

Designing for Debate: An EFL Materials Development Research Project

Natalie-Jane Howard¹

¹Affiliation not available

October 06, 2022

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

Natalie-Jane Howard

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 format².

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, (DeWaelche, 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,

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 (DeWaelche, 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

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

- Alasmari, A., & Ahmed, S. S. (2013). Using debate in EFL classes. *English Language Teaching*, 6(1), 147.
- Atkinson, D. (1997). A critical approach to critical thinking in TESOL. *TESOL Quarterly*, 31, 71-94. <https://doi.org/10.2307/3587975>
- Banegas, D. (2011). Teaching more than English in secondary education. *ELT Journal*, 65(1), 80-82.
- Begum, M. (2015). Impact of TV commercials on persuasive speech: A critical review. *Journal of NELTA*, 19 (1-2), 32-46. <https://doi.org/10.3126/nelta.v19i1-2.12078>
- Bellon, J. (2000). A research-based justification for debate across the curriculum. *Argumentation and Advocacy*, 36(3), 161-175. <https://doi.org/10.1080/00028533.2000.11951646>
- Bonney, C. R., & Sternberg, R. J. (2011). Learning to think critically. *Handbook of research on learning and instruction*, pp. 166-198.
- Bray, M. & Lykins, C. (2012). Shadow Education: Private Supplementary Tutoring and Its Implications for Policy Makers in Asia. *Emerging Trends in the Social and Behavioral Sciences*. (CERC monograph series; no. 9). Mandaluyong City, Philippines: Asian Development Bank.
- Bruton, A. (1997). Mixed capacities in EFL/ESL: clarifying the issues. *RELC Journal*, 28(1), 109-119. <https://doi.org/10.1177/003368829702800107>
- Chamot, A. U., & O'Malley, J. M. (1987). The cognitive academic language learning approach: A bridge to the mainstream. *TESOL Quarterly*, 21(2), 227-249. <https://doi.org/10.2307/3586733>
- Cho, S. (2004). Gifted and talented education in Korea: Its problems and visions. *KEDI Journal of Educational Policy*, 1(1).
- Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument*. Basingstoke: Palgrave Macmillan.
- Davidson, B. W. (1998). Comments on Dwight Atkinson's "A critical approach to critical thinking in TESOL": A case for critical thinking in the English Language classroom. *TESOL Quarterly*, 32(1), 119.
- DeWaesche, S. A. (2015). Critical thinking, questioning and student engagement in Korean university English courses. *Linguistics and Education*, 32, 131-147. <https://doi.org/10.1016/j.linged.2015.10.003>
- Dörnyei, Z. (1997). Psychological processes in cooperative language learning: Group dynamics and motivation. *Modern Language Journal*, 81(4), 482-493. <https://doi.org/10.2307/328891>

- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- El Majidi, A., De Graaff, R., & Janssen, D. (2015). Invest in what energizes students to learn: Investigating students' Attitude towards debate in the foreign language classroom. *Journal of Language Teaching and Research*, 6(5), 924–932. <https://doi.org/10.17507/jltr.0605.03>
- Ellis, M. & P. Ellis. (1987). Learning by design: some design criteria for EFL textbooks. In: Sheldon, L. (Ed.) *ELT textbooks and materials: problems in evaluation and development*. *ELT Documents 126*. Modern English Publications in Association with the British Council.
- Ellis, R. (2005). Principles of instructed language learning. *System: An International Journal of Educational Technology and Applied Linguistics*, 33(2), 209-224. <https://doi.org/10.1016/j.system.2004.12.006>
- Enright, D. S., & McCloskey, M. L. (1985). Yes, talking!: Organizing the classroom to promote second language acquisition. *TESOL Quarterly*, 19(3), 431-53. <https://doi.org/10.2307/3586272>
- Facione, P. A., Sánchez, C. A., Facione, N. C., & Gainen, J. (1995). The disposition toward critical thinking. *The Journal of General Education*, 44(1), 1–25. <http://www.jstor.org/stable/27797240>
- Fathman, A., & Kessler, C. (1992). Cooperative language learning in school contexts. *Annual Review of Applied Linguistics*, 13, 127-140. <https://doi.org/10.1017/S0267190500002439>
- Fauzan, U. (2016). Enhancing speaking ability of EFL Students through debate and peer assessment. *EFL JOURNAL: Journal of EFL, Linguistics, and Literature*, 1(1), 49-57.
- Fisher, A. (2001). *Critical thinking: An introduction*. Cambridge University Press.
- Freire, P. (1970). *Pedagogy of the oppressed*. Penguin Books.
- Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL Classroom. *ELT Journal*, 55(4), 347-53.
- Halpern, D. F. (2007). The nature and nurture of critical thinking. *Critical thinking in psychology*, 1-14.
- Harmer, J. (2007). *The practice of English language teaching*. Pearson Longman.
- Howard, N. (2019). Constructing Professional Identities: Native English-Speaking Teachers in South Korea. The Qualitative Report, 24(7), 1478-1510. <https://doi.org/10.46743/2160-3715/2019.3606>
- Howard, N.-J. (2021a). Barriers and drivers in online micro-course professional development: Navigating issues of teacher identity and agency. *Teaching and Teacher Education*, 105, 103397.

- Howard, N.-J. (2021b). A theoretical examination of shadow education in South Korea. *International Journal of Asian Education*, 2(3), 429–438. <https://doi.org/10.46966/ijae.v2i3.229>
- Jeon, M. (2012). English immersion and educational inequality in South Korea. *Journal of Multilingual and Multicultural Development*, 33(4), 395–408. <https://doi.org/10.1080/01434632.2012.661438>
- Krieger, D. (2005). Teaching debate to ESL students: A six-class unit. *The Internet TESL Journal*, 11(2).
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.
- Lin, L. (2015). *Investigating Chinese HE EFL Classrooms*. Imprint: Springer.
- McGrath, I. (2016). *Materials evaluation and design for language teaching*. Edinburgh University Press.
- Mishan, F. (2005). *Designing authenticity into language learning materials*. Intellect.
- Muller, T., Adamson, J., Brown, P., & Herder, S. (2014). *Exploring EFL Fluency in Asia*. Palgrave Macmillan.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL /EFL listening and speaking*. ESL & Applied linguistics professional series. Routledge: Taylor & Francis Group.
- Nisbet, R. E. (2003). *The geography of thought*. N. Brealey Publishing.
- Oh, I. (2010). Education and development: Why are Koreans obsessed with learning? *Comparative Sociology*, 9(3), 308–327.
- Ortega, L. (2009). *Understanding second language acquisition*. Hodder Education.
- Reid, S. (1997). Teaching critical thinking. *Cele Journal Selected from Volumes III, V, VI, VII and VII and the CELE 10th Anniversary Anthology*, 2000.
- Richards, J. C. (1995). Easier said than done: An Insider's Account of a Textbook Project. In Hidalgo, A., D. Hall, and G. Jacobs (Eds.) *Getting Started: Materials Writers on Materials Writing*. Singapore: SEAMEO, RELC. 95-135.
- Santos, D. (2013). This activity is far from being a pause for reflection: An exploration of ELT authors', editors', teachers' and learners' approaches to critical thinking. In J. Gray (Ed.), *Critical perspectives on language teaching materials*, pp. 88-110. Basingstoke: Palgrave Macmillan.
- Shin, H., & Crookes, G. (2005). Exploring the possibilities for EFL critical pedagogy in Korea: A two-part case study. *Critical Inquiry in Language Studies*, 2(2), 113-136. https://doi.org/10.1207/s15427595cils0202_3

Slavin, R.E., (2009). Cooperative learning. In: McCulloch, G., Crook, D. (Eds.), *International Encyclopaedia of Education*, pp. 177-183. Routledge.

Soley, M. (1995). If it's controversial, why teachi? *Social Education*, 60(1), 9-14.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. *Input in second language acquisition*, 15, 165-179.

Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge University Press.

Xu, Q. (2013). Fostering critical thinking competence in EFL classroom. *Studies in Literature and Language*, 7(1), 6. <http://dx.doi.org/10.3968/n>

An Introduction to Debating



Summer Intensives



Unit 1: Introducing Debate & Arguments

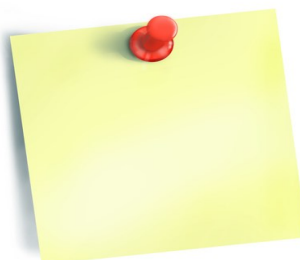
LET'S BRAINSTORM

With your partner, discuss these questions and make notes:

- What are some features of a debate?
- Why do people enjoy debating?
- 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>



Level: Grade 6 ACC

Objectives:

- To consider the skills debaters need
- To think of reasons to support a debate motion
- To construct arguments

LET'S UNDERSTAND

Read the quote and write your own. Share it with your partner.

"I'm a big believer in ..."

"I'm a big believer in debate and difference of opinion"



FEATURES OF A DEBATE	WHY DEBATING IS ENJOYABLE	REQUIRED SKILLS

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).



Discussion Phrases

Stating your own opinion

In my opinion, ...

Personally, I think that ...

Disagreeing

I am sorry, but I see it differently...

I don't really agree with that...

Interrupting

I'm sorry to interrupt, but ...

Can I stop you there for a moment ...

Agreeing

Yes, I completely agree ...

We're on same page ...

Partly agreeing

I see what you mean, but ...

I think we should also consider ...

Clarifying

I'm sorry, but could you explain

what you mean by ...

Can you explain that again, please?

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

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.

DEBATE TERMS

PROPOSITION (PROP) - the team that argues in favour of the debate motion

OPPOSITION (OPP) - the team that argues against the debate motion

DEBATE MOTION - the statement that sets the topic of the debate

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>

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.

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 than 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.



LET'S UNDERSTAND

With your partner, can you state the main idea of the quote?

"It is better to debate a question without settling it than to settle a question without debating it."

LET'S COMPARE

Compare your work with your partner. Now, go back to the essay sample and highlight the examples and explanations the writer uses to support her arguments.



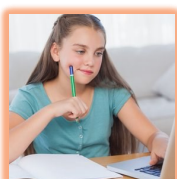
LET'S WRITE

With your partner, think of information you can use to support these arguments.



LET'S CONTINUE AT HOME

Write your own mini-essay with 3 arguments and examples for 'school uniforms' for the opposition team.



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.

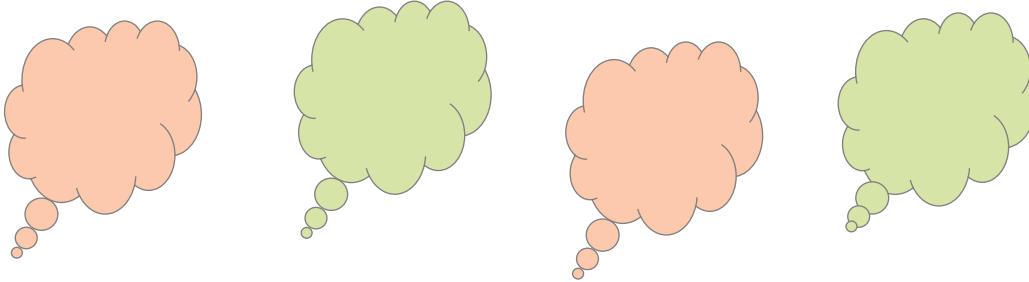
→

→

Unit 2: Speaking Persuasively

LET'S THINK

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



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



Non-verbal communication

Eye contact

Level: Grade 6 ACC

Objectives:

- To understand the skills required for successful presenting
- To become familiar with the MMS speech structure
- To write a short MMS speech

LET'S UNDERSTAND

With your partner read the quote. Do you agree or disagree?

"We seldom learn much from someone with whom we agree."

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

wheeze (v.): to make a rough noise while breathing

insidious (adj.): unpleasant and dangerous

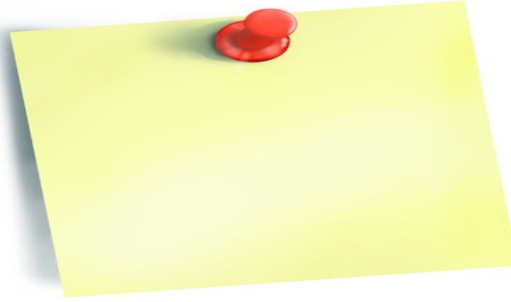
Unit 2: Speaking Persuasively

LET'S THINK

Imagine that you need to give a persuasive speech right now.

- How would you organise your writing?
- What would the different sections include?
- 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

Stage	My notes
Attention:	
Need:	
Satisfaction:	
Visualisation:	
Action:	

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-DGG4ZWpE>

Discuss these questions in small groups:

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

LET'S UNDERSTAND

With your partner, can you paraphrase the quote below?

"As any debate club veteran knows, if you can't make your opponent's point for them, you don't truly grasp the issue."

Top tips:

- * Use a question or scenario for 'Attention'
- * Use descriptive language
- * Be dramatic
- * Include facts in 'Need'
- * Make sure your solution is realistic

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.

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

- Currently, unemployment in London is at 5.6%.
- "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.
- In 2016, the employment rate was 74.5%, the joint highest since records began in 1971.
- 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"
- I think unemployed people should receive free education to get them back to work.
- 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.
- Scotland's jobless total has risen by 14,000 over three months.
- My father said that unemployed people should receive more money from the government.



DEBATE TERMS

EVIDENCE: information presented to support your argument

Level: Grade 6 ACC

Objectives:

- To recognize different types of evidence
- To find relevant evidence in arguments in texts
- To prepare for both sides of the debate motion

LET'S UNDERSTAND

Discuss with your partner what the 'hottest fire' and 'hardest steel' represent in this quote.

"A lively discussion is usually helpful, because the hottest fire makes the hardest steel."

Top tip:

*Like the legs of a table, strong evidence "holds up", or supports, your argument

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.

LANGUAGE BANK

agriculture (adj.): farming

glacier (n.): a large mass of ice

acidic (adj.): having a pH under 7

carbon emissions (n.): the release of greenhouse gases

countless (adj.): very, very many

Unit 3: Building Evidence

LET'S PREPARE

Now that you understand evidence, you can work on preparing for the live debate. The motion is **'CCTV should be installed in all schools'**. It is important to be ready for either side of the motion! With your partner discuss the motion, find the arguments and evidence for both sides in the articles and write them in the table.

Article 1

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.

Article 2

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, 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 Charlestown 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'S UNDERSTAND

With your partner, can you extend the quote to explain why time is 'almost never wasted'?

"Time spent arguing is, oddly enough, almost never wasted."

Top tips:

- * If you find any difficult words in the articles, discuss them with your partner and try to infer the meaning
- * use a highlighter!



PROPOSITION

OPPOSITION

LET'S CONTINUE AT HOME

Choose one of the arguments from today and write up an MMS style speech. Your speech should be 1-2 minutes long. Practice saying your speech out loud confidently - next time will be the real debate!



Unit 4: Debating Live

Level: Grade 6 ACC

Objectives:

- To understand debate structure and roles
- To participate actively in a live debate
- To understand and use refutations

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."

Top tip:

*Take lots of notes during the debate in order to help you with your refutations!

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.



Debate motion:

Side:

Team leader:

Introductory speaker:	
First argument speaker:	
Second argument speaker:	
Third argument speaker:	
Concluding speaker:	

LET'S RESPOND

It's important to understand how to use refutations, where you disagree with your opponents and win you points with the judge! A refutation is a speaker saying why an opponent's argument is not valid. Now, you'll learn a simple structure that you can use to plan and deliver your refutations.

Refutations: The "Four S's" : signalling, stating, supporting and summarizing

Step One: SIGNAL	Identify the speaker and argument you are answering
Step Two: STATE	Say your counterargument
Step Three: SUPPORT	Give evidence to explain
Step Four: SUMMARIZE	Recap and conclude your point

However, this is incorrect. The death penalty actually increases crime.

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

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.

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."



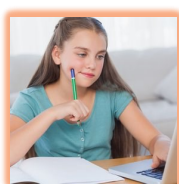
LET'S REVIEW

With your team-mates, review your learning over the course by answering the questions. Write down some ideas and share them with your class-mates.

- What are three important things you have learnt over the course?
- What worked well in today's debate?
- What areas could you improve in?
- 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.



Level: Grade 6 ACC

Appendices:

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

Appendices

Appendix i: Debate Guidelines

Level: Grade 6 ACC

ORDER OF SPEAKERS AND REFUTATIONS FOR THIS DEBATE:

Proposition Team	Opposition Team
1. Introductory speaker	2. Introductory speaker
3. First argument speaker	4. Refutation to speaker 3 & First argument
5. Refutation to speaker 4 & second argument	6. Refutation to speaker 5 & second argument
7. Refutation to speaker 6 & third argument	8. Refutation to speaker 7 & third argument
9. Refutation to speaker 8 & conclusion	10. Concluding speaker

SUGGESTED DEBATE SPEECH TEMPLATES:

Introductory Speakers

Attention: Hook (scenario/ quotation 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/ quotation 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/ quotation 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



Debate Motion:

Date:

Proposition Team:

Speaker	Name	Structure (5)	Content (5)	Delivery (5)	Refutations (5)
Introductory					
Argument 1					
Argument 2					
Argument 3					
Concluding					
Total:		(25)	(25)	(25)	(15)

Grand total for the proposition team: 190

Opposition Team:

Speaker	Name	Structure (5)	Content (5)	Delivery (5)	Refutations (5)
Introductory					
Argument 1					
Argument 2					
Argument 3					
Concluding					
Total:		(25)	(25)	(25)	(15)

Grand total for the opposition team: 190

Winning team: _____

Appendix iii: Visual Image Credits

PHOTOS & ICONS

Page:	Retrieved from:	Repeated on page:
Front Cover	https://studentcenternews.com/2016/10/01/college-park-2016-middle-school-tournament-photo-gallery/	
	http://cas.casciac.org/?p=8016	
	http://globaldebateblog.blogspot.co.uk/2010/07/maryland-pair-wins-usa-middle-school.html	
	http://www.whschool.org/page.cfm?p=718	
	http://quincypublicschools.com/centrallibrary/debate-club/	3
Page 1	http://roadtoepic.com/learning-languages-with-sticky-notes/	3,4,8
	https://www.qinetiq-na.com/products/militaryprotection/	2,3,4
	https://www.iconfinder.com/icons/16607/discussion_icon	8
Page 2	http://www.buzzle.com/articles/benefits-of-homework.html	4,6,8,10
	http://www.marksandspencer.com/l/kids/school-uniform/secondary-school-uniform	
	https://en.latam.bettsummit.com/node/2332%3Fsearch_id%3D22	4,6,8
	http://kingofwallpapers.com/pencil.html	
Page 3	https://www.youtube.com/watch?v=YhiT48lIx9k	
	http://quincypublicschools.com/centrallibrary/debate-club/	
Page 4	http://www.timvandevall.com/templates/handwriting-paper-templates/	8
Page 5	https://www.bls.gov/spotlight/2016/self-employment-in-the-united-states/home.htm	
	https://twitter.com/timeforkids	
Page 6	https://www.cebma.org/faq/what-counts-as-evidence/	
Page 7	http://www.keepcalm-o-matic.co.uk/p/keep-calm-and-join-the-debate-team-1/	
	https://www.youtube.com/watch?v=GWntYK71cFE	
Appendix page iii	http://theblog.is/thackley/tag/evie/	

Appendix iv: Text & Quotation Sources

TEXTS

Page:	Retrieved and adapted from:	Contents
Page 2	www.primaryresources.co.uk/english/docs/for_against_schooluniform.doc	School uniform essay
Page 3	https://k12.thoughtfullearning.com/studentmodels/cheating-america	Cheating in America speech excerpt
	http://www.best-speech-topics.com/persuasive-speech-example.html	Second-hand smoke speech excerpt
Page 5	https://www.theguardian.com/business/2013/jan/23/uk-unemployment-experts	Statement 2
	https://www.theguardian.com/business/2016/dec/14/uk-unemployment-rate-pay-growth-jobless-ons	Statement 3
	https://www.pressreader.com/uk/the-daily-telegraph/20170114/282428463881302	Statement 4
	https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/feb2017	Statement 6
	https://stv.tv/news/politics/1375678-scots-unemployment-total-rises-by-14-000-in-three-months/	Statement 7
Page 7	http://www.timeforkids.com/news/warming-world/155151	Global warming article
Page 8	https://www.gaia-security.co.uk/2017/02/03/why-cctv-is-so-important-for-schools/	CCTV in schools article 1
	http://www.dailymail.co.uk/news/article-1258259/Children-monitored-closely-inmates-CCTV-schools.html	CCTV in schools article 2

QUOTATIONS

Page:	Retrieved from:	Origin:
Page 1	https://www.brainyquote.com/quotes/quotes/n/naomiwolf555433.html	Naomi Wolf
Page 2	https://www.brainyquote.com/quotes/quotes/j/josephjoub377081.html	Joseph Joubert
Page 3	https://www.goodreads.com/quotes/tag/agree	Mokokoma Mkhonoana
Page 4	https://www.goodreads.com/author/quotes/15943872.Sean_Blanda	Sean Blanda
Page 5	https://www.goodreads.com/quotes/5833850-a-lively-discussion-is-usually-helpful-because-the-hottest-fire	Tom Clancy
	https://www.goodreads.com/quotes/346394-time-spent-arguing-is-oddly-enough-almost-never-wasted	Christopher Hitchens
Page 7	http://www.quoteland.com/author/Edward-W-Howe-Quotes/144/	Edward W. Howe
Page 8	http://www.quoteland.com/topic/Argument-Debate-Quotes/10/?pg=4	Andre Maurois