

## Introducing Debate into the English Classroom

### ディベート活動の英語授業への導入

Thoa Nguyen

本稿では、ディベート活動の高等学校英語授業への導入による生徒の変化に関する調査報告をする。この研究は、現場教師の協力を得ながら、平成30年5月から平成31年2月にかけて行った。対象は高校1年生の英語表現のクラス及び高校2年生のコミュニケーション英語Ⅱのクラスである。筆者は週1回授業に赴き、生徒に20分間のディベート活動や講義を行っている。事前・事後アンケートの結果には、生徒の英語そのものへの考え方の変化は見られなかった。そして、事前・事後のディベートパフォーマンステストの結果にも、有意な変化はなかった。しかし、生徒のディベートに関する感想や気づきなどのコメントには、ディベート活動に関して前向きなコメントが多く見られた。

#### 1. Background of the Study

In 2018, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) published details for the new Course of Study for high school English. In it, MEXT describes a new English class that will replace the current mandatory “English Expression” (英語表現) course from 2022. This new subject will be called “English Logic and Expression” (論理表現).

The course will focus on developing students’ English production skills in spoken interaction, spoken production and writing. For spoken interaction, the new course of study encourages instruction that will “enable students to communicate and develop their ideas in a structured and logical manner through discussion and debate.” The document also explains the benefits of using discussion and debate to get students to use the words and expressions they have learned and also get used to considering different points of view.

According to Benesse’s 2015 Survey on English Instruction in Japanese Lower and Upper Secondary School, English discussion and debate is done or sometimes done in 9.1% and 5.3% of English classes in Japan, respectively (Benesse, 2016). The majority of English instruction in these classes focuses on controlled output such as reading aloud, pronunciation practice, Q&A with regards to the textbook content, and grammar translation practice. This indicates that Japanese English teachers still do not have much experience doing debate tasks in their classrooms.

In my own experience with teaching and judging competitive high school debate, I have found debate to be a very effective tool, not only in getting students to speak English, but to develop their confidence, public speaking, and critical thinking skills as well. Thus, I thought developing a debate curriculum for English classes would greatly benefit Japanese English teachers who will have to teach “English Logic and Expression” in the near future, but do not know how to start.

Around the same time, I met a veteran English teacher who had been teaching English communicatively since the start of his career and actively uses discussion in his English classes. He was very interested in incorporating debate into his lessons to develop his students' critical thinking skills. And that was how this research project was born.

## **2. Research Questions**

The main goal of this research was to design a debate curriculum and materials to teach high school students the basics of debate. My hope was that this research could provide an easy-to-follow guide for high school teachers who will have to teach “English Logic and Expression” and are interested in how to incorporate debate tasks into their English classes.

I, along with the main instructor, also had several goals for students. Firstly, through doing debate, we wanted to help students gradually cultivate their public speaking skills in both verbal and nonverbal communication. Secondly, by providing students with frequent debating opportunities, we hoped they would get used to speaking in English in front of a big group, thereby decreasing their anxiety when speaking in English. Lastly, using the argument format of debate, we hoped this activity would encourage students to think critically and consider both sides of any topic they are given, as well as try to find the reasons and examples to support both arguments.

Our research questions were:

- 1) How will students' beliefs about English and their abilities change through doing debate tasks?
- 2) How will students' debate performance change through doing debate tasks?
- 3) What do students think of doing debate activities in the classroom?

## **3. Method**

### *Participants*

For this research project, I worked with a veteran teacher at a high school in Kanagawa Prefecture. This school has a *hensachi*, or deviation score, of 66 and is known for its emphasis on global education. Students at this school are given a great amount of freedom. Many of the rules about uniforms, hair color, smartphones, etc. which apply to regular Japanese public high school students do not apply here. Students also get to decide their own class schedules. Thus, there is a high degree of independence and self-reliance among students at this school.

The teacher who worked with me on this project has been teaching at this school for ten years. He has good rapport with the students and is known by all students as a teacher who teaches English communicatively. For this research project, the teacher asked the debate research be conducted in the following classes:

- 1) English Expression, first-year, 16 students (Tuesdays, once a week, 90 minutes)

- 2) English Expression, first-year, 32 students (Thursdays, once a week, 90 minutes)
- 3) English Communication, second-year, 25 students (Tuesdays and Thursdays, twice a week, 90 minutes)

At the beginning of the year, the teacher and I told students about this year-long research project and received full consent from all students' parents to conduct this research.

### *Questionnaire*

I gave out a multiple-choice questionnaire to students twice, once in June, and the second time in November (See Appendix A). There was a total of 20 questions. Questionnaire items focused on asking four types of questions: 1) students' English background and feelings towards English, 2) students' views on their own public speaking abilities, 3) students' language anxiety with English, and 4) students' views on their own debating skills. Most of the questions asked students' feelings or attitudes based on a 4-point scale.

The first questionnaire was paper-based but the second questionnaire was done online using Google Forms. In the second questionnaire, we also got students to comment on their thoughts on the debate lessons thus far. Here, I should note that the physical questionnaires for the Tuesday English Expression class could not be located, thus making their data for the second questionnaire unusable for statistical comparison purposes. Furthermore, five students from the two other classes did not take the first and/or final questionnaire and so their data was also discarded. Thus, the total number of participants for both questionnaires was 52 students.

### *Debate Performance Assessment*

In order to see if students' debate performance has improved or not, I did a debate pre- and post-test, once in June of 2018, and a second time at the beginning of 2019. With over 70 students, it was impossible to directly assess every student's debate performance. Thus, I decided to do a self and peer-assessment. Initially, I thought of doing only a self-assessment but from experience, I knew that Japanese students tend to be fairly critical of themselves, so I thought it would be better to triangulate the data with their classmates' assessment as well.

The debate assessment went as follows. Students got into pairs and were given slips to assess themselves and their partner (Appendix B), and a debate performance rubric (Appendix C). Instead of students debating each other, they were made to debate me. I was on the affirmative side and all students were on the negative side. First, I gave the constructive argument for the affirmative side for one minute. Students had to listen and take notes. Then, they were given three minutes to prepare a rebuttal to my argument, and also the constructive argument for the negative side. After preparation time, they presented their rebuttal and constructive speeches to their partner for two to three minutes. Their partners listened and rated them on a scale of 1 to 4,

following the debate performance rubric. Afterwards, they would switch roles.

For the pre-test in June, the motion was, “High school students should have a curfew.” For the post-test in February, the motion was, “Schools should ban smartphones.” A copy of the constructive speeches for each motion can be found in Appendix D.

Here, I should note that out of a total of 73 students who participated in the study, three were absent on the day of the post-test. Thus, the total number of participants for the debate assessment pre- and post-tests is 70.

### *Schedule*

Table 1 shows a summary of what was done for each month from May 2018 to February 2019.

Table 1 *Summary of Debate Syllabus & Research Schedule from May 2018 to February 2019*

<b>Month</b>	<b>Content</b>
<b>May</b>	<ul style="list-style-type: none"> <li>◆ Explanation of research to students, collect consent forms</li> <li>◆ Introduction to the basics of debate &amp; debating in Japanese</li> <li>◆ Introduction to debating in English &amp; constructive speech frame</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>◆ Introduction to rebuttal &amp; rebuttal speech frame</li> <li>◆ Effective ways to make a rebuttal</li> <li>◆ First questionnaire</li> <li>◆ Debate pre-test</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>◆ Distinguishing between good and bad reasons</li> <li>◆ Debate practice</li> </ul>
<b>August – September</b>	Summer break
<b>October</b>	<ul style="list-style-type: none"> <li>◆ Review of debate</li> <li>◆ How to summarize an argument</li> <li>◆ Debate practice after class discussions on the same topic</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>◆ Debate practice after class discussions on the same topic</li> <li>◆ Midterm questionnaire</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>◆ Identifying the warrant for an effective rebuttal</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>◆ Rebuttal practice</li> <li>◆ Debate post-test</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>◆ Debate post-test</li> </ul>

Although the schedule of the class changes from week to week, here is the most common format for how the debate activity was carried out. First, the main teacher gives his regular English lesson for 65 to 70 minutes. This includes a range of activities such as textbook reading, extra outside readings, grammar explanations, conversational activities, and discussion on topics

related to either textbook or outside reading. Then, I would use the last 20 to 25 minutes to do lectures and activities related to debate.

In debates, students debated in groups of three, with two debaters and one judge who decides the winner of the debate. Classroom observation data as well as student reflections demonstrated that students were motivated to speak when there was a judge, as this provides them an incentive to make their argument effectively in order to win the debate.

In the first semester, I gave lectures to introduce students to the basics of debate and arguments as well as frames they can use to create constructive and rebuttal speeches. As for the debate, the topics changed each time and are usually related to what students have read and discussed with the teacher in the class before.

The second semester (after summer break) focused mainly on giving students as much practice as possible with debating. In the first semester, we found that students were able to debate more easily if they had a discussion beforehand on the same topic. Thus, before debating, we always do a teacher-led pair and class discussion to get students thinking about the topic to be debated from various angles. These topics are usually based on the textbook reading, or a reading from an outside source that the teacher would like to cover, or an English essay that the teacher wrote up himself.

For example, after students read and did some language exercises from a news article titled, “Baghdad University gets into world rankings,” the main instructor would ask them to discuss the article as well as studying in a different country. He usually used “Think, Pair, Share” in which he would ask some questions, give students some time to think, then discuss in pairs, and then call on individual students to share with the whole class. After this, I would give them the debate topic, “Students at this school should study abroad.” In this way, students have had several chances to read, think, and talk about the debate topic beforehand. In addition, by doing a class discussion, students also had a chance to listen to other students’ viewpoints as well.

#### **4. Results & Discussion**

*RQ 1: How will students’ beliefs about English and their abilities change through doing debate tasks?*

I used a questionnaire to measure students’ change in their beliefs regarding four main categories: 1) English background and feelings towards English, 2) views on their own public speaking abilities, 3) language anxiety with English, and 4) views on their own debating skills.

Students answered the questionnaire once in June and a second time in November. I wanted to do the questionnaire once again in February but there was not enough time in the main instructor’s class schedule.

I used a Wilcoxon signed-rank test to analyze the difference between questionnaire items in June and November. The results are summarized below in Table 2.

Table 2 *Results of statistical analysis (Wilcoxon signed rank test) of questionnaire results in June and November (N = 52)*

	<b>June</b>	<b>November</b>	<b>Z</b>	<b>p</b>
<b>Q1</b>	2.31	2.40	-1.049	0.29
<b>Q2</b>	3.11	3.04	-0.894	0.37
<b>Q3</b>	2.17	2.17	0.000	1.00
<b>Q4</b>	2.21	2.23	-0.056	0.96
<b>Q5</b>	2.02	1.90	-0.871	0.38
<b>Q6</b>	1.87	1.88	-0.200	0.84
<b>Q7</b>	2.40	2.17	-1.976	0.05*
<b>Q8</b>	2.04	2.15	-1.037	0.30
<b>Q9</b>	1.98	1.94	-0.447	0.66
<b>Q10</b>	2.15	2.17	-0.209	0.84
<b>Q11</b>	2.21	2.289	-0.816	0.41
<b>Q12-1</b>	2.12	2.08	-0.408	0.68
<b>Q12-2</b>	2.88	2.94	-0.655	0.51
<b>Q13</b>	2.54	2.50	-0.274	0.78
<b>Q14</b>	2.38	2.25	-1.292	0.20
<b>Q15</b>	2.37	2.17	-1.615	0.11
<b>Q16</b>	2.12	2.12	-0.017	0.99
<b>Q17</b>	2.60	2.60	0.000	1.00
<b>Q18</b>	2.56	2.56	-0.048	0.96
<b>Q19</b>	2.23	2.19	-0.316	0.75
<b>Q20</b>	3.00	3.04	-0.330	0.74

In summary, for all four categories, there were no significant changes in students' answers before and after. The only question that showed a statistically significant difference was Question 7 which asked students "Do you think you are good at reading?" The Wilcoxon signed-rank test showed that students' attitudes towards this question was statistically significant lower in November than in June ( $Z = -1.976$ ,  $p = .048$ ). The median was 2.4038 in June and 2.1731 in November (a higher number indicating a more positive attitude towards one's reading ability). This may be due to the fact that the reading content introduced by the main teacher gradually became much harder as the school year progressed (using authentic texts from *The Economist* and

*The New York Times*, for example).

*RQ 2: How will students' debate performance change through doing debate tasks?*

The debate performances were conducted first in June (pre-test) and once again in February (post-test). Here, I also used a Wilcoxon signed-rank test to analyze students' debate performances before and after. I compared students' self-ratings and their peers' ratings in three areas: delivery, structure and content. The results are summarized below in Table 3.

Table 3 *Results of statistical analysis (Wilcoxon signed rank test) of debate performance assessed by self and peer in June 2018 and February 2019 (N=70)*

		<b>Pre-test Mean</b>	<b>Post-test Mean</b>	<b>Z</b>	<b>p</b>
<b>Delivery</b>	Self	2.23	2.41	-1.893	0.06
	Peer	3.09	3.19	-1.087	0.28
<b>Structure</b>	Self	2.31	2.44	-1.177	0.24
	Peer	3.19	3.31	-1.311	0.20
<b>Content</b>	Self	2.37	2.46	-0.861	0.39
	Peer	3.26	3.43	-1.707	0.09

In summary, both self and peer evaluations of students' debate performance show no statistically significant changes in delivery, structure, or content.

Although these numbers would seem to indicate no significant change in students' debating abilities, my own observations, as well as students' own reflection comments on the course, show that they have improved from June to November. I believe there are several reasons that can explain why the data showed no significant changes in students' performance.

Firstly, there was a huge difference in the environment of the pre- and post-tests. For the pre-test, I had 25 to 30 minutes to administer the test. This included time to explain to students how to do the debate assessment as well as giving them time to prepare their rebuttal and constructive speeches. However, for the post-test, this time was reduced to 20 minutes for all classes because of lesson time constraints and consideration for the main instructor. This was near the end of the semester so the main instructor wanted to make sure he properly covered all the material that will be on the students' final exam of the year. This limitation is an unfortunate but frequently-occurring circumstance when researchers use another teacher's class to conduct research.

Another limitation had to do with the timing of the pre- and post-tests. The pre-test was done right after a month of successive lessons on how to do debate. Thus, although students were still getting used to debate, they had practiced debating in almost every class leading up to the debate pre-test. In contrast, the post-test was done in late January to early February and due to the main

instructor’s lesson schedule, students were only able to do debate once, and that was three weeks before the post-test. In other words, students had more opportunities to practice debate right before the pre-test than the post-test. One student even commented on this fact in the final student reflection on the debate research project. The student wrote:

*“I remembered how to do debate but it’s been a long time since we’ve done it so I didn’t know how to put the sentences together. I think it would have been better if we had time to review before debating.”*

The third limitation related to the pre- and post-tests was the rubric explanation. Students had to rate themselves and their classmates on a scale of one to four for three categories: delivery, structure, and content. However, I did not show clear examples of what each level would look like so in the end, students ratings were quite subjective with most self-ratings being much harsher than their peers’ ratings. Furthermore, the rubric was based off a rubric for debate judges, not regular students. Therefore, some of the words and explanations may have been difficult for students to understand.

*RQ 3: What do students think of doing debate activities in the classroom?*

The free-response section of the questionnaire gave some quality insights into how students felt about debate. I went through all students’ comments and coded them into negative, positive, or both negative and positive.

Out of 74 free responses, there were 17 negative comments, 32 positive comments, and 25 comments that were both positive and negative. For these 25 comments that were both positive and negative, I separated the negative and positive points, and added these to either the list of negative or positive comments. Thus, there was a total of 42 negative comments and 56 positive comments. From these lists, I went through and coded each comment in order to find common themes among students’ responses. For the positive comments, one comment may be coded for multiple themes. The results are summarized in Table 4.

Table 4 *Summary of Students’ Free-Response Comments on Debate (number of comments)*

<b>Negative comments</b>	1) Difficulty with regards to English skills (22) 2) Difficulty with regards to debate content (21)
<b>Positive comments</b>	1) The joy in communicating ones’ ideas through debate (42) 2) Debate as a useful and practical experience (14) 3) Learning to think from different viewpoints (11) 4) Getting used to debate (6)

With regards to negative comments, they were divided into mainly two categories: 1) difficulty with regards to English skills and 2) difficulty with regards to debate content.

Here were some examples of students' comments related to struggling with debating in English:

*"It's hard to speak in English about topics that are hard to discuss even in Japanese."* 「日本語で話すのも難しい話題を英語で話すのは難しかった。」

*"I'm not good at speaking but it's interesting to hear others' opinions. The topics are usually topics related to our lives so it's easy to come up with opinions."* 「話すのは苦手だけど他の人の意見を聞けるのがおもしろい。テーマも私たちに身近なことが多いので意見を出しやすい。」

*"First of all, I'm not good at speaking in English, so I can't quickly put it into English even though I can come up with many examples in Japanese. But I kind of feel you'll just get used to doing it after a while."* 「まず英語で話すことが苦手なので日本語でたくさん例が浮かんでもそれを英語にしてはなすということが素早く出来ません。でも若干やっけて行くうちに慣れたかな…？って感じも少々してます。」

From the students' comments, the choice of topics greatly affects their speaking difficulty. Choosing topics that are related to the students' daily lives, or topics that are easy and interesting to talk about, helped ease the language difficulty, while topics about social issues remained a challenge for most.

For those who commented on the difficulty of debate, seven students mentioned difficulty with coming up with a fully formed argument and accompanying examples, while eight students lamented their difficulty in coming up with a good rebuttal.

Below are some examples of students' comments related to forming an argument:

*"It's difficult to talk in English but the most difficult thing is to come up with the basis for your assertion."* 「英語で話すのも難しいけど、そもそも主張の根拠をひねり出すのが一番難しい」

*"Often, I can only come up with one reason for each side, or I can't come up with any examples."* 「どちらの意見も思いつくが意見が 1 つだったり、例えが全くできていなかったりが多かった。」

We tried addressing this struggle of coming up with ideas or examples by giving students ample time to discuss their ideas on the topic with their classmates, writing the reasons and examples on the board, and then getting students to debate. Students in English class are not like professional competitive debaters who have a wealth of knowledge stored in their heads about every debate topic. This is why they need lots of time in class to learn the proper context behind

a social issue or brainstorm different ideas before debating.

The most difficult aspect of debating is usually the rebuttal. Below are some examples of students' comments related to struggling with the rebuttal:

*"The rebuttal is hard because it requires many skills... you have to listen, think, make sentences, and then talk."*「聞いて、考えて、文を作って、話して…と色んなことが求められる反駁が難しいこと」

*"I thought (debate) was difficult at first but after I started doing it, it was pretty fun. Still, when we have to think of and give a rebuttal on the spot, this requires super quick thinking skills so I still feel it's difficult for me."*「最初は難しいと思っていたけど、やってみたら楽しかったただ、その場で反論を考えてそれを言うなどの臨機応変さが求められるものはまだ難しいと感じる。」

The rebuttal requires high-level logical reasoning and deduction skills, in addition to the language. Students have to think of both the reasoning and language at the same time. Naturally, this influences their ability to make a good rebuttal since they are under immense cognitive load.

As for positive comments, students' comments fell into four main categories: 1) the joy in being able to communicate ones' ideas through debate, 2) debate as useful and practical, 3) learning to think from different viewpoints, 4) getting used to debate and recognizing their own personal development. The most common comment was about enjoying the fact that they could communicate their ideas and opinions. Here are some examples:

*"Since we started doing debate in class, I feel like I've been able to see things from many different angles. In addition, I was able to listen to others' opinions, to make accurate counter-arguments, and to learn how to express a logical opinion! Debate is fun."*「ディベートを授業で取り入れてから、物事を多方面から見ることが身についたと思います。また、相手の意見を聞きそれについての的確な反論や、論理的な意見の述べ方を学びました！ディベート楽しいです。」

*"It was a lot of fun! I feel like I've grown a lot through doing a lot of discussion and debate."*「めっちゃ楽しかったです！たくさんをディスカッションして、ディベートして、成長することが出来た気がします。」

*"I realized that as I debate more and more, gradually I feel more relaxed and able to express my opinions better than before. It's a lot of fun to be judged too."*「ディベートをしていると、だんだん以前よりも的確にリラックスして自分の意見を言えるようになっているのを実感できて

とても嬉しいです。ジャッジをしてもらえるのもとても嬉しいです。」

*"[Debate] is difficult, and I often can't think of things to say during the rebuttal, but I'm happy when I'm able to say my opinions well."* 「難しく、特に反論のところで言葉が思いつかないことが多いが、上手く自分の意見を言えると楽しい。」

Doing debate in class gave these students opportunities to use English, which they otherwise would not have. Since debate time required all students to speak at least once, they are forced, in a good way, to express their thoughts and ideas. This is opposed to regular English lessons in which the teacher would usually ask questions and choose certain students to answer. Naturally, many students struggled with this at first but after several lessons, they gradually got used to being expected to say their opinions.

Many students also viewed debate as useful and practical as well. Here are some examples:

*"There are many practical things that are different from Communication English, especially during preparation time for debate, I'm able to think of examples and summaries. I think I can use these skills for writing as well."* 「コミュ英とは違った実践的なものが多く特にディベート準備で例やまとめを考えることができ、ライティングにも活かせると思う。」

*"I have never been taught debate, so it is very meaningful to learn the flow of debate and useful expressions."* 「今までディベートを教わることがなかったから、流れや便利な表現などを学べてとても有意義です。」

*"I think it's great that we're be able to acquire thinking ability and English speaking skills from various scientific, social and international perspectives."* 「科学的・社会的・国際的など様々な観点での思考力と英語で話す技能を身につけることができるのがとても良い。」

Because debate requires a full set of language and thinking skills, there will be something useful for every student. Those who want to focus on writing can learn from the structure of debate. Those who want to do speaking can focus on memorizing certain phrases and expressions for talking about their ideas or engaging with others' ideas. Those who like thinking about societal issues can enjoy talking about their opinions and listening to others' opinions.

The third most common comment was about learning to think from different viewpoints. Here are some examples:

*"(In debate) I often have to think of perspectives that are opposite to my own. I think that helps to broaden my point of view."* 「自分と反対の視点から考えることもよくあり、それは自分の考

えを豊かにするのに繋がると思った。」

*"At first, I was confused and I couldn't do it well, but through being taught how to speak effectively, I was able to improve my debating skills and I also became interested in social problems. Depending on the topic, I sometimes have trouble coming up with good ideas. I want to continue debating!"*「最初は戸惑ったしうまくできなかつたけど効果的な話し方などを教えてもらって能力が上がったし世界の問題にも興味を持つようになった。トピックによって考えが浮かびにくい時もあるからどんなトピックでもいい意見を述べたい。これからもディベートしたいです！」

*"I think I've become able to see things in a multi-faceted way. Even when I'm personally for a certain topic, in debate I'm often made to be on the opposite side, so I have to think force myself to really think. I feel this has also increased my knowledge."*「物事を多角的に見ることができるようになったと思います。自分個人では賛成の意見でも、ディベートでは反対の立場になって考えたりすることがよくあったので、無理矢理でも考えないといけないから知識も増えたと思います。」

In the debate tasks, we did not ask students to debate what they agreed with but rather we would randomly assign them a position, or sometimes, have them debate both affirmative and negative positions. Moreover, before debating, we would get students to think of reasons for both sides. By doing this, students were able to widen their perspectives about different issues.

Finally, many students also commented on seeing their own progress after doing debate over and over. Here are some examples:

*"I was a little nervous at first, but after I got used to it, I enjoyed it and was able to debate."*「最初は緊張したりして少し辛かったけど、慣れて来てからはとても楽しんでディベートができるようになりました。」

*"It's fun to see that I can talk more and more as I do more debating."*「ディベートの回数を重ねていくうちにどんどん喋れるようになってるのが分かって楽しいです。」

*"I think I have become able to speak more logically compared to when I first entered this school."*「入学当初と比べて、論理的に話せるようになったと思います。」

Many English teachers try doing debate in class but only give students one chance to get it right. As with any cognitive and physical skill, debating skills need time to develop, like a muscle. That's why it's important not to just do it once, but give students many opportunities to practice, little by little, to develop familiarity with debate and automatize certain processes like the debate

flow, structure, and expressions.

Despite the unfortunate results from both the questionnaires and debate assessments, students' personal response comments above clearly shows that they generally had a positive view of debate, including their own debating ability.

## **5. Suggestions for Future Research**

Although this study could not produce the objective data to show significant changes to students' beliefs or debate performance, there are many takeaways that can benefit teachers and researchers interested in conducting a similar study.

Firstly, if possible, I recommend doing all questionnaires on Google Forms and avoid letting students use nicknames, as they will forget which nickname they chose in the beginning and it may be difficult to match the pre- and post-results. Fortunately, I was able to match the questionnaire in the beginning with the ones at the end using other identifying information such as student and class numbers. However, if keeping students' personal names is not an issue, I recommend just asking students to use their real names.

Secondly, also if possible, I recommend having students record their debate speeches both in the pre- and post-test. For the post-test, I had students record their speeches on their smartphones (iPhones) and send them to me through AirDrop. However, since I did not do this for the pre-test, there is no way to do a proper comparison of students' before-and-after performances.

The third recommendation is a summary of what I have mentioned in the debate performance test. The researcher should make sure to have ample time to conduct both pre- and post-tests. Students should have at least three to four chances to practice debating before doing both pre and post-tests. And finally, the researcher should make sure to provide students with an objective and easy-to-understand rubric. If possible, the researcher can even show examples of debate performances and tell students how that performance would be rated, so students all have a similar standard guideline to work from instead of their own subjective measures when they are asked to rate their own debating performance.

## **6. Conclusion**

The main goal of this debate research was to design a debate curriculum and materials that Japanese English teachers can use in their future "English Logic and Expression" class. Along the way, the main instructor and I were also able to help students cultivate their English speaking and critical thinking skills. Unfortunately, these results were not reflected in the final questionnaire and post-test data, which both showed no significant changes in students' beliefs towards English, their English ability, nor performance in debate. However, in my own observations of the students from May 2018 to February 2019, and from their own reflections, doing English debate in class

has helped them get used to speaking in English, and more importantly, be able to think about issues more critically, from different points of view.

After reading this research, we hope high school English teachers and university professors will be a little more convinced of the positive language and learning benefits for their students when they are taught to do debate consistently in class. Students will struggle at first and they will continue to struggle even after, but through doing debate, they will also be motivated by the satisfaction of being able to communicate their ideas, listening to others' ideas, and expanding their own world view.

## References

- Benesse 「中高の英語指導に関する実態調査 2015」 ベネッセ教育総合研究所  
〔<https://berd.benesse.jp/global/research/detail1.php?id=4776>〕、2016.
- MEXT 「高等学校学習指導要領(平成 30 年告示)解説 外国語 英語編」  
〔[https://www.mext.go.jp/content/1407073\\_09\\_1\\_2.pdf](https://www.mext.go.jp/content/1407073_09_1_2.pdf)〕、2018.
- 河野 周 「ディベート入門一歩手前 論理的に英語を話す力の鍛え方(授業のできる練習法)」 『TOEFL Web Magazine』 第 11 回  
〔<https://www.cieej.or.jp/toefl/webmagazine/educators-class/1712/>〕、2017.
- 戸田 行彦, 大嶋 秀樹 「英語ディベートを通じた中学・高校における英語学習」 『滋賀大学教育学部附属教育実践総合センター紀要』 25 巻, p. 1-7, 2017
- 中川 智皓 「英語のできる即興型ディベートの紹介」 『CHART NETWORK』 79 号, 20-23, 2016 年 5 月.
- 平山 たみ子 「10 年以上前から英語の授業でディベートを実施段階を踏んで、話す力と意欲を育成」 『Guideline』 43-45, 2016 年 4・5 月.
- 矢田 理世 「高校におけるディベート授業のシラバスデザイン」 『STEP Bulletin』 第 16 回, p. 131-145, 2004.

Appendix A: English Beliefs Questionnaire

クラス: \_\_\_\_\_ 番号: \_\_\_\_\_ あだ名: \_\_\_\_\_

1) あなたは積極性という点から自分の性格をどのように思いますか？

4: とても積極的	3: どちらかといえば 積極的	2: どちらかといえば 消極的	1: とても消極的
--------------	-----------------------	-----------------------	--------------

2) あなたは英語が好きですか、嫌いですか？

4: 好き	3: どちらかといえば 好き	2: どちらかといえば 嫌い	1: 嫌い
----------	----------------------	----------------------	----------

好き／嫌いになったきっかけや理由は何ですか？(具体的に)

---

3) あなたは英語が得意ですか、苦手ですか？

4: 得意	3: どちらかといえば 得意	2: どちらかといえば 苦手	1: 苦手
----------	----------------------	----------------------	----------

そのように思う理由は何ですか？(具体的に)

---

4) あなたは英語のリスニングが得意だと思いますか？

4: 非常にそう思う	3: そう思う	2: あまりそう思わない	1: 全くそう思わない
---------------	------------	-----------------	----------------

5) あなたは英語のライティングが得意だと思いますか？

4: 非常にそう思う	3: そう思う	2: あまりそう思わない	1: 全くそう思わない
---------------	------------	-----------------	----------------

6) あなたは英語のスピーキングが得意だと思いますか？

4: 非常にそう思う	3: そう思う	2: あまりそう思わない	1: 全くそう思わない
---------------	------------	-----------------	----------------

7) あなたは英語のリーディングが得意だと思いますか？

4: 非常にそう思う	3: そう思う	2: あまりそう思わない	1: 全くそう思わない
---------------	------------	-----------------	----------------

8) あなたが一番伸ばしたいと思う英語の技能はどれですか？(1つだけ選択)

- ① 聞くこと                      ② 話すこと                      ③ 読むこと                      ④ 書くこと

その理由は何ですか？(具体的に)

---

9) 英語で議論をするのは得意だと思いますか？

- |    |                |                |    |
|----|----------------|----------------|----|
| 4: | 3:             | 2:             | 1: |
| 得意 | どちらかといえば<br>得意 | どちらかといえば<br>苦手 | 苦手 |

10) あなたはクラスメート全員の前で自分の考えを英語で話すことができますと思いますか？

- |         |      |           |          |
|---------|------|-----------|----------|
| 4:      | 3:   | 2:        | 1:       |
| 非常にそう思う | そう思う | あまりそう思わない | 全くそう思わない |

11) あなたは英単語がとっさに思い浮かばない時は、他の表現に置き換えることができますと思いますか？

- |         |      |           |          |
|---------|------|-----------|----------|
| 4:      | 3:   | 2:        | 1:       |
| 非常にそう思う | そう思う | あまりそう思わない | 全くそう思わない |

12) あなたは人前で抵抗なく話すことができますと思いますか？

12-1) 英語の場合:

- |         |      |           |          |
|---------|------|-----------|----------|
| 4:      | 3:   | 2:        | 1:       |
| 非常にそう思う | そう思う | あまりそう思わない | 全くそう思わない |

12-2) 日本語の場合:

- |         |      |           |          |
|---------|------|-----------|----------|
| 4:      | 3:   | 2:        | 1:       |
| 非常にそう思う | そう思う | あまりそう思わない | 全くそう思わない |

13) あなたはペアやグループで、英語で抵抗なく話すことができますと思いますか？

- |         |      |           |          |
|---------|------|-----------|----------|
| 4:      | 3:   | 2:        | 1:       |
| 非常にそう思う | そう思う | あまりそう思わない | 全くそう思わない |

14) あなたは間違いを恐れず英語をどんどん話すことができますと思いますか？

- |         |      |           |          |
|---------|------|-----------|----------|
| 4:      | 3:   | 2:        | 1:       |
| 非常にそう思う | そう思う | あまりそう思わない | 全くそう思わない |

15) あなたは主張に適切な理由や具体例を添えて話すことができますと思いますか？

- |         |      |           |          |
|---------|------|-----------|----------|
| 4:      | 3:   | 2:        | 1:       |
| 非常にそう思う | そう思う | あまりそう思わない | 全くそう思わない |

16) あなたは話を聞いてすぐに、その内容を引用して議論をすることができますか？

4:	3:	2:	1:
非常にそう思う	そう思う	あまりそう思わない	全くそう思わない

17) あなたは自分のもともと持っている考えと異なる立場から、意見を考えることができますか？

4:	3:	2:	1:
非常にそう思う	そう思う	あまりそう思わない	全くそう思わない

18) あなたは相手と自分の意見を比較しながら議論をすることができますか？

4:	3:	2:	1:
非常にそう思う	そう思う	あまりそう思わない	全くそう思わない

19) あなたは他者の意見に的確に反論することができますか？

4:	3:	2:	1:
非常にそう思う	そう思う	あまりそう思わない	全くそう思わない

20) あなたは社会問題について考えることがどの程度好きですか？

4:	3:	2:	1:
好き	どちらかといえば好き	どちらかといえば好きではない	全く好きではない

## Appendix B: Self & Peer Debate Assessment Slip

自己評価表 (ディベート活動) Post-test      クラス: \_\_\_\_\_ 番号: \_\_\_\_\_ 名前: \_\_\_\_\_

ディベートを振り返り、できるだけ客観的に評価して下さい。評価は下の表に記入して下さい。

	話し方	スピーチの構成	内容
自己評価			

感想:

友達による評価表 (ディベート活動) Post-test      クラス: \_\_\_\_\_ 番号: \_\_\_\_\_ 名前: \_\_\_\_\_

ディベートを振り返り、できるだけ客観的に評価して下さい。評価は下の表に記入して下さい。

	話し方	スピーチの構成	内容
友達による 自己評価			

感想:

Appendix C: Debate Assessment Rubric

ディベートの流れ



A さん	B さん
1) トアアのスピーチを聞いてメモを取る。	
2) 反論・反対意見の準備をする	
3a) 反論・反対意見を発表する。(3分)	3a) Aさんのスピーチを聞く。
3b) 自己評価をする。(2分)	3b) Aさんのスピーチを評価する。(2分)
4a) Bさんのスピーチを聞く。	4a) 反論・反対意見を発表する。(3分)
4b) Bさんのスピーチを評価する。(2分)	4b) 自己評価をする。(2分)

	話し方	スピーチの構成	内容(論理・分析・説明・関連性)
4	<b>話し方に説得力がある</b> <ul style="list-style-type: none"> <li>議論の内容や重要度に応じて声に変化を持たせている。</li> <li>アイコンタクトやジェスチャーを効果的に使っている。</li> </ul>	<b>自分の優位性をうまく示す構成である</b> <ul style="list-style-type: none"> <li>サインポストを使い構成をわかりやすくしている。</li> <li>議論の重要度に合わせ、かなり効果的な配列になっている。</li> <li>イントロとエンディングを効果的に使っている。</li> </ul>	<b>反論し難いくらい説得力を持っている</b> <ul style="list-style-type: none"> <li>説得力をもった根拠が複数出され、丁寧な説明がされている。</li> <li>代表的な例も出され、しっかりした分析もされたりしているため、これらを崩すのに、反対の分析や例証が必要なものもある。</li> </ul>
3	<b>聞き取りやすい話し方である</b> <ul style="list-style-type: none"> <li>音量やスピードがちょうどよい。</li> <li>概ねアイコンタクトがとれ、ジェスチャーを使っているが効果的とは言えない。</li> </ul>	<b>簡単な構成を持ったスピーチである</b> <ul style="list-style-type: none"> <li>サインポストを使っている。</li> <li>イントロとエンディングは概ね形通りでそれほどインパクトを与えていない。</li> </ul>	<b>ある程度説得力はあるが反論は難しい</b> <ul style="list-style-type: none"> <li>ある程度説得力を持った根拠が出され、簡単な説明もされている。</li> <li>少ないが例も示されている。</li> </ul>
2	<b>ある程度聞きやすいがまだスムーズでない</b> <ul style="list-style-type: none"> <li>(聴衆との)アイコンタクトをとることもあるが十分とは言えない。</li> </ul>	<b>構成が不十分である</b> <ul style="list-style-type: none"> <li>不十分であるが、論点の区切りは意識してスピーチをしている。</li> </ul>	<b>説得力が不足している</b> <ul style="list-style-type: none"> <li>根拠は述べられているが、単純で分析も浅い。</li> <li>稀に例も出されることがあるが、説明がなく、主張との関連性がはっきりしない。</li> </ul>
1	<b>全体的に聞き取りにくい</b> <ul style="list-style-type: none"> <li>声小さく聞き取りにくい。</li> <li>単調でスピーチの流れが全くない。</li> <li>聴衆とのアイコンタクトは全くない。</li> </ul>	<b>構成が全くない</b> <ul style="list-style-type: none"> <li>スピーチの構成は全くなく、スピーチが短い。</li> </ul>	<b>根拠が述べられていない主張のみになっている</b> <ul style="list-style-type: none"> <li>例が出されていない、もしくは例のみで説明がない。</li> <li>主張も論題との関連性がない。</li> </ul>

## Appendix D: Constructive Speeches for Pre-Test and Post-Test

**Resolution (Pre-Test): High school students should have a curfew. (高校生は門限があるべきである。)**

I believe that high school students should have a curfew. I have one very good reason and that is students' school grades will become worse. If students don't have a curfew, they will stay out late. For example, they might go out with their friends after school or practice sports until late at night. Then, when they come home, they will be too tired to study. So, they will study less and this will make their grades become worse. If their grades are bad, they cannot enter good universities, and after that, they cannot find good jobs. Basically, their whole future will be destroyed. For this reason, I believe that high school students should have a curfew.

**Resolution (Post-Test): Schools should ban students from bringing smartphones. (学校はスマホを持っていくのを禁止するべき。)**

I believe that schools should ban students from bringing smartphones. This is because students will not focus in class lessons if they have their smartphone. For example, during class, they can use it to check LINE messages, Instagram, Twitter. When they do this, they are not listening to the teacher. So, even after when they try to listen to the teacher again, they will not know what the teacher is talking about because they stopped listening for a few minutes. As a result, they will not understand the content of the lesson, they cannot do their homework, and finally, they will do badly on their tests. Basically, nothing good will come from this. That's why, in order to help students focus in class, schools should ban smartphones.