

**國科會研究計畫成果報告格式**

計畫主持人	常紹如
服務單位	學校/機關團體：台師大      系所： 英語      職稱：教授
計畫名稱 (93-96 年度)	1.結合辯論與英語教學：以台灣高中英語教育為例之基礎研究〈I〉 2.
領域與代碼	H04KC
研究成果與貢獻(約 700-1000 字)	
<p>The first year of this three-year research project on English debate in high schools in Taiwan investigated high school students' experience of a local English debate competition, called Cicero English Debate Tournament." Based on the data collected (i.e., questionnaires, interviews and debate video-recordings), two papers have been written, titled respectively "A content analysis study of debates from 2007 Cicero English Debate Tournament" and "Participating in interscholastic debate competition: Taiwanese high school students' reflections of 2007 Cicero English Debate Tournament."</p> <p>The first paper is based on an analysis of 8 (out of altogether 12) debates from 2007 Cicero English Debate Tournament. The results indicate that many of problems that were identified in my study of the Tournament between 2004 and 2006 recurred in this tournament. These problems include (a) affirmative and negative contentions not constructed and phrased clearly into stock issues, (b) contentions not supported by evidence and thus becoming merely assertions, (c) contentions flawed with logical fallacies, (d) lack of clear affirmative or negative strategies to present its case and organize the attack on the opponent's case, (e) lack of extension on one's case in the second constructive speech, (f) incomplete citation of the source of the evidence, and (g) misuse or ineffective execution of cross-examination. All these flaws or inadequacies suggest a lack of comprehensive understanding in the participants (debaters and coaches alike) about the nature and basic requirements of a policy debate. As the Tournament will stride into its fifth year this year, it is hoped that in addition to this study, more organized efforts can be made that can provide the needed knowledge and training on policy debate to future participants. Only by so doing can the quality of the performance at the Tournament be elevated and the true spirit and educational benefits of a policy debate be acquired by the participants.</p> <p>The second paper is based on an analysis of 55 questionnaires (out of a total of 64 tournament participants). The findings encompass high school students' perceptions of debate, motivations for debate participation, preparation for debate competition, perceived benefits and disadvantages of debate involvement, perception of debate performance, and thoughts about and suggestions for the Cicero debate Tournament. It was found that competitive debate involvement was conducive to changing the negative perceptions and reinforcing the positive perceptions high school students had of debate as an oral activity. Like their American counterparts, Taiwanese high school debaters had educational needs followed by competitive and personal needs as major incentives to partake in the competitive debate. While it was natural for these Taiwanese debaters to deem improving English skills as a major motivation for debate participation, it would be misleading or even counterproductive if it was the only incentive they had for debate participation for other essential debate-related academic skills would likely be overlooked. Although more emphasis can still be put on delivery skills, cross-examination techniques and construction of the rebuttal speech, the debate training participants received generally matched the training they desired. Apart from improving English skills, Taiwanese high school debaters, like their American counterparts, also deemed communication/public speaking skills, critical/analytical skills, and debating/argumentation skills as the major benefits of debate involvement, and disadvantages related to the time factor as the chief costs of debate participation. Over all high school debaters had a very positive view of the Cicero English Debate Tournament, deeming it meaningful and beneficial and hoping to see it broaden its scope by having more debaters from more schools enter the competition. This participant endorsement speaks powerfully and cogently of the educational values of this forensic event and hopefully could help secure more official funding from the central and local governments for future interscholastic forensic events around the country.</p>	

研究團隊	
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論文發表情形	計畫將研究報告一投稿至 Taiwan Journal of TESOL 而研究報告二投稿至 Argumentation & Advocacy
國際研究、交流或合作	
其他(如國際期刊主編、審查、或擔任國際語言學學會之職務等)	