURES OF A DEBATE</th>
<th>WHY DEBATING IS ENJOYABLE</th>
<th>REQUIRED SKILLS</th>
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LET'S REVIEW
Compare your answers to the notes you wrote above. Was anything in the video surprising? Has it changed your idea of what debating is? Discuss this with your partner.

LET'S THINK
All debates need a motion. Look at the list of debate motions and rate them 1-10 (10 is the best).

<table>
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<tr>
<th>#</th>
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<tbody>
<tr>
<td>Corporal punishment of children should be illegal</td>
</tr>
<tr>
<td>Single-sex schools are better for education</td>
</tr>
<tr>
<td>iPhones are superior to android phones</td>
</tr>
<tr>
<td>We need the death penalty</td>
</tr>
<tr>
<td>Homework should not be assigned over the weekend</td>
</tr>
<tr>
<td>Plastic surgery is not worth the risks</td>
</tr>
<tr>
<td>Middle school students should be allowed to date</td>
</tr>
<tr>
<td>Celebrities are positive role models</td>
</tr>
<tr>
<td>Wealth is more important than happiness</td>
</tr>
<tr>
<td>Women should be required to complete military service</td>
</tr>
</tbody>
</table>

LET'S DISCUSS
With your partner, agree on your favourite three debate motions. Discuss which side you would choose to support (PROP or OPP).

1. ..................................................................................................
2. ..................................................................................................
3. ..................................................................................................

LET'S CREATE
With your partner, brainstorm three more topics that you think would be exciting to debate with your classmates. Note them down and then design a colourful poster with your ideas.
Unit 1: Introducing Debate & Arguments

**LET’S WATCH**
Before reading the student essay below, you will watch someone giving her opinions about school uniforms. Take notes about the speaker’s for and against arguments. [https://www.youtube.com/watch?v=HcbnAhZNO60](https://www.youtube.com/watch?v=HcbnAhZNO60)

**LET’S READ**
Read the student essay, and underline as many arguments as you can, supporting school uniforms. The first two have been done for you.

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The wearing of uniform emphasises equality: the fact that everyone wearing that uniform is of the same status, and no one is “better” in any way than anyone else. I am sure you will agree that this is a good moral to promote in young people. A smart uniform also helps to create pride for the school for its wearers: if children are all wearing the same uniform, they all belong to the same group, which helps to foster a community spirit and ultimately creates a better atmosphere among the children.

Wearing a uniform also helps to prevent bad relations between groups of children. Everyone knows that children can be very judgemental, and so if children were allowed to wear their own clothes, children would judge each other and make friends according to what clothes they wear. It is also more likely that ‘gangs’ and ‘groups’ would form – think about the situation in American high schools, where bullying and social segregation is widespread. For example, people who liked a certain type of music might wear the same clothes and therefore form a clique; how can this help build the school’s sense of community?

There are also more practical reasons why children should wear a school uniform. Uniforms are usually very reasonable in price. Children would be wearing the uniform Monday to Friday, and so this would surely save parents money on clothes for their children. Referring to my previous point, if children were allowed to wear their own clothes to school, a combination of peer pressure and children’s need for ‘the latest fashion’ would lead them to put pressure on their parents to buy them extra new clothes to wear to school. If everyone is wearing a uniform, this problem is removed. Crimes involving the stealing of clothes are also eliminated, as everyone would be wearing the same.

As students are more easily identifiable when wearing a uniform, intruders in the school can be identified easily, therefore improving student safety in school. Student safety can also be improved by the wearing of uniform while out on school trips, as children are more easily accounted for.

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**LET’S CONTINUE AT HOME**
Write your own mini-essay with 3 arguments and examples for ‘school uniforms’ for the opposition team.

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1. Physical education should be compulsory in school because participation in sport promotes health.

   ⇒ ………………………………………………………………………………………………………………………………………...

   ⇒ ………………………………………………………………………………………………………………………………………...

2. Photoshopping in advertisements should be banned because it reduces teenagers’ self-confidence.

   ⇒ ……………………………………………………………………………………………………………………………………...

   ⇒ ……………………………………………………………………………………………………………………………………...

3. Children should not have access to Facebook because it distracts them from their studies.

   ⇒ ………………………………………………………………………………………………………………………………………...

   ⇒ ………………………………………………………………………………………………………………………………………...
Unit 2: Speaking Persuasively

LET’S THINK
With your partner, think about what qualities a persuasive speaker has. Use the bubbles below to brainstorm.

Non-verbal communication
Eye contact

LET’S WATCH
Now watch a short video of a famous speech by Bill Gates. As you watch, think about his speech delivery and write down some of the ways he communicates, non-verbally.
https://www.youtube.com/watch?v=iADTpgRXYrk

Compare your ideas with your small group

LET’S SPEAK
Below are parts of two persuasive speeches. You and your partner should each choose one and then practice reading the speech. Then, stand up and deliver your speech to your partner using the skills you noted in the box above. Give each other feedback.

Student A: Cheating in America
Did you know that 7 out of 10 students have cheated at least once in the past year? Did you know that 50 percent of those students have cheated more than twice? These shocking statistics are from a survey of 9,000 U.S. high school students.

Incredibly, teachers may even be encouraging their students to cheat! Last year at a school in Detroit, teachers may have provided their students with answers to statewide standard tests. Students at the school told investigators that they were promised pizza and money if they cheated on the test as instructed! Similar allegations at several schools in San Diego county have prompted investigation. A student at a local high school says she sees students cheating on almost every test, and the teachers don’t do anything about it.

Student B: Second-hand Smoke
"I stumbled out of the building, coughing and wheezing, smoke filling my eyes and lungs. I tugged frantically at my tie to loosen my collar, my head pounding as I ran out the door.

...fresh...air...gotta...have...fresh...air...

Was it a fire? Terrorist attack?

No, I was simply eating my dinner when a gentleman at the table next to us decided to light up a cigarette. The smoke went right into my face and lungs. All of a sudden I couldn’t breathe, my chest hurt and I panicked.

Ladies and gentlemen, by the end of this year more people will die from second hand smoke related deaths than the average crowd at a Major League Baseball game. Second-hand, or passive smoke, is an insidious killer that is harming adults, and more critically, children around the country every day..."

LANGUAGE BANK
allegation (n.): a claim that someone has done something wrong
prompt (v.): to cause
wheezing (v.): to make a rough noise while breathing
insidious (adj.): unpleasant and dangerous
Unit 2: Speaking Persuasively

LET’S THINK
Imagine that you need to give a persuasive speech right now.

a. How would you organise your writing?
b. What would the different sections include?
c. How would you start and finish?

Tell the class your ideas.

A TRIED AND TESTED METHOD: MONROE’S MOTIVATED SEQUENCE
The 5-part speech structure below is named after the person who first created and used it: Alan H. Monroe who taught public speaking at Purdue University, USA.

Attention: Use a hook to grab the audience’s attention
Need: Explain what the problem is.
Satisfaction: Describe the solution
Visualization: Explain to the audience how your solution solves the problem
Action: Tell the audience what should happen next

LET'S WATCH
Now watch a short video of a commercial using the MMS structure. Don’t take any notes the first time, just listen. The second time you listen, notice where the different steps occur in the video. Take notes in the table.

https://www.youtube.com/watch?v=dy-DGG4ZWPcE

Discuss these questions in small groups:

a. How do you feel after seeing the commercial?
b. Did it make you want to buy the product? Why or why not?
c. Which step was the most effective?

LET’S WRITE AND PRESENT
Choose any item in the room. Using the MMS structure, write a short speech of 1-2 minutes to ‘sell’ this product to your classmates and present it. Remember to use the skills on page 3.

LET’S CONTINUE AT HOME
MMS is also great for debating! For homework write up a short speech of 1-2 minutes for a topic on page 1.

“As any debate club veteran knows, if you can’t make your opponent’s point for them, you don’t truly grasp the issue.”
Unit 3: Building Evidence

LET’S THINK
Now that you understand arguments, the next step is to build evidence. How can you do this? Discuss your ideas with your small group.

LET’S CHECK
1. Read the examples of evidence below which are about unemployment. With your partner decide which are:
   a. statistics  b. personal opinions  c. expert opinions
   1. Currently, unemployment in London is at 5.6%.
   2. “There are concerns that youth unemployment has not fallen, and that the improvement in men’s position is greater than that for women” stated Len Shackleton, research fellow at the Institute of Economic Affairs.
   3. In 2016, the employment rate was 74.5%, the joint highest since records began in 1971.
   4. Michael Saunders, a member of the Bank’s Monetary Policy Committee, said recent economic growth made it “quite possible” that the unemployment rate would “stay below 5% this year”
   5. I think unemployed people should receive free education to get them back to work.
   6. Estimates from the Labour Force Survey show that, between August to October 2016 and the 3 months to January 2017, the number of people in work increased, the number of unemployed people fell.
   7. Scotland’s jobless total has risen by 14,000 over three months.
   8. My father said that unemployed people should receive more money from the government.

2. Which type of evidence is strongest? Which should you probably avoid?

LET’S READ
It’s important to be able to find evidence when you are researching for a debate. Here is an article about global warming. Highlight any evidence which supports the argument that global warming is real. Then, compare your ideas in a small group.

SCIENCE
A Warming World
MARCH 31, 2014 By Bryan Walsh for TIME

There have been thousands of studies published on climate change. The basic message of all those studies is: climate change is real, it is happening, and unless we’re very lucky, we’re not doing anywhere near enough to adapt to it.

The United Nations Intergovernmental Panel on Climate Change (IPCC) recently released a large-scale study that focuses on the impacts of climate change, ranging from the effects on endangered species to changes in agriculture. The new report demonstrates just how wide-ranging the effects of a warming world will be. “We have assessed impacts as they are happening in natural and human systems on all continents and oceans,” said Rajendra Pachauri of the IPCC. “No one on this planet will be untouched by climate change.”

The report predicts with high confidence that the negative impacts of warming will be widespread. According to the study, glaciers will continue to shrink as the climate warms. Species on land and in the sea are shifting in response to warming, and some will face an increased risk of extinction. Health impacts will be felt from heat waves and from floods in low-lying areas. The seas will continue to become more acidic, destroying coral reefs.

But the report does not try to predict the exact extent of those effects. The world’s scientists are learning just how difficult it is to predict precisely how the planet will respond to rising carbon emissions and rising temperatures. The report makes clear what can and cannot be known about a changing climate. And it puts climate change in the context of the countless other risks humans face.

A planet that is home to some 7 billion people is already a place that’s on the edge — and unchecked warming could help push us over.
Bullying, theft, trespassers, arson - there are so many reasons why CCTV is so important for schools. It’s a convenient safeguarding method and, when used correctly, can ensure staff, teachers and visitors to the school feel looked after.

The last research into CCTV for schools revealed that 85% of teachers have surveillance in their school - and it’s set to increase. A recent survey conducted by the Association of Teachers and Lecturers showed that 98% of schools with CCTV used surveillance only for security reasons. Half of the teachers in the study said that the schools used surveillance in the classrooms and corridors as a safety measure.

Typically, the CCTV footage in schools is only viewed by the headteacher or another senior member of staff to confirm who is responsible for an incident such as vandalism, bullying and so on. CCTV is also important for external incidences such as local thieves stealing expensive technology, bikes or damaging school property.

Stephanie Benbow, headteacher of St Mary’s CE high school in Hertfordshire, spoke to The Guardian. She commented, ‘We have 162 CCTV cameras at St Mary’s. The teachers, governors and parents all feel that they make a significant contribution to the safeguarding of our students and staff and help protect property. There are 18 cameras located in each of the school’s toilets suites. They are focused on basin areas and are very overt. Children tell us this is one of the areas of the school that they are concerned about potential bullying. Other cameras are located in specialist rooms for teaching ICT or technology, where there is expensive equipment such as computers and laser cutters, general circulation areas and places deemed to be high risk for theft, such as cycle racks, or for trespassers.’

In general, parents, pupils and teachers feel safer and more secure with CCTV surveillance in their school. The cameras can act as a deterrent for troublemakers and bullies - so schools could experience an improved morale and happier students and staff.

Creating the perfect balance between ensuring student and staff safety and complying with official guidelines is incredibly vital. Doing this will also give parents and visitors to the school peace of mind that the CCTV is there to help and not hinder.

Children are being monitored as closely as inmates in prisons as schools break the law to introduce scores of covert CCTV cameras, a ground-breaking new study has found. The vast majority of secondary schools use more than 20 CCTV cameras to capture children’s movements in corridors, playgrounds and even the toilets. But many are breaking the law by failing to make it clear to pupils where cameras are located and how the images might be used.

Dr Emmeline Taylor studied surveyed 24 comprehensives in the north west of England and discovered that 23 had installed more than 20 cameras. Out of three studied in-depth, two had gone as far as placing them in the toilets. One pupil said: ‘CCTV just makes you feel like you can’t be trusted. My school has them up all over. Out of three studied in-depth, two had gone as far as placing them in the toilets. One pupil said: ‘CCTV just makes you feel like you can’t be trusted. My school has them up all over. It’s like a prison.’ Dr Taylor also found that schools are increasingly using technology - such as fingerprint, iris or facial recognition systems - for ‘mundane’ reasons such as lending library books.

Parents are often unaware of the data taken from their children or the extent of CCTV. ‘There has been very little attempt to inform the general public, including parents, about the extent that schools are using surveillance devices,’ said Dr Taylor. ‘The level of surveillance that some pupils are subjected to on a daily basis rivals that of international airports and prisons.’

CCTV is increasingly used in classrooms, corridors, stairwells and communal areas in toilets. Schools say it helps tackle truancy, indiscipline, vandalism and false allegations against teachers. But laws surrounding its use in schools are inadequate and many schools are likely to be breaking them. The researcher warned that schools were becoming a ‘testbed’ for surveillance techniques.

These techniques were ‘causing young people to accept a heightened level of scrutiny for increasingly mundane activities, such as borrowing a book from the school library’, she said. She added: ‘These technologies do nothing to safeguard young people, yet they strip them of their privacy, undermine their trust in others and create an atmosphere of suspicion - not exactly helpful for learning in an educational environment.’

At Charleston Primary in Salford, parents discovered the school's surveillance cameras were running constantly and some children had been filmed changing into gym gear in their classrooms before PE lessons. Meanwhile, a school in Llandysul, Wales, installed CCTV in the toilets to tackle misuse of soap and paper towels, and to tackle ‘horseplay’. One father withdrew his daughter over the ‘terrible invasion’ of privacy.

Let your partner discuss the motion, find the arguments and evidence for both sides in the articles and write them in the table.
Unit 4: Debating Live

LET’S WORK TOGETHER
Your teacher has assigned you to one of the teams. Now, draft your speeches according to your roles. Remember to nominate your team leader! Write down your team information:

<table>
<thead>
<tr>
<th>Team leader:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Introductory speaker:</th>
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<tbody>
<tr>
<td>First argument speaker:</td>
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<tr>
<td>Second argument speaker:</td>
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<tr>
<td>Third argument speaker:</td>
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<tr>
<td>Concluding speaker:</td>
</tr>
</tbody>
</table>

LET’S UNDERSTAND
With your partner, can you think of two reasons why this quote could be true?

“The sounder your argument, the more satisfaction you get out of it.”

LET’S CHECK
Below is an example of a refutation for a debate about the death penalty. Work with a partner to decide which speech bubble belongs to which step.

As this research proves, the death penalty is actually causing more crime and putting more criminals behind bars, so we wholeheartedly disagree with the opponent’s point.

Julie, from the opposition team stated that the death penalty deters crime.

According to a nationwide study conducted by Professor Wiggins in 2002, violent crime has actually increased in US states with the death penalty, while crime has decreased in states without the death penalty.

LET’S PREPARE
With your team mates, practice drafting refutations to respond to the other team. You have prepared for both sides of the debate, so you can predict what the other team’s arguments. Then, your teacher will start the debate!
Unit 4: Debating Live

LET’S DEBATE
Good luck! Remember to take lots of notes to help you.

LET’S UNDERSTAND
With your partner, discuss how you can ‘know’ your arguments, as the quote suggests:

“The difficult part in an argument is not to defend one’s opinion, but rather to know it.”

LET’S REVIEW
With your team-mates, review your learning over the course by answering the questions. Write down some ideas and share them with your classmates.

a. What are three important things you have learnt over the course?

b. What worked well in today’s debate?

c. What areas could you improve in?

d. What advice would you give to students new to debate?

LET’S CONTINUE AT HOME
For the final activity, write up a 5-paragraph persuasive essay, supporting your side of the debate motion. You can use your notes to help you.
Appendices

Appendices:
i. Debate Guidelines
ii. Scoring Sheet
iii. Visual Image Credits
iv. Text & Quotation Sources
Appendix i: Debate Guidelines

ORDER OF SPEAKERS AND REFUTATIONS FOR THIS DEBATE:

<table>
<thead>
<tr>
<th>Proposition Team</th>
<th>Opposition Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductory speaker</td>
<td>2. Introductory speaker</td>
</tr>
<tr>
<td>3. First argument speaker</td>
<td>4. Refutation to speaker 3 &amp; First argument</td>
</tr>
<tr>
<td>5. Refutation to speaker 4 &amp; second argument</td>
<td>6. Refutation to speaker 5 &amp; second argument</td>
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<tr>
<td>7. Refutation to speaker 6 &amp; third argument</td>
<td>8. Refutation to speaker 7 &amp; third argument</td>
</tr>
<tr>
<td>9. Refutation to speaker 8 &amp; conclusion</td>
<td>10. Concluding speaker</td>
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SUGGESTED DEBATE SPEECH TEMPLATES:

**Introductory Speakers**

Attention: Hook (scenario/quotatation etc.)
Need: Define the subject of the debate (explain exactly what it means, provide background information and say why it is important)
Satisfaction: Outline your arguments and introduce your team members and their roles
Visualisation: Describe some positive outcomes of your team’s ideas being accepted
Action: Wish the other team luck and call the next speaker to the lectern

**Argument Speakers**

Attention: Hook (scenario/quotatation etc.)
Need: State your argument and reason for presenting it
Satisfaction: Provide enough evidence to support your point
Visualisation: Link your evidence to your argument and describe how it can improve the situation in the future
Action: Round off with a concluding sentence and final thought. Hand over to the next speaker

**Concluding Speakers**

Attention: Hook (scenario/quotatation etc.)
Need: Review the debate motion and why it has been important to discuss it
Satisfaction: Summarise your team’s arguments and refutations
Visualisation: Describe how your team’s position will result in positive outcomes if the judge accepts your side of the debate motion
Action: Describe what should happen next, to support your team’s stance. Thank the other team for their participation

---

Top Tips:

* As you are one team, use “We believe etc.” instead of “I believe” etc.
* Using figurative language can add more interest and originality to your words
* Enjoy yourself and have fun!

---

OTHER GUIDELINES:

- Always be polite and respectful to other debaters
- Remember that how you speak is very important - review Unit 2 if you need to
- Debating is largely about team-work - so always collaborate well with your classmates
- Between speakers, you have 2 minutes to work on your refutations with your team-mates
- If you don’t win this debate, don’t feel disappointed - there is always next time!
# Appendix ii: Scoring Sheet

**TEACHER TO COMPLETE AND DISTRIBUTE COPIES TO STUDENTS AFTER DEBATE SESSION**

## Judge’s Scoring Sheet

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Name</th>
<th>Structure</th>
<th>Content</th>
<th>Delivery</th>
<th>Refutations</th>
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Grand total for the proposition team: 90

## Opposition Team:

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Grand total for the opposition team: 90

Winning team: ________________
# Appendix iii: Visual Image Credits

## PHOTOS & ICONS

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# Appendix iv: Text & Quotation Sources

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