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Studi rilevanti

Inoue, N. (2025). [Argument-counterargument activities in EFL writing classes in a Japanese university](#). *Debate and Argumentation Education: Proceedings of the International Study Group on Debate Education*, (7), 62–72.

This article discusses how I incorporated argument-counterargument activities in an informal oral mode and a formal presentation format in first-year university English as a Foreign Language (EFL) academic writing classes in Japan. The activities involved engaging students in informal mini-debates during class sessions and formal presentations comprising a thesis supported by multiple arguments, counterarguments, and responses based on the students' research papers written in the course. Notably, one class of students opted to participate in a competitive debate tournament outside regular class hours, resulting in varying degrees of success.

Chen, Q., Wang, Y., Yu, Y., Zhu, X., Yu, X., & Wang, R. (2025). [Conch: Competitive Debate Analysis via Visualizing Clash Points and Hierarchical Strategies](#). *arXiv preprint arXiv:2507.14482*.

In-depth analysis of competitive debates is essential for participants to develop argumentative skills and refine strategies, and further improve their debating performance. However, manual analysis of unstructured and unlabeled textual records of debating is time-consuming and ineffective, as it is challenging to reconstruct contextual semantics and track logical connections from raw data. To address this, we propose Conch, an interactive visualization system that systematically analyzes both what is debated and how it is debated. In particular, we propose a novel parallel spiral visualization that compactly traces the multidimensional evolution of clash points and participant interactions throughout debate process. In addition, we leverage large language models with well-designed prompts to automatically identify critical debate elements such as clash points, disagreements, viewpoints, and strategies, enabling participants to understand the debate context comprehensively. Finally, through two case studies on real-world debates and a carefully-designed user study, we demonstrate Conch's effectiveness and usability for competitive debate analysis.

Wicaksono, Y. P. (2025). [The Role of Artificial Intelligence in The Development of Students' Debate Skills](#). *Prawara: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(2), 91-106.

This study aims to explore the role of Artificial Intelligence (AI) in enhancing students' debating skills. The research employs a quasi-experimental method with a pretest-posttest control group design. The sample consists of 115 students from Bantul Regency, Yogyakarta. Data were collected through debate skill tests and analyzed using prerequisite tests (normality and homogeneity) and hypothesis testing (t-test). The results reveal that the experimental group, which utilized AI-based platforms, demonstrated a significant improvement in debating skills compared to the control group employing conventional methods. The posttest mean score of the experimental group was significantly higher than that of the control group, with a probability level of 0.000 ($p < 0.05$). These findings confirm the effectiveness of AI in improving students' debating skills, particularly in argumentation, information management, and idea delivery. This study offers valuable contributions to technology-based pedagogy, especially in teaching speaking skills. Recommendations include further development of AI platforms to support other learning activities.

Traduzione automatica del documento tramite Google Translator

Ordonez, C. M. (2025). [Exploring Critical Thinking in an Online Environment](#) (Doctoral dissertation, Grand Canyon University).

The purpose of this qualitative descriptive study was to explore how middle school debate facilitators and parents of debate students described participation in the online debate process to have influenced students' critical thinking in the Western region of the United States. The sample included 12 debate facilitators ($N = 12$) and 13 parents ($N = 13$). The research



questions explored how middle school debate facilitators and parents of middle school students described the online debate process to influence the students' or child's critical thinking. Toulmin's (1958) model of argument was the theoretical foundation used in this study. The data sources included descriptive questionnaires (Part I and Part II), and semi-structured interview questions analyzed with descriptive statistics and thematic analysis. The significant findings for research question one were that 50% of the debate facilitators strongly agreed, and 50% agreed that the online debates improved the middle school students' critical thinking. The themes among the debate facilitators were less stressful debate environment, e-collaboration generates reasoning, analytical thinking shift, and developed emotional intuition. The significant findings for research question two were 84.6% of parents strongly agreed, and 7.7% agreed that online debates improved their child's critical thinking. The themes among the parents were open to support, managed virtual relationships, maintained a healthy skepticism, and innovative thinker. A key finding was that participation in the online debate process was described to influence the middle school debaters' critical thinking. A future recommendation is a hybrid-model of in-person and online debates may benefit a larger group of students in the future.

Iberri-Shea, G. (2025). [*Competitive language use: A linguistic analysis of speech and debate*](#). *Studies in Debate and Oratory*, 2(1).

This study explores linguistic variation in competitive debate and prepared speech. A corpus of competitive public speech was collected and the situational characteristics of two contexts were analyzed. The linguistic characteristics of texts in each category were calculated along five dimensions of variation found across texts in English and placed among other types of texts. Results show that three of the dimensions were able to distinguish between the two registers. The results indicate a clear direction for future work and implications for English for Academic Purposes instruction.

Kurnia, S., Syahputra, B. P., & Hum, M. (2025). [*Enhancing Thai Students' Speaking Skills Through Debate: A Case Study At Darul Ulum School*](#), Satun, Thailand. *Journal of English Language and Education*, 10(4), 1328-1338.

This study aims to examine the effectiveness of using debate as a method to enhance Thai students' English-speaking skills at Darul Ulum School, Satun, Thailand. The research was conducted using a Classroom Action Research (CAR) design, which focused on the integration of debate activities into the learning process to improve students' speaking proficiency. The participants of this study consisted of 30 students from Class X at Darul Ulum School. The data were analyzed using the paired sample t-test to assess the improvement in students' speaking performance before and after the intervention. The results showed a significant increase in students' English-speaking skills, with a p-value less than 0.000 and a t-count of 6.901, which is greater than the t-table value of 1.669. These findings indicate that the use of debate significantly enhances students' speaking abilities. Debate encourages real-time thinking, promotes critical analysis, and helps students articulate their thoughts more clearly and confidently, making it an effective strategy for improving English-speaking skills in the classroom.

Kusnadi, E., Chan, M. F., Permanata, N. R., & Restiah, R. (2025). [*Implementation of the Sociodrama Project in British Parliamentary Debate to Develop Students Political Literacy*](#). *Jurnal Iqra': Kajian Ilmu Pendidikan*, 10(2), 135-152.

In the context of strengthening civic education, political literacy is an essential competency that must be instilled early on to students. Political literacy includes an understanding of rights and obligations as a citizen and awareness of socio-political dynamics. In addition to knowledge of the political system, political literacy also involves the ability to think critically, argue, and actively participate in democratic life. This study aims to determine the level of political literacy of students in class X SMAN 21 Bandung, the implementation of the British Parliamentary Debate (BPD) Sociodrama project in learning Pancasila and Citizenship Education, and the relevance of the method in developing political literacy. The method used is descriptive qualitative, describing phenomena in a natural context. The results showed that the learners political literacy level was in the positive developing category, with an understanding of basic political concepts and active participation in discussions. The implementation of the BPD Sociodrama project proved effective in training critical thinking skills, teamwork, argumentative skills, and emotional control. This approach is very relevant in developing political literacy in an integrated manner in the cognitive, affective, and psychomotor domains. The findings highlight that the integration of British Parliamentary Debate and sociodrama serves not only as an effective pedagogical strategy but also as a transformative approach that enhances students critical engagement and democratic awareness, thereby contributing significantly to the improvement of political literacy learning quality in civic education.

Approfondimenti complementari

Li, H., Shi, Y., Lin, S., Gu, X., Lian, H., Wang, X., ... & Wang, Q. (2025). [*SWE-Debate: Competitive Multi-Agent Debate for Software Issue Resolution*](#). *arXiv preprint arXiv:2507.23348*.



Issue resolution has made remarkable progress thanks to the advanced reasoning capabilities of large language models (LLMs). Recently, agent-based frameworks such as SWE-agent have further advanced this progress by enabling autonomous, tool-using agents to tackle complex software engineering tasks. While existing agent-based issue resolution approaches are primarily based on agents' independent explorations, they often get stuck in local solutions and fail to identify issue patterns that span across different parts of the codebase. To address this limitation, we propose SWE-Debate, a competitive multi-agent debate framework that encourages diverse reasoning paths and achieves more consolidated issue localization. SWE-Debate first creates multiple fault propagation traces as localization proposals by traversing a code dependency graph. Then, it organizes a three-round debate among specialized agents, each embodying distinct reasoning perspectives along the fault propagation trace. This structured competition enables agents to collaboratively converge on a consolidated fix plan. Finally, this consolidated fix plan is integrated into an MCTS-based code modification agent for patch generation. Experiments on the SWE-bench benchmark show that SWE-Debate achieves new state-of-the-art results in open-source agent frameworks and outperforms baselines by a large margin.

Soler, S., & Aliaga-Aguza, L. M. (2025). [Active Methodologies, Educational Values, and Assessment Strategies in Master's Theses: A Mixed-Methods Study by Gender and Educational Level in Geography and History Teacher Education](#). *Trends in Higher Education*, 4(3), 42.

This study analyzes the differences in the selection of teaching methodologies, assessment instruments, and educational values in Master's Theses (TFMs) written within the Geography and History specialization of a Teacher Training Master's program in Spain. The aim is to examine how these pedagogical components vary according to the gender of the author and the educational level targeted by the instructional proposals. A mixed-methods approach was applied combining statistical analysis (Chi-square and ANOVA tests) with qualitative content analysis of 54 anonymized TFMs. The results indicate that while gender-related differences were not statistically significant in most categories, qualitative patterns emerged: female authors tended to adopt more reflective, participatory approaches (e.g., oral expression, gender visibility), whereas male authors more often used experiential or gamified strategies. Significant differences by educational level were found in the use of gamification, inquiry-based learning, and project-based learning. A progressive increase in methodological complexity was observed from lower secondary to upper levels. In terms of educational values, interdisciplinarity and inclusion were most frequently promoted, with critical perspectives such as historical memory and gender visibility more prevalent at the Baccalaureate level. These findings underscore the TFM's role as a space for pedagogical innovation, reflective practice, and value-driven teacher identity formation.

Monografie

Voth, B. (2025). [An Invitation to Debate: Reasoning and Argument as a Framework for Civil Society](#). Bloomsbury Publishing USA.

This comprehensive introductory textbook gives students the framework and tools to become great debaters and use those skills to further civil and respectful responses on contentious topics. Focusing on core concepts and skills of research, reasoning, and argumentation with a special focus on debate rhythms, the book builds students' ability to express ideas and respectfully dissent, ultimately improving their individual resilience in adverse circumstances and encouraging the emergence of communal values in society.

An Invitation to Debate takes students on a step-by-step preparation of case research, speech composition, rebuttals, and resolutions. It is not specific to a particular debate style, allowing professors to use the book across a variety of procedural types, including policy, British Parliamentary, Lincoln-Douglas, International Public Debate Association, world schools, and Coolidge.

As the most up-to-date debate textbook, An Invitation to Debate will show students how to use AI technologies to aid (but never replace) their own case preparation. Throughout the book, students will be challenged to consider opportunities for debate to create more civil and fruitful discussion in their daily lives and on the world stage-where respectful debate can break through political barriers and counteract social injustices.

Purba, F. F., Rohani, S., Ramadhani, S., Mahaputri, R. A., & Aisyah, S. (2025). [From Debate to Dialogue: Cultivating Intercultural Citizenship through Critical Thinking in Indonesian EFL Classrooms](#). *Jurnal Pendidikan Indonesia*, 6(7).



Abstract The integration of Intercultural Communication Pedagogy (ICP) into English as a Foreign Language (EFL) instruction plays a vital role in fostering not only linguistic and cultural understanding, but also the development of intercultural citizenship. In the Indonesian higher education context, the incorporation of ICP in courses that emphasize Critical Thinking (CT) and English Debate (ED) remains limited. However, these components hold significant potential for preparing learners to become active, reflective, and engaged citizens in a globalized world. This study aims to explore how CT and ED are taught in an Indonesian EFL classroom through the lens of ICP, with a particular focus on how these practices contribute to the formation of intercultural citizenship. Employing a survey-based approach, data will be collected through document analysis (syllabi and lesson plans), questionnaires, and interviews. Participants will include twenty-one student teachers and one course instructor. The analysis will be guided by the Intercultural Communicative Competence (ICC) framework--comprising knowledge, attitude, and skills--to examine how instructional strategies support students in developing the critical awareness, empathy, and responsibility essential to intercultural citizenship. The study is expected to offer practical insights into how EFL pedagogy can move beyond language proficiency to foster a sense of global responsibility and active participation across cultures.