Debate in English:
Two introductory meetings

English for International Relations
2018-19
DEBATE
IN ENGLISH SETTINGS
First introductory meeting
DEBATE: Why? How?
Why should we debate?

- To make sense of issues going on around us, take standpoints and resolve vs. raising our voice when we should reinforce our argument
- To calmly consider opposing opinions by weighing arguments for and against
- To develop our minds to reach conclusions that will shape our being in the world (ideas, ideals, behaviours)
How should we debate?

- Proper debate has a STRUCTURE:
  - a number of people partake in the tournament
  - the format of the debate itself
  - a judgement of the winning and losing argument

- Proper debate has core FEATURES:
  - Preparation: understanding the topic and researching it
  - cross-examination: 1. statement of one’s argument vs. another’s and 2. ask each other questions (to point each other’s inconsistencies, test a case’s strength, add interest, clarity and clash)
Stages & Form of Our Debates:

Before the lesson, in your own time:

➢ Each group (3 or 5 students) chooses a motion/topic.
➢ Each group assigns roles: chair, speaker(s) for and against the motion.
➢ Each group works together to prepare & practice the debate (crucial and very fun part!).
During the lesson: role of the chair

- The chair presents the motion, and takes an initial vote, which is recorded on the board.
- Introduces topic and speakers (5’)
- Provides a neutral overview of the topic
- Provides key vocabulary/expressions (not more than 10)
- Invites the speakers to speak (8’ each).
During the lesson: the debate proper:

- 1st speaker in favour;
- 1st speaker against
- 2nd speaker in favour;
- 2nd speaker against
- Speakers can use notes, but must not read from a complete text.
- The chair needs to ensure that timings are respected.
During the lesson: after the debate:

- The chair opens the debate to questions from the floor.
- Checks the names of the people asking questions, and ensures that as many people as possible participate. This may mean cutting short some answers, or contributions, if they are very long.
- At the end of the lesson the chair should conclude the debate by taking a final vote on the motion, and declaring the winner(s).
THE ENGLISH LANGUAGE CLASSROOM:

Debate develops MIND & SKILLS
Developing the MIND

- **Motivation**: discussing big inter/national issues is exciting, intellectually rewarding

- **Self-Confidence**: success as a public speaker gives self-esteem and tremendous boost, making one feel good about one’s command of English

- **Critical Thinking**: comparing and contrasting viewpoints broadens the mind
Developing SKILLS:

- **Speaking**: oral brainstorming, public speaking; discussion, cross-examination
- **Critical listening**: hearing key points
- **Reading**: skimming and scanning sources
- **Writing**: speech writing and debate notes
- **Interpreting and Translating**: preparation material can be in other languages
- **Intercultural communication**: considering culturally different perspectives and non-Italian English speakers.
WHO MAY PARTICIPATE: students of the Dipartimento di Studi Linguistici e Culturali Comparati.

WHAT IT IS ABOUT: the main goal is to develop intercultural and socialization skills in English while also learn about the Venice of today through meetings and fieldwork activities involving professionals of different fields (such as tourism, immigration, film-making, the lagoon environment) and closely coordinated by WFU instructors.

USE OF ENGLISH: you will work in team with American students, will read and write short texts, elaborate interviews, help translate them into Italian if needed, and will present the final creative research along with your team.

ACADEMIC CREDITS: you will get two or three cfu, «crediti di tirocinio per attività sostitutive di stage» depending on the number of hours of attendance.

HOW TO APPLY: send an email in English to cimaros@wfu.edu or to roberta.cimarosti@unive.it containing a brief description of yourself and of your motivations for partaking in the activities.

DEADLINE: send your email by Saturday 15 February 2019. There are twelve places available so write as soon as possible to assure yourself the chance of participating this coming semester.
This course Organisation

Timetable, Aims, Rules, Assessment
Organisation

- This module will be given on Thursdays at 08.45 in San Basilio 1B

- It is for students with surnames beginning A-L and is given in tandem with prof. Newbold’s class (students M-Z)

- It is supported by the lettorato (Dr McQuillan and Dr Witherby); see their pages for more details.
Aims

- To offer students the chance to debate and write in English on themes relevant to their course
- To improve both receptive and productive language skills
- To develop critical analytic skills using appropriate lexis, registers, and rhetorical devices in English
- To develop co-operative working skills in English with peers
- Overall, (and with the lettorato) to work towards the acquisition and/or maintenance of Level C1 on the CEFR
How we plan our debate sessions:

▶ Students choose their topics (‘motions’)
▶ One debate (5 participants) per lesson
▶ Debate presented and controlled by a chair
▶ Debate followed by questions from the floor
▶ Lesson finishes with feedback from teacher
▶ First two lessons will be introductory
Module, lettorato and assessment

- Module focuses on debating skills
- Lettorato reinforces writing and speaking
- Continuous assessment for attenders
- Exam assessment for non attenders
Assessment of module

To take part in the continuous assessment you must

▶ Attend at least 10/15 lessons
▶ Contribute to a debate as speaker or chair
▶ Write notes and contribute to discussion as part of the audience.
▶ Write an essay on the theme of the debate.
C1 level of the CEFR

Spoken production: addressing audiences
Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.
Can handle interjections well, responding spontaneously and almost effortlessly

Spoken interaction: interviewing and being interviewed
Can participate fully in an interview, as either interviewer or interviewee,
expanding and developing the point being discussed fluently without any support, and handling interjections well
Today

- Work in small groups (of five, if possible) and read the list of possible motions
- Add five more topics
- Decide which topic(s) interest you most
- Report back to the class
Debate in practice

Second introductory meeting
Today’s class 14.02.19

Before the lesson
- Form groups of five
- Choose a motion
- Assign roles and email
  roberta.cimarosti@unive.it
- We will organise the timetable
- 1° group (for 21.2019) required NOW

During the lesson
  Watching of a memorable debate
Our debate rules:

- Introduction to lesson and initial vote
- Chair introduces motion and speakers
- Chair presents key vocabulary
- Speaker 1 for (8 mins) Speaker 2 against (8 mins)
- Speaker 2 for (8 mins) Speaker 2 against (8 mins)
- Questions from the floor
- Chair concludes debate
- Final vote
- Feedback on language used
Stages & Form of Our Debates:

Before each lesson, in your own time:

➢ Each group (3 or 5 students) chooses a motion/topic.
➢ Each group assigns roles: chair, speaker(s) for and against the motion.
➢ Each group works together to prepare & practice the debate (crucial and very fun part!).
During the lesson: role of the chair

- The chair presents the motion, and takes an initial vote, which is recorded on the board.
- Introduces topic and speakers (5’)
- Provides a neutral overview of the topic
- Provides key vocabulary/expressions (not more than 10)
- Invites the speakers to speak (8’ each).
During the lesson: the debate proper:

- 1st speaker in favour;
- 1st speaker against
- 2nd speaker in favour;
- 2nd speaker against
- Speakers can use notes, but must not read from a complete text.
- The chair needs to ensure that timings are respected.
During the lesson: after the debate:

- The chair opens the debate to questions from the floor.
- Checks the names of the people asking questions, and ensures that as many people as possible participate. This may mean cutting short some answers, or contributions, if they are very long.
- At the end of the lesson the chair should conclude the debate by taking a final vote on the motion, and declaring the winner(s).
What makes a good debater and chair?

▶ Knowledge of content
▶ Structure of presentation
▶ Interaction with audience
▶ Handling of questions
▶ Understanding of the rules

What makes a good chair? https://www.youtube.com/watch?v=H4v7wddN-Wg

Continuous assessment of this module

You must:

► Attend at least 10/15 lessons
► Contribute to a debate as speaker or chair
► Write notes and contribute to discussion as part of the audience.
► Write an essay on the theme of the debate.
A memorable Debate:
Baldwin vs Buckley (1965)

▶ https://www.youtube.com/watch?v=oFeoS41xe7w&t=461s

▶ What topics are debated?
▶ Which of them are relevant today?
▶ What strategies does Baldwin use?
▶ What strategies does Buckley use?
▶ Why did Baldwin win?