

**EXPLORING PARLIAMENTARY DEBATE
AS A PEDAGOGICAL TOOL TO DEVELOP
SOFT SKILLS IN THE EFL/ESL CLASSROOM**

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Abstrak

Kemahiran insaniah adalah sama penting atau lebih penting daripada kemahiran teknikal pada abad ke 21 ekonomi pengetahuan ini. Walau bagaimana pun, wujud ketidakpadanan antara kemahiran insaniah yang diperoleh graduan dengan kemahiran insaniah yang dikehendaki industri. Kajian lepas menunjukkan kekurangan alat pedagogi untuk membentuk kemahiran insaniah. Dengan ini, kajian ini bertujuan meneroka bagaimana debat sebagai satu alat pedagogi yang merangkumi tiga peringkat, iaitu sebelum debat, semasa debat dan selepas debat dapat membentuk kemahiran insaniah seperti yang digariskan dalam Modul Pembentukan Kemahiran Insaniah Malaysia (MSSM). Peserta kajian ini terdiri daripada lima pakar debat yang mempunyai pengalaman berdebat dan pernah mengajar Debat Parlimen Asia sekurang-kurangnya dua tahun dalam konteks EFL/ESL. Temu bual bersemuka secara separa struktur diguna untuk kutipan data. Untuk triangulasi pandangan pakar debat, temu bual berfokus dikendalikan dengan enam pelajar debat dalam kelas yang terdiri daripada tiga negara Asia. Data yang telah ditranskripsi dianalisa menggunakan model aliran analisis data dengan data dikecilkan, disusun, difokus, diatur dan dibentang menggunakan perkataan kata demi kata para peserta. Pendekatan template juga diguna untuk menganalisa data. Dapatan daripada peserta menceritakan bagaimana sebelum debat, peringkat asas yang penting untuk menggariskan kes dan hujah kumpulan dengan disokong bukti daripada penyelidikan dapat membentuk kemahiran insaniah dalam MSSM, terutamanya kemahiran kerja berpasukan dan pemikiran kritikal dan penyelesaian masalah. Para peserta juga menerangkan bagaimana semasa debat, peringkat yang paling mencabar disebabkan masa percakapan yang terhad dan titik-maklumat, dapat membentuk kemahiran insaniah, terutamanya kemahiran pemikiran kritikal secara pantas dan komunikasi efektif. Mereka juga menggambarkan bagaimana peringkat selepas debat dapat membentuk pelbagai kemahiran insaniah dengan menonjolkan kemahiran sepanjang hayat dan pengurusan maklumat dan komunikasi. Satu model pedagogi debat untuk mengajar kemahiran insaniah telah dibentuk berdasarkan dapatan kajian ini. Isu dan cabaran yang mungkin dihadapi pemegang kepentingan sekiranya debat diperkenalkan dalam seluruh kurikulum EFL/ESL juga telah dikenal pasti peserta kajian ini.

Kata kunci: Kemahiran insaniah, alat pedagogi, Modul Pembentukan Kemahiran Insaniah Malaysia, Debat Parlimen

Abstract

Soft skills are considered equally essential as hard skills or even more important than hard/technical skills in the 21st century knowledge economy. However, a mismatch exists between graduates' acquired soft skills and the soft skills required by industries. Literature shows the scarcity of pedagogical tools to develop soft skills. Thus, this study explored how debate as a pedagogical tool with three stages, i.e. pre-debate, actual debate and post-debate can develop the soft skills prescribed in the Malaysian Soft Skills Development Module (MSSDM). The participants were five debate experts with debating experience and had taught All-Asians Parliamentary Debate for at least two years in the EFL/ESL contexts. A semi-structured one-on-one interview was used for data gathering. To triangulate the debate experts' perspective, a focus group interview was conducted with six classroom debate students from three ASEAN countries. The transcribed data were analysed using data analysis flow model where the data were reduced, sorted out, focused, organized and presented using participants' verbatim words. Template approach was also used to analyse the data. In the findings, the participants described how the pre-debate, the crucial foundation stage to outline the team's case and arguments supported by evidences from research, can develop the soft skills in MSSDM especially teamwork and critical thinking and problem-solving skills. The participants also described how the actual debate, the most challenging stage due to time limit in speech and Point-of-Information, can develop soft skills particularly quick critical thinking and effective communication skills. They also portrayed how the post-debate can develop various soft skills by highlighting lifelong learning and information management and communication skills. From the findings, a debate pedagogical model to teach soft skills was developed. Issues and challenges stakeholders might face if debate is introduced across the EFL/ESL curriculum were also identified by the participants.

Keywords: Soft skills, Pedagogical tool, Malaysian Soft Skills Development Module, Parliamentary debate

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In this highly competitive 21st century when every industry expands its doors towards a globalized perspective, human resource units in charge of the business's human capitals have changed from choosing employees well equipped with only technical skills to those with a certain degree of desirable soft skills as well as hard skills. In fact, many companies worldwide nowadays put a greater weight on soft skills over technical skills while some consider them equally important or complementary to each other (Cranmer, 2006; Kemenade, 2012; Organization for Economic Cooperation and Development [OECD], 2001; Waggoner, 2012; Young & Chapman, 2011). Due to the changing job environments brought about by globalization and technological innovations, university graduates need to be equipped with soft skills apart from technical skills for them to survive in the demanding workplace. However, despite the recognition of the primary importance of soft skills in the workplace, there is scarcity of literature on how soft skills should be developed.

In his best-selling book, "Emotional Intelligence: Why It Can Matter More Than IQ," Daniel Goleman (1995) recognizes that in the increasingly knowledge-based society, technical skill is certainly one of the measures of success. However, he emphasizes that a combination of competencies, i.e., both hard/technical skills and soft skills, is necessary and the individuals' ability to manage themselves and relate to other people matters twice as much as IQ or technical skills in job success. As a professor from Harvard University, Goleman's (1995) claim was supported with research proving how important soft skills are in an individual's success in life yet little is known in the

literature about pedagogical tools or models to teach multiple soft skills. Thus, this study was conducted to explore debate as a pedagogical tool to develop soft skills from the perspective of debate experts and debate students.

1.1.1 Soft Skills

The term 'soft skills' which is now considered equally or more important than hard skills or the ability to perform a job, relates to the personal attributes of individuals that increase their chances for employability, job promotion and success. The term, according to Moss and Tilly (2001) refers to "skills, abilities, and traits that pertain to personality, attitude, and behavior rather than to formal or technical knowledge" (p. 44). Soft skills form a cluster of personal and people-oriented skills such as communication, teamwork, critical thinking and problem solving skills, creativity and innovativeness, flexibility, research skills, etc. Soft skills as a term has many different names in the literature such as generic skills (National Centre for Vocational Education Research [NCVER], 2003); key skills (Asian University Network [AUN], 2011; Sulaiman, Fauziah, Amin, & Amiruddin, 2008), competencies (OECD, 2001) generic competency (Young & Chapman, 2011) and employability skills (Hasmayuddin, Abdullah, Nor Ratna & Yahya, 2009). World organizations such as the American Society for Quality (ASQ, 2012), OECD (2001) and Europe's Measuring and Assessing Soft Skills (MASS Project, 2011) use the term 'soft skills'.

In Malaysia, "soft skills" is the preferred term following the Ministry of Higher Education. Researchers in Malaysia such as Hairuzila, Hazadiah, and Normah (2009; 2014) Ilangko (2013); Riam (2012); Shakir (2009) and Wan Sofiah, Gerardi, and Paull (2012) have used the term 'soft skills'.

According to the American Society for Quality (Kemenade, 2012), for 50 years, management theory and practice have greatly denied the role of soft skills, focusing immensely on technical skills. ASQ points out that it is only in the past two decades that the new paradigm has given importance to soft skills when the new concept raised the curiosity for research. At the onset of the new century, it becomes viral after the developed countries have taken initiatives to incorporate soft skills in school and university curriculums to prepare their work force in order to suit the needs of the fast changing job markets brought about by globalization.

In a survey conducted by the American Management Association (AMA) with 2,115 managers and executives all over the globe, it was found that critical thinking is crucial for workers to have in order to contribute to their company's growth (The Nation, 2011). Critical thinking ranks higher than innovation or the technical skills in information technology. AMA explains that the emergence of critical thinking being on the top consideration of managers worldwide is due to globalization, the increased flow and complexity of information and constant changes in the business environment. Workers need to have excellent critical thinking skills among other skills for them to be able to adjust to new roles, to identify and understand issues quickly and to provide solutions effectively in the ever changing economy and job environment. Unfortunately, critical thinking is the skill identified by business people, experts, scholars and academicians to be lacking among Thai students and graduates among other soft skills such as English communication (Bangkok Post, 2010, 2012; Buranapatana, 2006; Noom-ura, 2013; The Nation, 2011).

A study by People Management Association of the Philippines (PMAP) found that four out of ten new graduates who seek for a job were not hired because they lacked key competencies such as critical thinking, effective communication skills and initiative (Rosero, 2012). The PMAP study showed that 40% percent of fresh graduates do not immediately get hired because of the deficiencies in such soft skills, according to Gigi Alcasid, PMAP director for academe-industry linkages of the Philippines.

Buranapatana (2006) and Shakir (2009) discovered that the lack of critical thinking skills apart from communication skills are not found only in Thailand and Malaysia but it has become a phenomenon in other developing countries in Asia. In the study of Birrell (as cited in Shakir, 2009), with 12,000 foreign students at Monash University in Australia, over one-third of this number including 23.5% Malaysians had low English proficiency, one of the soft skills under study, leading the researcher to conclude that even if these students were good at work ethics they would not be good enough for work at the professional level. Furthermore, in the qualitative study of Egege and Kutiele (2004), the lack of critical thinking has been observed among international students specifically ASEAN students studying in Australia. They therefore recommended that the teaching of critical thinking, being a very important soft skill in both academic undertakings and real life situations, should be taught to college students.

The lack of soft skills such as critical thinking and communication skills among Malaysian undergraduate students is blamed partly on rote learning developed from basic education due to the pressure posed by the examination-oriented educational

system. Students have to memorize facts in order to pass or to get high grades (Ahmad as cited by Shakir, 2009). This has rooted in the system and is hard to uproot once they get to the university which continues to reflect on them when they apply for a job. Thus, the burden of soft skills development lies more on the universities and colleges as they are in charge of the last level of education prior to the working of graduates.

It is not only in Thailand, in the Philippines or in Malaysia and other Asian countries that the lack of soft skills is a pressing societal problem but also all over the world even in highly developed countries such as the United States and the United Kingdom (OECD, 2012). In the United States, the government's publication entitled, "A Nation at Risk: The Imperative for Educational Reform" reported that schools in the US were endangering the country for not preparing their citizens to be competitive in the 21st century. It was in 1983 that the country's business sector, not the higher education, saw the skill gap between what the students were learning in school and what were required of them to compete in the new millennium (Daggett, 2006). It was this identification of skills gap that led to reformations in the educational system.

Unfortunately, with the changed preferences in the job market not just considering high grades or how many A's are reflected in the job applicant's transcript, graduates lacking the necessary soft skills are not able to land a job or end up with low-paying jobs. Even if the graduates are already hired, they lack soft skills and can be easily replaced with those who possess them. Soft skills are now a "must have" in the highly competitive globalized job market that demands high productivity, generally related to the ability of the labor force to innovate, communicate, collaborate and resolve issues quickly.

1.1.1.1 Job Requirements and Graduates' Soft Skill Mismatch

It has been discovered that there is a mismatch between the job market requirements and the acquired employability skills or soft skills of the graduates leading to unemployment in Malaysia (Hairuzila et al., 2009; Hasyamuddin et al., 2009; Riam, 2012). Research has found that industries have reservations when it comes to graduates' employability skills and abilities especially in terms of English communication skills at the work entry level (Zubairi, Sarudin, Nordin, & Ahmad, 2011). The participants in the study of Zubairi et al. (2011) on English competency for entry-level employment in Malaysia said, "Nowadays, getting 7As and 8As is normal, and somehow it does not translate into an actual ability...it's a baseline but it does not really translate into performance" (p. 17). The lack of soft skills was identified by the Deputy Human Resources Minister, Datuk Abdul Rahman Bakar, as the culprit for the unemployment suffered by about 90,000 graduates in Malaysia (Hariati, 2007 in Hairuzila et al., 2009; Hairuzila et al., 2014). This mismatch is associated with the education industry for imparting the wrong knowledge from basic education to higher education producing graduates who are generally technically skilled but are lacking of soft skills such as communication and critical thinking skills (Hasyamuddin et al., 2009; Shakir, 2009). Thus, in the speech of the former Prime Minister of Malaysia, YAB Dato' Seri Abdullah Bin Haji Ahmad Badawi on the Ninth Malaysian Plan (2006), he stated that:

The second thrust of the National Mission is to raise the country's capacity for knowledge, creativity and innovation and nurture 'first class mentality'. Malaysia's future success depends on the quality of its human capital, not only in terms of intellect but also character. Therefore, in line with this thrust, the Government aims to undertake comprehensive improvement of the country's

education system, from pre-school to tertiary and vocational institutions...heavier emphasis will be placed on the shaping of values to create more well-rounded individuals. (p. 9)

1.1.1.2 Various Soft Skill Frameworks

With Malaysia's former Prime Minister, YAB Dato' Seri Abdullah Bin Haji Ahmad Badawi's recognition of human capital development as a vital driving force to push forward the country's economy, the Ministry of Higher Education (MoHE) declared that all government universities of the country should include soft skills in the curriculum of their undergraduates (Shakir, 2009). MoHE designed the Soft Skills Development Module for the Higher Educational Institutions (HEIs) to implement. Universiti Teknikal Malaysia (UTeM) lists the following seven components adopted from MoHE:

- Communications skills (CS)
- Critical thinking and problem solving skills (CTPS)
- Teamwork skills (TS)
- Lifelong learning and information management skills (LL)
- Entrepreneurship skills (ES)
- Professional ethics and morals (EM)
- Leadership skills (LS)

These soft skill components have been assigned their levels and are further stratified into two categories: "must have" soft skills (Kemahiran Insaniah Mesti or KIM) and "good to have" (Kemahiran Insaniah Tambahan or KIT) soft skills. KIM is required of every student in HEIs while KIT is considered as an added value if the student has

acquired it. This soft skill framework was chosen in this study because it is more defined and there have been studies on its use in the literature although limited such as by Hairuzila et al. (2009, 2014). The soft skills framework in the Philippines, for example, is also in place but no studies on its use have been found.

The former Department of Education Secretary, Lourdes Quisumbing, laid down the Philippines' core values that are mandatory in the curriculum in all levels, i.e., elementary, secondary and tertiary education as follows:

1. Health and harmony with nature (holistic health, cleanliness, physical fitness, reverence and respect for life, environmental care)
2. Truth and tolerance (love of truth, critical thinking, creativity, openness and respect for others, future orientation, scientific orientation)
3. Love and goodness (self-worth/self-esteem, goodness, honesty/integrity, personal discipline, courage, trust, compassion (caring and sharing))
4. Global spirituality (faith in God, inner peace, religious tolerance, unity of all)
5. Peace and justice (respect and love for one's family, family solidarity, responsible parenthood, respect for human rights)
6. Peace and justice (concern for the common good, cooperation, social responsibility, and accountability, creative goodwill)
7. Sustainable human development (balance between economic and social development, protection of the environment, wise use of resources, responsible consumerism, productivity and quality, economic equity, work ethic, entrepreneurial spirit)

8. Nationalism and globalism (love of country, heroism and appreciation of heroes, appreciation of culture heritage, democracy, freedom and responsibility, civic consciousness and active participation, committed leadership, national unity, international understanding and solidarity, interdependence, appreciation of world heritage, cultural freedom, global peace. (Quisumbing, 2004, p. 226)

In the recently revised basic education structure in the Philippines making primary to high school education 13 years from only 10 years with the introduction of K-12, necessary updates in the curriculum have been made to suit with the globalization theme. Thus, in the six features of the K-12 education, one of which focuses on the adaptation for preparing the Filipino citizens as globalized workers. The following specific target skills have been set by the Philippine Department of Education (DepEd, 2013): information, media and technology skills, learning and innovation skills, effective communication skills, and life and career skills.

The 21st Century Skills in the Philippine education, in addition to the core values specified earlier, are generally similar to the Malaysian Soft Skills Development Module proposed to be used as the benchmark for this study. All these additional four components are basically the same with MSSDM. However, MSSDM has been chosen as the soft skills framework used in this study because of its more defined features having each skill assigned levels to be achieved by the students that served as basis for the analysis of debate as a pedagogical tool to develop soft skills.

The ASEAN University Network (AUN, 2011) which currently has only 26 universities as members, usually the top universities in the region, developed a Quality Assurance (QA) framework. Soft skills, AUN termed as “key skills,” are not clearly defined in AUN. For example, in one of AUN’s QA criteria, critical thinking (it uses the term critical analysis), is not categorized under key skills while it is one of the soft skills in the Malaysian Soft Skills Development Module (MSSDM). Even if Malaysia is within the ASEAN region, it does not have the same specifications for the soft skills development in the higher education. In fact, Malaysia has broader coverage of soft skills as indicated in MSSDM having seven soft skills compared to the only four key skills required in AUN, i.e., communication, numeracy, the use of information technology and learning how to learn. Learning how to learn can be equivalent to lifelong learning and information management in MSSDM and cognitive skills separate from key skills, i.e., critical analysis may be the fifth if mapped against MSSDM soft skills. Teamwork, leadership, entrepreneurship and professional ethics and morals which are universally necessary are included in MSSDM but not in AUN. Below is a set of AUN’s (2011) second criterion that specifies the soft skills it wants to be developed by ASEAN University Network members emphasizing on the outcomes of the higher education.

1. Universities are recommended to publish, for each programme they offer, a programme specification which identifies potential stopping off points and gives the intended outcomes of the programme in terms of:

- The knowledge and understanding that the students will have upon completion
- Key skills: communication, numeracy, the use of information technology and learning how to learn

- Cognitive skills, such as an understanding of methodologies or ability in critical analysis
- Subject specific skills, such as laboratory skills, clinical skills, etc. (p.15).

While AUN QA listed the skills to be achieved, it is limited to its few elite members to comply and besides, there are no specifications how these skills should be achieved except for the assessment procedures which also do not specify how soft skills should be assessed. The AUN being an accreditation agency in the ASEAN Region plays a big part to realize ASEAN's vision to push an integrated economy forward through the ASEAN Economic Cooperation (AEC). It is the responsibility of higher education institutions in the region to develop the soft skills among their students. Thus, this study, focusing on the soft skills development of ASEAN Higher Education Institution (HEI) students, can be a basis in improving the region's soft skills framework. The region is geared towards the development of its human resources just like the initiatives done by the European Union. Preparing the labor force attuned to the growing demand of the region for well-equipped human resources will greatly help realize the AEC 2020 objectives such as improving infrastructures and services which all require soft skills such as critical thinking and problem-solving skills, communication skills in English and teamwork.

Without a strong foundation on human resources development necessary for economic growth, AEC will be an impossible dream as other countries and regions especially those already developed keep strengthening their human resources to be abreast with the fast-changing global trends. Countries such as the United States, Australia, Canada, New Zealand, the United Kingdom, and even the European Union

are now giving great emphasis on the soft skills or employability skills in their citizens' education. They brace their citizens to be resilient or to be able to sustain in abrupt and inevitable changes in the work environment by enacting a national educational platform.

One prominent example of a national educational policy imposing the inclusion of soft skills (generic skills) of students is the Australian Qualifications Framework (AQF) for both Vocational Educational and Training and Higher Education implemented on July 1, 2011 (AQF, 2013). AQF is somehow similar to Malaysia's Soft Skills Module in terms of its generic skills. Malaysian soft skills module has seven components while Australia's AQF has eight employability skills: communication skills, teamwork skills, problem-solving skills, self-management skills, planning and organizing skills, technology skills, lifelong learning skills, and initiative and enterprise skills (Bowman, 2010).

All the seven AQF components are similar to Malaysian Soft Skills Development Module (MSSDM) presented above. Self-management, planning and organizing skills and technology skills are not directly indicated in the MSSDM. However, technology skill is included in MSSDM's description of communication skills but focuses more on the use of technology in presentations. Further discussions on the similarities and points of departures or uniqueness of various countries' soft skills development models will be discussed in the next chapter, the literature review. Overall, however, the components of various countries' soft skills development frameworks are similar to MSSDM used in this study.

1.1.1.3 The Teaching of Soft Skills

Even if soft skill frameworks or models are in place, specifically in Malaysia, their implementation's success is still bleak for the lack of clear direction on how they are going to be taught, given the nature of soft skills which are so broad and subjective. Universities take their own initiatives in developing their own ways of implementing MSSDM as evident in the studies by Hairuzila et al., 2009 and 2014; Hayamuddin et al., 2009; Riam, 2012; Sulaiman, et al., 2008.

With the limited literature on teaching soft skills in Malaysia and in the ASEAN region so far, the study of Hasyamuddin et al. (2009) using Problem-based Learning (PBL) has shown an approach in developing soft skills in the higher education institutions (HEIs). The rest (Hairuzila et. al, 2009; Riam et al., 2010, and Wan Sofiah, et al., 2012) are on the perception of lecturers and educators in the integration of soft skills in the HEIs in Malaysia. Although Hasmayuddin et al. (2009) concluded that PBL is an effective learning method in their mixed-method study, they mentioned only communication, leadership and problem-solving skills as the soft skills being developed by their approach. Thus, there is really a need to explore more approaches, if possible, a stand-alone pedagogical tool that may teach the seven soft skills in MSSDM.

Wan Sofiah, et al. (2012) conducted a study on the educators' perceptions of soft skills development in the higher education of Malaysia with 25 educators from five HEIs in West and East Malaysia. Although they reported that all (100 %) of the participants were involved in the embedded approach and 56 percent in stand-alone soft skills teaching method, their study does not show what specific stand-alone

methods were used. Furthermore, in a more recent study by Hairuzila et al. (2014), they found that cooperative learning, problem-based learning and teacher-centered approach were the top three teaching approaches regularly used by lecturers in integrating soft skills. Hairuzila et al. explained that traditional teacher-centered approach in the form of lecture is used by lecturers handling big classes to cover the syllabus. However, the necessary soft skills that should be acquired by the students are neglected. One of Hairuzila et al.'s lecturer participants said:

Some of the technical courses especially engineering core subjects are 'highly technical' in nature. These are required and necessities to become professional engineers. Most of them are involved with 'technical mind challenge'. So it's not easy to blend all soft skills needed. (p. 29)

To address the issue of the lack of time to develop the soft skills in MSSDM by integration as indicated in the studies by Hairuzila et al. (2009, 2014), more approaches in teaching soft skills aside from integration which is not feasible for large classes need to be explored. This study thus explored how soft skills can be developed through debate as a stand-alone pedagogical strategy in the English as a Foreign Language (EFL)/English as a Second Language (ESL) contexts where opportunity to practice English is limited. Hairuzila et al.'s study did not specify as to what medium of instruction that relates to communication skills was used in their study. Shakir (2009) pointed out that English is universally required for employment in Malaysia as graduates who are highly proficient in English "are able to make presentation to an international audience" (p. 310). Therefore, this study was conducted focusing on how debate, conceptualized as a stand-alone pedagogical approach in this study, can

develop the seven soft skills laid down in MSSDM. It aimed to describe how the three debate stages can develop soft skills.

1.1.2 Debate as a Pedagogical Tool

Debate, “the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition” (Freeley & Steinberg, 2012, p. 6), has been known in the literature for its benefits particularly in developing students’ soft skills such as critical thinking and communication skills. However, debate is more known as a competitive activity limited to just a few students rather than a pedagogical tool used in the classroom (Akerman & Neale, 2011; Parcher, 1998; Snider & Schnurer, 2006; Yang & Rusli, 2012).

Pedagogy, known as the science of teaching, is defined by Hardman (2008) as “a structured process whereby a culturally more experienced peer or teacher uses cultural tools to mediate or guide a novice into established, relatively stable ways of knowing and being within a particular, institutional context, in such a way that the knowledge and skills the novice acquires lead to relatively lasting changes in the novice’s behavior, that is, learning” (p. 65). The Activity Theory developed by Hardman (2008) considers all the parts of the whole activity to lead the student to what he refers to as lasting changes, which is learning. Related to the concept adopted by Hardman (2008) from Vygotsky’s (1978, cited in Hardman) concept of mediation within the zone of proximal development as the key to understand how learners learn is Brown’s (2004) and Ellis’s (2003) proposition that pedagogical tasks should resemble real-life needs outside the classroom.

Pedagogical tasks should be structured to provide learning opportunities for the refinement of knowledge and should be based on learning principles that students use authentic language (Richards & Rodgers, 2001). This is how debate as a pedagogical tool in a microcosm of tasks in various phases of the activity is conceptualized in this study with the goal of developing students' multiple soft skills they need in real-life situations. If debate as a pedagogical tool will be used in the classroom, more students especially those who lack opportunities to practice their English communication skills in non-English speaking countries like in the ASEAN will benefit from debating.

1.2 Statement of the Problem

Soft skills development should be incorporated in the curriculum at the tertiary level to address the mismatch between graduate skills and the demand of the industries. Shakir (2009) clearly points out the problem on the lack of critical thinking, communication skills and soft skills in general. She said that this is partly attributed to the method of teaching encouraging rote learning from their basic education and the effect is carried on when the students get to college. Rote learning with the primary aim to pass tests does not make the students think critically, analyze, solve problems, collaborate and communicate, making them unable to function academically when they go to the university having formed the habit of memorizing (Ilangko, 2013). If this remains unattended in the university level, students graduate adding up to the bulk of the society's problem of graduates who are devoid of necessary skills to function effectively in a very demanding job environment in this 21st century.

There have been measures and approaches taken to introduce and strengthen soft skills in ASEAN countries such as Vietnam, Philippines, Thailand and Malaysia in the literature. In Vietnam, where massive educational reforms have been done in the last two decades, soft skills have been included in their higher education recently. However, available literature focuses on studies identifying the gap between employees' required skills and university students and graduates' notions of acquired soft skills (Luong, 2012; Tran, 2012). These studies showed that Vietnamese universities do not meet the soft skills requirements set by the recruiters.

Teaching soft skills in the higher level is made mandatory by the Ministry of Higher Education (MoHE) of Malaysia with the development of the MSSDM. However, the limited literature (Hairuzila et al., 2009 and 2014; Hayamuddin et al., 2009, 2014; Riam, 2012; Wan Sofiah, et al., 2012) thus far shows that the implementation is still in its infancy stage, needing more explorations of approaches to teach soft skills. For example, the recent study of Hairuzila et al. (2014) presented the struggles of lecturers in the integration of soft skills. Consistent with Hairuzila et al.'s study in 2009, lecturers found it hard to integrate soft skills particularly with big classes and large amount of content to cover in the teaching of hard skills where soft skills are integrated. In such case, soft skills are sacrificed over hard skills because what is given priority in the syllabus is the teaching of hard skills which are primarily assessed but in the real world, both are equally demanded. Thus, there is a necessity to explore pedagogy such as debate that will teach soft skills without affecting the teaching of hard skills.

Debate as an ancient teaching method used by Greeks 4,000 years ago (Darby, 2007) has been viewed by students as a new and innovative learning and teaching method which is eye-opening and informative (Kennedy, 2009). Classroom debate has been under-utilized in higher education as research has shown. In the study of Omelicheva (2005), she assessed 130 online syllabi in undergraduate political science curriculum but only three included debate. Debate has been widespread as an extra-curricular activity in the ASEAN region specifically Malaysia, Thailand, Philippines, Singapore and Indonesia usually in the form of competitions. In fact, one of the major annual competitions in Asia but organized by ASEAN universities is the United Asian Debating Championships.

Debate is one of the co-curricular activities along with sports mentioned by Sulaiman et al. (2008) to develop soft skills in Universiti of Malaysia Terengganu. Sulaiman et al. claim that the preparation and delivery of arguments in debates give students the chance to develop their research skills, to think critically, to solve problems, to improve their communication skills and to develop self-confidence. However, debate remains to be widely used as an extra-curricular activity like the one recently held at Universiti Utara Malaysia on September 18-20, 2014, when 20 higher institutions in Malaysia competed against each other in the field of management. Debate has not been used in the classroom to develop soft skills.

As there is no single effective way found so far to teach university students the seven soft skills prescribed in the MSSDM as indicated in the studies by Hairuzila et al. (2009, 2014), Hasyamuddin Bin Othman et al. (2009), Shakir (2009) and Sulaiman Yassin et al. (2006), more approaches in teaching soft skills need to be explored. This

study will thus explore how soft skills can be developed through debate as a stand-alone pedagogical strategy in the English as a foreign language (EFL) and English as second language (ESL) contexts.

English plays a major role as the *lingua franca* of the ASEAN region especially with the AEC. English was declared as the working language of the 10 ASEAN countries with highly diversified culture and over 1,000 spoken languages. Article 34 of the ASEAN Charter states, “The working language of ASEAN shall be English” (The ASEAN Charter, 2008 p. 29). “This contrasts strikingly with the European Union (EU), where there are twenty three official languages,” according to Kirkpatrick (2010, p. 3). However, EU being richer than ASEAN invests on hiring linguists, interpreters and translators. European Union has a permanent staff of 1,750 linguists and 600 support staff and it is one of the world’s largest translation services with 600 full-time and 3,000 freelance interpreters (European Commission). This shows how important a common language is for understanding and unifying for regional economic growth and development by which AEC was conceived. Thus, the foreign students from various countries including the participants of this study said they chose Malaysia for their higher education in order to learn English as one of their major reasons. As Engineering and International Business students, they strongly believe that English is crucial in their job someday. Therefore, they need debate to practice their English in a contextualized and meaningful way, at the same time, to learn the other soft skills such as critical thinking and problem-solving, teamwork, lifelong learning, etc.

The researcher is interested in this topic on debate because as a debate lecturer and a coach to debate societies participating in competitions for about ten years now, she has observed the potentials of debate in developing soft skills. She has been receiving numerous positive feedbacks on how debate has impacted her students' lives. For example, one of her EFL students in one of the leading universities in Bangkok shared with her how he used his debating experience when, as a twinning student (two years in Thailand and two years in the US), his university in the US refused to accept some of his credits from Thailand. He said that for a typical Thai, he would have not argued as either he would just accept what the authority tells him or would just be silent because he could not express himself in English, or both. But thinking of the money, time and effort he would waste if he would repeat the subjects, he used his debating skills in convincing the dean that he had already taken all the three questioned subjects.

Because of the remarkable transformation of the said student due to his debating experience, he went back to Thailand during his term break and helped the researcher to train the new generation of debaters in the university. Together, they expanded the scope of the originally departmental then faculty-wide debate activity into university-wide society. He used his personal experience in the US on how he was empowered using his debate skills particularly communication, critical thinking and problem-solving as well as negotiation and convincing skills. The number of students who joined in the debate workshop that year increased by three times from his original batch of only 20 to 60 students and the significant growth could be partly attributed to his effective recruitment talks.

That year, he was also one of the team members who won as Champion in the Rookie Level in the Third European Union – Thailand Intersivity Championship Debates. Although it was the first time the researcher attempted to represent her university in a nationwide debate competition sending two teams, both teams won Champion and First Runner-up. This boosted the morale and strong motivation of the debaters with their testimonies on how debate improved them in many aspects particularly in their English as they had limited opportunities to practice their English, considering their EFL context.

The researcher was the international program coordinator at that time, in charge of creating a more international atmosphere to provide the students with more practice in their English communication skills. She was encouraged by the students' positive response not only in joining competitions but by their personal developments. She then strengthened the implementation of debate as part of the ESL curriculum. The success of its implementation for six years, with the continuing assistance of the transformed student and with the strong support of the university, debate has become a passion and an advocacy to the researcher.

From her success in introducing debate in the EFL classroom in Thailand as an alternative to conversation or Listening and Speaking course, she implemented debate across the EFL curriculum to international pre-university debate students in Malaysia. She was inspired by what her debate students, many of them from war-torn countries like Somalia, Syria, Sudan, Yemen and Iraq, who gave very encouraging feedback in their reflections after the debate course. Many of them said that if debate would be

introduced to every student in their country, citizens of their country would never think of war as a way of resolving conflicts.

Recognizing all the benefits her former debate students and debaters have been sharing with her, the researcher desires to introduce debate in a wider scale in the EFL/ESL contexts thus she conducted this study. This kind of advocacy is how debate has moved from traditional boundaries to a broader range of classroom settings (Bellon, 2000). Like Snider and Schnurer (2006) who were debaters themselves became strong advocates of debate across the curriculum, Bellon (2000) expresses his advocacy: “Ultimately, those of us who have witnessed the power of debate to enhance learning and motivate students are becoming advocates of instituting debate across the entire college curriculum” (p. 1). Furthermore, Voth (2014), who wrote *The Rhetoric of Genocide*, argued that communication can change the world as people will be equipped with moral responsibility and as they develop awareness of societal and global issues that affect the humanity. More specifically, Voth urged individuals to debate and argue. He stated:

Are we willing to listen to and read the opinions of those we disagree with? If the answer is “no” then we need to take active steps to solve that problem in our own lives. Practice with debate and civil argument is an essential pedagogy to moving forward on this problem. (p. 137)

In many universities in the world, debate has been a compulsory requirement but only to students of liberal arts and humanities such as those majoring in English, Political Science, Forensics or Law. It is not required of engineering and science fields or even business. Debating is offered just as an elective course as with Public Speaking and

Argumentation in some universities but in most cases, it is offered as an extracurricular activity. Therefore, it is just limited to a few students.

In the Philippines, for instance, the researcher taught debate several years as a whole semester requirement but only for those majoring in English and Mass Communications and also coached the Debate Club for advanced proficiency students to compete with other universities. The debate format, the Oxford-Oregon, used then allowed a speech committed in memory. Besides, following a textbook and a course syllabus that adhered to traditional lecture pedagogy, the teacher did more of the talking with only one actual debate required as a final requirement. The debate styles widely used in tournaments nowadays worldwide are highly interactive and dynamic, thus they are communicative such as the British Parliamentary Debate (BPD) and the All-Asians Parliamentary Debate (APD), the format used in this study.

In this study, APD was used for its ease of use compared to BPD and it is more appropriate for all proficiency levels of students (except for the real beginners). But even when APD is already widespread, debate in the Philippines is still offered as an extracurricular activity thus it is limited to those already developed students.

Apart from the elitist or exclusivist offering of debate to just the chosen few advanced students, it is usually offered in top schools. However, the trend is changing as shown in Hong Kong's Debating website (NESTA) as follows:

Debating provides a purposeful context in which language and cognitive skills can be extended. It is not surprising that debating has become popular in Hong

particular, subject knowledge in various subjects such as science, history and art. Showing all these benefits of debate in various disciplines, Akerman and Neale's (2011) study, therefore, justifies this present study especially that they pointed out that if English is not the language of the students who debate, it improves their English. However, they suggested that more studies to use debate in the EFL context should be conducted. Besides, there have been no qualitative studies found to provide an in-depth understanding of how debate can develop English communication skills and other soft skills particularly studies that analyze the three stages of debate, i.e. pre-debate, actual debate and post-debate. Although Inoue and Nakano (2004) found that parliamentary debate, specifically British Parliamentary Debate format, can improve English communication skills of Japanese students in the EFL context just like the context of this present study, they did not describe how it can develop English communication skills. Their study was limited to letting their respondents identify three benefits of debate tournament, not classroom debate, in which English communication skills was one skill the students listed.

Furthermore, most of the studies reviewed by Akerman and Neale (2011) are from native English speaking countries, majority of the 51 studies originated in the USA, six from the UK and the rest from Canada, France, Israel, Japan, Singapore, and Hong Kong. All of these countries are developed. This is so because they are convinced that it can dramatically develop multiple skills of their citizens needed to further develop their country. Unfortunately, there is only one country from the ASEAN (Singapore) in Akerman and Neale's review.

While most of the American studies on the impact and benefits of debate are in high school (Akerman & Neale, 2011), including debate in the college level curriculum is appropriate in the EFL/ESL contexts as students will have more basic communication skills development in their elementary and high school. Krashen (1987) posited that learners will not be able to function in communication if the input presented to them is beyond their ability. Language is not an issue in native English speaking countries. However, according to Bellon (2000), “constructivist research shows how students arrive at new understandings and new meanings only once the opportunity to use new words and concepts in a realistic context exists.” This concept is applicable to both first language (L1) and second language (L2) students because contextualization and real use of the language are very important in any language learning.

In a study by Sulaiman et al. (2006) conducted in Universiti Malaysia Terengganu, debate is one of the extracurricular activities their university offers to develop soft skills. The authors state that:

In debates, the preparation and delivery of arguments provide students with the opportunity to think critically, develop their academic research skills, improve their communication abilities, solve problems creatively, and increase their self-confidence. This is due to the fact that students involved in debates regularly engage in writing, information analysis, and in-depth library and Internet research. Debates enable students to express their views effectively and to respond cogently to arguments with which they disagree. In addition, debaters are often the most well read and well-informed of students and by being debaters they take part in a truly worldwide examination of the issues facing humanity. (p. 578)

These educator researchers highly regard debate as a panacea of the lack of wide range of soft skills among Malaysian students but if debate is offered only as an extra-curricular activity, it will marginalize the greater number of students who are more in need of developing their soft skills to be employable. Why should debate be limited to those who are already advanced in their language and critical thinking skills when those who badly need it to improve a great deal in necessary skills are deprived because debate is offered only as an extracurricular activity?

Bellon's (2000) research-based justification for debate across the curriculum deserves a big push and support. Bellon argues that if students are not given the opportunity to debate or to argue about important ideas presented in the class, they tend not to absorb the course content deeply. He pointed out the need to reach the high order thinking skills in Bloom's Taxonomy of Learning which should not be limited to "what" and "how" questions but also "why" for students to perform critical analysis of whatever they do in the classroom, in the laboratories or beyond the university.

Probably, one of the issues why debate is not offered in the EFL/ESL classrooms is the conceived nature of debate being fit for those who have advanced English proficiency such as in the case of those who are sent to intervarsity tournaments. For example, in the research of Sulaiman et al. (2008), they stated that, "the debates are spontaneous, engaging interchanges between well-informed and articulate students" (p. 578). This statement presumes that debate is for articulate or advanced proficiency students who can speak spontaneously. Nevertheless, teaching debate to intermediate

and lower level EFL students was made possible in Japan (Krieger, 2005; Lieb, 2007) despite the challenges such as big classes with multiple levels and cultural barriers like conformity or non-confrontational attitude considering the confrontational nature of debate. These researchers push the teaching of debate in the classroom for the variety of benefits they have identified with it, not only in dramatically developing the linguistic skills of students but also their soft skills such as critical thinking, teamwork and cooperation and researching. However, such literature dealing with debate in relation to language proficiency in the EFL/ESL contexts is still very scarce (Akerman & Neale, 2011; Bellon, 2000; Lieb, 2007; Yang & Rusli, 2012). Thus, this study explored how debating is made possible by EFL students even with elementary to intermediate proficiency in order to address the issue on how debate can be introduced as a pedagogical tool in the classroom with mixed proficiencies.

Another issue that needs to be addressed in this study if debate is introduced in the EFL/ESL classroom was discussed by Goodwin (2007) about gender differences in argumentation styles in which women feel disadvantaged in debates. While Goodwin conducted her study in the US, this issue has to be considered because Yang and Rusli (2012) who conducted their study in Singapore and Lieb (2007) in Japan mentioned about the cultural reservations of their participants. Although generally their participants gave an overall positive feedback on their debating experience, a few felt that debate is not suitable for the Asian non-confrontational culture particularly for Asian women who are generally timid. Research on this cultural aspect in debating specifically for the Asian contexts dealing with gender sensitivity is relatively limited (Lieb, 2007) thus this study will deal with it if debate is to be introduced as a pedagogical tool to develop soft skills that would not be biasing any gender.

A study conducted in the United Kingdom called “Case Studies to Advance Skills and Employability,” stressed that employability (soft) skills development should be within the academic curriculum (Holmes & Miller as cited in Brown, 2002). If debate is offered across the curriculum, students will benefit by gaining the soft skills they direly need to be successful in the 21st century demanding job environments.

Debate should be offered across the EFL/ESL curriculum particularly in the development of English communication skills and other soft skills among college students to prepare them to face the challenges of the 21st century job markets. However, little is known as to how debate develops the seven soft skills laid down in the Malaysian Soft Skills Development Module. Besides, most of the studies on debate have been conducted in English-speaking countries (Akerman & Neale, 2011), thus this study will focus on how debate is possible to second language (L2) learners or in EFL/ESL contexts with different levels of English proficiency. If debate is properly implemented considering all the issues and challenges stakeholders will be facing, it can be an effective pedagogical tool to teach soft skills. Lieb (2007) stated:

Teaching debate skills to East Asian EFL students presents a unique set of challenges. Aside from the fact that debate is a sophisticated form of interactive discourse (which can even challenge many native speakers) debating could be construed as "mission impossible" from a cultural perspective. Because debate is built upon disagreement, it could be seen as imposing an adversarial, individualistic communication style on learners who value more harmonious, non-adversarial types of interaction. Yet, if presented carefully and

systematically, debate skills can be effectively taught, leading to enlightening and enriching learning experience. (p. 73)

Research has shown that debate is underutilized in the classroom particularly in the higher education (Akerman & Neale, 2011; Yang & Rusli, 2012;). Furthermore, as Yang and Rusli (2012) pointed out, there is relatively limited literature dealing on the use of debate as a pedagogical tool to promote learning. Literature is scarce when it comes to using debate to teach soft skills particularly in the EFL context and as defined by MSSDM. More importantly, even if Yang and Rusli's (2012) study is entitled, "Using Debate as a Pedagogical Tool in Enhancing Pre-Service Teachers' Learning and Critical Thinking," pedagogy is not clearly defined and structured or made as the focus of analysis in their study. Therefore, debate as a pedagogical tool, focusing on the process of the activity rather than the outcomes of debate which have already been studied by previous research (such as by Goodwin, 2003; Hall, 2011; Kennedy, 2009; Williams, 2010; Yang & Rusli, 2012) will be highlighted in this study. This study was conducted to shed light how debate as a pedagogical tool can be used in the EFL/ESL classroom in the ASEAN context to develop soft skills and to consequently recommend a debate teaching model based on the findings of the study.

1.3 Research Objectives

The purpose of this study was to explore debate as a pedagogical tool to develop soft skills in the EFL/ESL classroom. The analysis focused on what soft skills in MSSDM can be developed by debating and how debate as a pedagogical tool in its three stages, i.e. pre-debate, while-debate and post-debate can develop such identified soft skills. It also identified the issues and

challenges that might be faced by the stakeholders when debate across the EFL/ESL curriculum is implemented. Consequently, this study proposes an alternative pedagogical model to effectively develop the necessary soft skills of higher education students in non-English speaking countries particularly in the ASEAN region. Specifically, the objectives of this study are:

1. To find out what soft skills can be developed by debating
2. To describe how debate as a pedagogical tool with three stages, i.e., pre-debate, while-debate and post-debate can develop the soft skills prescribed in the Malaysian Soft Skills Development Module (MSSDM) from the perspectives of debate experts and debate students
3. To discover the issues and challenges that might be faced by the following stakeholders in implementing debate across the EFL/ESL curriculum:
 - administrators
 - teachers
 - students
4. To design a debate pedagogical model to teach soft skills from the perspectives of the debate experts and students

1.4 Research Questions

The following research questions guided this study:

- What soft skills are developed by debating?
- How can debate as a pedagogical tool with three stages, i.e. pre-debate, while-debate and post-debate develop the soft skills prescribed in the Malaysian Soft Skills Development Module

(MSSDM) from the perspectives of debate experts and debate students?

- What are the issues and challenges the following stakeholders might face in implementing debate across the EFL/ESL curriculum?
 - a. administrators
 - b. teachers
 - c. students
- What debate pedagogical model to teach soft skills can be drawn from the perspectives of the debate experts and students?

1.5 Significance of the Study

This study will significantly contribute to the body of literature particularly in the areas of soft skills development using debate, in Second Language Acquisition (SLA) and in language teaching. Although the primary importance of soft skills is recognized in the workplace globally, pedagogical tools to develop them are limited. Thus, this study will add to the limited literature dealing with approaches to teach soft skills. Bellon (2000) and Akerman and Neale (2011) suggested that more research be conducted dealing with ESL or EFL students to know more about the benefits of debate in developing language and communication skills for non-native English users. Therefore, this study will significantly contribute to SLA and to EFL/ESL teaching. More importantly, previous studies dealing with debate as a pedagogical tool (Goodwin, 2003; Hall, 2010; Kennedy, 2009; Williams, 2010; Yang & Rusli, 2012) do not provide a pedagogical model or framework on how debate itself can be systematically analyzed when the entire activity is broken down into stages, i.e. pre-debate, during-debate and post-debate can develop soft skills. The proposed three-

stage debate pedagogical model to develop soft skills based on this study's findings is the major contribution of this study to the body of literature.

The study will be particularly significant to undergraduate students as they will be prepared to become more competent in meeting the soft skill requirements of the 21st century globalized economy. It will also be significant to educators and curriculum developers in that it will shed light on how soft skills can be more effectively taught to students without compromising the quality of hard skills they ought to learn. Debate could be an effective way in teaching the necessary soft skills in a single or stand-alone course; therefore, core technical subject teachers will not be too burdened to be mainly responsible for the students' acquisition of important soft skills.

This study will be significant for Malaysia having the strong vision in developing its citizenry to help realize its vision for high-income developed nation by 2020 by designing and implementing the MSSDM adopted in this study. Given the challenges faced by the Malaysian universities on how to effectively implement the soft skills module, this study will be of great help as it will explore a new teaching pedagogy not only to address the problem of advanced students in terms of English proficiency when they tend to plateau but also to teach all the MSSDM soft skills.

The findings of this study will also be significant to the Philippines in that, it needs to fully develop its citizens not only to be competent in English communication skills but also to maximize improvement in their critical thinking skills and other soft skills to be competitive in the 21st century economy. Debate in the Philippines is still mainly used as an extra-curricular activity usually in city or province-wide competitions as

well as regional and national levels and for mostly advantaged universities, up to the international level. Debate is not yet widely used as a pedagogical tool to develop soft skills.

This study will also serve as a good basis for Thailand, whose new generation represented by the Thailand National Debate Council (TNDC) has been pushing the inclusion of debate in all educational curriculums of the country. Having experienced the benefits of debating through the annually organized national debate competitions but only limited to the chosen few, usually those who are already well developed, TNDC has seen the need to spread the goodness of debating to all Thai students in both secondary and tertiary levels. TNDC, therefore, can use this study to support their proposal to Thailand's Ministry of Education to whom they presented the motion to implement Debate Across the Curriculum.

1.6 Scope and Limitations of the Study

This study was limited in identifying the soft skills in MSSDM that can be developed by debating and how and how debate as a pedagogical tool with three stages, i.e. pre-debate, actual debate and post-debate can develop soft skills in the EFL/ESL classroom. It further identified issues and challenges faced by the stakeholders in implementing debate across the EFL/ESL curriculum. Then, based on the findings, it provided an alternative three-stage debate pedagogical model to develop soft skills and drew recommendations on how debate can be possibly implemented across the higher education curriculum in the EFL/ESL contexts particularly in the ASEAN countries.

Data collection was limited to debate experts from three ASEAN countries, namely, Malaysia, Philippines and Thailand and triangulated by EFL/ESL tertiary level learners from various ASEAN countries studying in Malaysia in an international English program. It was also limited to students and former students who have experienced debating in All-Asians Parliamentary format. Eight debate experts from four countries, two from each country, were targeted as the participants of the study, but the ones contacted in Indonesia have taught British Parliamentary Debate format instead of All-Asians Parliamentary Debate format used in this study thus they were eliminated. The same reason was given by the other debate expert contacted from the Philippines. Thus, instead of eight debate experts as participants of the study, only five fit in the criteria set in choosing the participants.

Since this is a qualitative study, findings are not meant to generalize but to provide an in-depth and rich understanding on how debate can develop soft skills among students and what issues and challenges stakeholders might face in implementing debate across the EFL/ESL curriculum.

1.7 Definition of Terms

For the terms used in this study to be understood, the following definitions are presented:

Activity is the term used in this study referring to ‘task’ which Bygate, Skehan and Swain (2001) define as “the central element of language pedagogy... [its] design can affect [its] use by teachers in the classroom, the actions of learners and the performance and learning outcomes” (p. 1). Brown (2001) defines activity as “a reasonably unified set of student behaviors, limited in time, preceded by some

direction from the teacher, with a particular objective” (p. 129). ‘Activity’ and ‘task’ are interchangeably used in this study.

Debate is a formal discussion where two opposing sides following a set of rules to engage in an oral exchange of different points of view on a certain topic or issue (Akerman and Neale, 2011). In this study, debate is defined as a teaching-learning strategy which is equitably structured having two opposing sides – the proposition or government and the opposition – with each side having equal speaking time to arrive at a solution of a problem on a certain issue or a reasoned judgment on a claim.

Debate Across the EFL/ESL Curriculum in this study refers to the implementation of debate as a pedagogical tool to develop soft skills in the English as a Foreign Language (EFL) or the English as a Second Language (ESL) classroom among higher education students regardless of their area of discipline.

Pedagogical tool. Pedagogy is defined by Dunkin (1987) as the art and science of teaching knowledge and skills employed by teachers in performing their duties of facilitating desired learning. Siraj-Blatchford et al. (2002) also define pedagogy as “that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context. It refers to the interactive processes between teacher and learner and to the learning environment” (p.28). On the other hand, Hardman (2008) defines pedagogy as “a structured process whereby a culturally more experienced peer or teacher uses cultural tools to mediate or guide a novice into established, relatively stable ways of knowing and being within a

particular, institutional context, in such a way that the knowledge and skills the novice acquires lead to relatively lasting changes in the novice's behavior, that is, learning" (p. 65). Pedagogical tool then in this study is the observable teaching activity which highlights the interactive learning process to facilitate learning of knowledge and soft skills and from this debate as a pedagogical tool are specific pedagogical tasks.

Pedagogical tasks refer to the specific activities required in each debate stage to perform the main task, i.e., debate. Adhering to Vygotsky's Activity Theory, debate requires the performance of inter-related pedagogical tasks towards the completion of the main task, that is, the actual debate. Even the post-debate stage is geared towards improvement of debating skills from the oral comments by the adjudicator for the full development of soft skills. All the mini-tasks, such as the researching and brainstorming are directed to soft skills development.

Soft skills may be defined as the "abilities and traits that pertain to personality, attitude, and behavior rather than to formal or technical knowledge" (Moss & Tilly, 2002, p. 44). Although soft skills have many other names in the literature such as generic skills, employability competencies, basic skills, transferable skills, core skills, etc., this study will consistently use "soft skills" to avoid confusion. It adopts the soft skills in MSSDM thus in this study, soft skills refer to communication skills, critical thinking and problem-solving skills, lifelong learning and information management, teamwork, leadership skills, entrepreneurship skills and professional ethics and morals.

1.8 Organization of the Thesis

Chapter One is the introduction that presents the background of the study highlighting the research problem and the gaps of knowledge to fill in by this study. It also presents the objectives of the study and the research questions as well as the significance of the study, the scope and limitations and the definition of terms.

Chapter Two is the comprehensive review of literature related to debate and soft skills. The chapter begins by defining debate and presenting the various debate categories and formats and soft skills developed by debate in the literature. It also discusses issues and challenges in the implementation of Debate Across the Curriculum presented by previous studies. The chapter ends with the theoretical framework of the study.

The third chapter is the research methodology discussed in details. It includes the research design, data collection techniques and procedures, pilot testing, and analysis and interpretation of data. It also discusses how rigor and trustworthiness and ethical considerations were ensured in the conduct of the study.

Chapter Four presents the findings of the study according to the order of the research questions. It focuses on how debate as a pedagogical tool with three stages, i.e., pre-debate, actual debate and post-debate, can develop soft skills.

The last chapter, Chapter Five, is the summary of findings, conclusions and implications. It also discusses the limitations of the study. It ends with the recommendation for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review, which highlights the scarcity of studies using debate as a pedagogical tool to teach soft skills in the EFL/ESL classroom. It shows the knowledge gaps in the previous studies on debate as well as the weaknesses of the previous findings dealing with both debate and soft skills that led to the conduct of this study. It also discusses the characteristics of communicative language teaching in relation to debate as classroom pedagogy to teach communication skills and other soft skills. Finally, it shows the theoretical and conceptual framework of the study.

2.1.1 Debate

Debate is defined by Freeley and Steinberg (2013) “as the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition” (p. 6). It is a formal discussion where two opposing sides following a set of rules engage in an oral exchange of different points of view on a certain topic or issue (Akerman & Neale, 2011). It can also be defined as a classic teaching-learning strategy that requires an established position, i.e., proposition/pro or opposition/con on a certain issue, claim or solution to a problem (Darby, 2007). For Snider and Schnurer (2006), “debate is an equitably structured communication event about some topic of interest, with opposing advocates alternating before a decision-making body” (p. 6).

In the absence of a single definition of debate that best encapsulates how the term is applied in this study, an eclectic combination of the above definitions will be adapted. Debate then in this study may be defined as a teaching-learning strategy which is

equitably structured having two opposing sides, i.e., the proposition or government and the opposition with each side having equal speaking time to arrive at a solution of a problem on a certain issue or a reasoned judgment on a claim. This definition implies the principles underlying the use of debate as a pedagogical tool or as a teaching-learning strategy that needs preparation time, rules, specific speaker roles and strategies for the students. For example, by arriving at a solution or a reasoned judgment, it entails good planning on the part of the teacher to give the topic beforehand as it requires preparation time on the part of the students so that they can research on the motion or the given topic. The preparation gives the debate students time to interact and collaborate with each other as a team as to how they will address the issues in the debate. They split their arguments from the team stance so that there will be no overlapping or redundancy of what each of the team members will say in the actual debate.

Debate's history as a teaching pedagogy began about 2,400 years back pointing to Protagoras as the "Father of Debate", who conducted debates among his students in Athens in the Ancient Greece. This Older Sophist among the ancient Greek thinkers believed that truth should be tested through an argument of both sides against each other. The first recorded intercollegiate debate took place as early as 1400s in Cambridge University between Oxford University and Cambridge University (Freeley & Steinberg, 2013). Debate was used as a teaching strategy from 19th century until early 20th century then it declined in popularity later but it was revived in 1980s for its power to promote critical thinking skills, logic and communication (Darby, 2007). Despite its multiple benefits as a teaching strategy, it is most

commonly used as an extra-curricular activity worldwide usually in competitive debates (Akerman & Neale, 2011; Bellon, 2000).

Like Bellon (2000) who is a strong advocate of Debate across the Curriculum (DAC), Snider and Schnurer (2006) speak of the power of debate to teach a set of soft skills necessary for success in the new century.

The appeal of debate in the classroom is that it deals with a skill set that students need for success in the 21st century. It is not the only way to teach these skills, but it is useful in that it bundles many of them together into one activity... Debate is a way to engage students in that skill set. (p.xvi)

It is this capacity of debate as a pedagogical tool to teach multiple soft skills that has led this researcher to conduct this study. Despite its known characteristics as a fun, engaging and beneficial activity for students, debate seems to be more widely used in competitions than in classrooms. Thus, this study was conducted with the hope of introducing debate across the curriculum among EFL/ESL students who have a few opportunities practicing their English communication skills as well as other soft skills learned from debating.

2.1.1.1 Debate Categories and Formats

Debate has two categories, i.e., applied debate and academic debate (Freeley & Steinberg, 2013). Applied debate, according to Freeley and Steinberg (2013), “is conducted on propositions, questions, and topics in which the audience with the power to render a binding decision on the proposition respond to the question of topic in a real way” (p. 2). They state that academic debate, on the other hand, is held on propositions wherein the debaters have an academic interest and the debate is usually

done before a teacher acting as a judge or adjudicator, or before an audience without direct power to give a decision.

Since this study deals with debate as a pedagogical tool across the EFL/ESL curriculum, it will be categorized as an academic debate where the teacher and/or the other students will act as the judge/s. However, Freeley and Steinberg (2013) caution that in academic debates, the judge should disregard the merits of the proposition to give win/loss decision limited to the merits of the arguments presented by the debaters. They highlight that the most important distinguishing feature of academic debate is to provide educational opportunities for the debate participants. Academic debate has various formats depending on the teacher's educational goals and constraints in conducting classroom debates.

As shown in Table 2.1, introductory formats may be good for developing debating skills for students who are yet learning the basics of debate. However, introductory formats are not suitable for complex issues and do not develop teamwork skills as Snider and Schnurer (2006) pointed out. Since the primary goal of this study is to use debate to develop soft skills including teamwork, research or lifelong learning skills and solving of complex problems among others not possibly learned in introductory formats, an appropriate debate format should be identified to realize such goal. Although extemporaneous format is a team debate, it does not require prior research. Therefore, in this study, All-Asians Parliamentary Debate (APD) style, a team debating format requiring preparation and research time, is recommended across the curriculum due to its simpler format appropriate for beginning debaters and its potentials to develop the MSSDM soft skills. Snider and Schnurer (2006) give the

following debate formats for classroom settings with educational possibilities, strengths and weaknesses. They are presented in Table 2.1 as follows.

Table 2.1

Debate Formats for Classroom Settings

Debate Form	Participant	Strengths	Weaknesses
Roundtable Discussion	Flexible Can be the entire class	<ul style="list-style-type: none"> • Informal setting unthreatening for students to deliver a speech • Involves many students at one time • Focuses on smaller issues on topics studied • Useful for introducing future debates 	<ul style="list-style-type: none"> • Not all students are involved at all times • Not suitable for complex issues • Not as challenging as a team back-and-forth debate
Public Forum	Flexible	<ul style="list-style-type: none"> • Good for introducing more complex debates • Easy to organize • Involves many students at one time • Suitable for smaller issues • Used for role-playing (eg. company owners, union officials, etc. discussing conflicts) 	<ul style="list-style-type: none"> • Students have the option not to join • Short speeches may not deal on issues more to be understood • Different foci of speakers as speakers are not assigned specific roles
Spontaneous Argumentation (SPAR)	A pair at a time	<ul style="list-style-type: none"> • Very quick • Dynamic so it may hold students' interest • Easy for students due to short speeches 	<ul style="list-style-type: none"> • Only for simple topics • Teacher's preparation of more topics for pairs to debate one after the other
Public Debate	Many students	<ul style="list-style-type: none"> • Involves a number of students • Entire activity in one class period • Can be used for moderately complex issues • Increased audience attention for the dynamics of the debate format • Combination of oral and written assignments • Floor speeches may address missed points • Excellent role-playing activity 	<ul style="list-style-type: none"> • May become a circus-like activity • Must stick to the schedule • Floor speeches may be isolated from important issues
Team Debating			
Prepared Debate	Proposition/ Government Team vs. Negative/ Opposition Team	<ul style="list-style-type: none"> • Good practice for research and self-directed learning for students • Used for complex issues • Teaches teamwork • Challenging and engaging especially for problem-solving 	<ul style="list-style-type: none"> • Takes a long class time • Needs preparation time • Debate quality is affected if students don't prepare
Extemporaneous Debate	Affirmative vs. Negative (Number of team members depends on the teacher)	<ul style="list-style-type: none"> • Emphasizes quick thinking and public speaking • Encourages students to be well informed of various topics • Easy to organize and perform • Point of information (POI) gives dynamism and interest 	<ul style="list-style-type: none"> • Takes much class time • Students may not know about the topic leading to poor debate • May cause anxiety for students' lack of background knowledge and less preparation time • Some may be threatened of POI

APD has only one team with three speakers on each side (Government and Opposition Teams) compared to the British Parliamentary (BP) Debate which has two teams with two members for each team that may be confusing for new classroom debate students. In APD, each speaker on each side is given seven minutes for the constructive or substantive speech and three or four minutes for the Reply Speaker which is either the first or the second speaker of each side, not the third.

Point of Information (POI) can be raised after the first until the sixth minute of the substantive speech of each speaker except the Reply Speaker. Raising and accepting POI makes this debate format communicative, interactive, challenging and interesting so rote learning is avoided giving more practice not only English communication skills of the students but a variety of soft skills (Aclan & Aclan, 2012; Aclan & Jimarkon, 2008).

2.1.2 Soft Skills

While debate has been used as a teaching strategy in the ancient Greece 2,400 years back, the interest on soft skills, also called generic skills, key skills, employability skills, etc., being important in different professions sprang in 1970s (Measuring and Assessing Soft Skills, 2011), around four decades ago. According to MASS (2011), the history of soft skills is traced back to the report of *Learning to Be* by Faure et al. in 1972 which was a response to social and labor market dislocation in Europe, particularly France to have set the foundation for lifelong education. The report is said to recognize that hard skills alone could not prepare individuals with the knowledge and skills they would need throughout their lives due to the changing job

environments brought about by globalization and technological innovations (MASS, 2011).

Just a year after Faure et al.'s report on the recognition of soft skills, David McClelland (cited in Boyatzis, 2007) proposed the concept of competency-based human resources as a key indicator of job performance which is now commonly used in organizations with over 300 people. Thus, Boyatzis (2007) concluded that with the constant changes in the job environments, the basic skills, i.e., literacy and numeracy or the 3 R's (Reading, Writing and Arithmetic) are no longer sufficient for success in the workplace.

Soft skill is known by many terms in the literature and is also defined in different ways. The National Centre for Vocational Education Research (NCVER, 2003), Australia's primary provider of vocational education training research and statistics gave a summary of the different terms used to refer to soft skills in various countries as shown in Table 2.2 that follows.

Table 2.2

Terms Used for Soft Skills in Different Countries

COUNTRY	TERMS USED FOR 'SOFT SKILLS'
United Kingdom	Core skills, key skills, common skills
New Zealand	Essential skills
Australia	Key competencies, employability skills, generic skills
Canada	Employability skills
United States	Basic skills, necessary skills, workplace know-how
Singapore	Critical enabling skills
France	Transferable skills
Germany	Key qualifications
Switzerland	Trans-disciplinary goals
Denmark	Process independent qualifications

(Source: NCVER, 2003)

Soft skills may be defined as traits that motivate the effectiveness of work or excellent job performance (Otter, 1995). HE Academy (in Wilson-Medhurst, 2005) defines soft skills or employability skills as “a set of skills, knowledge and personal attributes that make an individual more likely to secure and to be successful in their chosen occupation(s) to the benefit of themselves, the workforce, the community and the economy” (p.72). This definition of soft skills covers not only personal benefits but also of the industry, the community and the society in general.

Boyatzis (2007, p. 7) defines soft skills as, “a behavioral approach to emotional, social, and cognitive intelligence.” He further explains that there are three categories of soft skills or competencies as follows:

- 1) Cognitive skills, such as systems thinking and pattern recognition
- 2) Emotional intelligence skills, such as self-awareness and self-management competencies like emotional self-awareness and emotional self-control
- 3) Social intelligence skills that include social awareness and relationship management skills, such as empathy and teamwork.

Soft skills have been defined in different ways. Nevertheless, it seems that the common denominator of all the various definitions is that soft skills are necessary for an individual’s success in the workplace in the changing times, which is the ultimate goal for the learners by this exploratory study. Employers nowadays look for more than hard skills when hiring employees thus graduates who develop only hard skills may be as hard to employ as those who did not learn soft skills at all (Houghton & Proscio, 2001). Therefore, whatever soft skills are identified necessary to develop by

higher education institutions, they are all aimed at the students' success in the workplace when they graduate.

This study adopts the definition given by the Ministry of Higher Education (MoHE) of Malaysia called here as the Malaysian Soft Skills Development Module (MSSDM) for higher education. MoHE (2006, p.5) refers to soft skills as “generic skills that include cognitive elements related to non-academic abilities such as positive values, leadership, teamwork, communication and lifelong learning.” They are categorized into communication skills, critical thinking and problem solving skills, teamwork skills, lifelong learning and information management, entrepreneurship skills, professional ethics and morals.

From MoHE's (2006) seven soft skills, this chapter will then focus on the review of various literature on debate's potential to develop the said soft skills. It will also review how soft skills have been taught in the Asian context particularly Malaysia and other countries around the world as this study focused on the pedagogical aspect of debate to develop soft skills.

2.2 Soft Skills Developed by Debate in the Literature

The seven soft skills defined in the MSSDM set by the Ministry of Higher Education (MOHE, 2006) will be dealt with in this review. They are: communication skills, critical thinking and problem-solving skills, lifelong learning and information management, teamwork, leadership skills, entrepreneurship skills and professional ethics and morals. In this section, the MSSDM soft skills will be explained as to what is known in the literature.

2.2.1 Communication Skills (CS)

As defined by MoHE, communication skills refer to the ability to communicate effectively in both the national language and English language in various situations and audiences (UTeM website). This study, however, focuses on communication skills using English since it is the international language and the language of global business and technology. To succeed in the highly competitive work place in the 21st century requires competency of English communication skills particularly in the context of ASEAN in which this study was conducted. Table 2.3 below shows MSSDM's description of communication skills by level.

Table 2.3

Communication Skills Description

LEVEL	SKILL	DESCRIPTION
CS 1	KIM CGS	Ability to present information and express ideas clearly, effectively and confidently through written and oral modes
CS 2	KIM CGS	Ability to actively listen and respond to the ideas of other people
CS 3	KIM CGS	Ability to make clear and confident presentation appropriate to audience
CS 4		Ability to use technology in presentation
CS 5		Ability to negotiate and reach agreement
CS 6		Ability to communicate with other members in different culture
CS 7		Ability to generate personal communication skills
CS 8		Ability to use non-verbal communication skills

*(Source: UTeM website adopted from the Ministry of Higher Education, MoHE, 2006; *KIM=Kemahiran Insaniah Mesti or "must-have" skill)*

Communication skills (CS) has eight levels, in which the first three levels are considered very important (KIM or must-have skill). The last five levels are interpreted as Kemahiran Insaniah Tambahan (KIT or good to have soft skill) which means they add value to the graduates if they possess such levels of communication skills.

Before reviewing previous studies related to debate's effectiveness in improving communication skills, issues surrounding the use of debate in the classroom should be dealt with first. Thus, pedagogical underpinnings, theories and concepts should be considered. It is necessary to assess how debate can be feasible in teaching communication skills particularly among non-native speakers (NNS) in the EFL/ESL classrooms across Asia as this was not an issue in the previous studies on debate because they were mostly conducted in English-speaking countries.

2.2.1.1 Communicative Language Teaching

If there is a commonly recognized approach in the language teaching field in about three decades now, it is the Communicative Language Teaching or CLT (Brown, 2001). Brown defines CLT with the following interconnected features which all aptly encompass the use of debate as a pedagogical tool:

1. Classroom objectives focus on communicative competences, not only limited to grammatical or linguistic competence which is just one of the competences.
2. Language strategies are geared towards learners' engagement in the actual and meaningful use of language and linguistic forms are just means to accomplish communicative functions.
3. Fluency and accuracy complement each other but at times fluency becomes more important in getting learners meaningfully engaged in their communication.
4. Learners have to use language in both production and reception in contexts that are unrehearsed.

Although the communicative approach offers numerous benefits in the ESL/EFL classrooms, it is seen in many different ways by experts and practitioners in the field. For example, Howatt (cited by Richards & Rodgers, 2001) distinguishes between two versions of CLT, i.e., “weak” and “strong” as follows:

There is, in a sense, a “strong” version of the communicative approach and a “weak” version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching... The “strong” version of communicative teaching, on the other hand, advances the claim that language is required through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as “learning to use” English, the latter entails “using English to learn it”. (p. 155)

It is the “strong” version of CLT that this study adopted; that is, letting the EFL/ESL students use English to learn English in a communicative way in order to develop their communication skills. Thus, debate was introduced for EFL students in this study despite their low overall proficiency level to learn English communication skills. Debate was introduced to mixed proficiency students instead of just having them listen to recorded dialogues or conversations most of the time, follow pronunciation drills or tick listening activity sheets without progressing to real communication. What the students need is to have more language production practice i.e. speaking (and writing) for them to develop fluency, accuracy and complexity in

their language. By complexity, this relates to aspects of language such as the vocabulary repertoire of the learners and the variety and complexity of their grammatical structures as they use in sentences and discourse. It also encompasses the cognitive load in performing the task such as using reasoning, organizing skills in sequencing information, etc., in which debate is known for as evidenced by a number of literature (Akerman & Neale, 2011; Ali & Sayyed, 2013; Allison, 2002; Bellon, 2000; Kennedy, 2007; Lieb, 2007; Parcher, 1999; Roy & Macchiette, 2005).

Fluency, accuracy and complexity can be developed by giving language learners meaningful input to naturally develop their receptive competence as Krashen (1987) claimed. However, Richards (2008) pointed out that, “this is not always confirmed in the experience of learners, who often find that productive skills are well below the level they would like them to be, despite reasonably good comprehension skills” (p. 4). Thus, this study has taken the stand that learners need to use language appropriately in communicative contexts by deliberately making them communicate through pedagogical communication tasks in order to learn the language as well as to develop communication skills. This stance is in consonance with Ellis’s (2003) proposition which criticizes the Present-Practice-Produce (PPP) language teaching procedure. He pointed out that SLA research has shown that language learners do not acquire language in this kind of teaching. Instead, Ellis (2003) argued that:

They [learners] construct a series of systems, known as interlanguages, which are gradually grammaticized and restructured as learners incorporate new features... It is not easy to design tasks that require learners to use targeted structure, as learners can always fall back on their strategic competence to circumvent it... One way out of this problem is to make it clear to the learners

that they must use the targeted structure when they perform the task. However, this would encourage the learners to focus primarily on form with the result that the task ceases to be a task... (p. 29)

The option presented by Brumfit (1979, as cited by Ellis, 2003) can be a practical basis of this study about the changing of the sequence of PPP. As in the case of debate, for example, the students have to present first after they have been taught debating techniques and rules, then the teacher and/or a team of student commentators who also serves as adjudicator or judge takes notes and/or records the strengths and weaknesses of the debaters. In this study, recording 'matter' or content and 'method' of debating as well as 'manner' covering language use errors such as grammar, vocabulary, pronunciation, transitional markers and other linguistic components is done. As the main focus of the task is to make them achieve fluency and complexity, accuracy is set aside but not totally ignored. Rather, it has its proper place in order to avoid fossilization of errors, which is a major concern in CLT or Tasked-Based Language Teaching (TBLT) that Richards (2008) wanted to be addressed. This position is seen to be working well with EFL students as students are given the autonomy to produce communicatively and address their mistakes at the end of the activity so they are not disrupted during the activity.

2.2.1.2 Components of CLT

Communicative competence is the central theoretical concept of CLT, which refers to both processes and goals in language learning. Communicative competence originated from Canale and Swain's model (as cited by Savignon, 2006) with the modification of Savignon (2006) and has four interrelated components as follows:

1. Linguistic or Grammatical Competence (vocabulary, pronunciation, grammar)
2. Discourse Competence (cohesion and coherence)
3. Strategic Competence (verbal and non-verbal strategies to compensate for gaps)
4. Sociocultural Competence (appropriateness of context, register, role, cultural sensitivity)

As students participating in debate either in competitions/tournaments or in the classroom have the necessary and some advanced repertoire of these communicative components which in many cases have not been maximally tapped and activated, what they need is the strong platform for them to put into practice and elevate their level of these language competences through learning-by-doing. The proponents of learning-by-doing theory posited that “life requires us to do, more than it requires us to know, in order to function. It makes more sense to teach students how to perform useful tasks. There is only one effective way to teach someone how to do anything, and that is to let them do it” (Schank, Berman, & Macpherson, 1999, p.164).

2.2.1.3 Principles Underlying CLT

How does debate fit in the CLT framework? Hadley (2000) lists the following as the theoretical underpinnings of CLT:

1. The *communication principle*: Activities that involve communication promote language learning.
2. The *task principle*: Activities that involve the completion of real-world tasks promote learning.

3. The *meaningfulness principle*: Learners must be engaged in the meaningful and authentic language use for learning to take place. (p. 117)

As opposed to the traditional language teaching focusing on just the achievement of linguistic competence, i.e. grammar, pronunciation and vocabulary learning, CLT takes the holistic and humanistic view of language learning. Why should language and communication practitioners look at language teaching this way? Language users do not operate solely on chunks or bits and pieces of language such as phonemes, morphemes and words that they just need to memorize but they need to learn how to use them in a meaningful, contextualized communication (Hadley, 2001). In debate, students operate a combination of the language competences they need to acquire or develop by the context of each topic they need to prepare, thus they learn related vocabularies in a natural way and they prepare their speeches by writing down their thoughts which require the development of organizational skill. Then, they also need to respond actively to their opponents and be consistent with their team-mates' stance. All these give learners the natural language setting or context that Krashen (1987) espouses in his second language acquisition (SLA) theory, specifically his Input Hypothesis.

Brown (2004) demythologizes the perspectives of CLT with the following characteristics that the concept of this study is based on:

1. Learner-Centered Instruction

To give students a sense of ownership of their learning which can trigger intrinsic motivation, teaching should be focused on the learners. A learner-centered classroom, practices the following: techniques focusing on the needs,

styles and goals of the learners; techniques providing some control to student activities such as group work; curriculum including students' input through consultation; strategies allowing students' creativity and innovation; and techniques enhancing students' self-confidence and competence.

Debate as a group activity is described in the literature as learner-centered that focuses on the needs of the students to be more engaged in the interactions, not just as passive recipients of traditional lectures or rote-learning of course content (Goodwin, 2003; Kennedy, 2009).

2. Cooperative and Collaborative Learning

Students should work together in pairs or in groups to achieve a certain goal or solve a problem such as in debate. Research has shown the advantage of cooperative learning on factors such as the promotion of intrinsic motivation, increase of self-esteem, creating caring and altruistic relationships and lowering anxiety and prejudice (Brown, 2004). These advantages are very important among multicultural classrooms like the setting of this study where students come from various countries in the ASEAN region.

3. Interactive Learning

By nature, communication is interactive. Learners need to negotiate meaning and to use appropriate socio-cultural codes in different situations and settings in order to communicate effectively. Thus, the communicative goal of language prompts teachers to provide opportunities for learners to produce authentic classroom interactions.

4. Whole Language Education

Contrary to the fragmented teaching of language focusing on structure, whole language education views the use of language as construction of meaning and

reality. As observed from first language learners, children perceive wholes such as sentences, emotions and their representations before parts. Whole language teaching supports the integration of the four skills. For example, in debate, students read or research a lot, write down their constructive speech, take down notes and finally speak and listen to each other.

5. Task-Based Instruction

Task-based instruction (TBI) is a framework under CLT. It views learning as a set of communicative tasks directly linked to the curricular goals based on learning-by-doing principle. Brown (2004) recommends that the following important pedagogical purposes of TBI under the Communicative Language Teaching framework be considered in the techniques to be used in the classroom:

- Do they ultimately point learners beyond the forms of language alone to real-world contexts?
- Do they specifically contribute to communicative goals?
- Are their elements carefully designed and not simply haphazardly or idiosyncratically thrown together?
- Are their objectives well specified and can, at some later point, accurately determine the success of one technique over another?
- Do they engage learners in some form of genuine problem-solving activity?

In short, CLT is learner-centered, cooperative, interactive, holistic and task-based. These characteristics are reflected on debate as shown by previous studies; thus, debate is learner-centered, cooperative and interactive as opposed to traditional teaching methods such as lecture or discussion (Bellon, 2000; Kennedy, 2007; Lieb,

2007; Scott, 2008; Yang & Rusli, 2012). Debate focuses on the meaning of communication although form is not ignored.

2.2.1.4 Needs Analysis

It is important to base classroom tasks on the prior identification of language needs. Nunan (1994) stresses the need to make classroom tasks to resemble what learners need not only for academic purposes but also outside the classroom. These needs should be identified not only by the teachers and ELT experts but by the learners themselves. Furthermore, Chan (2001) argues that “the learners (particularly tertiary learners who are already more mature) are often seen as the best judges of their own needs and wants because they know what they can and cannot do with the target language...” Aside from Chan and Nunan, Brown (2001), Brumfit (1994) Hutchinson and Waters (1998), and Richards (2001) among others strongly suggest the need for needs analysis in identifying classroom tasks. Therefore, needs analysis was conducted prior to the design of the Debate syllabus for the higher level of EFL students in this study. The needs analysis showed that the students wanted more activities that would make them practice their communication skills more to make them confident in using the English language. They expressed their frustration on the lack of classroom opportunities to get them use English more meaningfully. Thus, the needs analysis results became the basis in designing and implementing the debate.

2.2.1.5 A Balanced Communication Curriculum

The mismatch between the graduates' communication skills and the required proficiency by the workplace has been underscored by Dato' Seri Mohamed Khaled Nordin, the Minister of Higher Education of Malaysia. He said:

Prospective employers complain of fresh Institution of Higher Learning (IHL) graduates lacking the prerequisite attributes; more than 50% of fresh graduates are deemed to be unsatisfactory in English communication skills, and yet, many of these young, inexperienced job-seekers expect unrealistically high starting salaries. (MoHE, 2012, p. i)

This big percentage of the graduates who have unsatisfactory English communication skills is alarming and it may be traced back to the English teaching curriculum. Thus, this mismatch in the acquired communication skills needs and the requirement of the workplace needs to be addressed. Bellon (2000), a strong advocate of Debate across the Curriculum (DAC) as epitomized in his work, "A Research-Based Justification for Debate across the Curriculum," emphasized the need to improve oral communication skills of undergraduate students.

That colleges and universities are generally doing a poor job of equipping their graduates with strong oral communication skills is a claim almost universally accepted by both the academic and business communities... It is not surprising that most college students have not achieved communicative competence upon graduation, since such a small percentage of their required coursework involve communication skills. (Bellon, 2000, p. 2)

Depicting the too much focus on Writing across the Curriculum (WAC) in many universities, Bellon (2000) calls for a balanced Communication across the Curriculum (CAC) that would strengthen the oral communication component of it, not just WAC. Thus, he proposes Debate across the Curriculum to strike the balance between written and oral communication skills. Bellon argues that focusing on just written expression simply reinforces the passivity of students, maintaining a teacher-centered classroom. Bellon proposes a student-centered environment via debate across the curriculum for

them to become active learners to improve their communication skills and other skills developed by debating such as critical thinking skills. Caine and Caine (1991 as cited by Bellon, 2000) argue that, “as we talk about a subject or skill in complex and appropriate ways, we actually begin to feel better about the subject and master it. That is why the everyday use of relevant terms and the appropriate use of language should be incorporated in every course from the very beginning” (p. 3).

2.2.1.6 Debate’s Effectiveness in Developing Communication Skills

With the above rationale summed up from various experts in the field of language teaching to establish the potential of debate in developing communication skills in EFL/ESL classrooms, related previous studies will be reviewed on their findings regarding debate’s effectiveness in communication skills development. Although most of the previous studies were done in the English-speaking countries, aspects of communication skills developed by debating have been selected and extracted in this review. For example, in Goodwin’s (2003) mixed-method study, one of her respondents commented:

Fridays were the best part of this class... Not only does the debate format force you to know your material; it also helps you better your public speaking skills. Clarity and eloquence help win an argument while presenting the facts forced you to discover most effective delivery method. (p. 161)

Goodwin’s (2003) study of 70 sophomore level students majoring in communications who took debate in a content area class is important to this present study. It used qualitative method like the present study. It also used different data collection techniques, i.e., end-of-course debriefing session and brief essay, while the present study used focus group and on-on-one interviews. The present study is also different

as it focused on EFL students while Goodwin's (2003) participants were native English speakers in an American university. Besides, Goodwin's (2003) study was limited to the students' perspectives on debate exercises in a content area class focusing on how debate impacted the students' learning the course content through debates. Whereas, the present study focused on how debate with three stages, i.e., pre-debate, actual debate and post-debate can develop soft skills in the EFL/ESL classrooms.

In the study of Hall (2011), she reported that healthcare practitioners learned via debating a new way of communicating with colleagues by which debate helped them to be effective and confident communicators in various environments as needed in their profession. Hall's respondents were 81 healthcare professional students. Hall's objective was to describe the use of structured classroom debates as a pedagogical tool to enhance communication and critical thinking skills. Using an end-of-course debriefing session like Goodwin's (2003), Hall's study revealed that the students voted for the debate team who had shown better communication skills such as charisma, confidence, ability to respond quickly and spontaneously, respect to the other team, and the impression of being well prepared with evidences brought in the debate. Hall found that it is the process of debating that reveals the impact of verbal and non-verbal communication, active listening, and the organization of thoughts as well as broadening of one's views. Hall (2011, p. 7) concluded that, "it is the process by which the students prepare, anticipate, and participate in the debate that enhances communication skills..."

Osborn (2005) found that debate is effective in helping students not only to learn content areas but also reading and writing critically. This is supported by Collier's (2004, as cited in Akerman & Neale, 2011) study which found an improvement of 25% in the reading scores of 209 debate participants compared with 212 non-debate participants who were randomly chosen in an experimental study. The respondents in this quantitative study, which aimed to find out the effects of debating, were given a standardized reading test before the school year and then seven months later. When assigned their topics, the debaters have to read extensively making. Lieb (2007) also found that debate enhances writing because students need to take notes and write persuasive and argumentative speeches. In writing argumentative essays, students need to be convincing by supporting their claims with evidences, facts and statistics which is also the case in debating.

Although the studies of Collier (2004), Goodwin (2003), Hall (2011) and Osborn (2005) were in the context of native English speakers, their respondents see communication as not limited to English skills but to communication as a process. Communication is, of course, essential in every workplace all over the world and in all disciplines such as engineering, healthcare, business and marketing, education, law, etc.

The studies of Yang and Rusli (2012) conducted in Singapore and by Inoue and Nakano (2004) in Japan show that debate can be used in ESL/EFL scenarios. Their studies were conducted in the Asian context, similar to the present study. Yang and Rusli's (2012) study aimed at investigating the effect of debate in teacher training in Singapore context. Yang and Rusli (2012) found that debate could enhance

communication skills and understanding of content as compared with the traditional teaching methods such as lecture and textbook reading. However, these past studies did not analyze the three stages of debate on how they can develop communication skills particularly in English.

Although Inoue and Nakano's (2004) quantitative study examined debate as a competitive activity rather than classroom strategy like in most of the studies reviewed in this study, it provides unique insights about debating. First of all, it compares between Native Speaker (NS) and Non-native speaker (NNS) debaters, a very important point which needs to be clarified in the present study. Secondly, their respondents were from Japan, where English is a foreign language. Thirdly, their study distinguished between English skills and communication skills by which native speakers did not consider English skills as one of the benefits of debating as English is already their first language. However, the native speaker debaters did highly regard debate as beneficial in improving communication skills. Both English and communication skills were combined later, which did not change the overall impact of debate in improving both. Finally, it is the only study that deals with parliamentary debate reviewed being the only one available to this researcher. Inoue and Nakano's (2004) study compared between two debate formats dealing with the benefits of debate including communication skills. One format is the one commonly used in America's National Debate Tournament (NDT) and the other one is British Parliamentary (BP) Debate. Specifically, their respondents used British Parliamentary Debate . On the other hand, this present study uses All-Asians Parliamentary Debate (APD), which is basically similar to BP in terms of the interactiveness as both allow POI nature. However, BP is more complicated as it has eight speakers and four teams

in one debate round while APD has only six speakers and two teams at one round, thus it is simpler.

Inoue and Nakano's (2004) quantitative study with 109 university students in Japan and 122 university students in the US involved in competitive debating showed that communication skills was the top skill developed by parliamentary among the US debaters and second among the Japanese BP debaters. Interestingly, English skills emerged as the top skill developed by BP among the Japanese debaters when they were asked to give three benefits of their participation in debate. Inoue and Nakano's (2004)'s positive results on communication skills are related to the qualitative description of Goodwin's (2003) study on the effect of debate on communication skills development. Nevertheless, when they combined both English skills and communication skills to compare between NDT and BP's benefits, the former yielded 69% while the latter 99.1%, which clearly means that the BP format is more superior in terms of improving students' communication and English skills than NDT.

Akerman and Neale (2011) reviewed 51 international studies on the situation and perceptions on debating, which supports the findings of Inoue and Nakano (2004). Akerman and Neale's review reported that majority (74%) of college students in six classes in the United States who had joined in debate in different subjects perceived that one of the most important benefits of debating was the improvement of communication skills. Moreover, Akerman and Neale presented that surveys in the US of 286 university students and 193 high school students showed that communication and speaking skills are the topmost benefit of competitive debating. If debate is effective in improving the communication skills of the advanced students via

competitive debates, why not include it in the curriculum (Bellon, 2000)? This is the reason why Bellon strongly proposed the implementation of debate across the curriculum so that it will benefit the majority if not all of the university students, not just the chosen few.

From this review, it is clear that debate can develop communication skills. However, there have been no studies found using APD both in the classroom and in tournaments particularly in the EFL/ESL contexts. Although Inoue and Nakano's quantitative study was held in an EFL context, it used BP format in debate tournaments instead of APD and classroom setting. Thus, this qualitative case study is necessary to describe how classroom debate can develop communication skills in English in the EFL/ESL context.

2.2.2 Critical Thinking Skills

Critical thinking, according to Paul and Elder (2008), involves analyzing and evaluating of any subject or problem by asking important questions, gathering relevant information to solve the problem, reflecting on multiple sides of the issue or being open-minded, validating or testing conclusions and solutions and communicating effectively. As one of the seven soft skills to be developed by debating in this study, critical thinking should be seen through MSSDM's definition of this term. Table 2.4 shows the descriptions of critical thinking and problem solving skills by MSSDM.

Table 2.4

Critical Thinking Skills Description

LEVEL	SKILL	DESCRIPTION
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CTPS 1	KIM CGS	Ability to define and analyze problems in complex, overlapping, ill-defined domains and make well-supported judgment
CTPS 2	KIM CGS	Ability to initiate and implement change such as explain, analyze and evaluate during discussion
CTPS 3	KIM CGS	Ability to express alternative ideas and solutions
CTPS 4		Ability to think outside the box
CTPS 5		Ability to prove evidence in decision making
CTPS 6		Ability to be resilient and persistent, and to stay focused on task
CTPS 7		Ability to comprehend and adapt to the culture of a new community and work environment

*(Source: UTeM website adopted from the Ministry of Higher Education, MoHE, 2006; *KIM=Kemahiran Insaniah Mesti or "must-have" skill)*

Hall (2011) in her qualitative study with 81 healthcare practitioners as her participants saw the need for an in-class debate for her students to improve their critical thinking skills by weighing the pros and cons of both sides as they thoroughly investigated the issues. Her respondents perceived that debating gave them the chance to practice their critical thinking skills by analyzing the issues, supporting their claims with evidences from research and providing rationales for their decisions. They also reported to have widened their perspectives by understanding two or more sides of the issue, weighing pros and cons, offering alternatives to solve problems, and communicating them effectively, all of which they believe are necessary in their healthcare profession.

A mixed-method study by Williams (2010) of 94 undergraduates also provides evidence that debate improves students' critical thinking skills. Her analyses using t-test found a statistically significant change in students' analytical and debate skills in the combined in-class debate and written assignment of 40 points with an increase from 34.07 to 36.38, $t(93) = -8.94, p = .0001$. This quantitative result is supported by the students' qualitative comments wherein majority of them stated that debate equipped them with analytical strategies and skills and made them evaluate complex issues which can be applied to other problems. Some of the students' comments on

Williams' (2010) study when they were asked what they learned from the series of debates are as follows:

...that I had pretty narrow views on a lot of issues and had not realized other outside factors in a lot of cases.

... the broader extent of these various topics as well as the complexities within these issues. (p. 108)

When William's (2010) respondents asked of the most important thing they learned from the series of debate rounds, they answered that they developed their critical thinking skills. They stated that their perspective on looking at issues has broadened; it suggests that they do not see only two sides but multiple sides of the issue and this can be done through critical thinking as they need to offer contrasting view points and alternative models or mechanisms in resolving issues in the debate. This view on how debate improves students' critical thinking skills is similar to that of Hall's (2011). However, both Hall (2011) and William's (2010) studies do not present much qualitative data particularly on how exactly debate develops critical thinking skills. Thus, this present study fills in this gap.

Nevertheless, these benefits of debating match with MSSDM's description of critical thinking and problem solving skills. It can also be seen from these findings that critical thinking and communication skills go hand in hand as Paul and Elder (2008) presented in their definition of critical thinking. This may explain why debate is usually offered by the Humanities and Language Departments although its multiple benefits spread across the disciplines. This link between critical thinking and

communication skills is confirmed by the broad meta-analysis of Allen, Berkowitz and Louden (1999).

Allen et al.'s (1999) meta-analysis provides a stronghold for this present study proposing the use of debate across the EFL/ESL curriculum not only for communication-related students but for all disciplines as debating is not only about improving communication skills but more importantly, critical thinking skills. Allen et al.'s exhaustive meta-analysis of 19 past studies from 1940-1990 investigated both longitudinal and cross-sectional designs. Their study found that both cross-sectional and longitudinal designs by previous studies yielded positive results showing that critical thinking improved in both designs with the students' participation in communication improvement classes compared to the controlled groups (non-communication improvement students).

The more relevant finding by Allen et al. (1999) to this study is that the three different types of communication skill experiences, namely, public speaking class, argumentation class and competitive debate/forensics, all indicated improvement in critical thinking. However, these three communication activities varied in the degree of generating critical thinking improvement. The biggest effect observed was from the debate participation followed by argumentation class (enhanced public speaking) and then normal public speaking. Thus, Allen et al. (1999) pointed out that whether in competitive or classroom forms, debate is expected to generate positive outcomes together with the multiple skills they develop. Nevertheless, they recognize that the challenge remains on how debate can be integrated across the curriculum as they

believe that, “After all, improving critical thinking should benefit all students, regardless of the major or which class they next enroll” (p. 28).

Allen et al. (1999) further stated the limitation of their purely quantitative study that “the current results provide evidence for the effectiveness of the techniques but contribute little to the explanation of those effects” (p. 29). Thus, this study is necessary to explain in rich details how critical thinking and problem-solving skills can be developed by debating.

2.2.2.1 Teaching of Critical Thinking

Another issue to be dealt with is how to teach critical thinking, i.e., whether to infuse it in the curriculum such as Problem-Based Learning (PBL) in content areas such as Engineering or Psychology or teach it as a stand-alone subject such as in debate, logic or a specially designed critical thinking course like the one designed in Australia for foreign students by Egege and Kutieleh (2004). The choice of approach depends on the results or outcomes one desires.

Solon (as cited in Davies, 2006), was the first researcher who attempted a controlled study on the critical thinking teaching approaches, i.e., full treatment, partial treatment and no treatment to critical thinking. Critical thinking was measured using a Cornell Z-test comparing pretests and posttests of three groups of students: one class of stand-alone course to teach critical thinking (full treatment), the second group was infusion or integration of critical thinking in a Psychology class (partial treatment) and the third group was a Rhetoric class which did not receive any instruction of critical thinking at all (no treatment/control group). The full treatment group received 40

hours of classroom instruction on critical thinking with 80 hours extra time for homework, the partial treatment group received 10 hour intervention while the control group had none at all. Solon ensured that the respondents had no prior training or experience in critical thinking subjects or were involved in critical thinking activities such as debates or investigative journalism. Solon also ensured that the three groups were similar in their initial abilities by subjecting them with a battery of tests, looking into their grade point averages (2.79, 2.86 and 2.73 respectively) and their university admission test results. He also eliminated noticeable gender and ethnicity differences. More importantly, the pretest results of all the three groups were similar (Critical thinking group $M = 43.88$; Psychology group, $M = 43.75$; Rhetoric group, $M = 44.13$).

The full treatment group that directly taught critical thinking in a stand-alone course with longer intervention time showed the greatest improvement compared to the two groups. Therefore, the study indicates that the more critical thinking instruction, the greater the measurable gains the students will get regardless of what discipline they are. With these remarkable findings by Solon (2001, 2003), Davies (2006) takes a stand supporting both the 'generalist' (full treatment) and the 'specificist' (infusion/integration into content subjects) approaches of teaching critical thinking skills, not the extremist choice of either-or. Referring to Solon's study, Davies thereby posited:

There is compelling evidence that an approach that 'infuses' general critical thinking skills into the context of a discipline—a 'partial treatment' approach— results in measurably better performance than a 'no treatment' approach, but not better performance than a 'full treatment' approach (i.e. a generalist critical thinking...). (p.181)

From this sound pedagogical principle, debate can either be a stand-alone subject or infused. As shown above, full treatment or giving the students a rigorous training for critical thinking and problem solving skills yield greater measurable results than partial treatment by infusing it in content subjects. If debate is offered as a stand-alone class dealing with various content topics, it will at the same time make the students learn the other soft skills better such as communication skills, teamwork, leadership, ethics, etc. than when it is infused in content subjects such as Psychology, Engineering, Medical courses because there is lesser time to debate. Although the benefits are greater in a stand-alone debate class, it can also be infused in content subjects or they can be done simultaneously as different subjects depending on the choice of curriculum developers or lecturers and on what results they want to produce given the empirical evidences above. However, more evidences are needed particularly the teaching of critical thinking using debate the whole semester or term thus this study is necessary.

There have been studies arguing that Asian students studying in English speaking universities such as in Australia, lack critical thinking (Egege & Kutieleh, 2004). Although some studies (Kumaravadivelu, 2003; Paton, 2008) attribute this lack of critical thinking skills among Asians to the deficiency in the English language as a medium of instruction to these NNS students, the qualitative study of Paton (2011) supports this problem. Below are some of the statements of Chinese and Indian students in the focus group interview by Paton (2011):

It's different in the West where it starts from the root and flows to the branches.

In China we only learn critical thinking.

Critical thinking doesn't give a good impression. You need to listen to the teacher and receive guidance. You are not used to thinking by yourself. This is the Chinese weak point. We are not accustomed to it. But when you need to take action, critical thinking is not that easy.

The education system in India is a problem. The matriculation examination system doesn't reflect critical thinking. There's too much emphasis on textbook learning. (p. 33)

The recent study of Hairuzila et al. (2014) found that critical thinking and problem-solving skills was the soft skill regularly emphasized by lecturers when they integrated the teaching of soft skills into hard sciences. However, the students perceived that lecturers only integrated such skills sometimes or rarely. The p value was approximated to be 0.26 and since $p < .05$, the null hypothesis that, "There is no significant difference in the perception of lecturers and that of students of the integration of critical thinking and problem solving skills in the teaching of technical courses", was rejected. This led the researchers to conclude that lecturers and students differed in their perception on the integration of critical thinking and problem solving skills in the teaching of technical courses. The proposition that debate be used as a stand-alone pedagogical tool to develop soft skills particularly for critical thinking and problem-solving skills can counter this mismatch as debate's nature is meant to solve problems which require critical thinking.

Debate is still a pedagogical tool to be explored in Asian classrooms to teach critical thinking skills and other soft skills developed by debating. Although Lieb (2007) considers debate as "mission impossible" in the East Asian context if seen in the

cultural perspective as it seems to project disagreement and disharmony, she believes that the power of debate in improving critical thinking and many other skills is strong enough to push the teaching of debate in the Asian classrooms.

2.2.3 Teamwork Skill

Teamwork is the third soft skill in the Malaysian Soft Skills Development Module. It involves the ability to cooperate with people in various socio-cultural backgrounds to achieve a common- goal. Teamwork as a skill has five levels as described in Table 2.5.

Table 2.5

Teamwork Skills (TS) Description

LEVEL	SKILL	DESCRIPTION
TS 1	CGS	Able to create a good relation, interact and work collaboratively with others in order to achieve a similar goal.
TS 2	CGS	Able to understand one's role and take roles interchangeably among leader and members of a group.
TS 3	CGS	Able to recognize and respect acts, attitudes and trust of others.
TS 4		Able to contribute to plans and coordinate product of a group.
TS 5		Be responsible toward decisions of a group.

(Source: UTeM website adopted from the Ministry of Higher Education, MoHE, 2006)

In the foregoing descriptions of team skills by MoHE, interaction, contribution, understanding, coordination and collaboration are the key words for teamwork. The study of Goodwin (2003) captures these themes in the following narrative by one of her respondents:

While the debates were certainly valuable to learning about the course material, what made them so was the small group discussions that my group had every week. During the debate, we tended to focus simply on one side as a debater. We would often ignore or negate very valid points the other side/group made. However, during the small group discussion, there was no

need to do this. We threw out ideas on both sides of the argument in order to help us prepare for the debate and/or paper. We learned from each other because we were listening to each other. I do not think that listening necessarily occurred when we were involved in the debate... Since the small group discussions happened because of the debates, we should keep the debates. But the real learning happened in the discussions. (160)

It can be inferred from the statements by a debate student that the activity demands collaboration and discussion. Indeed, debate is a group activity contrary to other communication and critical thinking improvement courses such as public speaking or speech improvement which are individual-oriented activities. Also, lecture as a traditional teaching method, being teacher-centered, does not involve group discussion and collaboration that students do actively in debate. It is in debate that students listen to each other as they prepare for their topic, exchange ideas and learn from each other. Goodwin (2003) reported that their responsibility over other group members motivated them to be prepared before the debate and group discussions provided a convenient place for brainstorming, asking questions and bringing various ideas together into the group. Her participants also said that, “group work also enabled our limited capacities allowing us to do better work together than any could have done alone” (p.160). These insights are strong justifications as to why debate should be introduced to the mainstream classes, across the curriculum to benefit a wider scope of students as they learn from each other via teamwork or small groups particularly during preparation time as a team. These findings about debate from the perspective of students in the US need to be contextualized and verified from the ASEAN students’ perspective as regards teamwork especially that the participants of this study are from various countries and English is not their first language.

The study of Yang and Rusli (2012) in Singapore also reported that debate being performed in groups, improves teamwork and people skills particularly during the preparation time. This finding is consistent with that by Goodwin's (2003) in that the preparation for debate is the most valuable time for the students to collaborate, coordinate and support each other. Yang and Rusli also found other teamwork competencies observed by previous studies (Omelicheva, 2005 and Roy & Macchiette, 2005) such as delegating tasks, coping with differences and making decisions as a group.

Furthermore, Darby (2007) pointed to the constructive teamwork of the debaters on each side to unify their position as arguments are split among the speakers in order to avoid redundancy, parroting or simply repeating what has said. Avoidance of redundancies and cooperation are necessary in job situations and debating provides practice of division of tasks. Thus, if debate is introduced in the classroom, it will render the students a platform to develop teamwork skills necessary to be successful in the 21st century job environment particularly in multicultural settings like the locale of this research where international students from various countries study in Malaysia.

If students are expected to interact with one another, Bellon (2000) suggests that they have to be provided with opportunities to do so. He criticizes stand-alone presentations or discrete speeches devoid of interactive and teamwork elements. He thus advances the benefits of debate to give students a complex interactive classroom experience that requires meaningful use of language and deep analysis of content while students collaborate and coordinate with each other to gain the best results as a team. Such collaboration enhances learning as students contribute to each other

knowledge and ideas. They can also complement each other in such a way that weaker students can be helped by the stronger ones.

As teamwork is a basic skill students need to learn in order to succeed in the 21st century challenging job environment, where else should they learn and practice it more effectively before they land a job if not in the university? Therefore, universities should provide them with more opportunities to train them working as a team like through debate. Musselman (2004) describes a debate in history classroom challenging each other's position and a team of conciliators get into the picture offering more sensible positions giving each side of the house the chance to improve the debate with well supported arguments. Musselman (2004) reported:

That they do this cooperatively rather than individually builds classroom camaraderie and the sense that learning is a collective endeavor. These results appear most obviously in the primary source analyses that my students write throughout the semester about different... My students have occasionally cited their fellow students' interpretations of texts, thus demonstrating their understanding of history as a collective endeavor that involves them. (p. 345)

Teamwork is one of the top five soft skills developed by debating in this review. However, the problem in this review is the different debate formats used that affect teamwork. Besides, the various literatures reviewed present a variety of methodology that differ in their focus. Furthermore, most studies were all conducted in the US except the one in Singapore by Yang and Rusli (2012). This present study focusing on debate as a pedagogical tool in developing soft skills will explore how teamwork is developed using the All-Asians Parliamentary Debate format in the Asian context.

2.2.4 Lifelong Learning and Information Management

The fourth soft skill in MSSDM is lifelong learning and information management (LL) which requires independent work to acquire necessary knowledge and skills especially in the fast changing knowledge-economy of the 21st century. LL has three levels in MSSDM with the following description for each in Table 2.6.

Table 2.6

Lifelong Learning and Information Management Skills Description

LEVEL	SKILLS	DESCRIPTION
LL 1	CGS	Able to search and manage relevant information from a variety of sources. Able to seek relevant information from a variety of sources
LL 2	CGS	Able to be open to new ideas and to have the capacity for self-directed or autonomous learning
LL 3	CGS	Able to develop a curiosity and passion for knowledge.

(Source: UTeM website adopted from the Ministry of Higher Education, MoHE, 2006)

In their critical advocacy for the information age, Snider and Schnurer (2006), strongly recommend the introduction of debate across the curriculum. They call for a lifelong method of learning because they see that the generation's nature of information and knowledge has been increasingly becoming complex. The rapid changes in technology makes it hard for people to discern which published information in the World Wide Web spread in just seconds is relevant, sound, valid and reliable. Thus, students need to manage relevant information, know how to validate a variety of sources and identify which source is reliable. Snider and Schnurer (2006) observed that debate helps students learn to sort out and quickly analyze complex information.

Debate's potential to develop lifelong learning is evident in the study of Goodwin (2003). One of the respondents of Goodwin (2003, p. 161) commented that, "by having debates every end of the week, we would be thinking of the material all week

long.” Other students in her study supported the same view that debates motivated them to go “much deeper into the issues,” to “really delve into the topic more” and to “take a deep detailed and extensive view of the readings.” These comments point to MoHE’s description of lifelong learning and information management to be open to new ideas, to develop passion for learning, to learn independently and to manage relevant information.

Similarly, Darby (2007) found lifelong learning competences through debating among her students such as researching current events, actively listening to different sides of the issue, differentiating between biased and evidence-based information, asking logical questions, synthesizing relevant information and forming their own ideas based on evidences. Snider and Schnurer (2008) in providing a rationale for debate across the curriculum emphasized the need for self-directed and autonomous learning as laid down in MSSDM’s lifelong learning and information management skills description:

In the 21st century, we have come to realize that we may well need several different careers in a lifetime. We cannot assume that we can confine “learning” to the “school years.” And we cannot be sure that a job that we have trained for will be available to us in a corporate economy. Increasingly, we find it essential to teach our students methods they can apply to changing situations. (p. 3)

Kennedy (2007) echoes the same point of view on why educators need to change focus from teaching facts that encourages rote learning to more on information management skills. She said, “There is more information now than ever before, and the pace of change will likely continue to be rapid in future generations; therefore,

educators must focus less on teaching facts and more on teaching students how to use information” (p. 184). Indeed, learners of the 21st century need to be taught lifelong learning skills as technology constantly evolves to provide massive information that needs to be critically processed. Students of this generation need to sort out and manage information well and be able to suit themselves in the changing of times and survive even as they grow old.

2.2.5 Entrepreneurship Skills

The fifth in the list among MoHE’s required seven soft skills to be learned in the university is entrepreneurship skills (ES). It has four levels that include the abilities to explore opportunities, to be creative and innovative, to be competitive and to be self-reliant in business and employment. ES description is shown in Table 2.7 as follows.

Table 2.7

Entrepreneurship Skills (ES) Description

LEVEL	SKILL	DESCRIPTION
ES 1	CGS	Able to identify business opportunities
ES 2		Able to design business plans
ES 3		Able to design, explore and compete for business and employment opportunities
ES 4		Able to work independently

(Source: UTeM website adopted from the Ministry of Higher Education, MoHE, 2006)

Entrepreneurship skill has not been mentioned in the literature on debate reviewed in this study. The only literature available that can be linked to entrepreneurship is by Roy and Macchiette (2005) on marketing, one of the aspects of entrepreneurship. The reason of using debate in a marketing class given by Roy and Macchiette is due to debate’s effectiveness in developing critical/analytical and problem-solving skills which are necessary in exploring business opportunities, designing business plans and

identifying and resolving issues. They suggested that marketing or business related controversial topics can be explored in classroom debates. They gave examples of topics related to entrepreneurship, marketing or business such as “Should Starbucks expand in Europe more aggressively?”, “Will individual consumers eventually buy the Segway scooter?” and “Will public relations displace traditional advertising?” (p. 266).

As there is limited literature directly relating debate to the development of entrepreneurship skills, this present study explored this area in more depth. It described how entrepreneurship skills can be developed by debating; thus, this study has done a foregrounding on this soft skill to contribute to the body of knowledge.

2.2.6 Professional Ethics and Morals

One of the seven soft skills in the Malaysian Soft Skills Development Module is professional ethics and moral (EM). This skill pertains to the ability to employ high moral standards and professionalism in job and social contexts. MoHE describes EM in three levels as follows.

Table 2.8

Professional Ethics and Morals (EM) Description

LEVEL	SKILL	DESCRIPTION
EM 1	KIM	Ability to understand the economical, natural and socio-cultural effects in professional practice.
EM 2	KIM	Ability to analyze and make decision to solve problems involving ethical issues.
EM 3		Ability to practice good ethics besides being responsible for the society.

(Source: UTeM website adopted from the Ministry of Higher Education, MoHE, 2006)

Ethics, according to Parcher (1998), is one of the benefits of debating. Similar to entrepreneurial skills, students can directly engage in a number of ethical issues in debates. For example, they can debate on the topic, “Are marketers culpable for our culture of violence?” (Roy & Macchiette, 2005, p. 266). Some ethical motions commonly debated both in parliamentary tournaments and classrooms include “This house would support euthanasia,” “This house would abolish death penalty,” and “This house would legalize abortion” among others.

Parcher (1998) pointed out that debate trains students in the ethics of communication, related to real world’s ethical decision-making everyday. He cited Gronbeck (1990) as saying, “because ethical perspectives dominate public discussion of advertising, politics, and corporate messages, the ethics of communication has a powerful link to students’ everyday lives. Since it is necessary for debaters to cite their sources when they present information from research as evidences to make their arguments strong, they are learning the ethics of communication” (p. 97). Also Parcher stated that debate teaches students the ethics of advocacy. Indeed, debate requires them to link moral principles and ethics in considering issues on human rights and showing care for the society and people. In policy debates, for example, although teams clash against each other, both sides of the house are aimed at solving certain problems for the sake of humanity or groups involved in the issue of the debate.

2.2.7 Leadership Skills

The last in the list of the seven MSSDM soft skills is leadership skills (LS), the ability to lead in various endeavors. The description of the four levels of LS is shown in Table 2.9.

Table 2.9

Leadership Skills Description

LEVEL	SKILL	DESCRIPTION
LS 1	KIM	Ability to understand basic leadership theory.
LS 2	KIM	Ability to lead a project.
LS 3		Ability to understand and take turns alternately between the group leader and members.
LS 4		Ability to lead the group (guide) members.

*(Source: UTeM website adopted from the Ministry of Higher Education, MoHE, 2006; *KIM=Kemahiran Insaniah Mesti or "must-have" skill)*

Like entrepreneurial skills, leadership is also another soft skill not widely seen as a benefit of debate in the literature. Nevertheless, Parcher (1998) considers leadership as a benefit of debate. He argued that debate is at the heart of American political, social and economic decision-making. Democracy is founded on debates from diverse ideas of law-makers they freely advocate and defend.

Although Parcher (1998) cited literature, some classic, (Brigance, 1968; Hunt, 1994; Klopff, 1967) that pointed to a number of leaders who were debaters as well as western countries and top world ranking universities such as Harvard University that use debates to mold leaders, they do not explain how leadership is developed by debating. For example, Klopff in Freedom and Union magazine surveyed leaders in politics, business and different vocations in 1960 to find out how many among these leaders who had debated were successful in their respective field. The survey revealed that out of 160 respondents, 100 had debated and 90 of them believed that their debating experience had been immensely useful in their job. As to how their debating experience contributed to their leadership roles, it was not stated by Parcher (1998), thus this present study will significantly add to the body of literature as to how debate can develop leadership skills.

2.3 Issues and Challenges in DAC and Risk-Taking Skills Development

Debate has shown multiple benefits as a pedagogical tool but like other teaching techniques, it has its own share of downsides. Debate is construed as an activity for advantaged students, those who might already have advanced critical thinking and communication skills. Also, because of its confrontational nature, it is thought not suitable for the Asian culture.

2.3.1 Debate as a High-CT Activity Only for High Advantage Students

One of the issues why teaching debate casts doubts to educators making it far reaching across the curriculum is its conceived “advanced” nature (Lieb, 2007). However, according to Torff (2006), teachers could be wrong with their belief of designing high critical thinking (CT) activities only for the “advanced” or high achieving students because of their perception that low level students cannot handle high CT activities. Torff gives debate as a clear example of high CT activity and he considers lecture and drills as low CT activity as shown in his study.

Accordingly, educational researchers have addressed the issue of how to help students gain CT skills... In this study, a distinction is typically drawn between high-CT activities (e.g., debate, discovery learning) and low-CT ones (e.g., lecture, drill), although the amount of CT required of learners in a given lesson may also be treated as a continuous variable. (Torff, 2006, p. 38)

Because of this misconception, Torff (2006) emphasized the need for high CT activities in every classroom not just for high advantage students.

Studies investigating differences in CT-related beliefs for high-advantage and low-advantage learners have been motivated by the assertion that teachers judge

high-CT activities to be ineffective for low-advantage learners, whom are purportedly seen as ill prepared to handle high-CT activities and in need of a remedial regimen of low-CT ones (Pogrow, 1990, 1996; Raudenbush et al., 1993; Zohar et al., 2001). According to this line of reasoning, a self-fulfilling prophecy may result in which low-advantage learners receive few high-CT activities, which restricts their academic growth, which in turn makes high-CT activities less likely to be used; in contrast, high-advantage learners receive abundant high-CT activities, which enhance their academic growth, which makes still more high-CT instruction likely (Zohar et al., 2001). (Torff, 2006, p. 38)

This misconception seems to be prevalent in debate that is why it is more widely used as an extra-curricular activity particularly for competitive debates that cater to the advanced students with high risk taking skills. This exclusivism of debate to high-advantage students leaves the low-advantage learners lagging behind in terms of the critical thinking, communication and other soft skills development they need for academic growth and for preparation in their future job. This area of divide in terms of debate being more widely offered as a competitive activity than as a classroom technique particularly in the ASEAN context is still untouched in literature thus this present study explored debate as a pedagogical tool to develop soft skills.

2.3.2 Debate Seen as Intended for Advanced English Proficiency Students

Another issue why debate is not widely used in the EFL classroom is due to its sophisticated form as interactive discourse which makes teachers feel it is not for the low proficiency students (Lieb, 2007). Lieb suggests that even the large multi-level

classes can be challenging but it can be turned into an opportunity of mixing students' various abilities during the preparation time when stronger students can help the weaker students. This is the concept of making classrooms of mixed language proficiency truly collaborative. Williams' (2010) finding that it is the preparation time which is crucial for collaboration or teamwork as students strongly help each other in researching or reading and discussing ideas supports Lieb's notion.

Ali and Ahmed (2013), both EFL professors in Saudi Arabia, state that when debate is used in the EFL setting where there are limited opportunities for students to practice English in real life situations, it can provide them chances to express their opinions as they think critically. They also say that debate necessitates EFL students to use the four language skills in English, i.e., listening, speaking, reading and writing.

Moreover, previous studies (Darby, 2007; Goodwin, 2003; Inoue & Nakano, 2004; Kennedy, 2009; Williams, 2010; Yang & Rusli, 2012) showed how debate can improve communication skills so all of these researchers recommend the use of debate across the curriculum. However, as only two of these studies are in the Asian context, one ESL (Yang & Rusli, Singapore) and one EFL (Inoue & Nakano, Japan), more ESL/EFL contexts should be studied. Furthermore, the APD format, which is similar to Inoue and Nakano's (2004) British Parliamentary style has never been used by any of these studies, thus this present study was conducted.

2.3.3 Debate Not for the Asian Culture

Another challenge in teaching debate in the classroom that Lieb (2007) considers "mission impossible" is the nature of debate being argumentative and adversarial

which does not seem to fit in the Asian culture. In Inoue and Nakano's study, one of their respondents reported that, "if I thrash an opponent logically, emotionally the relation gets worse," (p.9), which led the researchers to conclude that in Japanese society, an attack to one's opinion is likely taken as an attack against the person.

Yang and Rusli (2012) in their study in Singapore also presented the same cultural challenge despite the overall positive impact of debate as reflected in their results. One of their respondents commented that, "To me, the debate was the most daunting activity as I am not really good with arguing my point" (p. 140) and would prefer something like a discussion (exchange of views). Something that is not so confrontational... To be honest it was quite stressful for me as I am just too used to the conventional passive learning." For Yang and Rusli, it is understandable in Singapore culture to show such feeling of defiance on non-confrontational mode of learning. Nevertheless, despite this isolated case of student showing a negative debate impression, majority of students including those who expressed anxiety in the activity reported that they did learn immensely from the debate processes.

Lieb's (2007) calling teaching debate skills 'mission impossible' to a large size class with multi-level intermediate and lower EFL students in a non-confrontational culture posits:

Because debate is built upon disagreement, it could be seen as imposing an adversarial, individualistic communication style on learners who value more harmonious, non-adversarial types of interaction. Yet, if presented carefully and systematically, debate skills can be effectively taught, leading to enlightening and enriching learning experience. (Lieb, 2007, p. 73)

The negative impression that debate is related to disagreement and competition is not limited to the Asian culture but it is also seen as such in the western culture. In the study of Goodwin (2003), four of her respondents expressed a concern about the negative emotional consequences of debating that seems showing hostility against the opposing sides. One of her respondents commented that, "Once you have a set position any attack on that position tends to be upsetting" (p. 159). However, these four constituted only eight percent of the respondents and each of these four, according to Goodwin, showed an overall positive assessment of their experience in debate. Aside from the negative interpersonal qualities that a few of the students felt, 13 percent of Goodwin's respondents also mentioned intimidation or competition in debate. However, four of them believed that competition is actually a positive thing because it makes them prepare for the debate more extensively as without competition, things might be taken lightly or for granted. These findings are similar with Yang and Rusli's (2012) that the only one who commented about the negative feeling on the disharmony in debating also reported an overall positive evaluation in her debate experience.

Darby (2007) is also concerned on debate's emphasis on competition. However, like Goodwin (2003 and Musselman (2004), Darby suggested to deemphasize winning or losing in debate activities particularly in the classroom where the goal of debate is to understand controversial issues. Some students may find the competitive nature of debate challenging but to make it work in the classroom across the curriculum, they should understand the main goal of debate, that is, to hear both sides of the controversial issue thereby arrive at judgment, solutions or alternatives to solve problems and remove biases and prejudices.

Krieger (2005) cited the study conducted by Fukuka (2003) with Japanese students in Japan which found out that before the debates, only 30.8 percent of the students were not afraid of expressing their opinions but after the debates, the figure rose to 56.7 percent. Krieger, thus concluded, that although debate is quite challenging, non-native speakers can also develop debating skills. Debate itself helps them overcome their stage fright and develop their confidence and risk-taking skills. Risk-taking is one of the necessary characteristics in entrepreneurship skills.

For all the three issues and challenges discussed here, debate being seen as an activity for the advanced proficiency students and for the high-advantage learners in terms of critical thinking skills as well as having an adversarial nature, risk-taking skills should be encouraged. Risk-taking is, as shown by Fukuka (2003), a skill that can be developed by debating thus this should be instilled among students so that they would be actively involved not only in the classroom debate but in any learning. Brown (2001) stated that successful language learners are willing to gamble in the game of language learning, to be risk-takers in order to perform language tasks beyond their current level. For Brown, risk-taking is one of the affective principles, which is important for taking calculated risks to attempt in using the language both receptively and productively. To reflect the risk-taking skill principle in the classroom, Brown suggested the following strategies: creating a classroom atmosphere that motivates learners to try out using the language; providing reasonably challenging activities that are not too easy and not too hard; helping learners understand the concept of risk-taking, and; responding with positive affirmation and praise for risky attempts of students at the same time minding their language needs.

In these suggestions by Brown (2001), risk-taking should be promoted to make debate in the EFL/ESL classroom work effectively. If the teacher does not encourage risk-taking skills, timid and inferior students will not progress much in their learning. To be successful in language learning, it is necessary to overcome inhibitions such as speaking up or guessing meanings in spite of making mistakes (Oxford (1990). Like Brown, Oxford believes that it is the responsibility of the teacher to encourage students to be risk-takers. Even if debate has some negatives like any other teaching methods, such are far outweighed by its enormous benefits (Goodwin, 2003; Kennedy, 2009; Williams, 2010).

2.4 Debate Across the Curriculum

There are a number of studies showing that debate applies to all disciplines across the curriculum and most of these studies encourage the use of debate. However, studies on debate used as a pedagogical tool in the EFL/ESL classroom are limited (Akerman & Neale, 2011). Snider and Schnurer (2006) underscored the multiple benefits of debate they themselves observed and experienced and they encourage the introduction of debate across the curriculum which means, it is for everyone. Maxwell Schnurer (Snider & Schnurer, 2006 p.xiv) shared his own debating experience as follows:

Debate changed my life because it taught me to listen. This may seem strange because most of us visualize debates as contests between strident advocates who are intent on pushing their points of view. For me, debate had the opposite effect. When I arrived at college I was already strident. A seasoned political activist, I was prone to polemic-laden political outbursts. Debate challenged me, and for the first time I was forced to examine my arguments with a critical lens. Debaters were the first folks that I couldn't push around-they wanted to

examine the evidence I was using to support my arguments, and they wanted me to explain myself. More important, my friends who were debaters often had good ideas of their own.

Schnurer, a former political extremist, has shown that debate can neutralize individuals by the debate's nature to let those involved in it scrutinize their arguments. He further stated below that debate is addictive and developed him a lot as a person.

Curious about how students could develop these kinds of communication and critical thinking skills, I joined the Lawrence Debate Union at the University of Vermont. I quickly found myself addicted to debate. It was a method of learning that encouraged me to explore new ideas. I could mentally travel as fast as I wanted to-learning about new subjects and researching new areas of interest as my curiosity drove me. Debate stimulated and agitated my interested mind, driving me to ask more questions and to be reflective about the answers I had already decided. Debate was wonderful for me and helped mold me into the person that I am today. The wonder and excitement that debate engendered within me can be experienced by anyone. (Snider & Schnurer, 2006 p.xiv)

As learning plateau is one of the concerns to be addressed by this study, debate can be a potential pedagogical tool to engender motivation or interest as students are challenged to actualize and further develop their skills. If Schnurer did not find a way by himself to join a debate union, as an extra-curricular activity, he would have not experienced all the benefits that he described here. He would have not been the person that he is now, a reflective and open-minded one, not focused on one-sided opinion leading him to political outbursts. This open-

mindedness being one of the benefits of debating was described in the qualitative comments by Hall's (2011) and by Williams (2010). Since this study is qualitative, it gathered descriptive data of debate experts' and students' debating experience as well as on the issues and challenges if debate is introduced across the EFL/ESL curriculum.

2.5 The Teaching of Soft Skills in Various Contexts

The teaching of soft skills currently presents a variety of methods making it hard to synthesize in the field of research. This is not surprising as the term 'soft skills' itself has been defined and interpreted in different ways. It seems that every country defines it in its own way to encompass its own situations and needs. However, even the body of literature in the same country shows that soft skills are difficult to teach and to measure (Shakir, 2009) even if there is a unified set of soft skills mandated to be seen in the curriculum.

2.5.1 Soft Skills Teaching in the Malaysian Higher Education

With the little research available, some of the studies conducted in Malaysia so far dealing with soft skills since the inception of MSSDM in 2006 focus on teachers' perception and perspectives on the teaching of soft skills (Hairuzila et al., 2009; Riam, 2012; Wan Sofiah, Girardi & Paull, 2012). A recent study by Hairuzila et al. (2014) examined the extent of integration of soft skills in the teaching of Engineering courses. Still, research on methodologies on teaching soft skills in the Malaysian higher education context is limited (Hasyamuddin et al., 2009, 2014) and there is one describing the implementation of soft skills in the curriculum (Sulaiman, Fauziah, Wan Amin & Nur Amiruddin, 2008).

As in other countries with differing terms for soft skills, in Malaysia, it is also called various names in the literature apart from different components. Hasyamuddin et al., 2009 call it “employability skills”; Sulaiman et al., 2008 – “generic skills”; Hairuzila et al., 2009; Riam, 2012; Shakir, 2009; Wan Sofiah, Girardi & Paull, 2012 all use the term “soft skills” the way MoHE calls it.

The study of Hairuzila et al. (2009) focused on soft skills course integration in engineering content courses. Ninety university lecturers from a private university in Malaysia participated in this study which used open-ended questions to capture the challenges faced by the respondents in the integration of soft skills in engineering courses. The use of open ended questionnaire better captured the problems the respondents faced in the hard and soft skills integration and it provided a richer description of the issues and challenges they encountered in the process.

Hairuzila et al. (2009) found that the three major challenges in integrating soft skills in the teaching of technical courses were the students’ attitude towards learning of soft skills (38%), followed by the limited time to cover course syllabus (31%) and the big class size (21%). The researchers reported that the students were not aware of the relevance of soft skills making them inattentive to the incorporated soft skill lessons. One of the respondents commented as follows:

The students’ attitude and their environment have encouraged them to be less sensitive to the soft skills. There are a small group of students who are able to develop their soft skill concurrently but most of them [are] reluctant to develop the skills. Even though we as academicians put[ting] a lot of effort to develop

the soft skills of the students, [but] it is useless when the students themselves do not possess the interest and capability to do so. (Hairuzila et al., p. 74)

More interesting comments by Hairuzila et al.'s (2009) respondents on the second and third issues lecturers faced regarding limited time and loaded course syllabus are very relevant to the present study. The comments are as follows:

The big numbers of students and the vast amount of materials to cover are the challenges in order to incorporate those [soft skills] elements in teaching.

...course syllabus sometimes is too lengthy where the lecturers have insufficient time to integrate the soft skills in technical knowledge delivery. (Hairuzila et al., p. 75)

These are real concerns to be dealt with in the integration of soft skills in content courses especially engineering which one of the respondents describes as 'highly technical in nature'. Thus, there is a need to explore more effective ways in teaching soft skills other than integration in the content courses.

More importantly, even if integration works, the strong point of Davies (2006) related to critical thinking but not limited on this skill as it can be applied to communication skills as well can be a good basis in decision making. Davies pointed out that even if partial treatment such as infusion or integration works, the study of Solon (as cited in Davies, 2006) showed that full treatment is still more effective than partial treatment. Partial treatment is better than no treatment at all. Thus, if there is partial treatment at the same time full treatment in the entire educational programs, the combination will even make the results of teaching soft skills more effective. For example, debate can be introduced as a compulsory course in the EFL/ESL curriculum at the same, debate

as an extracurricular activity should be retained and will serve as a reinforcement or extension for students who need more soft skills development by debating.

A later study by Wan Sofiah et. al.'s (2012) has a different focus than Hairuzila et al.'s (2009) study. Their qualitative study explored the awareness and involvement of teachers of the need to teach soft skills, the amount of emphasis given between hard skills and soft skills and the teaching and learning of soft skills. Of the 25 public university respondents, 21 (84%) were very much aware of how soft skills should be taught in the university level.

What is more related to this present study, however, is the balance between course content or subject-specific knowledge and skills and soft skills development. Educators of different content areas gave varying level of emphasis. In the embedded or integrated curriculum, the percentage given to soft skills ranged from five (5) to 70 percent showing evidence that the weight accorded to the teaching of soft skills depends on the discipline. For example, psychology gave the highest percentage of 70 percent to the teaching of soft skills. Although it is not clear what specific skills, it can be inferred that it is critical thinking skills as presented by Torff (2006) in that psychology is one of the disciplines that deal more heavily on critical thinking skills. Wan Sofiah et al. (2012) also reported that marketing and statistics gave equal weight between hard skills and soft skills.

Wan Sofiah et al. (2012) reported that all of their respondents were involved in the embedded model and 56 percent taught soft skills as a stand-alone course. Over half of them (64%) were involved in the academic focused method and 28 percent on non-

academic focused method. Most of the respondents (88%) also involved in on-campus activities to develop soft skills and 44 percent on campus life activities. Their study, however, does not describe as to how all these methods develop soft skills and what soft skills are being focused on what activity as these are beyond their scope.

Another study dealing with soft skills development perception is by Riam (2012) yet it focused on the polytechnic universities. It also presents a different set of soft skills from the one prescribed by MoHE. Riam modified the set of soft skills making the components into eight: decision making, teamwork, problem solving, time management, communication, leadership, learning and interpersonal, and report writing. Furthermore, Riam's (2012) study does not deal with classroom methodology but with soft skills development through Industrial Training Soft Skills Module (ITSS). As the purpose of ITSS is to provide opportunities for students to practice their learned skills in the workplace, it does not focus on the teaching of soft skills itself but on-the-job training employing soft skills.

Riam's (2012) study found a mismatch between how the students rated themselves in terms of the soft skills they have acquired for the job and the perception the employers of the intern students' competencies or skills. Interns rated themselves high in all the eight industrial training soft skills while the employers rated them less particularly in decision-making, leadership and problem-solving. These areas, Riam suggested, have to be emphasized more in the classroom teaching using the ITSS.

Research dealing with the teaching of soft skills in Malaysia is still scarce. The study of Hasyamuddin et al. (2009), entitled "The Instillation of Employability Skills

through Problem-based Learning [PBL] Model at Malaysia's Higher Education," is one of the few. It also assigned a different set of soft skills although some are similar to that of MSSDM. For Hasmayuddin et al., employability skills refer to problem solving, communication, decision making, group work, and leadership skills. Aside from unspecified number of respondents and identification of the subjects, Hasmayuddin et al. (2009) did not present detailed findings except giving the conclusion immediately, summing up that PBL gives students opportunity to develop employability [soft] skills such as communication and problem-solving skills as well as leadership skills.

An available literature dealing with soft skills in Malaysia bears the title, *Implementation of Generic Skills in the Curriculum* by Sulaiman et al. (2008). Like other studies in Malaysia, it has another set of soft skills, i.e., communication skills, language proficiency, ICT, analytical skills, learning to learn, numeracy, and entrepreneurship. In this study using MSSDM, language proficiency and communication skills are incorporated and numeracy is not one of the seven soft skills. Teamwork is missing in this slightly different set. Sulaiman et al. (2008) who had their study locale in their own university (University Malaysia Terengganu or UMT) described the way they develop their students' soft skills as listed above. One way is by embedding the soft skills in the curricular subjects and another way is by extra-curricular activities such as sports, cultural activities, martial arts, industrial training, world culture course, debate, etc.

The most recent study on soft skills conducted in Malaysia was done by Hairuzila et al. (2014). The soft skills they studied, i.e. communication skills, critical thinking,

leadership, ethics and morals, information management and lifelong learning and entrepreneurship skills are the same as the present except for one missing which is teamwork, a very important in the 21st century economy. Their mixed-method study, however, focused on finding the extent the soft skills are integrated in Engineering courses, identifying the teaching approaches and examining the soft skills emphasized by lecturers. Hairuzila et al.'s (2014) results revealed that the soft skills lecturers emphasized most were communication skills, critical thinking and problem-solving skills and lifelong learning while the approaches most employed are cooperative learning, problem-based learning (PBL) and the teacher-centered approach. Hairuzila et al. (2014) described PBL as a teaching approach as follows:

Learners define the problem, explore and decide on means of solving the problem and then evaluate and present the solution. The problem is presented prior to learning while learning occurs during the problem-solving process. The learners take responsibility of their own learning when they define the problem and sub-problems, propose, implement and evaluate the solution and strategy, identify resources, manage time, manage themselves and others. (p. 28)

Debate as a pedagogical activity can be categorized in this teaching approach in that the motion or topic given to the students in a debate class contains the problem students need to define and solve. However, they also need to interact as a team so it is a combination of cooperative learning, PBL as they need to solve a problem, task-based learning as they solve the problem focusing on the big task they need to perform during the debate. Nevertheless, Hairuzila et al.'s (2014) description of PBL encompasses what debate students do in the classroom. They stated:

They [students] learn through experience and interaction with their peers and other role players. Thus, this teaching method requires students to think critically, enhance their lifelong learning ability when they relate the activities to real life, employ time management, learn to identify resources and enhance communication skills when they interact with others and present their solutions. (p. 28)

Despite the result that most lecturers use PBL in integrating soft skills in teaching Engineering courses, there is a mismatch in terms of perception and practice. Hairuzila et al.'s (2014)) data showed that as to the congruence in the perception of lecturers and that of students towards the integration of soft skills in the teaching and learning of soft skills, the results varied. Only in terms of communication skills that the perception of the lecturers and the students matched, i.e., lecturers' responses showed that they integrate communication skills in their teaching and the students agree with it. In terms of critical thinking and leadership skills, lecturers claimed that they do integrate these two soft skills but the students' responses showed that lecturers integrated both only rarely and sometimes. For ethics and morals, lifelong learning and entrepreneurship skills, lecturers' and students' perception matched as lecturers perceived that they rarely or sometimes integrated these skills.

This updated study by Hairuzila et al. (2014) has given the present study a better direction in that it gives a clearer picture of the present state of the teaching of soft skills in Malaysia. Hairuzila et al.'s results showing the mismatch between the lecturers' and the students' perception on the integration of soft skills indicates that there is still a great need to explore pedagogical tools that will widely cover the soft

skills prescribed by MSSDM. Although PBL and cooperative learning are good approaches to teach soft skills, the entire pedagogy has not been considered.

To revisit Hairuzila et al.'s (2009, 2014) earlier study on the condition of the implementation of soft skills in Malaysia, their study reported that lecturers perceived that large classes and their heavy loads are hindrances in the soft skills integration implementation's success. Highly relying on integration cannot be successful as even in the same authors' later study (Hairuzila et al., 2014), PBL is a good approach but the same issue they identified in their earlier study in 2009. It is the lecturers' tendency to focus more on the hard content of the syllabus to cover in examinations might be hindering. The issues of big classes, heavy loads of lecturers and the divided attention given to both hard and soft skills can be solved by introducing debate across the EFL/ESL curriculum. If debate is introduced as a requirement to all students not only those who are advanced in both communication and critical thinking skills, debate classes can focus on the teaching of multiple soft skills prescribed by MSSDM.

As mentioned in the first chapter, the problem if debate remains to be considered as extra-curricular activity is the limited number of students who can benefit from it. Considering its multiple benefits and advantages particularly in developing soft skills, it should be included in the curriculum, not just an extra-curricular activity for the chosen few. With extra-curricular activities, only those who are daring enough join.

2.5.2 Approach in Using Debate to Teach Soft Skills

If debate will be used to teach the seven soft skills laid down by the Ministry on Higher Education, it can be best implemented via stand-alone model or

simultaneously for supplementary co-curricular activity as shown in the three suggested ways by MOHE as shown in Figure 2.1.

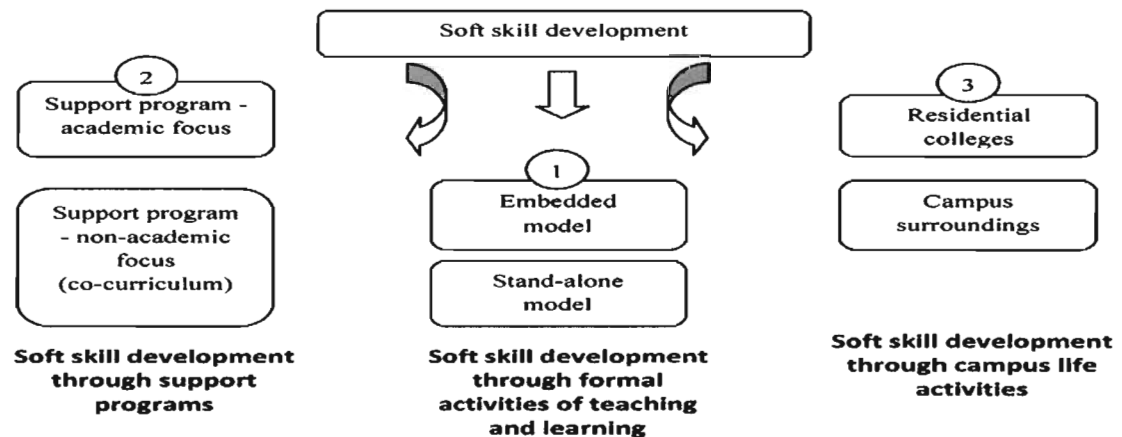


Figure 2.1. Soft skill development framework. (Adopted from Wan Osman et. al., 2012, as sourced from Modul Pembangunan Kemahiran Insaniah (soft skills) Untuk Pengajian Tinggi Malaysia (p. 15), by KPTM, 2006, Serdang: Penerbit Universiti Putra Malaysia)

Debate as a versatile activity to teach soft skills can be used as both a stand-alone course at the same time it can be embedded in content courses and as an extracurricular activity so that if time is lacking for debating in the classroom due to large classes, students may have more opportunities debating after classes in debate clubs. Other content classes may also use debate for better understanding of issues in lessons such as in management, medical or education courses. However, it has been presented earlier that stand-alone courses to develop soft skills such as critical thinking skills are more effective than embedding them in content courses (Torff, 2006) such as highly technical engineering courses (Hairuzila et al., 2009, 2014). Such issues are discussed in the following sub-section.

2.5.2.1 Integration of Soft Skills vs. Stand-Alone Approach

Current learning theories support the concept of teaching soft skills by students' interaction with others giving them rich experience of practicing the necessary skills

they need to acquire before they embark to the more complex and constantly changing work environment. Drummond et al. (as cited in Brown 2002) recommended integrating generic skills within the curriculum. However, in the study of Hairuzila et al. (2009), they presented the challenges faced by lecturers in integrating the teaching of soft skills to engineering students at selected Malaysian universities. These challenges include the students' attitude, limited time to cover the main content of the syllabus and the big numbers of students in the class. These problems tended to sacrifice soft skills at the expense of prioritizing the content of the syllabus where the students are mainly tested and given marks.

The qualitative finding of Hairuzila et al., (2009) clearly explains the problem posed by integrating the teaching of soft skills particularly in technical courses:

Some of the technical courses especially engineering core subjects are 'highly technical' in nature. These require and necessitate them to become professional engineers. Most of them are involved with 'technical mind challenge'. So it's not easy to blend all soft skills needed. Limited soft skills are directly involved: such as critical thinking and lifelong learning.

...since the time available to complete the course is limited, the incorporation of all the features mentioned above is very difficult. (p.75)

While the authors believe that the problem of embedding of necessary soft skills required by Malaysia's MoHE lies more on the lack of awareness of the lecturers on methods and approaches in teaching soft skills, their concerns about the large numbers of classes and enormous syllabus content cannot be denied. Furthermore, the concern that only limited soft skills are directly taught calls for a better alternative to

teach soft skills affects teaching outcomes. If Debate Across the EFL/ESL Curriculum will be adopted, students can directly and more effectively learn from a single course the soft skills outlined in MSSDM.

The issue on the big number of classes found in Hairuzila et al.'s (2009) study must be addressed if soft skills should be effectively taught by debating as students need much time to practice their communication skills, critical thinking skills and so on. Their finding shows that learner-centered approach seems impossible especially in a communication class like debate where every student is supposed to be given much time to practice their language skills while they learn the other target soft skills and the content of their debate.

Teaching in a class with a large student population affects the learning process and it becomes more teacher-centered rather than learner-centered thus traditional lecture is resorted to (Hairuzila et al., 2014). This issue of big class size hindering the successful integration of soft skills in engineering courses in an HEI in Malaysia is reported by Hairuzila et al. (2009) with one of the lecturers said, "As class sizes is more than 100 it becomes difficult to incorporate any feature that has an element of personal attention" (p. 76). Therefore, stand-alone approach of teaching soft skills is a better alternative.

The best stand-alone area to place debate is in the EFL/ESL classroom particularly in the ASEAN contexts due to the lack of opportunities of students in practicing their English communication skills outside the class. EFL/ESL teachers can give more attention to the weaknesses of students in terms of language, which Hairuzila et al.

(2009) pointed out might just ignore due to large classes and big hard skill parts accorded in the syllabus to be covered.

The second approach suggested by MoHE is soft skills development by support programs. Although this is not the focus of this study, debate has been widely used as an extra-curricular activity through clubs and competitions. Students who find debate interesting in the classroom can extend their debating by joining the debate club of the university or as shown in the third approach to have debate in the campus residence to maximize the learning of the soft skills. More debating time means more soft skills learning opportunities.

As the main concern of this study is for debate to be introduced in a wider scale not just as a competitive activity for the chosen few because of its multiple benefits, the first approach of teaching is highly encouraged. Besides, soft skills as newly recognized basic necessities in the workplace, more teaching pedagogies have to be explored. Specifically in Malaysia as pointed out by Hairuzila et al. (2009, 2014) and Wan Sofiah et al. (2012), there is a need to design curriculum that will emphasize continuous development and experiential learning and to share innovative and creative techniques in developing soft skills among HEI students for them to be more marketable when they graduate.

Debate will be considered as a stand-alone pedagogical activity to explicitly integrate the teaching of soft skills. As the conduct of the debate itself is guided by certain criteria, skills will be taught in context and there will be an explicit assessment of the

targeted soft skills. The criteria for judging debate focusing on soft skills are suggested in Table 2.10.

Table 2.10

Debate Criteria

Criteria	Scope	Percentage
Matter	Debate substance, arguments, use of evidences , logical reasoning/analysis, rebuttals, raising and handling Point of Information	40%
Manner	Delivery style, language use, debater's conduct, persuasion skills, organization skills	40%
Method	Role fulfillment, debate rule observance, team consistency, response to debate dynamics	20%

As presented in the Table 2.10, the targeted soft skills are embedded in the debate itself. For example, matter addresses not only the content or topic of the debate through the substance and arguments to be dealt with by each debate student but it also addresses critical thinking and problem-solving skills as well as lifelong learning and information management through the rigorous preparation phase that requires research. Through the choice of the topic or motion, other soft skills such as ethics and entrepreneurship can also be covered. The second debate criterion which is manner deals with communication skills that includes grammar, pronunciation, choice of words, confidence, organization of ideas, delivery and non-verbal skills such as gestures, use of voice, eye-to-eye contact and persuasiveness. The last criterion targets teamwork, leadership as well as time management.

So that students will consciously develop the targeted soft skills, they should be explicitly communicated to them by the lecturer. As Dornyei (2001a) suggested, communicating the learning points expected of the students will make them more focused and motivated especially if they clearly understand the benefits why they are learning what the teacher is teaching or requiring them. Furthermore, if students see

that what they are learning is relevant to them, their learning will be more impactful. Kechiagas (Measuring & Assessing Soft Skills or MASS, 2011, p. 61) stated that, “team activities that are lower in complexity may not challenge the team nor provide the environment necessary for intense interaction among team members.” Debate has been found not only effective in teaching soft skills but also raises the motivation of students as they find it challenging and fun (Kennedy, 2009; Scott, 2008).

As shown in this chapter, little is known about pedagogical tools of using debate across the EFL/ESL curriculum particularly ones encompassing all the soft skills at one approach the way debate has proven to have developed various skills as reviewed and synthesized in this study. Therefore, this study was conducted to fill in the gap.

2.6 Theoretical Framework

During the past two decades, the measure of success has been revolutionized by Howard Gardner’s (1983) introduction of the Theory of Multiple Intelligences (MI), by Robert Sternberg’s (1988) Triarchic View of Intelligence then later by Daniel Goleman’s (1995) introduction of Emotional Intelligence (EI) and Bar-On (2006). A very important learning theory used in this study is Bloom’s Taxonomy of Learning. These theories supporting the importance of soft skills, together with learning and motivational theories explaining the feasibility of debate across the EFL/ESL curriculum, will guide the conduct of this study.

2.6.1 Theories Related to the Importance of Soft Skills Development

In Gardner’s MI theory, aside from the usual two forms of intelligence which are linguistic and logical-mathematical intelligences, he added six more forms of

intelligences which include what are now considered as important factors in an individual's success, i.e., interpersonal and intrapersonal intelligences. Interpersonal intelligence is the ability to understand others, how they feel, what motivates them, how they interact with one another and to relate with others effectively while intrapersonal intelligence is the ability to see oneself, to develop a sense of self-identity and self-awareness and to manage oneself effectively.

Interpersonal and intrapersonal intelligences cover a wide range of soft skills including teamwork, leadership, self-awareness, self-management and discipline, ethics or the ability to distinguish and choose between right and wrong, self-esteem and confidence. These are the concepts not covered in the old definition of intelligence which was limited to only the linguistic and logical-mathematical abilities. Linguistic intelligence is, of course, one very important aspect of ability encompassing communication skills in the soft skills concept. Critical thinking and problem-solving skills as well as innovation fall under logical-mathematical intelligence.

Another intelligence theory that encompasses key soft skills considered in this study as necessary to succeed in the 21st century job markets is psychologist Robert Sternberg's Triarchic Theory of Intelligence. Sternberg (1988) defines smartness as mental activity relating to purposive adaptation to, selection and shaping of, real-world environments. Sternberg shares with Gardner's view of intelligence being much broader than the previous concepts focusing on general ability but he pointed out that some of Gardner's intelligences should be viewed as individual talents such as musical and kinesthetic. His triarchic theory he calls "successful intelligence"

comprises of analytical intelligence (problem-solving skills), creative intelligence (dealing with new situations using past experiences and present skills and knowledge) and practical intelligence (flexibility to a constantly changing environment). Sternberg, departing himself away from the traditional psychometric theory of mental speed or IQ, focused his research to tests that measure insight, real-life problem-solving, common sense, getting a wider picture of things and other practical tasks that are closely related to success in the real world. All these skills are found to be developed by debating as cited in the work of Akerman and Neale (2011) and Parcher (1998).

Also recognizing Gardner's view that intelligence should not be seen as a single or general ability is Daniel Goleman. However, Goleman (1995) departed from Gardner's eight multiple intelligences by introducing Emotional Intelligence Quotient (EQ) in addition to the old concept of IQ focusing on just linguistic and logical-mathematical abilities. A contemporary of Howard Gardner at Harvard University, Goleman who is the author of international bestseller book *Emotional Intelligence*, classified interpersonal and intrapersonal intelligences under emotional intelligence. He defines EQ as the ability to acknowledge, value and manage one's feelings so that they are expressed appropriately and effectively, laying the groundwork for meaningful relationships and productive teamwork. Goleman found that high IQ may help individuals to be employed but it is EQ that allows them to excel on the job and advance to leadership positions. Interestingly, debate has been found to develop both IQ and EQ. As a highly cognitive activity, it develops IQ. MacBath (as cited in Parcher, 1998) argued:

Debate is a uniquely beneficial educational tool because of the value of argumentation theory itself. The creation of an argument is one of the most complex cognitive acts that a person can engage in. Creating an argument requires the research of issues, organization of data, analysis of data, synthesization of different kinds of data, and an evaluation of information with respect to which conclusion it may point. After this process, the formulation of an argument requires the debater to consider differing methods of critiquing reason, the decision making formula, the audience and the criteria of decision making. In the end, arguments must be communicated to an audience clearly and succinctly - a difficult cognitive process requiring conversion between thought, written rhetoric and oral rhetoric. At the end, the debate itself requires the processing of other's arguments and the reformulation and defense of one's original position. (p. 3)

Parcher (1998) presented the benefits of debating, particularly the development of inter-related skills not only in terms of IQ and EQ but also moral development and communication skills, both are important soft skills targeted to be developed in this study. According to Parcher (1998), debate is a successful method of teaching because of its inherently interactive format and the benefits it yields. He said:

Research has demonstrated that interactive formats are the preferred method for achieving critical thinking, problem solving ability, higher level cognitive learning, attitude change, moral development, and communication skill development. Of the six recommended methods for active learning, debate utilizes five, they include writing, oral presentation, small group strategies, instructional games or role playing and field study methods. (p. 4)

Another model used in this study which was developed in reaction to the insufficiency of the previous models to explain human behavior is Bar-on's (2006) Emotional-Social Intelligence (ESI). Using Darwin's early conception of emotional expression for survival and adaptation and Thorndike's social intelligence relating to human performance, Bar-on formulated ESI as a cross-sectional model of interrelated competencies, skills and facilitators to determine an individual's success. Bar-on (2006) explained ESI as follows:

to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures... Ultimately, being emotionally and socially intelligent means to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation, solving problems and making decisions. (p. 3)

2.6.2 Bloom's Taxonomy of Learning Applied in Teaching Debate

A very significant contribution to the field of education is Benjamin Bloom's formulation of the taxonomy of learning which has become a platform for drawing learning objectives in all teaching situations worldwide. In this study, Bloom's Taxonomy is very important in that it espouses meaningful learning contrary to rote learning or memorization as debate is known for its nature of requiring students to use higher order skills which may not be possible in some activities or teaching pedagogies. Shakir (2009) attributes the lack of critical thinking and problem-solving skills among university graduates to rote learning. If Bloom's Taxonomy is considered in preparing educational and teaching objectives, rote learning will be

eradicating as every learning activity needs to proceed to the higher level of the taxonomy.

Bloom's revised taxonomy is adopted in this study. In the revised version, instead of using the noun form (e.g. knowledge, comprehension, application and so on), it uses the verbal form the way they are used when formulating learning objectives to avoid confusion in terms of usability (Munzenmaier, 2013). For example, instead of "knowledge", it uses "remembering", "comprehension" was changed to "understanding", "synthesis" to "creating" and so on. In the original taxonomy, synthesis is not readily interpreted. Thus, there is still a need for the list of verbs to be used under it while "creating" can lead to one interpretation, i.e. producing an output. Another change is the position of the two higher order skills, i.e., synthesis (creating) and evaluation (evaluating). In both original and revised taxonomies, the six categories were ordered from simple to complex and from concrete to abstract as shown in Figure 2.2 below.

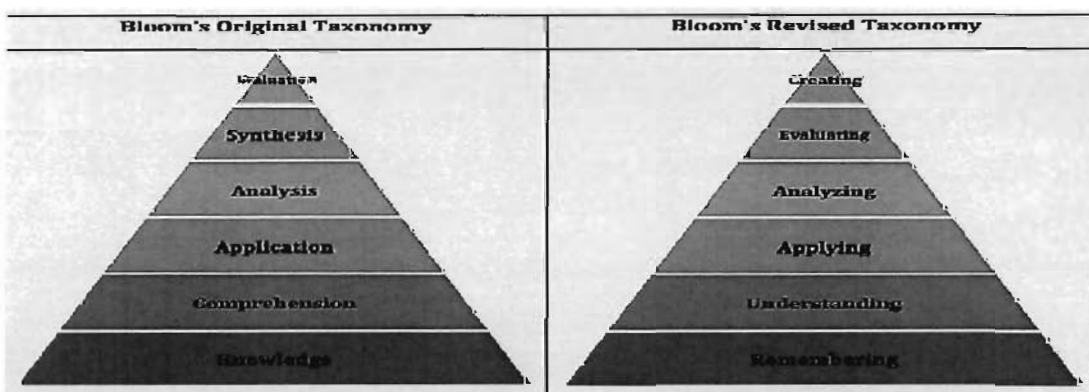


Figure 2.2. Bloom's original and revised taxonomy (Source: Munzenmaier, 2013; *The Learning Guild Research*)

In the original taxonomy, the most important element was the categories arranged hierarchically, and it was assumed that learners must master the lowest level of the

hierarchy before they could advance to the next higher level (Munzenmaier, 2013). Remembering is considered the foundational level. Although it is in the lowest level, it is a building block to move on to the highest level.

Skills such as understanding can be practiced in various levels, thus the developers allowed categories to overlap in the revised taxonomy. According to Munzenmaier (2013), understanding is technically lower on the hierarchy than applying but explaining is more cognitively complex than executing, although it is associated with a higher category. For this reason, the hierarchy is no longer considered cumulative (Krathwohl, 2001) as one category may overlap some other categories. What is important is, whether educators use the original or the revised taxonomy, teachers and curriculum and material designers, should aim to reach the peak of the pyramid to achieve meaningful and productive learning.

As shown in Figure 2.2, at the bottom of the hierarchy is the knowledge level which means remembering or retrieving previously learned material. At this level, learning objectives include giving the steps of a process, enumerating, defining key terms or repeating what has been said. In this case, knowledge-level objectives are foundational to the succeeding levels of learning objectives. Any activity should not end at this level alone as this is more on memory or rote learning but this level is necessary for the completion of the higher levels of thinking in that, learners use knowledge, information or facts to perform the other skills such as understanding, applying, analyzing, evaluating and creating. In debate, for example, students cannot say something without remembering and using facts or details to support their arguments. They cannot analyze or compare their model if they do not have the basic

information they need nor can they create models without the foundational knowledge they need to remember and understand to make their model work and stand strong.

The next level, understanding (comprehension), is the largest category of cognitive skills and abilities, according to Munzenmaier (2013). At this level, the key skill is processing new information and this is very vital in debate both in the preparation stage and during the actual debate as the activity is spontaneous, not a delivery of memorized speech. At the application level, learners have to solve a new problem by applying the information they learned from the basic level. Learning objectives at the application level may require students to interpret information, to show mastery of a concept learned or to apply a skill learned. Analyzing requires students to understand relationships among parts. In debate, students show their understanding of the motion and what their opponents say, then they apply techniques they previously learned and at the same time, they analyze problems in order to engage with their adversaries.

The next level is evaluating which involves making judgments about value. Learning objectives at this level require learners to value, gauge, assess critique, choose, or modify something such as a product, design or a model or solve a problem. In debate, this level is very crucial as debaters need to evaluate their own arguments as well as critique their opponents' mechanisms and arguments to compare to theirs. They make evaluations such as judging, valuing and gauging at the course of the entire debate. The highest level of the hierarchy is creating (synthesis) which calls for creativity as learners need to produce new and unique outputs. Learning objectives at this level include creating a plan, proposing an idea or designing a product or model.

Table 2.11

The Cognitive Processes Dimension Categories

lower order thinking skills			→	higher order thinking skills		
Remember	Understand	Apply	Analyze	Evaluate	Create	
recognizing	Interpreting	executing	differentiating	checking	Generating	
identifying	clarifying	carrying out	discriminating	coordinating	hypothesizing	
recalling	paraphrasing	implementing	distinguishing	detecting	planning	
retrieving	representing	using	focusing	monitoring	designing	
	translating		selecting	testing	producing	
	exemplifying		organizing	critiquing	constructing	
	illustrating		finding	judging		
	instantiating		coherence			
	classifying		integrating			
	categorizing		outlining			
	subsuming		parsing			
	summarizing		structuring			
	abstracting		attributing			
	generalizing		deconstructing			
	inferring					
	concluding					
	extrapolating					
	interpolating					
	predicting					
	comparing					
	contrasting					
	mapping					
	matching					
	explaining					
	constructing models					

(Adopted from Anderson and Krathwohl, 2001. Source: Iowa State University Center for Excellence in Learning and Teaching)

Table 2.11 shows the six components of the revised Bloom’s Taxonomy with a list of verbs under each of the six components to guide the teachers in developing their lesson’s objectives that should not just be limited to the lower order thinking skills. As shown in the table, the arrow points from the lower order thinking skills on the left side of the dimension to the higher order skills to the right to achieve a more meaningful learning. In debate, students do this at the preparation stage of the debate as they need to propose or design their own model to solve a problem. For example, if the status quo’s model is not working, debaters need to propose one that will address the issues in the debate motion. The cognitive processes in by Anderson (2001), the

student of Bloom who was the key person in the revision of Bloom's Taxonomy, together with Krathwohl who collaborated in the original Taxonomy constructing models, show the lower order thinking skills and the higher thinking skills dimension. However, under the "understand" category, it aims at students being able to explain, that is to construct a model and in the same way, at the highest order, "create" also means to construct. Thus, to clarify this seemingly duplicated construct shown in Table 2.11 in relation to debate, "understand" may be explained that students are able to explain the model that they construct or produce (create) as a result of their analysis of the problem. This is an example of how the taxonomy revisers allow the overlap between skills particularly in terms of the second category, understand, which is why it is considered the broadest of all the categories.

2.6.2.1 Setting Learning Objectives Using LOTS and HOTS in Bloom's Taxonomy

Any activity that settles just at the low levels of the taxonomy does not give learners the opportunity to think critically enough about what they are learning in the classroom and beyond (Munzenmaier, 2013). When learning objectives focus only on the lower order thinking skills (LOTS) such as remembering and understanding, students may understand what they have learned but they fail how to put it into practical use. Higher order thinking skills (HOTS) objectives require learners to use what they have learned and can give them practice in developing new approaches to problems, identifying critical variables, and making necessary judgments. Both the original and the revised Bloom's Taxonomy can be used to develop critical thinking and problem-solving skills and the learning objectives in verb forms each of the

category represents (Munzenmaier, 2013) and all these skills can be related to the teaching of debate in the classroom.

As debate's goal is to replace rote learning into a meaningful one targeting the teaching of soft skills including communication skills and critical thinking skills among others, Bloom's Taxonomy is indeed important. According to Munzenmaier (2013, p.23), "when your goal is to have learners retain what they have learned, write lower-level objectives to target foundational knowledge. When your goal is to have learners build knowledge or apply what they have learned, write objectives that require higher-order cognitive processing." Debate requires the combination of both LOTS and HOTS as students need to remember and understand the concepts they learn by researching for them to be able to analyze as they compare and contrast the models they create against the model their opponents propose. So, they remember and understand concepts, they apply, analyze and evaluate the model they create so they combine all the skills in the taxonomy as they debate.

In debate, particularly in the parliamentary format used in this study, students seem to use all the six cognitive processes and the levels of knowledge in Bloom's Taxonomy. For example, debate requires knowledge as factual, conceptual, procedural or metacognitive - to form their arguments. When students debate, they need to remember facts, concepts and procedures. In debating, students also need to interpret, organize and analyze the information from their research as they collaborate with their team-mates and interact with their opponents (Kennedy, 2009); thus, debating is such a complex activity that needs to be designed well in terms of objectives. Debate's very important feature is for students to propose a solution to a problem, to argue why

such a solution works better than any other solution or to judge the value or the principle of a given problem (Aclan & Jimarkon, 2008), thus it necessitates the higher order in Bloom's taxonomy of learning. In Reigeluth and Carr-Chellman's (2009) important book for educators of the 21st century, they discussed curriculum-design theory that concerns what should be learned, the content of instruction, including higher-order thinking skills and metacognitive skills.

This study shows how students use these skills when they debate in rich details from their own debating experience particularly on how they reflect in achieving higher-order thinking skills.

2.6.3 Motivational Theories Supporting the Teaching of Debate and Soft Skills

The nature of debate being challenging and intellectually demanding as described by Maddox ignites curiosity to students and increases their motivation. Among the most well-known contemporary motivation theories in psychology that support this fact are Goal Setting Theory by Lock and Latham (1990) and Self-Determination Theory by Deci and Ryan (1985) and Vallerand (1997) (both in Dörnyei, 2001a). Goal setting theory states that, "Goals that are both specific and difficult lead to the highest performance provided the individual shows goal commitment" (Dörnyei, 2001a, p.11). Self-determination theory, on the other hand, explains that, "Intrinsic motivation concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity" (Dörnyei, 2001a, p.11).

As evidenced in previous literature, debate has been found to improve critical thinking and problem solving skills, communication skills, research and study skills, teamwork and leadership skills (Akerman & Neale, 2011; Parcher, 1998). In the conceptual framework of this study, debate will enable students to learn soft skills directly as shown in the figure below. Originally, teamwork and leadership skills were thought to be learned indirectly. But during the pilot testing of the focus group interview questions, the pilot participants explained that debate is a group activity that calls for teamwork with every team member having to fulfill a specific role and since there is a team, there should be a leader for each team. Thus, both teamwork and leadership skills can be directly learned by debating. It also turned out that entrepreneurship and professional ethics and morals can be directly learned by debating as well although they depend on the choices of motions as explained by the participants of the pilot study. Thus, the original conceptual framework has been revised following the suggestion of Miles and Huberman (1994) that, “good qualitative data are more likely to lead to serendipitous findings and to new integrations; they help researchers to get beyond initial conceptions and to generate or revise conceptual frameworks” (p. 1). With all these theories and the concepts explained in the review of literature that support the teaching of soft skills via debate across the EFL/ESL curriculum, the following conceptual framework has been drawn in Figure 2.3.

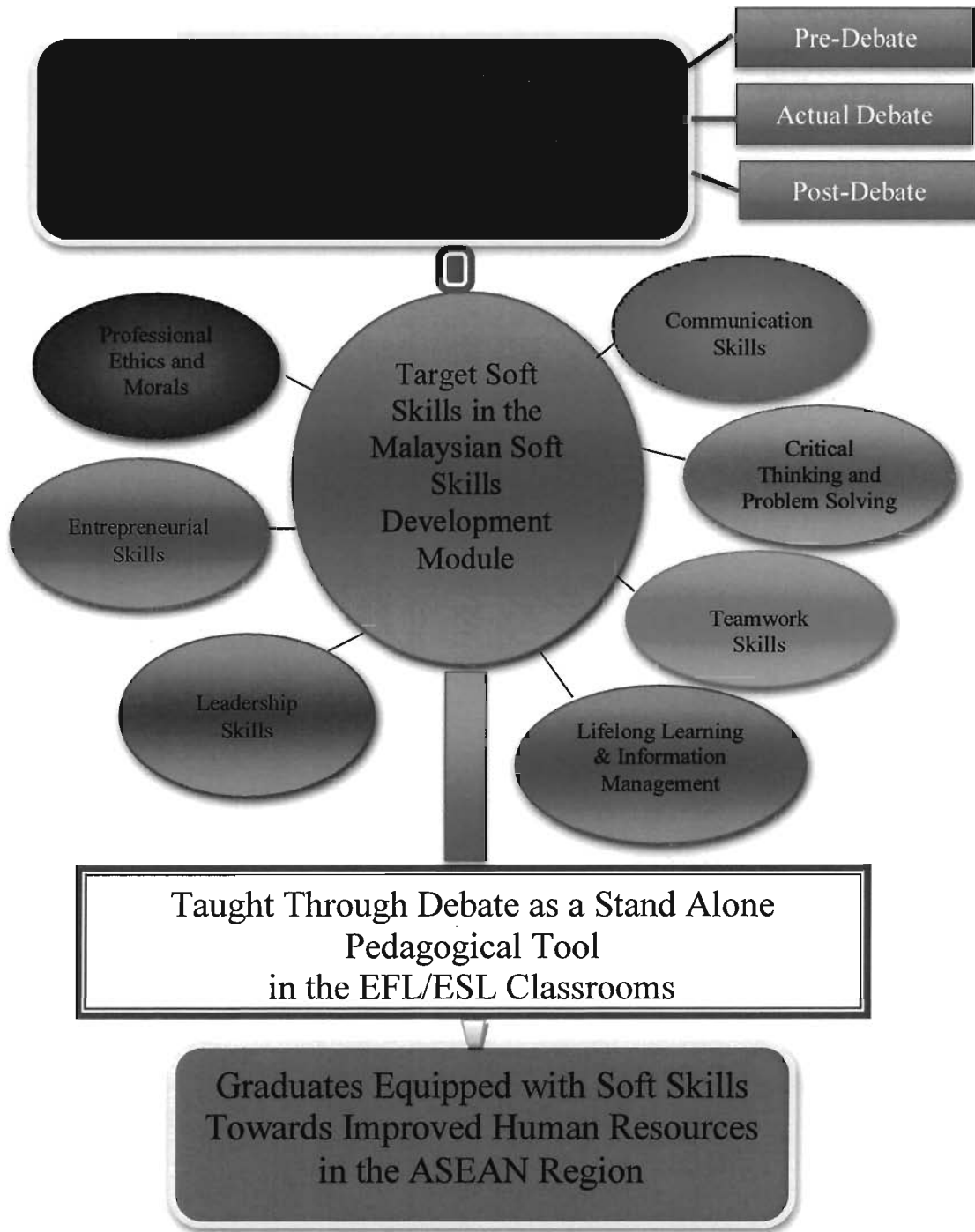


Figure 2.3. Conceptual framework of the study

2.7 Summary

Chapter Two presented the review of literature relevant to the study particularly on studies conducted on debate and soft skills developed by debating, thus establishing the research gap and the necessity of this study. It also presented the conceptual and theoretical framework of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the study and it specifically explains how the study will be conducted. It discusses why qualitative methodology is used. It also shows the research design, sampling, participants of the study, data collection method and data analysis. It highlights how trustworthiness is achieved. Finally, ethical considerations in the conduct of the study are also explained.

3.2 Research Design

This study used qualitative methodology. Qualitative research as a field of inquiry has been defined in many different ways. Denzin and Lincoln (2005), focusing on the context and data collection, offered the following definition.

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (p. 3)

Qualitative methodology was chosen to approach this study. As the main purpose of this study was to explore and understand debate as a pedagogical tool to develop soft skills in the EFL/ESL contexts, qualitative method deems to be the appropriate

approach. To fill in the gap of what is not fully known in the literature on how debate can develop soft skills from the debate experts' and EFL/ESL students' perspectives, in-depth and rich descriptions of the participants' debating experience were made possible through qualitative methodology.

More importantly, to answer "how" and "why" questions as the case of this study, qualitative inquiry offers a great advantage (Baxter & Jack, 2008; Guest, Namey & Mitchell, 2013) particularly to understand meaning, context and process (Maxwell, 2005). The biggest advantage of qualitative approach is its flexibility allowing the probing of responses or observations to obtain a rich description and detailed explanations of the participant's experiences (Creswell, 2012; Krefting, 1991; Merriam, 2009; Guest, Namey & Mitchell, 2013). Furthermore, Guest, Namey and Mitchell state that, "Qualitative research can also directly document causal relationships" (p.22).

Since little is known how debate can develop soft skills as the case presented in the review of literature in this study, qualitative approach is more useful as it attempts to explore complex variables that might be affecting a situation (Hancock & Algozzine, 2006). Some of the soft skills known to have been developed by debate shown in literature are communication skills, critical thinking skills and teamwork skills. Even if these skills were proven to be developed by debate, most of the studies have been conducted outside the ASEAN and EFL contexts (Akerman & Neale, 2011). Thus, the present study explores how these soft skills are developed from the perspectives of non-native English speakers or EFL/ESL students across the ASEAN region studying in Malaysia. This is in line with the suggestion made by Akerman and Neale (2011)

and Bellon (2000) for further studies on a different context. Four among the seven soft skills in MSSDM, i.e., lifelong learning and information management, leadership skills, entrepreneurial skills and professional ethics and morals – have been given little attention in the previous literature (Parcher, 1998). Therefore, these skills need to be explored on how they can be developed through debating together with the other three skills among EFL students.

Qualitative research involves the use of a wide array of empirical materials including case study, interviews and observations among others. It describes the subject matter at hand to consequently lead to an accurate interpretation and better understanding (Denzin and Lincoln, 2005).

This study also takes an element of phronetic approach as proposed by Sarah Tracy (2013) in which she considers doing qualitative research that matters. A praxis or practice based approach suggests that, “qualitative data can be systematically collected, organized, interpreted, analyzed, and communicated so as to address real world concerns” (Tracy, 2013, p. 4). Tracy stated that researchers should begin their research process with the identification of a certain problem or issue that would be the basis for the systematic data interpretation and analysis to shed light on the issue and would thereby lead to possible solution. Stake (2005) strongly supports the organization of a qualitative case study around issues making the selection of issues crucial. In fact, Stake suggested that researchers pose what he calls as ‘foreshadowed problems’ to be the starting point of the case study and then focus on issue-related observations, interpret data patterns and reconstruct the identified issues as assertions.

In the case of this study, the main issue that led the researcher to conduct this study is the lack of a unified or stand-alone teaching approach to teach the seven soft skills as prescribed in the MSSDM to increase the chance of graduates' employability. One of the main proponents of phronetic approach, Flyvberg, (2004) suggested three steps in planning a research which helped set the direction of this research as follows:

Three things need to be done if planning research is to be taken in this direction. First, the rationalism typical of most of the schools of planning thought that influence planning research should be given up, from the rational planning paradigm to the knowledge/action theory of planning to the communicative paradigm. The taken-for granted 'truths' about the rational and progressive promise of planning should be replaced by an analysis of these truths, and of planning, in terms of power. Second, the problems that matter to groups in the local, national, and global communities in which we live should be addressed, and this should be done in ways that matter. Finally, the results of research should be communicated effectively and dialogically to fellow citizens and their feedback should be carefully listened to. (p. 284)

Phronetic research is derived from the Greek work '*phronesis*' translated as prudence or 'practical wisdom.' This qualitative approach assumes that, "perception comes from a specific (self-reflexive) subject position and that the social and historical roots of an issue precede individual motivations and actions. It also assumes that communication produces identity for the researchers as well as for those researched, and generates knowledge that benefits some more than the others" (Tracy, 2013, p. 4). Phronetic research originated from Aristotle's philosophy as a way of communicating

results of qualitative inquiry that emphasizes the practical use of knowledge considering the issue of power in research planning (Flyvberg, 2004).

Taking from the above concept of pragmatism and power in research methodology, the participants' voice is given power to shed light in the existing problem and such voice will be taken into consideration in educational planning such as in curriculum development and implementation in which this study is leading to. In modern education policy making, primary stakeholders' voice such as those of the students and teachers is given utmost importance to improve learning outcomes and to ensure sustainability of good educational practices (European Network of Education Councils [EUNEC], 2010). Indeed, students, particularly more mature ones like those in the tertiary level, know what works best for them and what does not. Thus, it is but proper that they be heard and consulted especially if decisions will be made for them.

Basic approaches in qualitative research include phenomenology, ethnography, inductive thematic analysis, grounded theory, discourse analysis, conversation analysis, narrative analysis, mixed methods and case study (Guest, Namey & Mitchell, 2013). This study used case study. Creswell (2013) defines case study as:

a type of design in qualitative research that may be an object of study, as well as a product of inquiry ...the investigator explores a real-life, contemporary bounded system (case) over time, through detailed, in depth data collection involving multiple sources of data (e.g., observations, interviews, audiovisual material, and documents and reports) and reports a case description and case themes" (p. 97).

Baxter and Jack (2008) define qualitative case study as “an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources” (p. 544). Creswell (2013) gives a clearer and more comprehensive definition.

He defines case study research as:

a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g. observations, interviews, audiovisual material, and documents and reports), and a case description and case themes. (p. 97)

Furthermore, case study research methods, according to Hancock and Algozzine (2006), “allow researchers to capture multiple realities that are not easily quantifiable. This approach differs from other methods in its holistic approach to information collection in natural settings and its use of purposive sampling techniques” (p. 72). This study addresses multiple realities and issues that cannot be explained in quantitative terms, thus qualitative case study is the appropriate approach wherein data were gathered from participants purposively chosen for the data gathering in natural settings. Issues that were addressed included how debate can develop soft skills in the MSSDM, how it can be introduced to mixed levels of EFL/ESL proficiencies (Lieb, 2007) and to both genders with females perceived as inferior (Goodwin, 2003) particularly in the Asian cultures.

The use of case study as an in-depth exploration of an activity or a program is also well supported by Merriam (2009) who stated that, “the case study offers a means of investigating complex social units consisting of multiple variables of potential

importance in understanding the phenomenon” (p. 50). Moreover, qualitative case study methodology, according to Yin (as cited in Baxter & Jack, 2008), should be considered when:

- the focus of the study is to answer “how” and “why” questions
- you cannot manipulate the behavior of those involved in the study
- you want to cover contextual conditions because you believe they are relevant to the phenomenon under study
- the boundaries are not clear between the phenomenon and context. (p. 545)

Case study being increasingly used in education is an ideal choice of research approach if what is required in the study is a holistic, in-depth inquiry (Tracy 2013).

Case study has been classified by Stake (2005) into three types according to the study’s intent as follows:

- intrinsic case study - if the study wants better understanding of a particular case
- instrumental case study – if a certain case is examined mainly in order to provide insight into an issue or to redraw a generalization
- multiple or collective case study – if there is less interest in one particular case or if it involves multiple cases to understand the issue from different perspectives

Furthermore, Baxter and Jack (2008) taking from Yin (2003), explained that:

A multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. Because comparisons will be drawn, it is imperative that the cases are chosen carefully

so that the researcher can predict similar results across cases, or predict contrasting results based on a theory. (p. 548)

As this study deals with multiple cases and various issues in introducing debate across the curriculum to teach a number of soft skills to EFL/ESL students in various countries across ASEAN countries, it used multiple case study type. As the focus of qualitative case study is on “holistic description and explanation” (Merriam, 1998, p. 29), this study reported comprehensive findings and interpretations that will provide a deep understanding of debate as a pedagogical tool to develop soft skills in EFL/ESL contexts from various perspectives of debate experts and students. Figure 3.1 displays the research framework of the study including data gathering techniques and data analysis procedures.

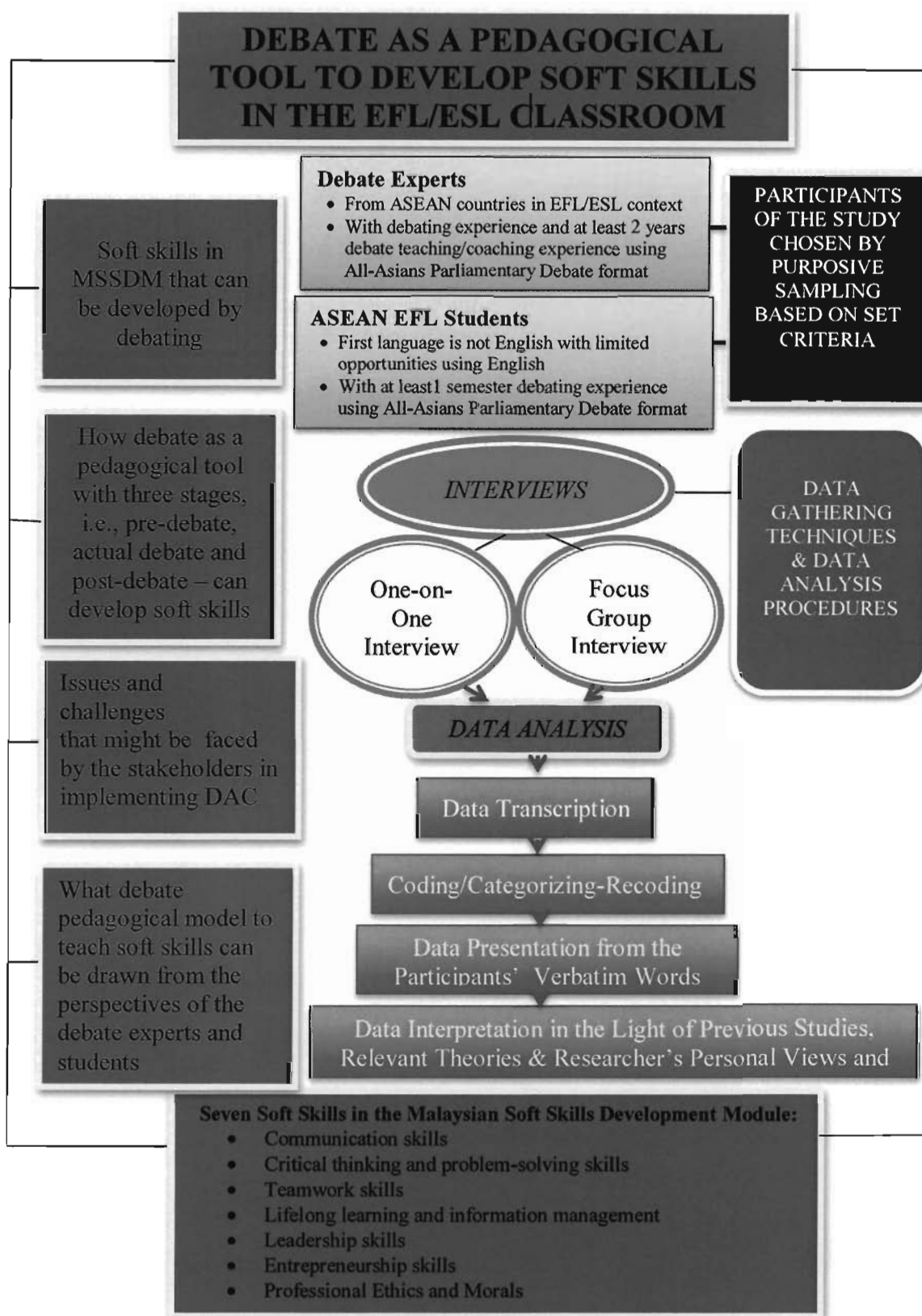


Figure 3.1. Research framework of the study

3.3 Selection of Participants

Purposive sampling was used in this study specifically criterion or discriminate sampling as certain criteria needed to be met. For a qualitative case study, purposive sample will be drawn to build a variety of perspectives from different samples and acknowledge intensive study opportunities (Stake, 2005). Stake emphasized that “nothing is more important than making a representative selection of cases” (p. 451). These representatives should be carefully chosen to increase the scope and richness of data, particularly from multiple perspectives as suggested by Rudestam and Newton (2007). In this case, formal sampling is necessary which entails identification of criteria. Therefore, the participants in this study were chosen based on a set of sampling criteria. For debate experts, they were selected based on the following criteria: at least two years of teaching/coaching/training debate using APD format, has debating experience in APD format, from Southeast Asian country, and first language is not English. For debate students, the criteria for selecting the participants are the following: at least one semester of debating in APD format, from an ASEAN country, from various English language proficiency levels, and first language is not English.

In particular, maximum variation sampling was used which included two groups of participants, i.e., debate experts and debate students from both genders, varying length of debating and debate teaching experience, different English proficiency levels and from various settings thus participants were selected from different countries to represent a wide range of experience related to debate. In maximum variation sampling, the goal is not to build a random and generalizable sample, but rather to try to represent a wide range of experiences (Patton, 1990).

For a qualitative case study, purposive sample should be drawn to build a variety of perspectives from different samples and acknowledge intensive study opportunities (Stake, 2005 and increase data richness and scope from multiple perspectives (Patton, 2002; Rudestam & Newton, 2007). Formal sampling in the selection of participants which required criteria was therefore necessary and these included prior debating experience, at least two years of debate teaching/coaching experience in the ASEAN region using the All-Asians Parliamentary Debate (APD). APD is a simpler debate format with three speakers on each side more appropriate in the EFL/ESL context with mixed English proficiency level students so that students would not deal with too many complexities. Similarly, the criteria for focus group consisting of debate students included from at least three different ASEAN countries in ESL/EFL context with at least one semester classroom APD experience, from three different intakes and from both genders.

The desired sample size for the one-on-one interview was two for each four ASEAN countries including Indonesia but it turned out that the other two who agreed to be interviewed in the Philippines have taught the more complex British Parliamentary (BP) format, instead of the simpler APD. The same with those contacted in Indonesia revealed that they used BP in teaching debate, thus they were eliminated so that only five who fit in the criteria and agreed to interview became the participants of this study. For the focus group interview, there were only eleven ASEAN students within the three intakes that debate was offered in the study locale. Although eight confirmed to participate in the interview, only six students participated in the actual interview. Nevertheless, three to five participants are more manageable particularly to avoid

confusion on identifying speakers and on the data transcription and analysis as many participants may confuse the data transcriber (Creswell, 2012; Tracy 2013).

The best sources of data for qualitative research are those who have experienced the phenomenon (Creswell, 2014). Although there were only five debate experts as participants in this study, they provided rich data as they are all experienced debaters excellent at supporting, explaining and substantiating their points extemporaneously. Data saturation desired to answer the study's research question was already reached on the third participant. Data saturation is an important factor to consider in data gathering and this is achieved when the participants say almost the same thing and any new data will no longer make a difference (Creswell, 2012; Patton, 1990; Rudestam and Newton, 2007; Tracy, 2013).

3.4 Participants of the Study

There were two groups of participants in this study. One group was composed of five debate experts who have been teaching debate using the All-Asians Parliamentary format for at least two years. The five debate experts who also have prior debating experience are from three Southeast Asian countries in EFL/ESL contexts. Two are from Thailand (EFL), two from Malaysia (ESL), and one from the Philippines (ESL). Table 3.1 shows the demographic profile of the debate experts.

Table 3.1

Demographic Profiles of Debate Experts

	Debate Expert (Pseudonym)	Country	Number of Years Debating	Number of Years Teaching Debate/ Coaching Debaters	ITP-TOEFL Score before Debating
1	Job	Thailand	6	4	603
2	Eric	Philippines	4	10	Not Available
3	Prasit	Thailand	5	6	593
4	Joyce	Malaysia	3	2	N/A
5	Sonya	Malaysia	4	3	N/A

To triangulate the debate experts' perspectives, a focus group of six students from three batches of debate class in a university in north Malaysia was formed. Table 3.2 shows the demographic profile of the focus group participants.

Table 3.2

Demographic Profiles of the Focus Group Participants

	Focus Group Participants (Pseudonym)	Gender	Country	First Language	Period in Studying Debate	Entrance ITP-TOEFL Score
1	Nisa	Female	Thailand	Thai	March –Sept 2012	353
2	Intan	Female	Indonesia	Indonesian	Oct 2012 – April	387
3	Myo	Male	Myanmar	Burmese	March –Sept 2012	417
4	Kittipat	Male	Thailand	Thai	Oct 2012 – April	420
5	Chatri	Male	Thailand	Thai	April – Oct 2013	393
6	Andre	Male	Indonesia	Indonesian	March – Sept 2012	377

The debate experts are from both ESL and EFL contexts while the focus group members are all from EFL context in the ASEAN region. Using separate groups of individuals in a case study is supported by Creswell (2012) although the main purpose of the representation is not to generalize but to gain a better understanding of each represented case so that the various contexts that would be richly described in the findings would increase their transferability to the readers who will be using this study.

3.4.1 English Proficiency Description of the Participants

As to the English proficiency of debate experts, only Prasit and Job reported that they had taken institutional testing program Test of English as a Foreign Language (ITP-TOEFL) prior to their debating experience. Prasit had a score of 593 during his entrance at the university and Job had a score of 603, both scores are classified as *Independent User - Vantage*. Their scores are way higher than the debate student participants of this study, in which the average is only 391 (*Basic User – Way stage*). Although Eric and Sonya did not have TOEFL score, they both perceived that their English proficiency before they joined debate competitions was high. Sonya belonged to the Top 3 in her secondary school while Eric graduated Valedictorian in secondary school and was an extemporaneous speaker even before he had started debating. Only Joyce perceived her English proficiency as low prior to her joining the university debate club. Nevertheless, Joyce had both classroom and competitive debating experience in English and has been coaching debate in English making her qualified as a debate expert.

For the debate student participants, they debated at least six times and attended at least 70 percent of the 16-week classes as a requirement in their two Listening and Speaking classes in a four month intensive English course (IEC). The IEC composed of Reading, Writing, Listening and Speaking. IEC students were placed in their respective levels based on their English Placement Test (EPT) results using paper-based ITP-TOEFL. The following ITP-TOEFL scale of English language proficiency to categorize the participants of this study was used for the purpose of increasing the transferability of the results of this study as it establishes the possibility of debate in

the EFL/ESL classroom even at the basic user level. Table 3.3 shows the TOEFL score scale as basis of the debate students' English proficiency level.

Table 3.3

TOEFL Score Scale

TOEFL Score	English Proficiency Level According to Common European Framework of Reference (CEFR)
337-459	Basic User – Way stage
460-542	Independent User – Threshold
543-626	Independent User – Vantage
627-677	Proficient User – Effective Operational Proficiency

(Source: ETS, 2014)

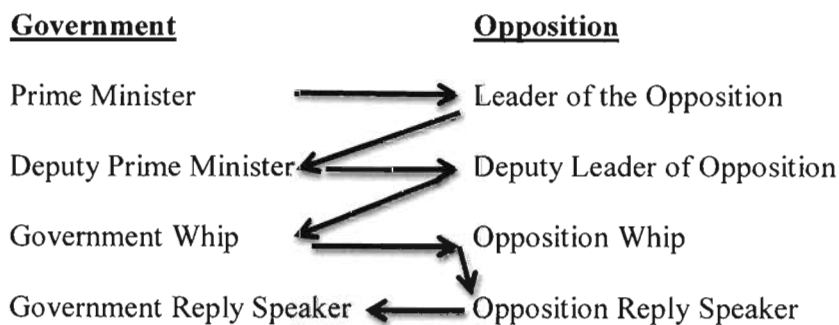
As most of the IEC students in the locale of this study were from countries where English is rarely used or not used at all except in the English classrooms, their average entrance English proficiency as shown in their EPT, is relatively low (October 2012 – March 2013 intake = 370/677 and March – September 2013 = 363/677). Universities in the US accept a TOEFL score of at least 500 or its equivalent while the debate students chosen as participants in this study ranges from 337-459 with an average score of 391, way below the threshold set in American, British or Australian universities operating in English medium academic endeavors.

This language proficiency profile of the student participants presents two pedagogical dimensions. First, it shows that these groups of students from various intakes really needed an intervention like the IEC to improve their proficiency for them to study in a university where English is the medium of instruction. As such, debate is one of the subjects taught representing Listening and Speaking class forming mixed-proficiency students except real beginners who are taught basic listening and speaking skills. Second, the student participants' English language profile shows that the focus group participants belonging to the *basic user-way stage* (337-459) level of English

proficiency are capable of debating. This was also shown by the fact that the passing rate among the three debate classes in three intakes was 92 percent.

3.4.2 The Debate Format Used by the Participants

The debate format used in this study is the simpler one, more ideal for novice debaters, i.e., the All-Asians Parliamentary Debate (APD), with three speakers on both the government and opposition sides. The government side is composed of the Prime Minister (PM), the Deputy Prime Minister (DPM) and the Government Whip (GW). The opposition side comprises of the Leader of the Opposition (LO), the Deputy Leader of the Opposition (DLO) and the Opposition Whip (OW). The Reply Speaker for each side should be either the PM/LO or the DPM/DLO, not the GW/OW. The arrangement of the speakers is illustrated as follows:



Like in national, regional or world tournaments using APD, in this study each of the six speakers on both sides should deliver a constructive speech of seven minutes and the reply speeches three or four minutes. Between the second and sixth minutes of the constructive speech, a Point of Information (POI) can be raised. The POI is either in a form of a question or a statement intended to weaken the point of the speaker to whom the POI is raised. POI tests the student's reasoning or critical thinking skills and speaking power in a spontaneous and quick manner. POI can be raised only

between the second and the sixth minutes of each speech. No POIs can be raised during reply speeches. Every debater is encouraged to offer as many POIs as possible and to accept at least two. Debaters who do not accept POI are penalized.

3.4.3 Debate as a Pedagogical Tool

As the focus of this study is on how debate as a pedagogical tool with three stages, i.e., pre-debate, actual debate and post-debate can develop soft skills, this section will show how debate can be systematically used in the EFL/ESL classroom based on Activity Theory (AT), Task-Based Language Teaching (TBLT) and Bloom's Taxonomy of Learning (BTL). The inter-related theories and concepts of AT, TBLT and BTL guide the use of debate as a teaching pedagogy.

In Activity Theory by Vygotsky, each part or member of the learning community has a role to play and contribute to productive and meaningful learning outcomes. The learning community can be likened to an orchestra building a harmonious learning environment, as each community member plays a certain role towards maximum skills development. For example, the lecturers have specific roles to play in using debate in the classroom. After the teachers have taught the basics and techniques of debating, they have a role to play in each stage of the debate. In the pre-debate stage, they will assign the teams, the motion and the schedule for the classroom debate matches while in the actual debate, they will act as the adjudicator because at the post-debate they will give the oral adjudication, i.e., the strengths and weaknesses to be improved in the next debate rounds.

The debaters, of course, do important roles in each debate stage for the entire class to learn from them. At the pre-debate, they prepare for the assigned motion so that they can deliver a well-researched and supported speech during the actual debate. At the actual debate, the debaters do not just deliver their prepared speech but they must respond to the dynamics of debate by giving a rebuttal and offering and answering POIs. Then, at the post-debate, they must listen to the oral adjudication so that they can improve in their matter, manner and methods in their next debates. Even the students who are not debating at a certain round have the role to play in the learning community. They must listen to the actual debate, some acting as adjudicators, so that they can participate during the post-debate. The teacher can also design a reaction paper to every motion or topic so that every one will be involved and not just as passive listeners during the debate activity.

While Activity Theory focuses on the roles of all the stakeholders in the learning community, Task-Based Language Teaching focuses on the task itself to be done by the learners. Willis (1996) defines task as “a goal-oriented activity in which learners use language to achieve a real outcome...learners use whatever target language resources they have in order to solve a problem...” (p. 6). Thus, debate as a pedagogical activity with three stages, i.e., pre-debate, actual debate and post-debate, is used as in the EFL/ESL classroom to solve a problem in a given motion and while they solve a problem as teams, they also develop soft skills. The bulk of the tasks are laden in the pre-debate stage, serving as the foundational stage because the success of the actual debate greatly depends on the preparation and coordination of the students. The pedagogical tasks of debate in three stages can be illustrated with an inverted pyramid as shown in Figure 3.2.

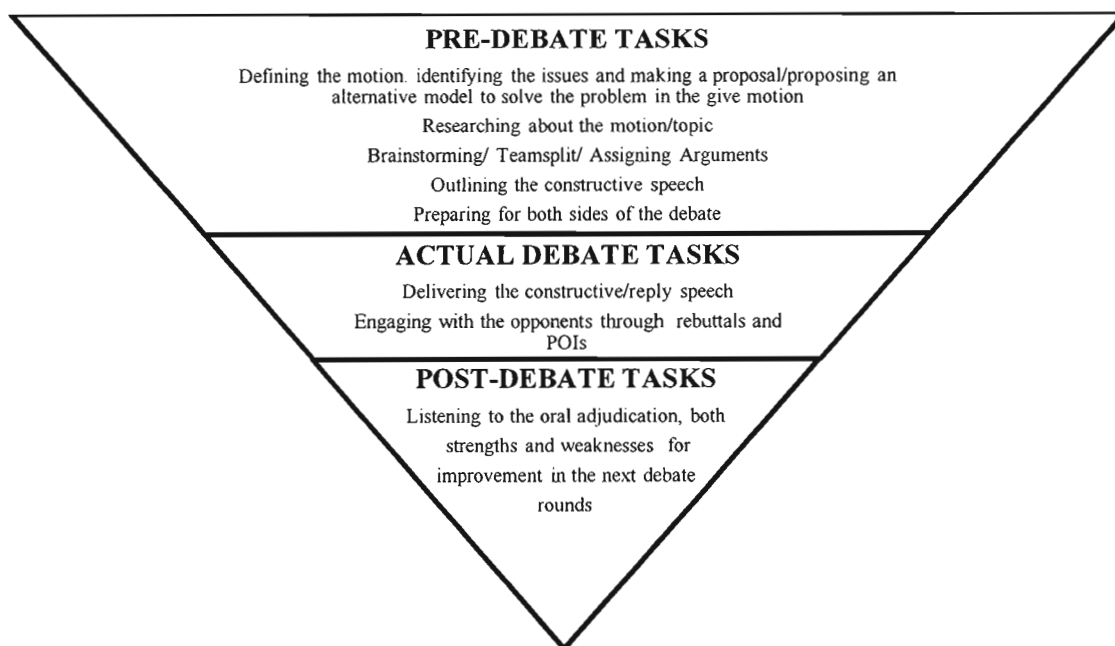


Figure 3.2. Pedagogical tasks in the three stages of debate

As to the use of Bloom’s Taxonomy of Learning which focuses on the learning objectives, debate as a pedagogical tool requires the use of higher order thinking skills in all the three stages. For example, in the pre-debate stage, researching requires the students to pay attention to the information or knowledge, the basic level of BTL. They apply, analyze and synthesize the information they research for them to have a strong basis in the solution they propose to solve the issues or problem in the debate when they deliver their speech during the actual debate. Applying, analyzing and synthesizing are higher order thinking skills. At the post-debate, they listen to the oral adjudication so they use meta-analysis to compare and contrast their performance with their opponents and how they fulfill their role with their team-mates.

Activity Theory, Task-Based Language Teaching and Bloom’s Taxonomy of Learning interact and complement with each other to achieve learning outcomes, i.e., the development of soft skills. The following table shows the relationship, roles and

tasks of the teacher, the debaters as well as the audience as components of the learning community in each debate stage.

Table 3.4

Debate as a Pedagogical Tool

Debate Stage	Teacher's Tasks	Debaters' Tasks	Not Debating Audience
Pre-debate Stage	<ul style="list-style-type: none"> • Forms teams, helps assign leaders and announces match/round schedules with timekeepers • Assigns motions • Updates the preparation 	<ul style="list-style-type: none"> • Plan the preparation • Leaders assign each member topics to research and facilitate brainstorming and discussions • Each team member will do research, participate in the discussion, outline/prepare his/her own speech, collaborate/coordinate with the team 	<ul style="list-style-type: none"> • Read/Research in advance about the given motions so that they can relate to the debate
Actual Debate	<ul style="list-style-type: none"> • Serves as the adjudicator • May train other adjudicators 	<ul style="list-style-type: none"> • Deliver a 7-minute constructive speech or a 4-minute reply speech • Respond to the dynamics of the debate, i.e., engaging through rebuttal or POI • Coordinate with and support the team's stance • Fulfill designated role and abide by the debate rules 	<ul style="list-style-type: none"> • Listen to the debate to be able to give comments at the end of the debate and for reaction paper or any requirement asked by the teacher
Post-Debate	<ul style="list-style-type: none"> • Presents the oral adjudication 	<ul style="list-style-type: none"> • Listen to the oral adjudication • Discuss with team-mates points for improvement 	<ul style="list-style-type: none"> • Listen to the oral adjudication • Give comments

As indicated in Table 3.4, each member of the class has a role to play in order to maximize learning in the debate class. The teacher' and the students' role in the debate class is defined. The topics are given at least five days prior to each debate round to give the students ample time to prepare as they are encouraged not to fully read from their notes although they are allowed to glance in a while on their prepared outline. This is to encourage fluency development and real practice of language use. Brown (2007) and Krashen (1987) recommended the use of activities that resemble real-life situations. In real-life, speakers do not read a prepared speech in order to

communicate and even in public speaking, a fully read speech is not encouraged. This principle in developing fluency and spontaneity in speech and to handle communication complexity as discussed in the previous chapter is applied among the participants of this study.

In using debate as a pedagogical tool, judging criteria are also important. Table 3.5 shows the criteria in judging a classroom debate that will guide both the students and teachers what they have to pay attention to when they debate. The table also shows the targeted soft skills for each criteria.

Table 3.5

Debate Criteria with Target Skills

CRITERIA	SCOPE	%	TARGET SOFT SKILLS
Matter	Debate substance, arguments, use of evidences, logical reasoning/analysis, rebuttals, raising and handling Point of Information (POIs)	40	Critical thinking and problem-solving Life-long learning and information management Entrepreneurship and professional ethics and morals (depending on the selected topic)
Manner	Delivery style, language use, debater's conduct, persuasion skills, organization skills	40	Communication skills
Method	Role fulfillment, debate rule observance, team consistency, response to debate dynamics	20	Leadership Teamwork

As shown in Table 3.5, the targeted soft skills are embedded in the debate itself. For example, matter addresses not only the content or topic of the debate through the substance and arguments to be dealt with by each debate student. It also addresses critical thinking and problem-solving skills as well as lifelong learning and information management through the rigorous preparation phase that requires research. Through the choice of the topic or motion, other soft skills such as ethics and entrepreneurship can also be covered. The second debate criterion, i.e., manner,

deals with communication skills that includes grammar, pronunciation, choice of words, confidence, organization of ideas, delivery and non-verbal skills such as gestures, use of voice, eye-to-eye contact and persuasiveness. The last criterion, method, targets teamwork and leadership as it gauges consistency of team members with each other and fulfillment of their roles according to the rules of debate. For the roles and rules used in this study, a complete APD guideline as well as samples of motions (the topics for debate rounds) will be appended at the end of this study.

3.5 Data Collection Techniques and Procedures

The data of this study were collected through one-on-one interview with debate trainers/experts who have at least two years of debate teaching/coaching and debating experience as well as through focus group interview with debate students from various countries. Creswell (2013, 2014), Guest, Namey and Mitchell (2013), Merriam (1998), Patton (2002), Rubin and Rubin (2012) and Tracy (2013) listed interview as one of the most commonly used approaches to data collection in qualitative research.

3.5.1 One-on-One Interview

A semi-structured one-on-one interview (OOI) with the five debate experts who did not only debate but have taught debate for at least two years was conducted to answer the research questions posed in this study. As suggested by Hancock and Algozzine (2006), the researcher should identify key participants whose background, experience and opinions will provide relevant information and insights related to the research questions. In the case of this study, debate experts who did not only debate but have taught and organized debates are the key sources to answer the study's research

questions. Furthermore, being experts in the field of debate, they could give rich and in-depth perspective from their debating and debate teaching experiences.

Although time-consuming and costly, one-on-one or individual interview may yield significant information in breadth and depth from the individual participant's perspective (Creswell, 2012; Hancock and Algozzine, 2006). One-on-one interview is also the appropriate approach to explore the possibility of introducing debate across the EFL/ESL curriculum as the debate experts would identify the issues and challenges faced by the stakeholders in implementing debate in the classroom. As there are but a few debate experts using the All-Asians Parliamentary Debate format and have taught in the classroom setting willing to be interviewed, one-on-one interview eased this limitation on debate experts instead of conducting a focus group interview with them.

The one-on-one interview was properly set. Using a semi-structured interview that would gather data to answer the questions posed in this study, such as how debate could develop soft skills in MSSDM, offered flexibility necessary in collecting rich and in-depth data. Probes and follow-up questions were raised in cases where the prepared questions were not satisfied as suggested by Creswell (2012). The OOI, which took an average of one hour and twenty five minutes, was audio-taped for higher fidelity and trustworthiness (Rudestam & Newton, 2007).

3.5.2 Focus Group Interview (FGI)

Focus group, according to Krueger (1994), "is a special type of group in terms of purpose, size, composition, and procedures" (p. 6). According to Tracy (2013), the

term focus group interview was originally coined to refer to “the practice of focusing on very specific questions after having completed considerable research ... Focus groups have a long history in market research, but they can also be material for excellent qualitative research” (p. 167). Tracy also pointed out that focus groups are appropriate for a study if the topic could benefit from the group effect. Krueger (1994) said FGI is usually composed of 7-10 participants selected due to similar characteristics related to the topic. Creswell (2012), on the other hand, suggested four to six as the ideal number for a focus group interview (FGI) to make it more manageable particularly in terms of transcribing the data. For Tracy (2013), focus group is composed of three to 12 participants. The key here is to gather rich and deep data in order to produce a thick description of the phenomenon studied (Tracy, 2013).

In this study, five focus group participants were interviewed following the criteria of representation of various countries. Too many participants in one focus group may not be manageable in terms of the allotted time for the interview and of the identification of the participants' comments for coding and interpretation. If the interview is prolonged like what happened in the pilot testing, some participants had to excuse themselves to leave before the interview ended.

Stewart, Shamdasani and Rook (2007) gave the advantages of focus groups (FGs) as follows:

- Focus groups provide information from a group of respondents more quickly and at a lesser cost compared to individual or separate interview.

- They allow the direct interaction between the researcher and the respondents providing opportunities for probing or follow-up and clarification of responses.
- The flexibility of the FG format provides a chance to gather huge and rich data from the participants' own words in which the researcher can gain deeper meanings and understanding.
- FGs allow reactions by participants to build on the responses made by other group members resulting to the group's synergistic effect that may not be possible in individual interviews.
- FG results are easy to use and understand in which researchers and decision-makers can readily understand the informants' verbal responses contrary to quantitative research such as survey that uses complex statistical analysis which is not easy to interpret.

In conducting the FGI in this study, the participants understood and signed the Letter of Consent and they also provided their demographic information first. Then, they were explained the conduct of the interview, the approximate duration of the interview and that they should elaborate their answers in details as much as possible. They also understood that probes or follow up questions would be asked further at the course of the interview. Moreover, they were made to clearly understand the concepts of soft skills and debate as a pedagogical tool with three stages as the main focus of the interview to ensure uniformity of definition of each skill being studied as well as the debate as a structured activity in order to yield the desired results. They were provided a copy of the MSSDM's definition of each of the seven soft skills prior to

the interview for better understanding of the concept of soft skills and were briefed about soft skills to ensure that they were clear about them.

Each of the participants took turns in answering the questions unless they declined a turn or volunteered for extra or further answers. This helped create a more relaxed and friendly atmosphere. Allowing participants the freedom in volunteering and declining to answer was intended to reduce tension or pressure and to increase the richness and depth of data (Krueger, 1994). Creswell (2012) pointed out that FGIs are advantageous if participants will likely yield the best data through their cooperation with each other and with the group members' similarity. In the conduct of FGI in this study, the participants were comfortable with each other and cooperation was achieved. As debaters who are used to giving their points with supporting evidences and details, they at times did the probing among themselves. The FGI was audio-recorded for high fidelity (Rudestam & Newton, 2007). Qualitative research is not centered on the rules but on the rigors of how trustworthiness is achieved (Krefting, 1991) and recording is one way of ensuring rigor. Table 3.6 is the summary of data collection techniques for this study's research objectives and questions.

Table 3.6

Summary of Data Collection Method

Research Objectives	Research Questions	Data Collection
1) To identify the soft skills developed by debating	What are the soft skills developed by debate from the debate experts' perspectives?	One-on one Interview & Focus Group Interview
2) To describe how the three stages of debate as a pedagogical tool, i.e., pre-debate, actual debate, and post-debate, can develop the soft skills prescribed in MSSDM	How can the three stages of debate as a pedagogical tool, i.e., pre-debate, actual debate and post-debate develop the soft skills prescribed in MSSDM?	One-on One Interview & Focus Group Interview
3) To identify the issues and challenges that might be faced by the following stakeholders in implementing debate across the EFL/ESL curriculum: <ul style="list-style-type: none"> • administrators • teachers • students 	What are the issues and challenges that might be faced by the following stakeholders debate is implemented across the EFL/ESL curriculum? <ul style="list-style-type: none"> • administrators • teachers • students 	One-on-One Interview & Focus Group Interview

3.6 Pilot Testing

A pilot test is a procedure in which an instrument such as interview questionnaire is tried out by the researcher for feedback from the pilot participants so that necessary modification should be done (Creswell, 2012; Rudestam & Newton, 2007). A pilot testing was conducted to find out how the data collection methods, namely, the focus group and one-on-one interviews, serve their purpose in answering the questions posed in this study. The conduct of the pilot focus group interview with another group of EFL students helped the researcher a great deal in various aspects. First, it redirected some concepts originally identified in the conceptual framework. For example, the participants claimed that all the seven soft skills were directly developed by debating. Originally, lifelong learning and information management skill was categorized by the researcher under indirectly learned skill through debating but the

participants argued that the preparation for debate made them develop research and skills necessary for lifelong learning.

Secondly, the pilot testing helped in the identification of some issues and challenges in the selection of participants who can provide rich and in-depth information with multiple perspectives related to the research problems. For instance, the representation issue explained by Stake (2005) to guide the selection in order to give a multiple perspective was not applied in the pilot study. If pilot test was not conducted, this important missing concept of this study would have not been included.

Specific criteria were not set in the selection of the participants of the pilot FGI making it hard to focus on the important issues covered in this study such as the applicability of debate in various EFL countries, the issue on the level of students' proficiency who are supposed to be in the debate class and the cultural gender biases against women in intellectual pursuits such as debate. Thus, elaborate criteria for sampling should guide the conduct of the main FGIs. As it was established in the pilot testing that gender bias has not been experienced by the female students from the three intakes since debate was implemented in the locale of the study, the gender criterion was then dropped. However, both genders were still represented in the conduct of the FGI so that both male and female's voice will be heard and that the transferability or applicability of the findings will increase.

Another important aspect improved by the pilot testing was the modification and refinement of the FGI questions to be more focused on the capturing of data directly answering the research questions of this study. Some questions were irrelevant to the

purpose of the study so they were opted out. For example, the question, “How do you rank the soft skills you developed from debating?” This was irrelevant as it does not answer any research problem in this study.

Furthermore, the pilot test improved the probing techniques of the researcher by asking more follow-up questions to responses that were unique or deviant and also on answers that were not well elaborated. After more readings on how to improve probing skills, the conduct of the actual FGIs and one-on-one interviews was greatly improved.

Another lesson learned from conducting the pilot test is the need to provide to each participant a hard copy of the complex definition of the seven soft skills as defined by MSSDM for a common understanding of the soft skills. Although they were sent a soft copy of the soft skills definition via email, they did not seem to read it seriously and some said they did not have Internet connection for several days so they were not able to open the file. Thus, in the pilot FGI and one-on-one interview, the respondents gave various interpretations of soft skills orally explained to them by the researcher making the interviews somewhat confusing and clarification of the concept of soft skills prolonged the conduct of the FGI. In the final conduct of the interviews, such problems encountered during the pilot testing were eliminated.

3.7 Analysis and Interpretation of Data

Data analysis is seen by Miles, Huberman, and Saldaña (2014) in qualitative terms as consisting of three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification. According to these authors, data condensation

“refers to the process of selecting, focusing, simplifying abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents and other empirical materials” (p. 12). From this definition of data analysis, a very important part of qualitative research, data condensation is the first analytic activity that involves careful selection of parts of the transcribed interview to be displayed that can be the basis for drawing conclusion. Figure 3.3 shows Miles, Huberman, and Saldaña’s (2014) Interactive Model of qualitative data analysis.

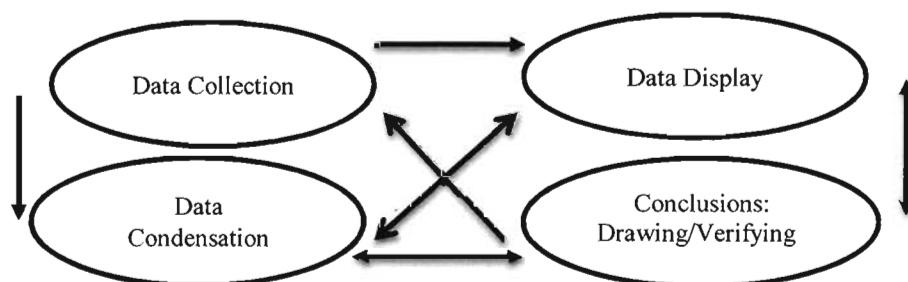


Figure 3.3. Components of data analysis: Interactive model. (Source: Miles, Huberman & Saldaña, 2014, p. 14)

Following Miles, Huberman and Saldaña, (2014) data analysis flow model as shown in Figure 3.3, the transcribed interview data in this study were condensed, i.e. selected, focused and organized then displayed using participants’ verbatim words and from these, conclusions were drawn.

In this study, after verbatim transcription of data from both one-on-one interviews with five debate experts and the focus group interview with six debate students, the transcribed data were prepared for coding by leaving a large space between lines and margins on both sides for writing notes and codes. According to Rubin and Rubin (2005), coding is done by figuring out a brief label assigned to themes and concepts in the interview transcripts for systematic retrieval and examination of the same subject

across all interviewees. In this study, the transcribed one-on-one and focus group interview data were coded using template approach suggested by Crabtree and Miller (1999). In this analytical approach, the template was developed a priori based on a theoretical or conceptual framework and on the research question. In this study, MSSDM was used as the framework, thus the coding was based on MSSDM's seven soft skills which had been identified by the participants as developed by debating in the pilot study. King (2004) suggests that a priori codes be developed after some preliminary exploration of data. Moreover, Crabtree and Miller (1999) said:

When using a template, the researcher defines a template or codes and applies them to the data before proceeding to the connecting and corroborating/legitimizing phases or the analysis process...where the template or codes can be constructed a priori based on prior research or theoretical perspectives. (p. 165)

The a priori codes developed in this study after the pilot interviews were the abbreviation of the MSSDM soft skills, namely communication skills (CS), critical thinking and problem solving skills (CTS), teamwork skills (TS), lifelong learning and information management (LL), entrepreneurship skill (ES), professional ethics and morals (EM), and leadership (LS). These soft skills were rearranged and presented in the findings according to the order and emphasis given by the participants of the study.

In reducing the large data, first, the transcripts were all browsed as a whole, then impressions were noted particularly focusing on common and unique concepts presented by the participants as suggested by Bazeley (2013) and Rubin and Rubin

(2005). After reading for general impression, focused reading and re-reading for labeling of relevant information was done. Then, most important codes were selected and were put into categories which were also labeled and described from the perspective of the participants using their own words.

The identified categories were linked to the research problems and were presented as the results. The results were interpreted following Boeije's (2010) and Creswell's (2012) definition of interpretation. Interpretation in qualitative research means that, "the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both" (Creswell, 2012, p.257). For Boeije (2010), findings are the "outcomes of the researcher's analytical activities (not the activities themselves) and consist of data and everything the researcher makes out of them, whether descriptions, theoretical models or explanations" (p. 196). In this study, the data were interpreted in the light of previous studies, relevant theories and the researcher's personal views and explanations applying reflexivity.

3.8 Ensuring Rigor and Trustworthiness

Validity and reliability are generally linked to quantitative research. Many qualitative researchers do not use these terms as they argue that they are not appropriate to naturalistic inquiry. However, all researchers are bound with the responsibility that their findings are based on rigorous investigation (Rudestam & Newton, 2007). Thus, this study followed Guba's (1985, in Krefting, 1990) model of trustworthiness as well as Creswell's (2007, in Creswell, 2012) evaluation standards for qualitative research's quality to ensure the quality of its findings.

3.8.1 Guba's Trustworthiness Model

Guba's (1981) model of trustworthiness (cited in Krefting, 1991) was used to address the issues of validity, reliability as well as objectivity in this qualitative study. Guba proposed this model to assess the quality and trustworthiness of qualitative data and increase the rigor of the study's results particularly for readers to evaluate the findings as they construct meaning and relate it to their own context. Krefting (1991) summarized Guba's trustworthiness model with its four criteria and the comparison between quantitative and qualitative definitions in Table 3.7.

Table 3.7

Comparison of Criteria by Research Approach

Criterion	Qualitative Approach	Quantitative Approach
Truth value	Credibility	Internal Validity
Applicability	Transferability	External Validity
Consistency	Dependability	Reliability
Neutrality	Confirmability	Objectivity

(Adopted from Krefting, 1991, p. 217)

Each of these four criteria to achieve trustworthiness is discussed below.

3.8.1.1 Credibility

According to Flick (2007), the first among these four criteria, which is credibility is considered as the main one. Lincoln and Guba (1985 cited in Flick, 2007) listed five strategies to increase credibility in qualitative research as follows:

- activities for increasing the likelihood that credible results will be produced by a 'prolonged engagement' and 'persistent observation' in the field and the triangulation of different methods, researchers and data;

- peer-debriefing: regular meetings with other people who are not involved in the research in order to disclose one's own blind spots and to discuss working hypotheses and results with them.
- the analysis of negative cases in the sense of analytic induction;
- appropriateness of the terms of reference of interpretations and their assessment;
- 'member checks' in the sense of communicative validation of data and interpretations with members of the fields under study. (p.19)

To ensure the key strategy to achieve trustworthiness which is credibility (or internal validity in quantitative approach) in this study, four strategies, i.e., triangulation, peer-debriefing, member check and appropriate interpretation, were employed both in the gathering and interpretation of data. As these are basic strategies in the conduct of qualitative research to ensure trustworthiness, the terms are defined and explained by Creswell (2012, 2013) and Rudestam and Newton (2006) as follows.

Triangulation is the solicitation of data from various and multiple sources in order to cross check and corroborate evidences that may shed light on the theme or theory of the study. Guion, Diehl & McDonald (2013) listed five kinds of triangulation, namely data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation.

Data triangulation is the most popular among the five and it involves using different sources of information to increase the validity of a study. Investigator triangulation is using different investigators in the analysis process while theory

triangulation makes use of multiple perspectives to interpret a single set of data. Unlike investigator triangulation, theory triangulation requires the use of professionals outside the area of study. The fourth type, methodological triangulation, is the use of multiple qualitative or quantitative methods such as surveys, focus groups, interviews and observation. Environmental triangulation includes the use of various settings, locations, and other key aspects related to the environment where the study was conducted, e.g., season, day or time. According to Diehl et al. (2013), it is important to identify which environmental factors might influence the data gathered during the study and if the findings remain the same across various settings or at different environmental conditions, validity has been established.

In this study, data triangulation, methodological triangulation and environmental triangulation were used. Various sources of data include two groups of participants, i.e., debate experts and debate students. It also used two methods of data gathering, i.e., one-on-one interview and focus group interview. For environmental triangulation, participants were selected to represent different ASEAN countries, various intakes of students and varied lengths of teaching and debating experience by the debate experts. All of these diversities qualified for maximum variation sampling, one way of establishing a qualitative study's validity. To understand how a phenomenon from the perspective of different people, different settings and different times are used and maximum variation sampling method uses a small number of cases that maximize the diversity relevant to the research question (Patton, 1990).

Peer debriefing or peer review makes use of colleagues or peers to play the roles of devil's advocate who will ask critical questions related to data gathering, data analysis

and interpretation to ensure the credibility or honesty of the researcher. In this study, aside from the supervisor's critiquing and giving feedback to this study, a work colleague played as a devil's advocate. She gave feedbacks on the data gathering questions for both FGI and one-on-one interview. Then later, she was also asked to critique on the data analysis and interpretation so that credibility would be ensured in this study.

Member check is returning to the participants to present to them the whole narrative script as well as the interpretations by the researcher in order to confirm the accuracy and credibility of the results. In this study, the participants were informed ahead of time that they would be asked to confirm on the accuracy of the transcripts of the interview as well as the interpretation of the data. After the data were transcription and analysis, it was shown to the participants for them to verify whether or not what they said during the interview was accurately transcribed and interpreted.

Interpretation in qualitative research, according to Creswell (2012), "means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both" (p.257). He adds that qualitative research is interpretive thus the researcher should make sense of the results of the study. Creswell suggested steps to follow in the process of analyzing and interpreting qualitative data to ensure accuracy and appropriateness which were applied in this study as follows.

- Prepare and organize the data for analysis
- Explore and code the data; Code to build description and themes
- Represent and report qualitative findings

- Interpret the findings
- Validate the accuracy of the findings. (Creswell, 2012, pp. 261-262)

Creswell (2012) also emphasized three ways to validate the accuracy of qualitative research findings: triangulation, member check and auditing. By audit, Creswell refers specifically to external audit in which the researcher seeks an expert to review different aspects of the research including the strengths and weaknesses of the study. All these three ways of validating accuracy by Creswell (2012) were employed in this study to ensure trustworthiness of the findings. In addition to the five strategies to increase credibility by Guba and Lincoln (1985 in Flick, 2007), Krefling (1991) outlined strategies to establish all the four criteria of Guba's trustworthiness model.

3.8.1.2 Applicability

To increase the transferability or applicability of this study to other contexts, apart from employing representativeness in the choice of the participants in terms of their country of origin and English language proficiency levels, time sample, comparison of the samples to the demographic data and thick description were employed. For time sample, participants were debate experts of varying length of debating and teaching experience and students were from three different intakes or batches of debate classes to represent various study intakes. Dense description helps the readers decide what is applicable or transferable to their own situation.

3.8.1.3 Dependability

Dependability, another strategy to improve the trustworthiness of qualitative research, was addressed in this study by following Krefling's (1991) criteria: dependability

audit or audit trail, dense description of research methods, triangulation through various data sources, methods and environment, peer examination or external audit and code-recode procedure.

Audit trail is defined by Rudestam and Newton (2007) as the:

keeping of a meticulous record of the process of the study so that others can recapture steps and reach the same conclusions. An audit trail includes not only the raw data but also evidence of how the data were reduced, analyzed, and synthesized, as well as process notes that reflect the ongoing inner thoughts, hunches, and reactions of the researcher. (p.114)

Apart from audit trail, external audit and triangulation by multiple sources, environments and methods as discussed above, dense description of the research methods were done in this study to achieve dependability as well as transferability. Sufficient description of how this study was conducted is necessary to show how dependable this research is. Thus, all the methods and the procedures were thoroughly explained to ensure dependability of the findings of this study.

Another important method to achieve dependability is code-recode procedure. Coding, according to Creswell (2012), “is the process of segmenting and labeling text to form descriptions and broad themes in data” (p.243). Krefting (1991) suggested that the researcher should wait at least two weeks to recode the same data in order to compare the results from the first coding. In this study, about three weeks was enough to wait. What Creswell (2012) suggested is to examine codes carefully for overlap and redundancies and combine them into broad themes. Thorough examination does not

coach/teacher for over 10 years, both in competitive and classroom debates, her long debate teaching experience vouches her credibility and authority on the subject. Second is by discussing how such experiences influence her interpretation of the phenomenon. The researcher believes that empirical research should not be biased by her personal observations and views as an experienced debate teacher. Her analysis should be based on the data gathered from the participants and interpreted in the light of previous literature reviewed and relevant theories and concepts to achieve confirmability and therefore quality.

With Guba's model, expanded by Krefting (1991) with more strategies to ensure trustworthiness, this study was conducted. It did observe rigorous steps to ensure credibility, transferability, dependability and confirmability expected of a qualitative study.

3.9 Ethical Considerations: Confidentiality and Informed Consent

The participants in this study were on voluntary basis and were asked to sign a written informed consent letter. The focus groups as well as the individual interviewees decided on the schedule when they were free and convenient to be interviewed. They were briefed of the purpose and nature of the study and were assured that there would be no harms or risks in participating in this research. They were also informed that confidentiality and anonymity would be strictly observed as pseudonym would be used instead of their names to protect their identity. The Letter of Consent to participate in this research is appended at the end of this study (as Appendix A).

3.10 Summary

This chapter presented the methodology on how this study was conducted. This study used qualitative research case study design. It used one-on-one interview and focus group interview as methods of data gathering. The two groups of participants were selected through purposive sampling specifically maximum variation sampling with set criteria. The first group were five debate experts with both debating and debate teaching experience of varying lengths, from three ASEAN countries, namely, Thailand, Malaysia and the Philippines. Another group of participants were EFL debate students also from Southeast Asian countries, namely, Indonesia, Myanmar and Thailand. The debate students belonged to the *basic user* level of English language proficiency while the debate experts were on the advanced level. Data gathering procedures as well as analytical techniques were discussed thoroughly. All these various methods were utilized to ensure the study's quality and trustworthiness specifically credibility, transferability, dependability and confirmability of the findings.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

The purpose of this qualitative study was to explore debate as a pedagogical tool to develop soft skills in the EFL/ESL classroom. This chapter presents the research findings based on this study's research questions as follows: (1) What soft skills are developed by debate? (2) How can debate as a pedagogical tool with three stages, i.e., pre-debate, while-debate and post-debate, can develop the seven soft skills prescribed in MSSDM? ; 3) What are the issues and challenges the following stakeholders might have faced implementing debate across the EFL/ESL curriculum: (a) administrators; (b) teachers, and; (c) students?; and (4) What debate pedagogical model can be drawn from the perspectives of the debate experts and students?

The data of this study were obtained from one-on-one interviews and focus group interview. Five debate experts from various ASEAN countries, i.e., two from Thailand, two from Malaysia and one from the Philippines, participated in the one-on-one interview to share their experience as both former debaters themselves and as debate trainers/coaches. (See Table 3.1 for demographic profiles of debate experts.) To triangulate the perspective of the debate experts, a focus group was formed. It consisted of six ASEAN students, i.e., two from Thailand, two from Indonesia and one from Myanmar. These students took debate as a compulsory subject offered in an Intensive English Program (IEP). (See Table 3.2 for the focus group participants.)

Although data saturation, that is, participants said the same thing or followed similar patterns over and over (Shank, 2006), was reached at the third participant, the

researcher went on to interview two more debate experts. This was done to ensure that saturation point had been reached where no more new information could be obtained from the participants and further data collection would not make any or much difference anymore. Saturation concerns more on reaching the point where the new data becomes counter-productive and that it does not necessarily add anything to the overall model, theory, framework or story (Strauss & Corbin, 1990). Perhaps, the main factor that contributed to the reaching of data saturation more quickly in this study was the participants' homogeneity of having similar experience (Guest, Namey & Mitchell, 2013). In this case, data saturation was easily reached even if the debate experts differed in their number of years of debating and coaching experience because they shared common experiences in terms of soft skills development. Another important factor of the quick data saturation might also be because the participants are debate coaches with considerable debating experience. The debate experts are used to extemporaneous speaking lengthily and elaborating their points substantially without necessary probing or following up questions just to obtain deep and rich data.

As the hallmark of qualitative case study is that it presents a rich or in-depth understanding of the case through description, each case (the debate expert) is described as well as his/her own experience and insight on the instrumental case (debate as a pedagogical tool to develop soft skills) being studied (Creswell, 2013). The data obtained from the experts were triangulated with the focus group interview with debate students in the EFL/ESL classroom.

This chapter also presents matrices or tables as suggested by Miles, Huberman and Saldaña (2014) in order to help the researcher as well as readers simplify complex

data for better understanding of the substance and meaning of the research database.

As Tufte (as cited by Miles and Huberman, 1994) puts it:

What we are seeking in graphic and tabular displays of information is the clear portrayal of complexity. Not the complication of the simple; rather the task of the designer is to give visual access to the subtle and the difficult – that is, the revelation of the complex. (p. 243)

However, narratives and discussion with assertions about the cases (Shank, 2006) are the mainstay of the presentation of the findings of this qualitative case study. Besides, data were interpreted following Boeije (2010) and Creswell (2013) in the light of previous studies, theories and the researcher’s personal views and explanations applying reflexivity.

4.2 Soft Skills Developed by Debate

The first research question of this study was, “What soft skills are developed by debate?” From the perspective of the five debate experts and six debate students, two categories of soft skills developed by debating emerged, i.e., soft skills developed by any given motion or topic and soft skills developed by certain motions as presented in Table 4.1.

Table 4.1

Two Categories of Soft Skills Developed by Debating

Soft skills developed by debating any motion	Soft skills developed by debating selected motions
<ul style="list-style-type: none"> • Critical thinking and problem-solving skills • Communication skills • Teamwork • Leadership • Lifelong learning and information management 	<ul style="list-style-type: none"> • Entrepreneurship skill • Professional ethics and morals

As shown in Table 4.1, the first category that can be developed by debating any types of motions include critical thinking and problem-solving skills, communication skills, teamwork, leadership and lifelong learning and information management. The second category with two soft skills, i.e., entrepreneurship skill and professional ethics and morals can be developed only with some kinds of topics such as those that cover about business or economics for entrepreneurship skill and principle or value-judgment topics such as abortion, mercy-killing, gambling, death penalty, etc., for professional ethics and morals.

4.2.1 Soft Skills Developed by Debating any Motion Types

The first category that emerged from the coding of the interview data is the category of soft skills that can be developed with any given motion or topic. From the analysis of the interview transcripts, five out of the seven soft skills in the MSSDM emerged as the soft skills developed by debating any motion. Expert 1, Job, a debater for six years and has been a debate coach in Thailand for four years said:

By debating, students develop their **communication skills, critical thinking and analytical skills**, interpersonal skills, **teamwork, leadership** and research skills or **lifelong learning and information management**. Debating is the best way for students to develop fluency in English communication skills because they are challenged especially with their having to deal with time and yet they have to be able to solve the issues in the given motion. Debate is a very complex activity as they have to deal with a lot of aspects in performing the debate at the same time like speaking, analyzing situations to solve a

problem, sorting out and prioritizing ideas and arguments, and so on so they learn important set of soft skills in just one activity.

Job mentioned five out of the seven soft skills in MSSDM i.e. communication skill, teamwork, leadership, critical thinking and problem solving skills and lifelong learning. He also mentioned interpersonal skill but Bar-On (2006) considers it as one of the two broad aspects of his Emotional-Social Intelligence (ESI) Theory encompassing establishing and maintaining good relationships which include teamwork and leadership. Therefore, even if Job mentions interpersonal skill as one of the soft skills developed by debating, it is clarified by ESI theory that it is not another soft skill but a broader aspect of soft skills. The Malaysian Soft Skills Development Module (MSSDM) seems to be in consonance with ESI in this respect then covering both emotional and social aspects of intelligence including teamwork and leadership. Overall, the soft skills in the MSSDM are a combination of interpersonal (teamwork, leadership, communication and professional ethics and morals) and cognitive skills (critical thinking and problem-solving skills, entrepreneurship and lifelong learning and information management skills).

The next discussion is on Eric (Expert 2), who has debated for four years and has been training and coaching debate for 10 years, has similar answers as Job. Like Job, Eric answered both from his experience as a debate trainer/coach and as a debater himself. However, he used different terms to explain the soft skills he developed from debating from what the terms used by MSSDM. Therefore, the soft skills Eric identified are interpreted in the light of how MSSDM described them:

Debate gives the students an effective platform for improving their **analytical skills, their problem-solving skills**. This is what we need in the Philippines

so our students not just memorize facts but they should know how to deeply **analyze complex** information and **apply** them. Do you think they will be using everything they're learning in school now when they'll be working already? I don't think so. When I was a speaker to graduating students, I told them that I bet you can use only 30% of what you learn now in the university and what you need most are key skills such as **critical thinking skills to solve problems** and to **provide alternative plans and solutions**.

From the interview with Eric, three soft skills were identified with MSSDM's categories. The first soft skill mentioned by Eric is critical thinking and problem-solving skill. Although Eric termed it as analytical skill, he modified this term (analytical skills, their problem-solving skills) showing that he relates analytical skill with problem-solving skill. Moreover, he later mentioned the term critical thinking skills (Lines 8-9) describing it as "to solve problems and to provide alternative plans and solutions" which fits well in the Level 3 of critical thinking and problem-solving skill (CTPS3) of MSSDM, i.e., the ability to express for alternative ideas and solutions. Eric presents the other soft skills in the following excerpt.

Also you need **communication skills** that you will use everyday in your job, **dealing with others, with a team** as you need to **collaborate or coordinate** every now and then to achieve your goal unless you work alone in a desert or an island (*laughs*). Especially if you're in a key post in your organization or company, you've got to be dealing with a lot of people so your **leadership** and **communication skills** will be tested in the way you relate with people and in soundly solving problems quickly.

The second soft skill identified by Eric is communication skills and the third is leadership skills as he expressed in the excerpt above. The fourth and fifth soft skills he mentioned need to be inferred from his statements. Eric said, “Dealing with others, with a team as you need to collaborate or coordinate every now and then to achieve your goal,” can be interpreted as teamwork. Level 1 of teamwork skill in MSSDM is described as the ability to create a good relation, interact and work collaboratively with others in order to achieve a similar goal. Another soft skill present in MSSDM that Eric described is lifelong learning and information management. Eric said:

You also need to know how to update yourself, to research or to know where to get necessary information that you need to complete your job in case you find out that what your boss is asking you to do is something you didn't learn before. So you must be open-minded to learn anything new because in real life, we keep learning new things everyday, we never stop learning and in this new hi-tech generation, we need to be selective of what information we get from the Internet. We've got to sort out info and identify well what sources we're getting our information from whether they're reliable. Otherwise, we might get the wrong or invalid information to make decisions.

Level 1 of lifelong learning and information management (LL1) in MSSDM is being able to search and manage relevant information from a variety of sources while LL2 is being able to be open to new ideas and to have the capacity for self-directed or autonomous learning. Eric further explained, “I do believe all these skills are learned by debating. I have to say that my best training in **presenting my ideas confidently, clearly, effectively and convincingly** to a small or big audience comes from my debating experience.” Eric covers all the three levels of lifelong learning and information management in MSSDM. Eric said:

Debating is a very challenging activity that has kept me **thirsting for more information** so I keep myself updated what's going on around the globe, not only where I am. Debate motions are so broad that you need to be all-knowing, to learn all aspects of knowledge, not just your own field and this is what I want debaters to develop, a thirst for learning everything under the sun for them to be well-rounded, to debate on any topic anytime. In tournaments, motions are given 30 minutes before the actual debate so you should have lots of stock of knowledge in your brain.

Eric covered three levels of lifelong learning and information management. He also showed LL3, the ability to develop curiosity and passion for knowledge.

Expert 4, Joyce, a debater for three years and a debate trainer for two years, gave the following soft skills developed through debating from her own experience.

Debate has dramatically improved my **communication skills** especially in English, my speaking, my listening. I've got to listen carefully to all the speakers a lot when debating so I would be able to engage well whether in my speech, in my rebuttal or in POI. And also listen to the adjudicator.

Joyce, who said it was only in the classroom that she could practice her English acknowledged improvement in both her speaking and listening by debating. She also recognized the role of debate in developing reading and writing by saying, "Of course, I read a lot when doing research about the motions and take down important points to write my speech so I'll be more organized." Then, she added another soft skill she learned by debating as follows.

With debate, my research skill is improved. I've got to **research necessary information regarding the topics** we will debate, not only one side but two sides because we have to prepare for both sides because how can you debate well if you know only one side? So we must be **open-minded**. Debate opens our mind to many possibilities about an issue so we need to **search for information from different sources** and **decide** which ones support our side, our arguments.

The first soft skill mentioned by Joyce is communication skills in English. The second one is lifelong learning and information management claimed by Joyce to be developed by debating. Level 1 of lifelong learning and information management (LL) in MSSDM is the ability to search and manage relevant information from a variety of sources. Like Job, Joyce equates research skills with lifelong learning and information management. The third soft skill identified by Joyce with her debating experience was critical thinking skill. Joyce said:

One of the best things that I learned from debating is to **think critically**. It's hard to think in English and at the same time **speaking fast and solving problem very quickly** because of the time limit of seven minutes. I got to **analyze a lot to solve some problems** and make our model strong so they [the opponents] will not easily destroy it. Also deal with issues in the debate so I must think critically, **think outside the box for alternative model or solution**, something that is better than the opponents can ever think.

Joyce mentioned only communication and leadership skills as the exact terms used in MSSDM. Although she did not mention the other soft skills used in MSSDM, it can be inferred from the transcript that other soft skills can be developed by debating such

as the 'solving problem very quickly' which can be interpreted as 'critical thinking and problem-solving skill' (CTPS). In MSSDM's seven levels of CTPS, Level 1 is the ability to define and analyze problems in complex and overlapping ways, Level 3 is the ability to express alternative ideas and solutions while Level 4 is the ability to think outside the box. The fourth soft skill developed by debating, according to Joyce, is teamwork. Joyce said:

Debate helped me a lot with my confidence and communication and interpersonal skills, working **in a team, how to deal with your team-mates** especially with different personalities, cultures and backgrounds.

Dealing with the team is what Joyce refers to as teamwork. The fifth soft skill that can be developed by debating Joyce gave was leadership, the exact word she used in her answer as shown in the following transcript:

Also **leadership** so I think it's like developing my EQ, my interpersonal skills because we've got to work in a team. Sometimes I can be a leader or sometimes just a follower so debate is a great activity to develop a lot of skills.

Similarly, Expert 3, Prasit, shared his own experience and observation as a debater for four years and as a debate trainer for six years. When he was asked what soft skills can be developed by debating, Prasit answered:

As a debater and as a coach, I've seen how effective debate is in developing my own and my students' **critical thinking skills**. We've got to analyze and solve problems when we debate. We develop our decision-making skill using reliable facts and substantive evidences. Of course, we need to be convincing with our facts when we debate showing and analyzing how our model is better than the opponents'. We also learn to respect other's opinion as we learn that

there's no one definite solution to a problem and your solution might not be the best so you learn to be open-minded.

The first soft skill Prasit named that can be developed by debating is critical thinking and problem-solving skill. Like what the other participants said, debaters have to analyze a great deal in order to solve a problem in a given debate motion. The second one is communication skills in English.

Of course, **communication skills in English** which is hard to achieve among Thai students due to lack of practice but debate is able to provide a good way to practice especially to novice debaters who are still struggling with their English like me before when it was my first time to debate back in my first year in the university. I had to repeat myself a lot until I noticed later after some time of debating that I minimized the gaps and repetitions in my speech.

Prasit recognized that debate can develop English communication skills. Indeed, as the researcher observed his development in English communication skills as he was one of the original members of the university debating society, he truly did improve a lot after a semester of debating. Aside from critical thinking and communication skills, another soft skill Prasit mentioned that can be developed by debating is lifelong learning and information management. Prasit said:

I think we can say that **research skill** is the same as **lifelong learning and information management**. Because once we do research, we have to independently manage the information from different sources, we have to manage which sources are more reliable, which information are stronger to support our argument until researching or acquiring info becomes a habit. So, I think this becomes lifelong learning as we keep an interest of learning new

things not just for the sake of debate but for us to keep informed so we can readily discuss things anytime, anywhere and we have to be open-minded.

The last two soft skills Prasit said debate develop are teamwork and leadership skills.

By debating, we **work with a team** which means there has to be a **leader**. In most cases, I lead the team to do the preparation especially managing the research, who's gonna prepare a certain topic for discussion later. We also learn hard work. I remember my experience in preparing for a national tournament which was a lot harder than preparing for the hard major subjects in CPE [Computer Engineering] exams so I learned patience and persistence. I learned to persist and stay focused even if I was already very tired because I cared reaching our goal as a team.

Like the other debate experts, Prasit also mentioned five out of the seven soft skills in MSSDM: (1) critical thinking and problem-solving skills; (2) communication skills; (3) teamwork; (4) leadership, and; (5) lifelong learning and information management skills. Each of the five skills given by the debate experts are summarized in a nutshell following the interactive analysis flow model by Miles, Huberman and Saldaña (2014) to answer Research Question 1. For a more systematic visual representation suggested by Miles, Huberman and Saldaña (2014), the analysis is shown in Appendix A.

4.2.1.1 Critical Thinking and Problem-Solving Skills

Critical thinking and problem-solving skill (CTPS) is seen by all the debate experts as one very important soft skill which can be learned by debating and they want students in their own country to learn it. For example, Sonya from Malaysia said, "I definitely recommend debate to be introduced in the classroom so that Malaysian students not

just memorize facts or learn for the tests. If they know how to debate, they'll learn how to think critically and solve problems quickly and effectively." Similarly, Eric from the Philippines, said:

Debate gives the students an effective platform for improving their analytical skills, their problem-solving skills. This is what we need in the Philippines so our students not just memorize facts but they should know how to deeply analyze complex information and apply them. Do you think they will be using everything they're learning in school now when they'll be working already? I don't think so. When I was a speaker to graduating students, I told them that I bet you can use only 30% of what you learn now in the university and what you need most are key skills such as critical thinking skills to solve problems and to provide alternative plans and solutions.

From the debate experts' perspectives, the seven levels of CTPS are attained by debating. The following are MSSDM's CTPS levels:

LEVEL	DESCRIPTION
CTPS 1	Ability to define and analyze problems in complex, overlapping, ill-defined domains and make well-supported judgment
CTPS 2	Ability to initiate and implement charge such as explain, analyze and evaluate during discussion
CTPS 3	Ability to express for alternative ideas and solutions
CTPS 4	Ability to think outside the box
CTPS 5	Ability to prove evidence in decision making
CTPS 6	Ability to be resilient and persistent, and to stay focused on the task
CTPS 7	Ability to comprehend and adapt to the culture of a new community and work environment

Prasit, from Thailand, highlights critical thinking skills among other soft skills. He said:

We develop our decision-making skill using reliable facts and substantive evidences. Of course, we need to be convincing with our facts when we debate showing and analyzing how our model is better than the opponents'. We also

learn to respect others' opinion as we learn that there's no one definite solution to a problem and your solution might not be the best so you learn to be open-minded...

As shown in the excerpt above, Prasit displayed two of the high order critical thinking and problem solving skills. Critical thinking and problem-solving Level 5 or CTPS5 is the ability to prove evidence in decision making while CTPS6 is the ability to be resilient and persistent, and to stay focused on the task. Prasit described how debate has developed his persistence and focus on the task by saying, "I learned patience and persistence. I learned to persist and stay focused even if I was already very tired because I cared reaching our goal as a team."

Sonya, Expert 5, further said that in debate, "we define the issues in the motion, analyze the problem or the status quo to come up with a proposed model." CTPS1 in MSSDM is the ability to define and analyze problems in complex, overlapping, ill-defined domains and make well-supported judgment. Analyzing the status quo is finding what the existing model's weaknesses are or why a present policy does not work. It is necessary to identify the problem or the weaknesses of the existing model so that the team is required to propose a new model, a better one to solve the problem.

Job describes how complex debating is as debaters need to do things at the same time under time pressure , i.e., they speak, analyze situations to solve a problem, sort out ideas which one to say first and which one comes next in order to be convincing. Job is touching on CTPS2, the ability to initiate and implement charge such as to explain, analyze and evaluate during discussion and also CTPS1, the ability to define and

analyze problems in complex, overlapping, ill-defined domains and make well-supported judgment.

In addition, Prasiit said, “we have to be convincing with our facts when we debate showing and analyzing how our model is better than the opponents’ model.” This covers MSSDM’s CTPS3, the ability to express for alternative solutions. This is also expressed by Joyce when she mentioned, “Also deal with issues in the debate so I must think critically, think outside the box for alternative model or solution, something that is better than the opponents can ever think.” But what Joyce stated here overlaps with CTPS4, the ability to think outside the box so she combined both CTPS3 and CTPS4.

Joyce said, “we learn to respect other’s opinion as we learn that there’s no one definite solution to a problem and your solution might not be the best so you learn to be open-minded... working in a team, how to deal with your team-mates especially with different personalities, cultures and backgrounds.” This covers CTPS7 of MSSDM, the ability to adapt to the culture of a new community and work environment. When Joyce joined in debate tournaments in Malaysia, she was teamed up with students from different countries as her university debate society was composed of both local and international students. Also in the debate matches, she did not know what university she would be matched with so she needed to adapt with people from different backgrounds, personalities and culture in the entire tournament apart from her own team-mates she had to deal with during their preparation time. Critical thinking skill is developed by mingling with different people as there is a need to adapt and Joyce explained how this could be done by debating. Even in the

classroom level like in the contexts of this study, debate students had the opportunity to develop adaptation to different cultures as they had to be teamed up with students from different countries or from other regions of the same country but with different culture.

As described by the participants, debate's nature being complex, challenging and intellectually demanding ignites curiosity among students and increases their motivation to think critically. This fact is supported by one of the most well-known contemporary motivation theories in psychology, the Goal Setting Theory by Lock and Latham (1990) and Self-Determination Theory (as cited in Dörnyei, 2001a). Goal setting theory states that, "Goals that are both specific and difficult lead to the highest performance provided the individual shows goal commitment" (Dörnyei, 2001a, p.11).

The finding of this study that debate as a pedagogical tool can develop critical thinking skills is supported by the findings of Goodwin (2003), Hall (2011), Inoue and Nakano (2004), Lieb (2007), Scott (2008), Williams (2010) and Yang and Rusli (2012). One of Goodwin's (2003) participants expressed that "the debates were the main reason I learned that it is possible to argue both sides of a question. This taught me that I shouldn't be narrow-minded and should hear things out until I make a final decision" (p. 161). Similarly, Yang and Rusli's (2012) participants felt that debate helped them to develop critical thinking when they said:

The preparation prior to the actual debate in class compelled me to critically analyze and reflect on both sides of the situation and eventually synthese [synthesize] all the information we had as a team.

As we seek information from the internet, we are actually tapping on our critical thinking and analyzing skills. The more information I received, the more I wanted to find out more thinking critically and analyzing other aspects of information that may go against it. (p. 141)

Debate, therefore, as a pedagogical tool to develop critical thinking adheres to Bloom's Taxonomy (revised version). This taxonomy is used all over the world particularly in the United States where its use is mandated to measure the quality of learning (Munzenmaier, 2013). When the goal of teaching is to have learners retain what they have learned, lower-level objectives targeting foundational knowledge, i.e., remember, understand and apply, should be set. If the goal is to let students create or use the knowledge they have learned, higher-order cognitive processing objectives – analyse, evaluate and create – should be targeted. As described by the participants in this study above and in the previous literature, students who debate go beyond the lower level of the taxonomy in which if they do not go up to the higher order thinking skills, they will just be at the rote learning level. Whereas, in debate, they do a lot of analysing and evaluating of propositions and issues even at the preparation stage as described by the participants. They need to come up with the creation of a mechanism or an alternative model that is better than the status quo or something better than what their opponents present and this is the highest level in the taxonomy which is to create.

Technology has changed the landscape of the workplace as there is much more information than before thus educators must focus less on the teaching of facts or rote learning but on how to use information (Kennedy, 2009). Students should learn how to analyze and synthesize information quickly and accurately for them to be

productive and competitive in the globalized workplace when they graduate. Therefore, critical thinking is crucial. Also similar to the finding of this study that debate is a good activity to develop critical thinking is by Williams (2010). Majority of her subjects stated that their debate experience provided them with analytical strategies and skills to handle complex issues which they said could extend to solving other real-world problems.

Critical thinking and problem-solving has been considered as a key skill related to success in the fast-changing knowledge economy. In fact, Sternberg's Triarchic Theory which he calls as "successful intelligence" comprises of analytical intelligence (problem-solving skills), creative intelligence (dealing with new situations using past experiences and present skills and knowledge) and practical intelligence (flexibility to a constantly changing environment). To deal with new situations and to be flexible to the ever changing environment demand critical thinking skill. From the perspectives of both the debate experts and students, critical thinking and problem solving skills of complex nature can be learned by debating.

4.2.1.2 Communication Skill

The next skill that emerged as very important that debating can develop according to the debate experts is communication skills (CS). For example, Prasit emphasized the importance of debate in improving communication skills from his own debating experience, particularly in the context of Thailand where he recognizes that there is a lack of opportunity to practice English. He expresses his concern for struggling students who need to develop their communication skill in English. Prasit believes that communication skill can be developed by debating when he said: "debate is able

to provide good way to practice especially to novice debaters who are still struggling with their English like me before when it was my first time to debate back in my first year in the university. I had to repeat myself a lot until I noticed later after some time of debating that I minimized the gaps and repetitions in my speech.” To analyze the participants’ statements, MSSDM’s communication skill levels are as follows:

LEVEL	DESCRIPTION
CS 1	Ability to present information and express ideas clearly, effectively and confidently
CS 2	Ability to actively listen and respond to the ideas of other people
CS 3	Ability to make clear and confident presentation appropriate to audience
CS 4	Ability to use technology in presentation
CS 5	Ability to negotiate and reach agreement
CS 6	Ability to communicate with other members in different culture
CS 7	Ability to generate personal communication skills
CS 8	Ability to use non-verbal communication skills

From Prasit’s statements above, he shows the ability to generate personal communication skills (CS7 in MSSDM) by applying metacognition or self-awareness in improving himself. He took advantage of the opportunity given him and other students to have a platform in improving their communication skills in English. Indeed, Prasit developed his communication skills in English dramatically by debating. In fact, he was invited to be one of the national judges and was declared as one of the Top 10 adjudicators in the 8th Thailand High School Debating Championship held in October, 2013 and a finalist in the 7th European Union-Thailand Intervarsity Debating Championships in 2010. To be chosen as one of the best debate judges means to be able to communicate clearly and effectively why a certain team wins and why the other loses.

Joyce, on the other hand, says she owes the development of her English communication skills by debating in high school and when she joined in the university debating club. A native from Sabah, Malaysia where she first experienced

debating there in English, she said, "Debate helped me a lot with my confidence and communication and interpersonal skills." People use communication skills in their interpersonal dealings to achieve their goals and Joyce explains that, "Since I started to debate, I was no longer shy as before when I just stay in the corner saying nothing. Now, I can express myself well even to foreigners. I can now easily talk to anyone without fear. Yes, I have improved my confidence a lot even if my English is not that perfect. What is important is, I can now speak out my mind, I can present my projects very well in front of the class with many people and I can now debate even with those students who were smarter than me." Joyce covers CS3 of MSSDM, the ability to make clear and confident presentation appropriate to audience.

Joyce also said that in debate, she had to listen carefully to all the speakers and to the adjudicator and to engage well during the debate whether in her speech, during her rebuttal or in raising and answering a Point of Information or POI. With this, Joyce shares with CS2 of MSSDM, the ability to actively listen and respond to the ideas of other people. After her own debating experiences in national tournaments, Joyce has served as one of the senior officers of her university debating club serving as a trainer to the neophytes in debate. There she said she continues to develop her communication skills and other soft skills especially that she has to deal with various nationalities. Joyce also covers CS6, the ability to communicate with other members in different cultures. She said that, "Debate helped me a lot with my communication skills, working in a team, how to deal with your team-mates especially with different personalities, cultures and backgrounds." Joyce also manifests CS7, the ability to generate personal communication skills when she states, "I read a lot when doing research about the motions and take down important points to write my speech so I'll

be more organized.” Furthermore, Joyce shows the development of CS8 which is the ability to use non-verbal communication skills. She said: “In debate, I learned to use body language more effectively, gestures, voice modulation, face expression, eye contact and even managing my time very well when speaking because there’s always the time limit of seven minutes.”

Eric, Expert 2, from the Philippines is now a unit manager in a company in Manila. He claims that, “My best training in presenting my ideas confidently, clearly, effectively and convincingly to a small or big audience comes from my debating experience.” With this statement, Eric covers two levels of communication skills, i.e., CS1, the ability to present information clearly, effectively and confidently and CS3, the ability to make clear and confident presentation appropriate to audience.

Sonya, from Malaysia, explains that by having to debate and adjudicate more often, her debating skills as well as her communication skills has improved a lot. Sonya says, “During brainstorming, we’ve got to discuss what strong or best model or alternative model we can propose. We need to agree on it as a team to come to a consensus so we speak the same thing; I mean, we’ll be consistent during the actual debate.” Sonya covers CS5, the ability to negotiate and reach agreement.

To sum up, communication skills as described by MSSDM’s eight (8) levels are covered in using debate as a pedagogical tool except CS4, the ability to use technology in presentation. However, technology is used a great deal during the preparation stage, not during the delivery of constructive speech or the actual debate. Technology is extensively used in gathering information or for researching and also

for collaboration during the preparation stage when face-to-face brainstorming is not possible. It is also used for organizing, storing and exchanging of data during the preparation and research stage of the debate. Nevertheless, one of the debate students said, "Presenting in the class is already easy for me after I learned how to debate because I can easily organize my ideas so quickly so even preparing my Powerpoint presentation need logic or good flow of ideas the same way I did when I debate. And we're lucky we also learned how to present using Powerpoint in our debate class but if you're a good debater, you can present without it." Overall, then, with the debate student's justification, all the communication skill levels in MSSDM are covered by debate unless if using Powerpoint to aid in presentations was not covered in the debate class although from the experts' perspectives, no one did mention it.

The finding of this study that debate can develop communication skills is similar with the findings of Darby (2007), Goodwin (2003), Inoue and Nakano (2004), Kennedy (2009), Williams (2010) and Yang and Rusli (2012), showed that debate can, indeed, improve communication skills. For example, the study of Inoue and Nakano (2004) comparing between NDT-style and parliamentary debate (PD) style which is the same style used in this study, PD turned out to be developing English communication skills better than NDT. Their subjects reported that debate made them get used to the English language and acquire "various skills in English." However, since their study used mixed-method, there are less qualitative descriptions as to how their respondents develop English communication skills. In this study, the participants described how debate develops soft skills particularly in Research Question Two (RQ2). The focus of RQ1 is the identification of the soft skills developed by debating. Debate Expert 1, for example, emphasized that his communication skill was developed by debating by

saying, “My best training in presenting my ideas confidently, clearly, effectively and convincingly to a small or big audience comes from my debating experience.”

Akerman and Neale (2011) claimed that debate as an activity necessarily involves oral communication, thus it leads to the development of communication skills. They also pointed out that it can improve English if it is not the students’ first language. Indeed, Prasit (Expert 3), from Thailand, mentioned this: “Communication skills in English which is hard to achieve among Thai students due to lack of practice but debate is able to provide good way to practice especially to novice debaters who are still struggling with their English like me before...” Similarly, even in English speaking country like in the USA, communication skill still needs to be improved and debate is one good way to do this. For example, one of Goodwin’s (2003) study participants using debate in an American university setting affirmed that debating helps students in their communication skills by saying:

Fridays were the best part of this class... Not only does the debate format force you to know your material; it also helps you better your public speaking skills. Clarity and eloquence help win an argument while presenting the facts forced you to discover most effective delivery method. (p.161)

Scott (2008) found out that debating engages the learner in the activity allowing professors to create a learning environment that helps students to move away from being just knowledge receivers such as in lecture but to make them active participants in the learning process. Musselman (2004) also observed that using debate as a pedagogical tool in the classroom develops actively engaged students making them empowered and autonomous or independent and responsible over their own learning.

From the foregoing experience of debate experts, triangulated by students' perspectives and previous studies' findings, debate is a pedagogical tool that fits well in the Communicative Language Teaching (CLT) paradigm. CLT is learner-centered, cooperative, interactive, holistic and task-based. Indeed, these characteristics are reflected on debate as described by the participants of this study. As a team activity, it is cooperative and as it empowers the learners to be responsible of their learning and to be autonomous in their language use. Debate, therefore, is learner-centered and highly interactive as opposed to traditional teaching methods such as lecture or discussion (Bellon, 2000; Kennedy, 2007; Lieb, 2007; Scott, 2008; Yang & Rusli, 2012). Debate as a pedagogical tool focuses on the meaning of communication although form is not ignored as comments are given in terms of the matter, manner and method of during the post-debate stage.

4.2.1.3 Teamwork Skill

Teamwork skill (TS) is seen by all the debate experts as one skill that can be developed by debating regardless of the kind of motion. As debaters view debate as a team sport, teamwork skill is a basic skill every debate student has to practice. To guide the analysis of data presented by the participants of this study, below is MSSDM's description of teamwork skill by level.

LEVEL	DESCRIPTION
TS 1	Able to create a good relation, interact and work collaboratively with others in order to achieve a similar goal.
TS 2	Able to understand one's role and take roles interchangeably among leader and members of a group.
TS 3	Able to recognize and respect acts, attitudes and trust of others.
TS 4	Able to contribute to plans and coordinate product of a group.
TS 5	Be responsible toward decisions of a group.

Prasit, Expert 3 from Thailand, states: “I learned to persist and stay focused even if I was already very tired because I cared reaching our goal as a team.” By caring for reaching a common goal for a team, Prasit showed that debate develops teamwork according to the MSSDM. Level 1 (TS1) of MSSDM’s teamwork is the ability to create a good relation, interact and work collaboratively with others in order to achieve a similar goal, while Level 4 is being able to contribute to plans.

Sonya also displays TS2 by saying, “Sometimes, I act as a leader and sometimes as a follower. I have no problem changing roles as long as I’m able to work well for our team especially during the preparation time which is kinda crucial in every debate.” TS2 is the ability to understand one’s role and take roles interchangeably among leader and members of a group. Eric recognizes the parliamentary debate format, the same as the format used in this study which is All-Asian parliamentary, as contributing to the development of teamwork skill.

The nice thing about parliamentary debate as opposed to other formats of debate is that it touches a variety of topics and a lot of things which no single person will ever be able to learn or to prepare for say two or three months prior to the tournament. So you’re forced to apportion it amongst your team members. So you have to learn to work together well as a team. You must contribute to whatever preparation is agreed upon and update each other on what you are able to do or failed to do or explain why you haven’t done what is assigned to you.

In addition, Eric made a point that trust and respect should be developed so the team can function properly particularly during the preparation time when teamwork is definitely most crucial than in actual debate and during the post-debate.

It's good to tell the group if you haven't done your homework so that they won't expect you to share it during the brainstorming or someone should do it instead. If you don't, you destroy trust and respect which are both crucial in the team's proper functioning and in the achievement of your team's goal.

Eric covers TS1, TS3 and TS4. TS1 is the ability to create a good relation, interact and work collaboratively with others in order to achieve a similar goal. TS3 is the ability to recognize and respect acts, attitudes and trust of others while TS4 is the ability to contribute to plans and coordinate product of a group.

Sonya also says that, "We've got to be responsible with whatever we decide for the team – with how we prepare, how much time we have to spend for researching, who will do this and that – we've got to do our job well, for the good of the team." With this, she shows TS5, being responsible toward decisions of a group.

Although Prasit did not give the full characteristics of achieving a similar goal as for him it is only by showing persistence, Eric gave a more encompassing explanation of how TS1 can be developed by debating. Eric also gave a good description on how TS3 and TS4 are achieved by debating while Sonya contributed two levels, i.e., TS2 and TS5 to round up all the five levels of teamwork as described in MSSDM. In short, all the five levels of teamwork skills are developed by debating. MSSDM's

description of teamwork can be summed up in these keywords: interaction, contribution, understanding, coordination and collaboration. All of which are described by the participants in the study. One of the participants of Goodwin (2003) supports the finding of this study that debate can indeed develop teamwork:

I think that while the debates were certainly valuable to learning about the course material, what made them so was the small group discussions that my group had every week. During the debate, we tended to focus simply on one side as a debater. We would often ignore or negate very valid points the other side/group made. However, during the small group discussion, there was no need to do this. We threw out ideas on both sides of the argument in order to help us prepare for the debate and/or paper. We learned from each other because we were listening to each other. I do not think that listening necessarily occurred when we were involved in the debate... Since the small group discussions happened because of the debates, we should keep the debates. But the real learning happened in the discussions. (p. 160)

Teachers should design classroom activities that develop teamwork. Teamwork can be hardly achieved in lecture. As a traditional teaching method which is teacher-centered, it does not involve group discussion and collaboration which students do actively in debate. In debate, students listen to each other as they prepare for their topic, exchange ideas and learn from each other. Goodwin (2003) reported that their responsibility over other group members motivated them to be prepared before the debate and group discussions provided a convenient place for brainstorming, asking questions and bringing various ideas together into the group. Her participants also said that, "group work also enabled our limited capacities allowing us to do better

work together than any could have done alone” (p.160). Yang and Rusli (2012) also found other teamwork competencies observed by previous studies (Omelicheva, 2005; Roy & Macchiette, 2005) such as delegating tasks, coping with differences and making decisions as a group.

Bellon (2000) suggests that if educators want their students to interact with one another, they should provide them with opportunities to do so. He said that individual presentations or discrete speeches lack interactive and teamwork elements. He strongly recommends the use of debate to give students a complex interactive classroom experience that requires meaningful use of language and deep analysis of content while students collaborate and coordinate with each other. Collaborative activity like debate enhances learning as students contribute to each other knowledge and ideas and complement each other in such a way that more advanced students can help by those who are weaker. Due to the massive changes in the knowledge-age societies, universities have to adapt learning systems focusing on the students being able to work in team-based organizations, cooperative relationships amidst diversity, networking and shared decision-making (Reigeluth, 2005). This is how important teamwork is. Therefore, debate should be introduced in the classroom so that more students will benefit from it as they learn from each other through teamwork or collaboration in all the three stages of the debate as a pedagogical tool.

4.2.1.4 Leadership Skill

Leadership (LS) is perceived by the debate experts as a soft skill that goes hand in hand with teamwork. For example, Prasit mentioned practicing his leadership by debating as it is a team sport so someone has to stand as a leader and he claims that he

usually acts as a leader particularly during the crucial preparation stage of the debate. Prasit thus covers Level 2 of MSSDM's leadership skill, the ability to lead a project and Level 4, the ability to lead (guide) the group members. Below are the levels of leadership skill in MSSDM.

LEVEL	DESCRIPTION
LS 1	Ability to understand basic leadership theory.
LS 2	Ability to lead project.
LS 3	Ability to understand and take turns alternately between the group leader and members.
LS 4	Ability to lead the group (guide) members.

As a team leader, Prasit proved his good leadership by making his team win in the 4th European Union-Thailand Intervarsity Debating Championships although it was his team's first time in joining in a national debate tournament. He claims that by debating, he is able to practice leadership especially when he organized the university debating club after his team's success at the national level tournament after gaining some confidence from his team's winning. Like Prasit, Eric also attributes his leadership training to his debating experience having handled tough personalities in debate circles. Eric said:

In my experience as a debater, as a competitive debater, the most competitive, these are the most competitive bunch of people you'll ever meet because these are the most over-achieving students, family-favorites or the favorite child of the parents because they are achievers and all that. So these are big personalities. And it takes an extremely efficient leader to try and tell these people what to do, that they should follow strict rules and training, practices, these kinds of stuff. So this is probably the toughest group of people you'll ever have to lead. So, if you're able to do that, then you might enhance your leadership skills. It takes some leadership skills to lead a group especially

when everyone acts like a star. It's a real challenge to control the group when everyone has a strong personality so it's in debate where I honed some kind of tough leadership which I'm able to use now as a manager handling tough people.

From what Eric said, he displays three out of the four levels of leadership in MSSDM. LS1 is the ability to understand basic leadership theory while LS2 is the ability to lead a project and LS4 is the ability to lead the group members. Sonya, on the other hand, shows LS3, the ability to understand and take turns alternately between the group leader and group members. Sonya states: "Sometimes, I act as a leader and sometimes as a follower. I have no problem changing roles as long as I'm able to work well for our team especially during the preparation time which is kinda crucial in every debate."

In summary, all the four leadership skill levels are shown to be developed by debating as described by the debate experts. Leadership is one of the three soft skills in MSSDM hardly seen as a benefit of debate in the literature. However, Parcher (1998) considers leadership as one of the many benefits of debating. Parcher argues that debate is at the heart of American political, social and economic decision-making as democracy is founded on debates from lawmakers' different ideas by which they need to convene, construe and come into agreement. Debate is the way of creating laws to govern civilized, orderly and progressive societies thus it is necessary that leaders possess debating skills in order for them to solve complex problems and design beneficial programs for the people.

Parcher (1998) cited some classic literature related to leadership such as those by Brigrance (1968), Hunt (1994) and Klopff (1967) that point leaders who were debaters in western countries and top world ranking universities such as Harvard University who use debates to mold leaders. The study by Klopff in Freedom and Union magazine surveyed leaders in politics, business and different vocations in 1960 to find out how many had debated among these leaders were successful in their respective field. The survey showed that out of 160 leaders as respondents, 100 had debated and 90 of these 100 believed that their debating experience helped them a great deal in their leadership role.

However, neither Parcher nor the studies he reviewed did describe how leadership is developed by debating. In this study, both debate experts and students explained that since debate is a team activity, leadership is necessary in that there should be someone to lead the direction of the team's preparation, the stage that needs leadership most. They reported that it is hard to achieve the team's common goal if no one will direct the team during the pre-debate stage. The pre-debate stage is the laying down of the debate foundation including assignment of roles, researching of topics and brainstorming, generating and organizing of arguments for the actual debate. Eric said:

It takes some leadership skills to lead a group especially when everyone acts like a star. It's a real challenge to control the group when everyone has a strong personality so it's in debate where I honed some kind of tough leadership which I'm able to use now as a manager handling tough people.

Darby (2007) concludes that debate is a method of teaching and learning that promotes professional roles such as leader and change agent. Although she did not elaborate much on how debate can develop leadership, from the foregoing detailed experience of the participants of this study. Indeed, debate can develop leadership, a soft skill which previous literature failed to identify with debate. The participants presented how debate as a team sport requires a leader to guide the group in order to achieve success particularly during the preparation time.

4.2.1.5 Lifelong Learning and Information Management

The fifth soft skill in MSSDM debate experts say can be developed by debating is lifelong learning and information management (LL). Expert 3, Prasit, states, “I think we can say that research skill is the same as lifelong learning and information management. Because once we do research, we have to manage the information from different sources, we have to independently manage which sources are more reliable, which information are stronger to support our argument until researching or acquiring info becomes a habit. So, I think this becomes lifelong learning as we keep an interest of learning new things not just for the sake of debate but for us to keep informed so we can readily discuss things anytime, anywhere and we have to be open-minded.” Prasit’s experience in debating covers all the three levels of MSSDM’s descriptions of lifelong learning as follows:

LEVEL	DESCRIPTION
LL 1	Able to search and manage relevant information from a variety of sources. Able to seek relevant information from a variety of sources
LL 2	Able to be open to new ideas and to have the capacity for self-directed or autonomous learning
LL 3	Able to develop a curiosity and passion for knowledge.

Eric has a more interesting insight from his debating experience that relates to LL1, the ability to develop curiosity and passion for knowledge. He explains:

Debating is a very challenging activity that has kept me thirsting for more information so I keep myself updated what's going on around the globe, not only where I am. Debate motions are so broad that you need to be all-knowing, to learn all aspects of knowledge, not just your own field and this is what I want debaters to develop, a thirst for learning everything under the sun for them to be well-rounded, to debate on any topic anytime. In tournaments, motions are given 30 minutes before the actual debate so you should have lots of stock of knowledge in your brain.

Being well-informed and updated in any issues and global current events is one great benefit that can be gained from debating as Eric mentioned. Another important aspect of LL in MSSDM which is open-mindedness to new ideas was best described by Sonya. She said:

If you debate, you should be open-minded enough to debate even on the side of the motion you personally disagree with. Just remember that it's just an exercise of the brain to argue for any side you're assigned to and later you'll find out that you can actually debate on that side you don't like so you become more enlightened and broad-minded to see more perspectives of any issue.

Prasit, Eric and Sonya manifested the three levels of lifelong learning and information management skills in MSSDM. LL is the ability to search and management relevant information from various sources, to be open to new ideas and to develop curiosity and passion for knowledge.

Lifelong learning is not the term associated with debate in the literature. Research skill is one of the top five benefits gained from debating in the international review by Akerman and Neale (2011). Research skill is also the term identified by three of the debate experts in this study as synonymous with lifelong learning and information management. As already explained by Prasit above, this study may interchange research skill and lifelong learning and information management.

Snider and Schnurer (2006), two debate advocates in the US who visit around the world to spread their advocacy and promote lifelong method of learning see that the generation's nature of information and knowledge has been increasingly becoming complex. They think that the fast-changing world brought about by technology makes it hard for people to discern which published information in the Internet spread in just seconds is relevant, sound, valid and reliable. Snider and Schnurer (2006) observed that debate greatly facilitates students on how to quickly analyze complex information. Darby (2007) also identified lifelong learning competences as one of the top skills her subjects reported they benefited out of debating. They claimed they developed researching current events, actively listening to different sides of the issue, differentiating between biased and evidence-based information, asking logical questions, synthesizing relevant information and developing arguments based on facts and evidences.

Overall, the five soft skills directly developed by debating in any kind of motion have been described by the five debate experts which were analyzed how they fit in with the MSSDM's description of each skill. From the analysis, only Level 4 of

communication skills (CS4), ability to use technology in presentation, was not mentioned by the debate experts. This is not surprising as debate does not require the use of visual aid in presentations. Instead, debate encourages the clarity of discourse, of extemporaneous public speaking where technology such as the use of Powerpoint may interfere with the spontaneity of speech and the intended practice for on-the-spot logical flow of ideas known in the nature of debate.

4.2.2 Soft Skills Developed by Debating Through the Choice of Motion

Another category that emerged from the one-on-one interview with the experts came out from the probing by the interviewer-researcher. For example, Eric, Expert 2, mentioned only five out of the seven MSSDM soft skills at first, i.e., communication skills, problem-solving and critical thinking skills, teamwork, lifelong learning and information management and leadership. But when probed later, he gave all the seven soft skills in the MSSDM to include entrepreneurship and professional ethics and morals. However, like the other experts, he categorized them differently. In fact, there was a deviant case on this question as to what soft skills are developed by debating. On the other hand, Prasit mentions critical thinking skills, communication skills, teamwork, leadership and information management but he does not believe that entrepreneurship skill and professional ethics and morals can be developed by debating. He openly verbalized his objection about two soft skills as follows:

I don't think entrepreneurship skill has something to do with debate.

(Researcher: Not in any of the three debate stages?) No, no! And the professional ethics and morals. Frankly, if we are in our daily conversations or in our daily life, we concern about professional ethics and morals. But in

debate, everyone is concerned about winning the match. So I don't think this skill is applied.

When probed based on the answers from previous interviews with other experts, however, "What about in the choice of motions, can't these skills be learned?" Prasit yielded after some deep thinking. He later said, "If the motion is related to business then you develop entrepreneurial skills."

4.2.2.1 Entrepreneurship Skill

When probed if entrepreneurship skill can be developed by debating by the choice of motions, Eric answered:

For entrepreneurship skill, it depends on the kind of motion given. For example, in the motion "This house believes that regional economic integration is impossible in ASEAN." In this motion, the opposition side explored all business opportunities that could create jobs throughout the region and help ASEAN to boost its economy. Of course, the government side proves how it is not feasible. So, two sides developed some good business plans and alternatives in favor of their side. So, I think entrepreneurship skill can be developed this way as they can critically think of what business will work and not work, what is feasible and not.

From what Eric said, it can be inferred that Level 1 of entrepreneurship skill (ES1), the ability to identify business opportunities, is developed by debating as debaters have the chance to identify business opportunities. ES2 can also be developed as it follows that when debaters design business opportunities, they must show their business plan and thereby create employment opportunities (ES3). From observation,

although debate is a team activity, students are able to work independently (ES4), particularly when they are given the task to research on their topics. Also during the delivery of speech on the actual debate, debaters show independence as they can no longer ask for help especially when they answer on-the-spot POIs when they are strictly timed. The four levels of entrepreneurship skills are shown below.

LEVEL	DESCRIPTION
ES 1	Able to identify business opportunities.
ES 2	Able to design business plans
ES 3	Able to design, explore and compete for business and employment opportunities
ES 4	Able to work independently

Like leadership skill, entrepreneurship skill is not identified with the soft skills developed by debating in the literature reviewed in this study. The only literature available that can be linked to entrepreneurship is by Roy and Macchiette (2005) on marketing, one of the aspects of entrepreneurship. Roy and Macchiette (2005) used debate in a marketing class as they believed that it can effectively develop critical thinking and problem-solving skills which are necessary in exploring business opportunities, designing business plans and identifying and resolving issues. They suggested that marketing or business related controversial topics can be explored in classroom debates. Roy and Macchiette (2005) provided examples of topics related to entrepreneurship, marketing or business such as “Should Starbucks expand in Europe more aggressively?”, “Will individual consumers eventually buy the Segway scooter?” and “Will public relations displace traditional advertising?” (p. 266).

Unlike critical thinking, communication, teamwork and research (lifelong learning) skills which receive much attention in the literature, entrepreneurship skill is uniquely explored in this study. However, by probing, entrepreneurship emerged as a soft skill developed by some motions related to business or economics. In the case of Job,

although he believes that there are certain topics covering entrepreneurship skill, he thinks these are not limited to business and economics but also politics or other topics that may be broad enough to cover this skill.

There are certain issues that they can use later on for developing their own business or for becoming good entrepreneurs. And normally, they just don't actually learn that prior to the debate. During the actual debate they will realize this essential skill. I personally believe that there are certain topics that really cover a lot of things that really matter about **creating your business**. Not necessarily economic or business issues. It can be about politics, it can be anything. And then, eventually they can just connect it with their development of the **entrepreneurship skills** and I think it's very important on the actual debate.

Job's statement appeared to be a deviant case at first. Although he claimed that entrepreneurship skill could be developed by certain debating topics, when he was asked to explain his point later, that not all motions cover this skill. However, Job said:

I am actually thinking that critical thinking and communication skills, leadership and teamwork are very crucial for entrepreneurship. And even research or lifelong learning skills if you want to develop and sustain your business. If one would like to be a successful entrepreneur, he should possess all these skills.

This statement by Job makes much sense and it might explain why previous researchers including Bellon (2000) who is a strong proponent of Debate Across the

Curriculum (DAC) have not identified the potential of debate to develop entrepreneurship skill. Nevertheless, from the point of view of the debate experts, entrepreneurship skill can be developed by debating both directly through chosen motions and indirectly in relation to the other soft skills identified with debating even in previous studies. From Job's point of view, other soft skills such as critical thinking and problem-solving skills, communication skills, teamwork, leadership and lifelong learning and information management are all necessary skills for entrepreneurs. Thus, entrepreneurship could be broader because designing business plans, competing in the market and exploring business opportunities all need other soft skills particularly lifelong learning and information management and critical thinking.

4.2.2.2 Professional Ethics and Morals

The soft skill, professional ethics and morals, was not also mentioned by the five debate experts readily as a skill developed by debating unless when they were probed. Prasit was even very straight-forward in saying that the competitive nature of debate sets students' mind on winning and they do not consider ethics but they just focus on winning. But when probed, he changed his position by saying, "Okay, also professional ethics and morals if it's a value judgment debate like on the classical topics such as abortion, gambling, capital punishment and so on." Job also concedes that professional ethics and morals are covered in debates but it depends on the motion. Job explains:

For professional ethics and morals, it's the same with entrepreneurial skill that it depends on the motion. Motions such as "This house supports LGBT" and "This house would restore death penalty" tackle moral and ethical issues.

Eric, Expert 2, thinks that professional ethics is learned in the conduct of debate but only when he was prompted.

No one is going to check up on you if you actually do it [research], right? Your team-mates will not be reeling down your neck if you're really going to the library or doing your research and all that. But if the case or that particular issue fell on you and your team is expecting on you for possible help in building the case and you don't have anything to give because you didn't do your work. So, you take upon yourself in doing the work assigned to you so I suppose in that way also it does reflect your professional ethics because you know the two other people or one other person is counting on you to win just as bad as you want to win.

What Eric shared is related to professional ethics which is important in one's job in the real world and this is the ability to practice good ethics, Level 3 of professional ethics and morals. Below are the three levels of professional ethics and morals (EM) in MSSDM.

LEVEL	DESCRIPTION
EM 1	Ability to understand the economical, natural and socio-cultural effects in professional practice.
EM 2	Ability to analyze and make decision to solve problems involving ethical issues.
EM 3	Ability to practice good ethics besides being responsible for the society.

Joyce gave an account of how professional ethics and morals can be tackled in debate. She shared her experience on one of her debates on the motion, "This house would abolish death penalty."

On the moral side of the debate, both sides are equally strong. We said that no one is entitled to take away one's life by hanging or any form of killing but the opposition said that what if it's your family member who is murdered and the

murderer want to kill all of your family? Do you think you live peacefully thinking that the murderer can escape from the jail anytime if he is sentenced only life imprisonment? And how many people in the society can this person possibly murder if not hanged? What about drug traffickers? If there's no death penalty, chains of crimes they will do to our country. They affect the health of people, the drug addicts will steal if they have no more money to buy drugs or even kill people if they are under bad effect of drugs. Should you not hang them? This is really a moral issue, we consider ethics a lot in analyzing the issues in this debate.

Joyce shows how debate can develop students' ability in analyzing problems involving ethical issues (EM2). She also manifests how debate can develop the ability to practice good ethics and being responsible for the society in decision-making (EM3).

As presented in the analysis above, EM2 and EM3 are manifested to be developed by debating but from the interview transcripts, EM1 is not shown being described by the debate experts. However, from observation made by the researcher, EM1 can be practiced in motions such as "This house would allow euthanasia" and "This house supports genetic engineering." In the first motion, the job of the doctor was scrutinized by the debaters in terms of morality and ethics if euthanasia is allowed to patients who are pronounced to have terminal conditions. One debater said that if the doctor is entitled to just stop medical treatment for condition that is determined not treatable anymore, any doctor can just declare such at any stage of the treatment. Then, the family can just give up also for the sick family member to be treated if they think they have no more money so the choice is easy, i.e., to do mercy-killing to stop

suffering. In this case, the ability to understand the economical, natural and socio-cultural effects in professional practice (EM1) is manifested by the debate students as they considered ethical and moral issues in the practice of mercy-killing.

Similar to entrepreneurial skills, students can directly engage in a number of ethical issues in debates. For example, they can debate on the topic, “Are marketers culpable for our culture of violence?” (Roy & Macchiette, 2005, p. 266). In this case, both entrepreneurship and professional ethics and morals can be touched. The following are some ethical motions or propositions commonly debated both in parliamentary tournaments and classrooms that inevitably cover moral and ethical issues.

- This house would restore death penalty.
- This house would legalize euthanasia.
- This house supports LGBT.

Professional ethics and morals is one of the soft skills not commonly associated with debate in the literature. Nevertheless, Parcher (1998) points out that debate trains students in the ethics of communication, related to real world’s ethical decision-making everyday. He cites Gronbeck (1990) as saying:

Because ethical perspectives dominate public discussion of advertising, politics, and corporate messages, the ethics of communication has a powerful link to students’ everyday lives. Since it is necessary for debaters to cite their sources when they present information from research as evidences to make their arguments strong, they are learning the ethics of communication. (p. 97)

Furthermore, Parcher (1998) states that debate teaches students the ethics of advocacy as it requires them to link moral principles and ethics in considering issues on human

rights and showing care for the society and people. This is similar to what Job, Expert 1, describes in the actual debate stage:

Obviously, professional ethics and morals will also come into play. How so? Because there are two types of debate: the value-judgment debate and the policy-making debate. It is the value-judgment debate that should simply involve morals. Which standards of morality are actually better? Or which side is in line with the norms of the society or is in line with the morals of the society. So, I believe that during the debate, the actual debate they would realize these important matters such as professional ethics and morals.

Job shares the same view as Parcher (1998) in terms of how morals and ethics can be developed through debates. In policy debates, for example, although teams clash against each other, both sides of the house are aimed at solving certain problems for the sake of humanity or groups concerned involved in the issue of the debate.

4.2.3 Triangulation by Debate Students' Perspectives

The perspective of experts on what soft skills are developed by debating was triangulated with the debate students' experience. Eight students from three ASEAN countries who have taken debate as a Listening and Speaking course in an intensive English program were invited for a focus group interview (FGI) but only six showed up. The six students were from Thailand, Indonesia and Myanmar. Two of them were females and four were males. All of them scored far below the minimum English proficiency entrance requirement in western universities which is usually 500-600. Their average institutional Test of English as a Foreign Language (ITP-TOEFL) score was 391. However, these students scored high in both their listening and speaking

entrance tests thus they were placed in the debate class, instead of the normal conversation classes in the lower levels of the pre-university program. The audiotaped interview lasted for one hour forty two minutes with each participant taking turns in answering questions.

The perspectives of experts on what soft skills can be developed by debating were triangulated by the debate students' views. Expert 3's dissenting view at first among the five experts that most soft skills in the MSSDM can be developed by debating except entrepreneurship and professional ethics was supported by one of the six ASEAN debate students who participated in the focus group interview. Intan (Focus Group Interviewee 2 or FGI2), from Indonesia, said:

We can develop many of the soft skills by debating. **Communication skills, critical thinking, lifelong learning and information management.** Of course, **teamwork** and **leadership** also. But entrepreneurship and professional ethics? I don't think so. I can't think how they can be developed when we debate.

However, Kittipat (FG4), who is from Thailand tried to challenge Intan on her position in this issue by saying:

Sorry, but I disagree with that. Do you remember we have some principle debates where we do value-judgment? For example, on the motions such as legalizing gambling and prostitution. These are topics that will require debaters to discuss about moral issues. And if we do value-judgment debates, we talk about ethics, about morality then we understand both sides of the

issues. That's why I like debate because it is a fun way to learn about everything, not only English.

In challenging Nisa, Kittipat proved that, indeed, ethics and morals can be developed by debating. He also argued that entrepreneurship skill can be developed by debate depending on the motion.

The entrepreneurship skill depends in [on] the motion. It can't be present in all kinds of motions. I mean, not all motions can touch this kind of skill. (Interviewer: So, what motions, for example?) (Nisa, thinking). Remember we once debated about AEC? We discussed how opening the ASEAN Economic Community can open the region's door for better business, for business opportunities, for exchange of human resources in the region. Of course, the opposition side is saying that AEC is an impossible dream with all the problems other member countries effect like Myanmar and other countries like Laos and Cambodia.

Kittipat was able to convince Intan by changing her position now agreeing that entrepreneurship skill and professional ethics and morals can be developed by debating. Intan concedes: "Okay, you've convinced me, man (laughing)! Seriously, I'm now with you." This change of perspective by Intan (FG11) on whether entrepreneurship skill and professional ethics and morals can be developed by debating was due to Kittipat's explanation how the two skills in MSSDM can be developed. Krueger (2002) states that, "Participants in focus groups change and sometimes even reverse their positions after interaction with others. When there is a shift in opinion, the researcher typically traces the flow of the conversation to determine clues that might explain the change" (p. 11). In the case of Intan's change of position, it was the convincing explanation of Kittipat that changed it.

It is surprising, however, that unlike the one-on-one in depth interview with the debate experts, there was no need for the researcher to follow up a question in the focus group interview (FGI) with the debate students on skills learned through the choice of motion. One of them did a quick analysis at the moment the issue was raised, which was not possible in one-on-one interview. Since interviewers or moderators hold authority or influence, they should remain neutral so they should not influence the answer of the participants by showing agreement or disagreement to what they say (Elliot & Associates, 2005). In conducting interviews, Patton (2002) suggests following up questions where appropriate but also warn of never giving opinion or disagreeing.

Moreover, according to Stewart, Shamdazani and Rook (2007), “By definition and by design, the statements of focus group participants are influenced by the group and the opinions of others” (p.165). But because the FGI participants are debaters who are used to responding to what has been said during the debate, they normally do not just conform or oppose without analysing. Thus, the change of position in this context can be seen as not just for the sake of conformity but as a reaction after an analysis to what has been clearly explained how entrepreneurship skill and professional ethics and morals can be learned in debate. This indeed shows the advantage of using FGI as people naturally interact and are influenced by others in the group, an aspect by which Marczak and Zewell (2008) consider high face validity as a data gathering technique.

From the perspective of the debate students, the categories that emerged on the soft skills developed by debating are the same with those by the debate experts. Five soft skills in the MSSDM can be developed by debating with any type of motion, i.e., critical thinking skills, communication skills, teamwork, leadership and lifelong learning and information management. Two soft skills, entrepreneurship skill and professional ethics and morals, emerged to be developed by debating depending on the choice of motion.

Therefore, to answer Research Question One (RQ1), “What are the soft skills developed by debating?,” two categories emerged. From the perspectives of the debate experts as triangulated by the debate students, the first category of soft skills found in MSSDM developed by debating regardless of the type of motions or topics are critical thinking and problem-solving skills, communication skills, teamwork, leadership, and lifelong learning and information management. The second category of soft skills in MSSDM developed by debating from debate experts’ perspectives as a result of probing are dependent on the given motion. It includes entrepreneurship skills and professional ethics and morals.

It is, therefore, evident that debate can develop multiple soft skills as Bellon (2000), one of the strong proponents of Debate Across the Curriculum, concluded. From these findings, debate can be a powerful activity that can be introduced in the classroom as it develops soft skills necessary for students to be prepared for the highly competitive and fast-changing workplace.

4.3 How Each Debate Stage Develops Soft Skills

The second research question of this study was: How can debate as a pedagogical tool with three stages, i.e., pre-debate, actual debate and post-debate, develop the soft skills in MSSDM? As this question directs to the process of debate itself, the analysis focuses on how each debate stage develops the soft skills in MSSDM. From the perspective of the participants, each debate stage develops various soft skills in different ways but they attributed more effective development of most of the soft skills in the pre-debate stage. Table 4.2 presents the summary of the soft skills developed by each stage from the perspective of the debate experts. The finding on how each soft skill is developed in each stage is described in the succeeding subsection.

Table 4.2

Soft Skills Developed in Each Debate Stage

Debate Stage	Soft Skills Developed	Occurrences
Pre-Debate Stage	Teamwork Skills	5
	Critical Thinking and Problem-Solving	5
	Lifelong Learning and Information Management	5
	Communication Skills	5
	Leadership Skills	5
	Professional Ethics and Morals (Depending on the Motion)	4
	Entrepreneurial Skills (Depending on the Motion)	3
Actual Debate Stage	Communication Skills	5
	Critical Thinking and Problem-solving	5
	Lifelong Learning and Information Management	5
	Teamwork Skills	4
	Entrepreneurial Skills (Depending on the Motion)	4
	Leadership Skills	3
	Professional Ethics and Morals (Depending on the Motion)	3
Post-Debate Stage	Communication Skills	5
	Critical Thinking and Problem-solving	4
	Teamwork Skills	2
	Lifelong Learning and Information Management	1
	Leadership Skills	1
	Professional Ethics and Morals	1

4.3.1 The Pre-Debate Stage

The participants of the study described how the pre-debate can develop the soft skills in MSSDM shown in Table 4.3. All the five participants in this study claim that critical thinking and problem-solving skills, lifelong learning and information management, teamwork, leadership and communication skills can be developed in the pre-debate stage of debate. Four out of five participants say that professional ethics and morals is developed at the pre-debate stage while three out of five participants admit that entrepreneurial skill is developed at this stage. How each of these soft skills can be developed at the pre-debate stage is described below.

4.3.1.1 Teamwork Skill

The theme that emerged from the data analysis is how debate as a pedagogical tool can develop teamwork skill not just on the basis of occurrences but on the emphasis given by the participants. As shown in Table 4.2, all of the five debate experts consider teamwork as the top soft skill learned during the preparation stage of the debate. Below is what experts say verbatim about their own debating as well as debate teaching/coaching experience.

Job, Expert 1, debated from high school to college for about six years and has been coaching university debate teams, teaching debates to university students in ESL/EFL classrooms for about four years and is now serving as an administrator for international programs in a leading university in Bangkok, Thailand. He was declared as one of the Top 10 Adjudicators in European Union – Thailand Intersvarsity Debating Championships 2012, 2013 and 2014. He considers teamwork as the primary skill developed during the pre-debate task and he explains how.

Basically debate is a team sport. As they always say you are not able to win a debate, whether it is in an informal or in a formal setting unless you work as a team. Those who ended up as champions in different competitions are those who have really given attention in their teamwork. **It's the number one skill that's being developed during the pre-debate task. During the pre-debate task, the members of the team should help each other in gathering data, gathering information and in brainstorming itself.** So, it is very important.

Furthermore, Eric (Expert 2), who debated from high school to college for five years, has been organizing debate trainings in the Philippines and also coaching debate teams in high schools and universities for over 10 years now, claims that teamwork is the most important skill learned during the pre-debate stage.

Teamwork is developed first and foremost because when we train debaters, what we always tell them is that you win or lose not just as an individual debater on the beginning but as a team. So you must always work with your team because you never win as just one speaker. You win as one team. You may be the best individual speaker, but if you don't work well with your teammates, you will still not win the tournament. So that is what we always tell them. The first thing we first try to establish early on, whenever we're preparing for a competition, is that as soon as possible, we try to determine who is going to team up with whom. Why? Because this gives them a lot of time to prepare as one team.

Eric, who used to be one of the leading debaters in the Philippines representing his university in national as well as international tournaments, further shared his own debating experience as how debate develops teamwork.

When I was competitive in debating also, that [teamwork] is one of the first thing I'd like to ascertain as early on. Because it gives us time to apportion amongst ourselves, for example, which issues are going to be researched and discussed by this person. Which issues and concerns can be discussed by this person because the nice thing about parliamentary debate as opposed to other formats of debate is that it touches a variety of topics and a lot of things which no single person will ever be able to learn or to prepare for say two or three months prior to the tournament.

Eric pointed out the advantage of parliamentary debate format like the one used in this study (All-Asians Parliamentary) in terms of the variety of topics assigned to prepare for that necessitates teamwork. Taking from his competitive debating experience, Eric also mentioned learning how to work well with a team even learning from each other's differences.

So you're forced to apportion it amongst your team members. So you have to learn to work together well as a team. And the longer you are able to debate and train together, the easier it is for you to determine each other's certain nuances in terms of preparing or in terms of debating a topic, for example. To a point that it becomes comfortable for you even within a debate, for example, to know where to take a debate because you practiced for so long. You know how each, how your teammate discusses a certain issue, or you know how all of you as a team are going to tackle a certain case during the pre-debate stage. Teamwork is really extremely important.

Additionally, Joyce, who has also been debating in English since high school, shares similar opinion with Job and Eric that teamwork is most crucial at the pre-debate stage than in the actual debate and post-debate stages. Joyce said:

The most vital part that you really develop teamwork skill is during the pre-debate when you prepare your debate. Because during that time, you will really be pressured so you need to really think a lot which point is best to solve the issues in the motion and so you need teamwork to think as a group. Two or three people thinking are better than you alone. That time, you really need a lot of **teamwork skill**, cooperation with each other so you can come to negotiate which solution is best. You also divide your points with each other during the preparation time, so you discuss that during the preparation. Although during the debate, you still need teamwork but it's not that much as during the pre-debate.

Sonya, a debate expert who also won as one of the top national debate tournament adjudicators in Malaysia, considers teamwork as the most important skill during the preparation stage and highlights proper coordination of team members as a crucial aspect during the preparation time. Sonya described how teamwork can be practiced at the pre-debate stage.

First is teamwork skill. Even in debate tournaments, right after we receive the motion to debate on, the first thing we should do is to talk as team, to plan first of all as to how we should handle the motion. Also if we're training in debate, once we get the topic, we first discuss as a team as to how we gonna prepare like who, gonna research on this and who's gonna do that. Without proper coordination among the team members, it will be hard and your individual

preparation will be useless if the other two have not done anything and winning will be impossible especially if the other team has done a very good preparation. In most debates, it's the quality of the preparation time spent together by the team that matters most.

As shown in the above statements by the debate experts, they said the same thing although they expressed their view in different words on how teamwork can be developed at the pre-debate stage. They said that the preparation time is the most important part of the debate that necessitates cooperation and collaboration as one member alone cannot be successful in the actual debate. They pointed out that it is at the pre-debate stage that team should work together in assigning team roles as well as team split on what information to research and discuss.

The perspective of the debate experts on the importance of teamwork during the preparation stage is supported by the focus group interview with the debate students. For example, Andre compares debating with playing football that requires specific roles and proper preparation. Andre states, "debate is like playing a football. Someone must do a specific job. And if someone is not prepared, he will... affect the whole team." He further described how teamwork is practiced during the pre-debate stage.

It's not good to debate without any preparation because you don't have any idea about the motion. So you must research and discuss with your team members. Then, we can choose together which information is related or (pause) or relevant to make our argument strong, which evidences supports our motion or our (pause) our argument. I would say that your performance in

the debate depends on your **preparation as a team** and as an individual although you cannot win in a debate as an individual because it's a team sport.

The experience debate experts shared about how the pre-debate stage can develop teamwork is similar to the finding of Goodwin (2003). Although Darby (2007), Hall (2008), Kennedy (2007), Lieb (2008) and Inoue and Nakano (2004) reported that teamwork is one of the many benefits of debating, they did not explain how it is developed. Goodwin (2003) describes well about how important pre-debate stage is; however, her analysis did not focus on stages of debate but on debate as a whole. She reported that the small meetings were a comfortable place to brainstorm, ask questions and “bring different thoughts together”, “to expand our limited capacities” (p. 160) allowing students to better work together than doing individually.

Like the participants in this study, one of Goodwin's (2003) participants said that, “The debate and the small group preparation that preceded it was an extremely effective way to facilitate me actually doing the work” (p. 160). Another interesting observation on the importance of the small group discussion or brainstorming during the pre-debate is described by one of Goodwin's participants as the real learning stage better than the actual debate. Goodwin's participant states:

During the debate, we tended to focus simply on one side as a debater. We would often ignore or negate very valid points the other side/group made. However, during the small group discussion, there was no need to do this. We threw out ideas on both sides of the argument in order to help us prepare for the debate and/or paper. We learned from each other because we were listening to each other. I do not think that listening necessarily occurred

when we were involved in the debate... Since the small group discussions happened because of the debates, we should keep the debates. But the real learning happened in the discussions.

In terms of how debate develops teamwork, the foregoing experiences shared by the debate experts in the context of competitive debating and the context of students who debated in the classroom did not differ. The debate experts are from different countries in the ASEAN region yet they share similar experience. Moreover, the findings of Goodwin (2003) with undergraduate participants in another context, i.e., in the USA are also similar with the ASEAN context. They all point to the pre-debate as the most important stage to develop teamwork and they described how it can be developed by debating. It is the nature of debate that necessitates coordination and working as a team, particularly during the pre-debate stage, that makes debate an appropriate pedagogical tool to develop teamwork skills.

4.3.1.2 Critical Thinking and Problem-Solving Skill

The other soft skill, equally important as teamwork, developed by debating during the pre-debate, according to the participants of this study, is critical thinking and problem-solving skill. Prasit explained the importance of critical thinking and problem-solving skill and described how it can be developed at the pre-debate stage by saying:

Another important skill at this stage is critical thinking and problem solving skills, the core identity of debate. When we say debate, it's all about squeezing your brain, to be logical, to give reasons and evidences, to outwit the opponents so you win the debate. And this requires much thorough preparation because during the preparation time, we have to come up with a plan on how

we can solve a certain problem, how to define the motion, how we address the issues on the given motion so we've got to analyze a lot.

Prasit underscored the importance of proper planning and analysing in order to solve the problem of the debate. In addition, he also emphasized the crucial role of brainstorming at the pre-debate stage. Like the other debate experts, he also mentioned the paramount value of preparing for both sides and predicting the possible arguments of the opposing side. Prasit further said:

We need to brainstorm as to how we can solve the problem and in case we're on the opposition side, we need to prepare for a counter or alternative model or defend the status quo so finding strong arguments isn't easy. It's like squeezing our brain to think of the best possible solution, better than what the opponents can think of. Not only that. We also try to predict what the other team's gonna say. What if they say this argument or that argument, how are we gonna attack it? All these things have to be addressed during the preparation stage of the debate.

Sonya, a debate expert from Malaysia, provides a similar view with Prasit on how the problem-solving component attached to critical thinking is practiced in the pre-debate stage.

Prior to the debate, we need to analyze the motion and scheme up a solution or alternative model, something that will not be easily weakened by the opponents or else we lose the debate so easily. It's in the pre-debate that problem-solving is really crucial as we try to dig the issues in the motion and provide a mechanism that will work in solving the identified issues.

Clearly, problem-solving cannot be separated with critical thinking when it comes to debating as Sonya claims. Job shares the same idea as he describes below that the aim of debate is to solve a problem. Job gives a more comprehensive description of how critical thinking and problem-solving skills can be developed during the pre-debate stage.

During the pre-debate task, another skill that is very important is the critical thinking and problem solving skills. Because we are talking about global issues, we need to scrutinize issues. We should identify how were going to attack the other team in terms of the rules in debating. So, it's very important to have critical thinking skills. And, eventually problem solving because the, **the aim of every debate is to solve a problem.** That's what debate is for, to come up with a solution that at the end of the day is actually better than the other. So along the way, the problem solving is given emphasis because the team has **to show that their solution to the problem is actually way better than that of the other.**

Job was able to define and describe well the relationship between critical thinking and problem-solving for them to be considered as one skill and how this soft skill in the MSSDM is developed at the pre-debate stage. Intan, from Indonesia, validates this relationship as well as how the pre-debate stage can develop critical and thinking skill from the perspective of a debate student.

Well, also critical thinking and problem solving skill is required during the pre-debate stage because the team will **be thinking of a solution to a problem** and how they can handle the arguments of the other team. So basically, they must prepare for two sides, how they can attack what the other

side will be saying. All these need critical thinking skills, **very good analysis in order to solve the issues in the debate.**

The function of debate to solve a problem underscored by Sonya, Job and Intan leads to the necessity of critical thinking thus they are able to explain the relationship between critical thinking and problem-solving skill. From the perspective of the debate experts and the debate student, this problem-solving function leads to the necessity of critical thinking, which Intan relates to ‘analysis’ of issues and Job to ‘scrutiny’(critical evaluation) of issues. Both of them provide an understanding how the pre-debate stage can be an important platform for developing critical thinking and problem-solving skills. However, for Job, it is not only about preparing for both sides of the debate but he emphasized that debating is not just about providing a solution but “a better solution.” Proving that a team’s solution is better than the other team’s model requires a lot of critical thinking skills in that the team members need to analyze what makes their model better by providing evidences and by comparing and contrasting the team’s model against the opponents’ model.

Eric also shows how crucial the pre-debate stage is in seriously preparing for the team’s case for the actual debate.

When we prepare for debate develop our own motions and then, we try to build a case for the motion and then try to develop a case against that motion also just to prepare. So in the process of doing that, **we’re forced to evaluate what possible aspect of issues is going to be significant in the debate.** Then, if I were to develop a case that runs contrary to this possible case that I’m developing what could possibly my line of argumentation. Even in preparation

stage, you're trying to **anticipate what certain issues are going to be discussed about**, what are **minor issues** that could probably need not be discussed, and what are the more significant aspects of the case that would be discussed thoroughly in a debate.

Eric echoes the same point given by Job and Intan on the importance of preparing for and against the motion but he emphasizes more on the development of argumentation at this stage. He delineates the anticipation of certain issues during the preparation time. Eric goes on further to describe the deep analysis needed in weighing critical aspects of the debate that points to the crucial role of critical thinking in assessing the motion of the debate during the preparation time.

So you start to pick out which one are certain critical aspects which ones are not as critical, but you list them down anyway just so you can challenge your own case also by building a case that's opposite to it because you never know which side you will get in the actual debate. So, you have to strategize also how to, how to rebut or counter your own case.

What Eric shared about identifying the debate's critical aspects and listing them down is similar to what Job described above when he said, "**we need to scrutinize issues...**" Also what Eric said about building an opposite case is consistent with what Job said that, "**We should identify how we are going to attack the other team in terms of the rules in debating.**" Eric used the term "strategize... to rebut or counter your own case" while Job used a strong word "attack" the other team although they have the same point relating to the deep critical thinking needed at the preparation stage. To 'strategize' and 'attack' are words connoting a battle in which thorough preparation is a must.

The participants of this study likened debate to a battle that needs serious preparation like what Eric asked, “What could possibly be my line of argumentation?” One could not debate without proper training and preparation as there are rules to follow and strategies to employ to be effective in argumentation. Job did not say just attack the other team but he qualified it with “in terms of the rules in debating,” not attacking in any way one wants but as governed by rules and guided by strategies or techniques. All these require proper planning, analysis and evaluation (scrutiny) towards the creation of a strong model or alternative solution to a problem.

All these are descriptions of critical thinking and problem-solving skills in MSSDM and these skills realize the higher-order thinking (analyzing, evaluating and creating) skills in Bloom’s Taxonomy to have a more meaningful and productive learning. The preparation for both sides of the case needs critical analysis and evaluation. The rigorous preparation for both sides described by the participants of this study is supported by Goodwin’s (2003) participants who reported the following:

The info that we need to know would have to be that of both sides. This enforces us to not be so close-minded about things. Having knowledge about both sides also made our point much stronger, because we knew how to counterstrike when asked questions. (p. 160)

The participants of this study clearly described their experience on how debate can develop critical thinking and problem-solving skill even at the preparation stage. If debate is introduced in the classroom, rote learning, which Shakir (2009) calls for to be changed in the educational system, can be addressed. Davies (2006) argued that

infusion (embedded or partial) approach to critical thinking is better than no treatment approach but not better than full treatment approach i.e. teaching of reasoning and logic like debate. Debate is, therefore, a pedagogical tool which can be used to develop students' critical thinking and problem-solving skills in the classroom so that rote learning will be eradicated.

4.3.1.3 Lifelong Learning and Information Management

Another very important soft skill identified by the participants of this study at the pre-debate stage is lifelong learning and information management (LL). Sonya describes her experience on how this soft skill can be developed during the preparation stage of the debate. She reflects the LL's description in MSSDM which are the ability to search and manage relevant information from a variety of sources.

Lifelong learning and information management is best developed in the pre-debate stage when we prepare for our arguments. We need to research a lot to gather information from various sources and decide which info is relevant to our case, which ones are not or which ones strongly support our case and which ones are against. We prepare for both our case and the possible arguments of the opponent so we need to open up our mind to ideas for or against our case.

As discussed earlier in RQ1, lifelong learning and information management is associated by both debate experts and students to research skill. Research skill is one of the top benefits of debating that emerged in the findings of Akerman and Neale (2011) and the participants of this study justified how it can be synonymous with lifelong learning and information management (LL) the way it is described in

MSSDM. Sonya further describes how LL can be developed during the pre-debate stage particularly the ability to be open to new ideas and to have the capacity for autonomous learning in MSSDM.

When we research, we do it independently at our own time so we really practice lifelong learning that will make us autonomous learners that will go beyond the classroom, the university or in the real world. Teamwork comes in again when we meet as a team for brainstorming, to discuss about the information we have individually gathered but most of the information we collect comes from independent research except if we have time to research together which is rare if we are all studying.

In Sonya's statement below, she also shows that debate can enhance the ability to develop curiosity and passion for knowledge.

Debating makes us well-informed about anything happening in the globe and we develop that passion for knowing more and more with the mind-set that we might debate anytime. It's like, shame on me as a debater if I'm not updated with certain issues so I've got to be reading and be informed all the time even if I'm so tied up with so much work to do.

To provide a better understanding, Sonya's perspective on how lifelong learning and information management can be developed at the pre-debate stage is triangulated by Intan's point of view. Intan, a student from Indonesia, explained:

We need to find information from books, the Internet, also newspapers or we can interview. I remember we interview some smokers before when we had debate about smoking. We can debate well if we know how to research or collect lots of information from different sources and then we try to manage

our information all the time when we debate. Because we should have to decide about which information is related to our topic and if we have lots of information, which is stronger to use for our argument.

Intan named the various sources of information debaters can search from in preparing for debate. She included interview aside from printed sources. Indeed, interview can be a good source of first-hand information especially if it involves rich data to provide a better understanding of certain issues. Because of the training in communication among debaters including asking questions, they can use such interview skill for lifelong learning. Intan also explained the importance of managing information, i.e., sorting out information relevant to the topic to develop strong arguments. Then, she also described the development of lifelong learning as a habit and open-mindedness by debating.

We develop a habit that we always want to know about anything like we are excited to learn new things everyday so we can share it or talk about it to our friends not only in debate. By knowing a lot of things by debating, we become more open-minded. We don't think that only one idea is okay or acceptable but one idea can be explained in many ways and one thing has always advantages and disadvantages.

From the perspective of the participants of this study, the pre-debate stage requires debaters to search and manage relevant information from various sources with the topic assigned to them. This necessity leads to the development of this important soft skill, lifelong learning and information management in consonance with MSSDM's description. As debaters do it as required during the preparation for debate on a regular basis throughout the semester in their debate class, it eventually forms into a

habit as Intan claims. “We are what we repeatedly do,” Aristotle said. This philosophy adheres with the behavior theory by Skinner on habit formation by doing things repetitively as in the development of skills that need to be practiced.

4.3.1.4. Communication Skill

Communication skill is a top soft skill identified by all the participants of this study with the actual debate, but participants are not consistent of its importance in the pre-debate stage. Some participants portray its minor role while some consider it highly important in the pre-debate stage. Such inconsistency across sources of data should not be viewed as weakening the evidence but as an opportunity to explore the data’s deeper meaning (Patton, 2002). The participants explained how communication skill is used and developed during the preparation stage of the debate. Prasit, for example, said communication is necessary to a certain degree.

I think it’s necessary because during the 30-minute brainstorming time or the preparation time, if you can’t communicate, you can’t do the preparation, can you? Of course, they [debaters] have to communicate. So basically, **to a certain degree even if some debaters don’t want to communicate during the preparation time, they are forced to communicate to a certain degree.**

Job, on the other hand, emphasized the need for coherence during the actual debate and to him, it can be achieved only through proper communication during the pre-debate stage.

Obviously, debaters have to talk to each other to make sure that they come across their ideas very well. Otherwise, they may not have enough coherence during the actual debate. Because if they lack this very important skill during

the pre-debate task they might end up not having a parallel set of arguments during the actual debate. There are teams with good speakers, they are good in analysis. It is that during the pre-debate task they do not discuss properly what their arguments should be. And then they come up on the stage with different arguments or different focus and in the end they lose because the judges also try to see whether their arguments are coherent or not which is part of the judging - the method on how they present their arguments.

Like Prasit, Sonya explained the necessity of communication during the preparation time. For her, communication at the pre-debate stage means interaction and collaboration primarily to share ideas in order to achieve what Job refers to as parallel or coherent arguments of the team.

Obviously, communication is also necessary during the prep time of the debate. How can debaters prepare without communicating with each other? As a team, we need to interact so that we can solve the problem, to collaborate to share or to contribute our ideas and this means we use our communication skill.

This point about necessary interaction in order to prepare for the actual debate from the perspective of the debate experts is triangulated by Kittipat, a debate student from Thailand. Kittipat mentioned a new point about the importance of a leader with good communication skills not given by any of the debate experts. Kittipat stated:

For me, the pre-debate stage, aside from what they already said, can develop communication skills. For the team to prepare well, they need to communicate to each other for what to prepare. The one to act like a leader should have very

good communication skills so the team members will understand what to prepare.

Sonya also shared how she developed her confidence in communication skill by joining debate.

Actually, if one has not developed communication skill well yet, he or she must join debate and I would say that that person can develop so fast just like me. As I said earlier, I was so shy before and I didn't want to say anything even in the class because I didn't have the confidence but when I joined the debate, I've changed, I mean, I improved a lot especially in the way I communicate.

Moreover, Sonya shared interesting points how debating can develop communication skills during the preparation stage of the debate. She highlighted a very important pedagogical aspect of learning English in her statements below.

In the preparation for the debate, I need to read a lot and reading not only increased my knowledge or my ideas but it also improved my vocabulary. Because when I read, I get lots of new information and meet new words and I try to remember the new words. I write the new words I learn and try using them during the debate and even after the debate. And this works very well for me to improve my English and my communication skills.

Sonya's improvement in communication skills particularly from reading and specifically her gaining of vocabulary by the necessity to research prior to debate is also confirmed by Kittipat. As an EFL student who has very limited opportunities of using and practicing English back in his country in Thailand, Kittipat attributes his

learning of unfamiliar and difficult words in English to his debating experience even if it is only for one semester.

In debate, especially when we were given academic topics we never know before, we have to research a lot. By reading a lot, we got a lot of information and new words, new vocabulary to improve our English. To debate well, we need the right words to say during the debate so by researching before the debate, we try to remember the new ideas and the new words that we read and use them when we debate. Actually, I must say that it's in debate that I learn most of the hard words in English I know now because I'm forced to read something that I never read before.

Reading as one of the macro-skills of communication is described by Sonya as one of the necessary aspects of the pre-debate stage and she attributed a great improvement on her vocabulary by debating. Vocabulary is necessary not only in reading but also in speaking, listening and writing. According to Wilkins (1987), "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.135). Indeed, vocabulary is very basic in all the four macro-skills. Sternberg (1987) said that it is common knowledge that people learn most of their vocabulary by reading. Furthermore, Krashen (1993) stated, "reading is good for you. Research supports a stronger conclusion, however. Reading is the only way, the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar, and the only way we become good spellers" (p. 23). Like Krashen (1993), Hadley (2000) believes in contextualized language learning and teaching. In debate, the unfamiliar words are used in context that facilitates learning. Remarkably, Sonya writes the new words she learns and uses them during the debate in context. Indeed,

the nature of debate that necessitates reading in context improves the vocabulary of students and therefore their communication skills because vocabulary is the backbone all the four macro-skills.

Aside from reading, writing is also enhanced by debating. Andre said:

Debating helped me not only with my speaking and listening but also in reading and writing. Obviously, we have to speak and listen a lot and, of course, read a lot before the debate. But for writing, it helps me to quickly organize my ideas and support my points with evidences to make them strong. Also I gain a lot of ideas and words by debating that can help me a lot when writing.

Aclan and Aclan's (2012) participants also reported that they have to remember not only the ideas but also the new words they have learned to be more effective in delivering their speeches as they always have the motivation to win and not to be embarrassed if they know what to say. This previous study finding is similar to the finding of this study which is related to the Input Hypothesis by Krashen (1987) that once learners are exposed to comprehensible inputs, they acquire those and incorporate them with their interlanguage system. This is also supported by the Noticing Hypothesis of Schmidt (1986, as cited by Richards, 2009) proposing that for learners to acquire new forms from input, it is necessary to notice such forms in the input. If the students are conscious in gaining more words to add to their repertoire, they notice unfamiliar words. Noticing is basic in acquiring new language features including grammar and vocabulary.

4.3.1.5 Leadership Skill

Leadership is another soft skill that can be developed during the pre-debate stage according to the debate experts. Sonya explained the importance and role of a leader during the preparation or pre-debate stage.

Leadership skills also play a role when deciding on which member performs which speaking role and what share of issues and arguments to deal with during the actual debate. If there is no one standing as a leader, the preparation will be a mess because the leader sets the direction of the debate. Many teams fail due to lack of a person who is able to lead the group properly during the prep time especially with challenging members who love to rationalize all the time (laughs).

Sonya defines a leader in the context of debate as someone who sets the direction of the preparation stage, which predicts the success of the team in the actual debate. Job also described how leadership skill can be developed during the preparation stage.

Leadership skills is the one that is being enhanced because one of the team members should stand up as a leader. One of them should really decide which of this to be mentioned or presented during the debate, which of these arguments should not be included, what argument should be prioritized and what's next and how, and there should also be an assumption of what the possible arguments of the other sides are. So, if there is someone who will stand out as a leader and then decide which one should be or how to organize the entire debate or the entire speech then it's one of the skills that will also be developed.

In the last sentence of Job above, it implies that there is a possibility that no one would act as a leader in a team. However, Job and Sonya emphasized the importance of leadership during the preparation stage. Prasit also shares similar perspective on the importance of leadership at the pre-debate stage but he addresses what Job implies the possibility of having no one to stand as a leader.

Leadership is also important in the pre-debate stage because if we prepare for the motions, we work as a team but someone has to act as a leader. Someone has to be in command so there will be order during the preparation time. Someone has to be responsible about schedules of meeting to brainstorm or to discuss on how the team has to go about the given motion or motions. For example, during our practice before the tournament, I rely on someone to be a leader, to call for a meeting then I just follow. But in most cases, there is always someone who immediately stands to be a leader in the group but when there is none, I am forced to act as a leader.

Prasit explains how redundancy and overlap of arguments can be avoided during the debate through the direction of a good leader at the preparation time. He suggested that the leader should give a clear team split prior to the debate.

We can't go on with a smooth preparation if there's no one acting as a leader just like in any meeting in an organization. Someone has to facilitate the meeting. The same is true during the debate prep. The leader directs the flow of what to do next and to assign the team split. If there's a clear team split, redundancy will be avoided during the actual debate. Of course, the adjudicator will notice if the same arguments are said by the speakers and this will be bad for the team. So, to avoid overlap, the leader has to assign properly who is to say what.

The debate students confirm the necessity of leadership at the pre-debate stage and also described how it is practiced from the perspective of student debaters. Like the debate experts, Nisa points out that if there is a team there should be a leader to guide the group particularly on the assignment of topics to prepare. She explains how.

Starting from the preparation stage, teamwork and leadership go together.

While we prepare, we need to work as a team and someone should be a leader to guide the team for the topics to prepare or to research. The leader should assign who will do something and set the deadline so the team can do discussion so that they can prepare what they will say in the debate. Without a good leader and good cooperation, the preparation will not be good and the team will be lost.

Intan echoes the same concern for the need of leadership in the preparation stage of debate. She said, "If there's no one as a leader when we prepare, it's not well organized, we will have no direction. It's hard to do our preparation without a leader." Andre further clarified the importance of the leader in assigning the speakers and echoed the same point that teamwork and leadership are inseparable. He said, "Someone will act like a leader to assign who will be the first speaker, the second speaker, the third speaker and the reply speaker. Of course, it's a team and someone should be a leader so leadership will be developed."

Aside from assignment of speakers that Andre pointed out, team split or division of points to avoid overlap of arguments to deliver during the actual debate is crucial in debating. Chatri explains how this role is fulfilled by the leader prior to the debate.

Some leaders don't sleep to do the research and help the members for the team split. He know what to do in the motion so he assign something to read because he know the information very well. If I am a leader I do this also and make my team win. I prepare a lot. I read and read so I can share very well if we talk in the discussion as a team. Of course, the adjudicator will know this if we prepare well or not because of the information we say during the debate.

How leadership can be developed was not described in the previous literature thus this finding report will contribute illumination in the body of literature on how debate can develop soft skills particularly leadership. Parcher (1998) admits this gap in the literature pointing out the scarcity of studies relating debate to the development of leadership. He only mentioned the survey conducted by Klopff in 1967 in Freedom and Union magazine. Klopff found out that among the 160 leaders as respondents, 100 had debated and 90 of these 100 believed that their debating experience helped them a great deal in their leadership role. However, unlike the study of Goodwin (2003) that used mixed-method and described how certain soft skills identified by her participants could be developed, Klopff's was limited to survey without qualitative description how leadership can be developed by debating. Eric shared the challenge of being a leader in the context of competitive debating usually for high achieving students with advanced communication skills.

In my experience as a debater, as a competitive debater, the debaters are the most competitive bunch of people you'll ever meet because these are the most over-achieving students, family-favorites or the favorite child of the parents because they are achievers and all that. So these are big personalities. And it an extremely efficient leader to try and tell these people what to do, that they

should follow strict rules and training, practices. So this is probably the toughest group of people you'll ever have to lead. So, if you're able to do that, then you might enhance your leadership skills in debates.

Eric described a scenario of how competitive debating preparation can be a tough leadership training for debaters. However, from the observation of the researcher, it is not only in competitive debating that creates opportunity for challenging leadership. Even in classroom debating, leadership is also challenging particularly during the preparation. Even if the team members themselves are the ones choosing their team leader prior to the debate, there are always conflicts they need to resolve including disagreement on day and time to meet and practice, where to practice, who will research which topic and so on. Sometimes, some debate rounds are cancelled due to the unpreparedness of one or two teams and when asked why they were not able to prepare, they would say different reasons such as they were not able to discuss about their schedule ahead of time. Even these simple assignments of tasks could be sources of disagreement if there is no one to act as a good leader and, of course, if the members do not cooperate. That is why, there is no doubt that leadership and teamwork relate with each other and debating is a good platform to develop them both due to the necessity of both skills in debate as a pedagogical tool especially in the preparation stage.

4.3.1.6. Professional Ethics and Morals

Professional ethics and morals (EM), as discussed in the previous section in RQ1, can be covered in debate by certain choices of motions, i.e., in the principle or value-

judgment debate. Sonya described how EM can be developed during the pre-debate stage using Lesbian, Gay, Bisexual and Transgender (LGBT) issue as an example.

How is professional ethics and morals developed in each stage of the debate?

In the pre-debate stage, it's about how we tackle issues related to professional ethics and morals. It's understanding why people do what they do and why people believe what they believe and how we can tell whether it's morally right or wrong. We practice this soft skill, if we are given a value judgment or principle debate motion say, for example, the LGBT thingie. This topic is a very controversial issue in Malaysia which we never talk about in the classroom or elsewhere except in debates.

From the perspective of Sonya, it is clear that professional ethics and morals although touched in certain motions can be developed by debating but this soft skill has not been identified or associated with debate in the previous literature. Sonya further said:

Once we talk about it, we are given the opportunity to evaluate the issues, not necessarily supporting or condemning this debated LGBT claim by some special groups for equal human rights but we are able to understand all the problems especially the moral and ethical issues related to it. Of course, we know that it's a taboo in the Islam religion and Malaysia for one does not support it but during the debate, even at the preparation stage when the moral and ethical issues are analyzed, religion as standard for morality and ethics always comes in the discussions.

What Sonya described above manifests Level 2 of professional ethics and morals (EM2), the ability to analyze and make decision to solve problems involving ethical issues. It is interesting to note that she mentioned about Islam, the context of her debating experience being in Malaysia. She implies that ethics and morals' interpretations are influenced by religion. Sonya further discussed how debating can illuminate choices and actions on what is morally and ethically acceptable or justified. What is most interesting in what Sonya shared here is the result of debating, i.e., becoming open-minded with the choices of people, not just conforming or condemning but it is the deep understanding of both sides of the issue. Sonya continues to explain.

So, I would say that professional ethics and morals can be developed well by debating, starting from the preparation time when we have to establish our arguments such as why we support or not support LGBT or any other ethical issues. We really become more guided of our actions why such a practice in the society is morally and ethically unacceptable or why it's justified. We also become open-minded of respecting the choices of people if we understand both sides of the issues deeply and our discussions during the brainstorming facilitate this well.

The point of view of Sonya on how the professional ethics and morals can be developed by debating particularly at the pre-debate stage is confirmed and further clarified by the debate student's perspective. Chatri used a vivid example to explain his point.

Professional ethics and morals can be developed before the debate, in the preparation time because sometimes we have some motions about morality.

(Researcher: Could you give some examples?) Like when we debate about human cloning. Some of my friends said, “Can we be like God to make human being?” We know that only God can give life to human being so how can we allow science to do that? Something not ethical, right?

Chatri raised his analysis of how EM can be developed to the higher level by looking into the possible effects of unethical practice to the society or the humanity. Chatri reached Level 3 of MSSDM’s professional ethics and morals (EM3), the ability to practice good ethics besides being responsible to the society by his concern on the effect of human invention that might possibly ruin the humanity. Chatri said:

If we allow human cloning, we can allow crimes easy to happen because someone can copy exactly the same face, the same person so how can we say that this person is the criminal if there is someone that exactly looks the same as him? This can really be a very bad idea for the society so we think of ethics before we do something. And all these things can be learned by debating because we discuss two sides of the problem, not only one or your own side but the opposite side also so we can argue very well.

What the previous literature is lacking in terms of the benefits of debating, i.e., professional ethics and morals is filled in by this study. The perspective of the participants, both debate experts and students, filled in the gap on this aspect. Considering that professional ethics and morals is an important soft skill in this highly competitive world dominated by technology, it should be inculcated among university students before they go out to practice their professions. Universities need to equip their graduates not only with hard skills such as the use of advanced technology to create things that can benefit the society but also with soft skills like professional

ethics and morals for them to consider any adverse effects of their inventions or creations to the society and the humanity.

Clarkeburn (2002, as cited in Ozolins, 2005) posited that higher education should train students to be ethically sensitive and be able to be logical or to reason well because ethics courses by themselves are not enough to inculcate good characters and good virtues. Debate can develop this sensitivity and logical reasoning based on what the participants of this study described. Ozolins (2005) believes that ethics training among university students will expose students of some moral dilemmas they might be faced within their chosen fields of profession when they graduate. The training for professional ethics and morals in the higher education should not, therefore, be left alone to the ethics courses. It can be facilitated and strengthened by introducing debate in the curriculum such as EFL/ESL to teach multiple soft skills including ethics and morals.

4.3.1.7 Entrepreneurship Skill

Like professional ethics and morals, entrepreneurship skill can be developed by debating with certain motions or topics, according to the participants of this study. They described how it can be developed at the pre-debate stage. Prasit explained:

Any motion related to business or economics or even political that may touch on business opportunities like, “This house would appoint Myanmar as future ASEAN chair” can develop entrepreneurship skills. This motion deals not only about the political condition of Myanmar in relation to ASEAN. In this motion, we discussed about the business opportunities for the Burmese people and for the whole ASEAN block that may be opened if the country would be

chair especially with the creation of jobs if investors would be allowed to enter the country if the leaders would change their political ways. This creation of jobs is related to **entrepreneurship skill** which can be touched both in the preparation and the actual debate.

In this excerpt from Prasit, he mentioned that entrepreneurship skill (ES) can be developed both in the pre-debate and the actual debate stages. It is through the discussion during the brainstorming that can develop ES particularly on the first level of entrepreneurship skill (ES1) according to MSSDM's description which is the ability to identify business opportunities. On this skill, which others did not talk about and some did not elaborate well, Prasit referred to MSSDM in giving his detailed explanation. First, he discussed how entrepreneurship skill is related to or overlapping with other soft skills by analyzing the ES levels. He started with the Level 4 of entrepreneurship skill (ES4).

I also think that entrepreneurship skill is related to critical thinking and problem skill because entrepreneurs think a lot, analyze a lot to design a business and to solve problems. If we look into the Malaysian paradigm for developing soft skills you've shown, I would say that the skills are interrelated. For example, the ability to work independently which is Level 4 of this entrepreneurship skill, it can actually be overlapping with other skills like critical thinking and problem-solving skill because you need to think critically by yourself and that's working independently, Level 4 of this entrepreneurship.

Prasit further analyzed from MSSDM's Level 2 of entrepreneurship skill, the ability to design business plans. He described how it is done during the preparation of the debate as follows.

Also Level 2, able to design business plans. When we're preparing for the debate, we need to design our case or our alternative model. Doing this is like designing a business plan because we need to secure it so that the competitor, our opponents, would not capitalize on our weaknesses. We need to make our arguments strong and convincing, supported with evidences. It's like we have to make our product or model stand out and we have to convince the judges why it's better than any model to solve the problem. We develop this during the preparation time and again, also when we deliver our speech.

The perspective of Prasit on how entrepreneurship skill can be developed by debating is similar to that of Myo, a debate student from Myanmar.

For entrepreneurship skill, it's like ethics and morals that it depends on the motion. (Researcher: Any example of motions?) The motion we debated before, "This house would ban plastic bags." The government side proposed to change plastic bag with cloth [fabric] bag. I thought it's only about environmental issue but when we discussed it in my team, we also needed to think of the people who will lose their jobs from making plastic bags. But someone said that making the fabric bag will also give many jobs to people because it come from cotton so more people must plant cotton.

Myo, like Prasit, Eric and Job, gave a point that it is not only by business or economic topics that entrepreneurship skill can be experienced by debaters but also with some

topics that may open opportunities for business. It is very interesting to note that, like Prasit who related entrepreneurship to critical thinking and problem-solving skills, Andre related entrepreneurship skill with professional ethics and morals. Moreover, Andre, a debate student from Indonesia said, “I think this motion about ban plastic bags also relates to professional ethics and morals because we think of the benefit of the people and we feel like we are responsible about them when we make business.”

Indeed, Andre is able to spot the relationship between entrepreneurship skill and professional ethics and morals. Eric also said that to be a good entrepreneur, one must possess critical thinking and problem-solving skills as well as good communication skills.

This shows that, from the perspective of both the debate experts and students, the soft skills in the MSSDM are interrelated with each other and they can be learned in debate.

Entrepreneurship skill is another skill, like professional ethics and morals and leadership skill, which is lacking in the previous literature on debate. It is the study of Roy and Macchiette (2005) with marketing management students that can be related to entrepreneurship skill. However, marketing refers to selling of products while entrepreneurship is opening one’s own business although they share some commonalities like the ability to compete for business.

Like the participants of this study, Roy and Macchiette (2005) related marketing or business skills with other skills learned from debating such as critical thinking skills, communication skills and teamwork. They said that these skills are important to the

students' future role in managing business in the rapidly changing modern marketplace. For example, Roy and Macchiette found out that debate instils a sense of teamwork and time management, precise planning, sharing tasks and complete attentiveness among marketing students. These skills are also identified by the participants of this study in their debating experience.

The finding of this study does the groundwork in terms of entrepreneurship skill as it is able to establish and describe that, indeed, debate as a pedagogical tool can develop entrepreneurship skill which is not identified in previous studies on debate. To recapitulate, entrepreneurship skill (ES), according to MSSDM's description per level, is the ability to identify business opportunities (ES1 or Level 1); to design business plans (ES2); to design, explore and compete for business and employment opportunities (ES3) and; to work independently (ES4). These entrepreneurship sub-skills have been related by this study's participants to their experience in debating particularly in the pre-debate stage where the concept, plan and design of debate models or cases are established.

4.3.2 The Actual Debate Stage

Among the three stages of the debate (pre-debate, debate and post-debate), the participants of this study consider the actual debate as the most challenging part. They claimed that the actual debate is equally important as the pre-debate stage in terms of developing soft skills although the way these skills are developed vary in each stage. They said that certain soft skills are highlighted in various stages of the debate. For example, communication skills and critical thinking skills are more important during the actual debate while teamwork, lifelong learning and information management,

critical thinking and problem-solving are crucial in the preparation stage. However, the participants recognized that the seven soft skills in MSSDM can be developed during the debate although they vary in the way they are practiced. This section discusses how the soft skills prescribed in MSSDM can be developed at the actual debate stage.

4.3.2.1 Communication Skills

Communication skill emerged as among the top two soft skills in MSSDM identified by the participants of this study developed during the actual debate stage. Job, Expert No. 1 who has been declared as one of the Top 10 Adjudicators in the European Union-Thailand Interschool Debate for three consecutive years now, explained:

During the debate task, obviously it's the communication skill that is given highlight because they [students] have to be able to effectively **discuss the analysis, their own analysis in their arguments**. Because no matter how good they are during the preparation stage if they cannot be able to **relate the information or doing it clear** to the set of judges then they will still not win. Therefore, **communication skill is very, very important**.

Job presented the relationship between the pre-debate stage and the actual debate stage. He showed how important the pre-debate stage is in terms of the preparation of arguments but he depicted how crucial it is for debaters to deliver their arguments for them to be clearly understood. Job further emphasized this point as follows.

Another thing that should be given emphasis here is how they are able to relate their information not just in the level of the judges but also the audience because they are the ones to understand what the debate is all about. There are debaters

who are very good in the technical aspect of the debate, in digging deeper into every aspect of the argument or every issue that's being talked about but they are not able to communicate effectively...because they cannot talk at the level of the audience or the judges. In one of the criteria of judging or one of the rules of judging is that the judges are average reasonable person. They might just be talking about the technicalities and stuff and then still they end up not winning. That's why communication skill is very important.

Job further emphasized the importance of effective communication by considering the audience when debaters deliver their speech during the debate. It is indeed quite important because the adjudicators or judges and the audience in the debate are considered as average reasonable people, not experts of the topics the debaters are dealing with. Therefore, the debaters are required to convey and explain their arguments clearly so that the average judges and audience would understand. The point of view by Job on communication skills as the most important soft skill developed during the actual debate as well as his point on communicating to the judges is supported by Prasit's perspective.

The first skill necessary or essential during the actual debate is communication skill. During the debate, you have to communicate with your opponents and with your team-mates in order to be intact on what you say against your opponents. So, basically you have to communicate or talk. In your speech, you have to make the adjudicators understand what you convey so that's how you develop communication skills.

From what Job and Prasit said above, communication skill is of prime importance during the actual debate because of the necessity to present the arguments the debaters prepared during the pre-debate stage. Job portrayed here the inseparable function of communication skill and critical thinking and problem-solving skills (analysis of arguments). This connection between communication and critical thinking skills is also described by Myo, a debate student from Myanmar.

Yes, communication skills and critical thinking skills can be developed during the debate. Because like me before, I closed my eyes to remember what I memorized before the debate. But this is not good because if we debate, we interact with our opponents. They stand up to ask POI [Point of Information] so I don't see them. Then if you memorize what you say, you will lose everything. My teacher in debate said I should not read what I write, only glance sometimes. The next time, I memorized what I will say but she said, I must look at the audience, I must not close my eyes. So in the next rounds, I improved. Although I talked under time like only three minutes [seven minutes by rule], but I did not close my eyes anymore. Then I also answered POI and I liked it. I'm not afraid anymore like before in my first time.

Not only Job and Myo did present the relationship between communication and critical thinking skills but also Chatri, a debate student from Thailand.

During the debate, you will learn how to solve a problem and how you communicate with others. I had no chance like this before in my high school so I was afraid to say what I think. But in debate class, I learned to say my opinion and present my ideas, what I read when I prepare for the debate.

In the preceding excerpt from Chatri, communicating and thinking critically go simultaneously showing the complexity of debate as an activity. He also needed to remember what he read during the preparation time to present at the actual debate when he speaks and, of course, listens to his opponents. Debaters also outline their points by writing notes during the preparation stage. Thus, there is an integration of skills that Brown (2000) suggests for communicative language teaching and learning as well as task-based language teaching, i.e., incorporating the four macro-skills (listening, speaking, reading and writing) when teaching the target language. Ellis (2003) points out that language learners need to solve a problem and practice complex language functions like they use the language in the real world. Chatri further shared his experience about learning English communication skills implying his need for a more complex and challenging communication activities other than just games back in high school as follows.

When I was in high school, I hate my teachers in English always playing game all the time. I could not learn much in playing only in the class like the teacher was lazy and teach us very simple. But in debate, we have to think a lot and speak very long and response to the POI. It's a very good way to learn real communication and problem solving. Analysis is very important for every human being and debate will teach you how to analyze or how to solve your problem very fast and speak more effectively so you convince your adjudicator about your points.

What Chatri said here is very relevant to classroom pedagogy particularly in language teaching when playing games is involved. While playing game is a fun way of teaching language, it could not occupy all the learning time particularly for advanced

students who need more challenging lessons so they would not plateau in their learning (Richards, 2009). Munzenmaier (2013) suggests that Bloom's Taxonomy be fully used in any classroom activity if meaningful and useful learning is desired. If the learning objectives of having the learners play a game in the classroom do not conform to Bloom's Taxonomy particularly in language learning, it is most likely that the game is just filling in the time just like what Chatri described. Chatri claimed that debate is a good way to learn communication skills as it requires a great deal of critical thinking skills. On the other hand, games can be put in their proper place like just for a point of motivation or for practice of a certain language function developed in a lesson. For Chatri, communication involves responding to interlocutors such as answering POI which uses analytical skills at the same time improving fluency in speaking. Eric has a very good point to share in terms of how debate can develop fluency in communication skills.

In debate, I have to say my point really quickly so it's a very good practice of fluency in speaking English. In general, it's actually where I developed my communication skills in English. As a debater, I've gotta speak fast so I can say more points and support my arguments with more evidences. If I speak slowly, I can say just a few things that's why fluency can really be developed if you debate a lot.

Indeed, debate as a pedagogical tool serves its purpose well in the EFL/ESL classroom as memorization or rote learning is not encouraged but meaningful communication particularly during the debate task as set by the debate rules that debaters should engage with their opponents well specifically in both POI and rebuttals. As Myo described, it is not possible for him to just deliver a memorized

speech as there is a necessity to interact not only with the audience but more importantly with his opponents particularly in addressing Points of Information or POI. The participants of this study claim that POI is the most challenging part of the debate as they would not be able to determine what point would be exactly raised by their opponents yet they need to address it on the spot during their speech; otherwise, they would lose points for not engaging with their opponent. For example, Andre said, "What I like most about this debate is the POI because asking and answering question smartly in just seconds, within the allowed time, is so challenging." The POI in the parliamentary debate format specifically the All-Asians used in this study does not make memorization of speech possible because the debaters would be lost in their memorized speech once they get interrupted with a POI. Andre implied that POI is challenging because the speaker may be disrupted anytime during his speech to answer a POI raised so he/she must answer and this will distort the flow of any prepared speech. Besides, debaters could not prepare ahead of time for a memorized rebuttal as they would not be able to predict exactly what arguments their opponents would deliver. Even if they can predict some, there may be some arguments they have completely not prepared for which call for spontaneity in the construction of rebuttals.

This interactive nature of debate suits the EFL/ESL classroom quite well because in the real world, memorized speech is not the norm as people interact with each other in a spontaneous way not with a note to read all the time. As the debate class in this study was offered to EFL students with higher listening and speaking scores, if they are allowed to prepare their speech and just read it, they would not be able to improve their communication skills. Richards (2008) suggested that for advanced learners not to plateau in their language proficiency, they should be provided learning activities

that would make them level up. If they would be allowed to deliver a memorized speech, they would not learn how to interact and would not improve their fluency.

Language tasks in the classroom should resemble how the target language is used in the real context outside the learning environment (Brown, 2000; Ellis, 2003). In this case, debate as a pedagogical tool with an interactive nature prepares students to be communicative in the 21st century job market when communication is of utmost importance in presenting ideas and answering on-the-spot questions that may arise during such presentations. Just like what Job said, no matter how good the preparation of the set of arguments would be if the debaters are not able to communicate their ideas clearly and effectively, they would still lose. Even in a job interview, the job applicant should be able to answer questions spontaneously. In the same way, even if engineers and entrepreneurs have brilliant plans and ideas but they are not able to communicate them well with their teammates and to their stakeholders to make their ideas tangible, such plans will not work as they cannot operate in a vacuum.

Joyce's active participation as a debate organizer in her university made her qualify as an expert aside from her active involvement in national debate tournaments in Malaysia. More importantly, she used to be a student in debate back in her high school which has given her a rich background about debating in the EFL/ESL context being the focus of this study. Joyce shared her debating experience as regard development of communication skills in English.

In terms of communication skills, debating has helped me a lot because before whenever I would do a presentation during my secondary school, it was usually in Bahasa Melayu. I seldom did a presentation in English but because I'm

taking engineering course it is really essential to do a presentation in English language. Before I joined the debating club, I felt not confident talking in English. I was not confident to present my point in English because I seldom spoke it. It's like it's my third language because my first language is my native tongue, Kadazan. My second language is Bahasa Melayu, of course. And my third one is English. And during my secondary school, I only used it during my English classes. I was lucky to have a teacher who forced us to debate in English so it gave me a good practice of my little English that time.

Joyce acknowledged the lack of opportunities for practicing English during her high school and it was only by joining in the debate club that made her practice her English more. Therefore, if debate is offered in the EFL/ESL curriculum, it can benefit all students and not just the few who join the debate club or competitions. Joyce shared how the university debate club in English has helped her.

So when I went to the university I came to think that I need to learn to speak very confidently in English. So, I joined the debating in English and it actually helped me improve a lot in my communication skills because in debating you need to prepare well and you have the stage to tell people your point about the topic. And then during your speech, there will be some points of information from your opponents that you need to answer right away. I feel amazed that whenever I deliver my speech during the debate, I can answer the questions. It is essential that you need to answer the POIs or questions.

From what Joyce stated above, debate is a good platform for learning English in an ESL/EFL context. It is a good activity to practice English in a country where English is not used outside the classroom as it gives the students a push to use English in a

natural way. In fact, Joyce even recognized the forcing of her English teacher to let her class debate in English as she realized that it gave her a good practice of the language she considers important in her success as an engineer especially in presentations. Krashen's (1987) Input Hypothesis supports the use of classroom activities that reflect the natural setting of language learning which is also in consonance with the strong version of Communicative Language Teaching (CLT). The use of English to teach English characterizes the strong version of CLT, the same feature that Krashen recommends to be practiced in the language classroom. This concept is particularly more helpful for students like the participants in this study who already have a certain level of English proficiency and what they need is to operationalize their basic knowledge or competence of the language to make it functional, i.e. the actual use of the language in communicating with others.

The perspective of the debate experts as triangulated by the focus group interview with the debate students are consistent in pointing to the potential of debate in developing communication skills in English. Intan, a debate student from Indonesia, further provides illumination how the actual debate can develop communication skills in English.

Debate is very good to develop communication skills because for us who don't have the place to practice our English, in debate, we can develop how to communicate in front of many people. Before, I couldn't speak using English very long especially with many people. But now, talk to me in English and I will not run from you. My confidence was developed by the debate class. I realized that pressure can do well to me because if my teacher did not force me

to talk without reading my notes a lot, I will not develop my communication skills especially in English.

Developing confidence for speaking in front of an audience is one of the benefits that debate students recognize as they seldom have the opportunity to practice public speaking and much more something that involves serious critical thinking. Andre also shared his personal experience on how he developed his communication skills by the strictly time- limited debate.

During the debate itself, I believe it's more on developing communication and critical thinking skills. Imagine you speak for seven minutes and sometimes more than that. I always do that speaking beyond the time limit (*laughs*) especially if there are POIs. That's where I can practice my critical thinking more and speaking with the pressure especially if the POI or the question is something you have not prepared for.

The time pressure is considered by students as a good motivation for them to practice their communication skills within limited time. This can be related to Dornyei's (2001) language learning motivation theory in which learners could be motivated by challenging activities. If the activity is too easy, students would not be interested in learning so the time pressure could push them to perform because they are challenged.

The participants say almost the same thing on how debate can develop communication skills in English. What is interesting in what they say in common is what they perceived as the enforcement by their teacher to use debate and not to read their notes all the time when debating. Indeed, developing learner's autonomy is very important. If the debate students were just allowed to read from their notes all the

time, they would not develop fluency and confidence in using English as it is not their first language. It might be difficult at first for them to speak without reading their notes all the time but the encouragement of their teacher that they can do it without their notes would help a lot in developing autonomy. Myo and Intan proved it to themselves that they could speak in front of many people without depending on their notes anymore by means of practice through the debates. Like Joyce, they attributed to the debate format, specifically to the POI, their big improvement in their English communication skills as well as critical thinking skills. Job portrayed how communication and critical thinking skills go together but he highlighted communication skills more at the actual debate stage because most of the critical thinking and problem-solving skills are displayed at the preparation stage when the arguments are laid down by the team.

Indeed, communication and critical thinking are the two soft skills commonly identified as the top benefits of debating in the previous literature (Akerman & Neale, 2011; Bellon, 2000; Darby, 2007; Goodwin, 2003; Hall, 2011; Inoue & Nakano, 2004; Kennedy, 2003 and 2009; Lieb, 2007; Scott, 2008; Yang & Rusli, 2012). The international review of Akerman and Neale (2011) on debate reported that several authors attribute the academic benefits of debate to its interactive nature which means that learning is socially constructed rather than just taught. Thus, this interactive nature embeds critical thinking skill in the form of argumentation and communication skills making these two skills inseparable like twins as it is not possible to debate without critically thinking while delivering a speech at the same time.

Akerman and Neale (2011) identified communication and argumentation skills as a key finding which includes improved English when it is not the students' first language as evidenced by the study of Inoue and Nakano (2004) in Japan. Communication and speaking skills were perceived by students as the most important benefit of competitive debate in the surveys conducted in the US (Littlefield, 2001; Williams et al., 2001). As the goal of this study is to introduce debating in the classroom in the ASEAN context, Cronin's (1990) study found that 74% of students from six university classes in the US indicated communication skills as the top benefit of debating. Not only should communication skills be taught resembling the way it is used in the real world but also the way it is demanded when students go out of the university to perform their job in the demanding workplace. Eric, now a manager in a company, expressed the demand for communication skills in everyday life once students go out in the real world of work. He said, "A lot of things are taught in college which have no real use at work. But communication skills, these are the things that get you at work, these are the things you need at work."

As an advocate of debate training not only for students but also for teachers to become debate trainers and coaches, Eric is very much aware of the role of communication in both getting and performing a job. He believes that debate can develop it the way he was developed. He believes that debate can benefit more students if it is indeed introduced in the wider scale, i.e., in the classroom as a requirement as proposed by Bellon (2000) and Snider and Schnurer (2006). Like the other participants of this study, Eric strongly believes in the power of debate to develop communication skills especially at the actual debate stage.

As the participants described well how debate can develop communication skills during the actual debate specifically in English as a foreign/second language context, more students can benefit from debate if it is introduced in the classroom. Debate's interactive nature gives students of mixed English proficiency a platform to practice their English communication skills in a natural way.

4.3.2.2 Critical Thinking and Problem-Solving Skills

Critical thinking and problem-solving skills is the next soft skill in MSSDM that emerged to be developed by debating at the actual debate stage from the perspective of the debate experts and triangulated by the debate students' view. As portrayed by the participants of this study, this soft skill is primarily important during the pre-debate stage when debaters as a team prepare their arguments and structure their speeches as they need to analyze a lot. During the actual debate, they critically analyze what their opponents say so that they could respond appropriately by either raising a Point of Information (POI) while their opponent is delivering his/her speech or by a rebuttal when they deliver their own speech. Job described how critical thinking can be developed during the actual debate task.

During the actual debate, it's not just about what you have prepared but it's also about how you interact with the opponents because along the way you will present your own speech. And then in their [opponents'] speech you have to make your own rebuttals and you will also raise points of information. Therefore, you have to be critical and very fast in responding to the questions posed by the opponents. As I have said earlier, problem-solving is the main goal of every debate. Therefore, during the actual debate the team has to show that their solution is absolutely the better solution to solve the problem.

Job vividly described how critical thinking and problem-solving skills can be developed during the actual debate. He delineated the rule in debate that debaters need to actively engage during the debate even if they are not the speaker at the moment. They can either raise a POI or prepare for their rebuttal so they can weaken the strong points raised by the speaker. Job also mentioned what the debate students raised earlier about the time pressure they have to handle when debating as they are given only seven minutes to deliver their speech. The debaters are allowed to raise POIs after one minute from the start of one's speech and one minute prior to the end of the speech. The POI is also time-bound as the rule states that it should not be over 15 seconds and after which the speaker needs to address it quickly as Job said. Evasion of POI is penalized by the adjudicators. This time pressure is considered by the debaters challenging and they accounted it to be contributing to the betterment of their performance particularly in quickly analyzing the POI and answering it as fast as they can. The complexity of debate compared with the individualized public speaking is depicted by Prasit in the following excerpt.

Debate is a dynamic activity unlike public speaking that you just have to prepare your speech and just go up stage and talk. But in debate you have to think and solve the problem because you have no idea what your opponents will have to say. It's unknown how they will attack your arguments like in terms of POI so you need to respond critically on any question that may be posed against you so you need critical thinking to handle the situation.

From the preceding excerpt, Prasit underscored the difference between debate and public speaking showing that the former is more complex because aside from the need to anticipate for any POI to be raised against the speaker, the anticipation could not be

guaranteed as no one can read the minds of the opponents how they would attack the speaker's arguments. This unknown and unpredictable POI is what needs to be solved by the debaters outright within the time limit and this is what debaters consider as the challenging part of debate, specifically the All-Asians Parliamentary format used in this study. This challenging feature of the parliamentary debate is not present in public speaking being an individual event unlike debate which is a team activity. This feature adds to the complexity of debate that helps develop the students' focus to the development of critical thinking and problem-solving skills. As Job mentioned, debate is meant to solve a problem and it is also this feature that makes it fit to be a pedagogical tool to develop multiple soft skills including critical thinking and problem-solving, a higher-order thinking skill in the Bloom's Taxonomy of learning.

The perspectives of the debate experts on how debate can develop critical thinking and problem-solving skills in the pre-debate stage are triangulated by the view of the debate students. For example, Nisa supports the point of Job and Prasit on the unpredictability of POIs that requires critical analysis and eliminates the possibility of memorized speech. Nisa also shares her view on critical thinking and problem-solving skill in relation to communication skill as she sees it related to each other like other participants do.

It is in the actual debate stage that this [communication] skill can be developed the most as you cannot just read your notes or your prepared speech because someone will stand up to interrupt you and raise a POI that you need to answer right away. **Answering POIs needs critical thinking.** You cannot depend on your notes. You should be quick in answering the point of information and

saying your point very fast because your time is so limited. Only seven minutes so you cannot waste your time by saying nonsense.

Nisa confirms the debate experts' point that prepared notes are not useful when POI is raised during the debate as no one can predict what question would be asked by the opponent. Another interesting point given by Nisa is the quick answering time for a POI as the total time given for each speaker is only seven minutes and in this seven minutes, only within the allowable five minutes can a POI be raised and answered. It is why Nisa said there is no room for saying any nonsense or irrelevant ideas as they may be taken against the speaker or will reduce the speaker's time to substantiate her arguments. The on-the-spot POI is considered by debaters as fun and the most challenging part of the debate. Intan shared her point on this.

Debate is the best experience I have to help me develop my critical thinking skills. It's actually very challenging because if our solution is weak, the other team will knock us down. They tell us why our solution is not good and why it won't work and why their alternative is better than our solution. This is quite challenging and will make us think and analyze a lot but the most challenging is the POI because we don't know what our opponents would ask. It's the best for us to practice our critical thinking because we make our brain work very fast to answer the POI. It's so fun to ask and answer POI.

For Intan, providing a solution better than the other team's solution is very challenging because of the necessary deep analysis in comparing both sides' models or solutions to the problem. Also providing a mechanism how the model is feasible or how it will work is necessary so spotting the weakness of the other team's model and

arguments is part of the critical analysis of the debate. Handling POI, however, is what Intan finds the most challenging and fun because of the unpredictability of the POI yet it needs to be addressed outright at a very limited time. Andre, also from Indonesia, strongly supports what Intan said about POI being the best feature of parliamentary debate as follows.

I always do that speaking beyond the time limit (*laughs*) especially if there are POIs. That's where I can practice **my critical thinking more and speaking with the pressure especially if the POI or the question is something you have not prepared for**. This for sure is the highlight of this All-Asians Parliamentary Debate style and **POI is the main ingredient of this debate to make it really challenging**. A debate without a POI is simply boring.

POI is, for the participants of this study, the best feature that keeps them challenged. In fact, they consider it as the highlight to make debating interesting, engaging and fun as they need to analyze very quickly and respond smartly in just seconds. With all these features of debate embedded in the All-Asians Parliamentary Debate (APD) particularly the offering and addressing of POI that provides challenge to debaters and train them to think critically, debate should be introduced in the EFL/ESL classroom.

From what the participants of the study shared, the actual debate meets all the six levels of Bloom's Taxonomy because debaters need to remember, understand and apply the information they gathered during the preparation stage. Then, during the actual debate, they need to analyze and evaluate their model against their opponents' model and construct or deconstruct sets of ideas to counter or weaken their opponents' case. Therefore, debate should be introduced in the EFL/ESL classrooms

so that more students can benefit from it particularly in developing critical thinking and problem-solving skills.

4.3.2.3 Lifelong Learning and Information Management Skill

The participants of this study identified lifelong learning and information management skill (LL) as the next soft skill in MSSDM developed during the actual debate. They described how LL can be developed according to their experience as a debater and as a debate trainer. The following excerpt from Job shows how a certain level of LL can be developed by the actual debate.

In terms of lifelong learning and information management, I believe that during the actual debate, debaters have realizations. In debate, no matter what side you are, what you personally believe in, you have to make sure that you stand by the side you're given. Say, for example, there is this certain issue and then you were on the opposition while in fact you believe in what the government side is all about but you have to stop believing in that just for a while because that's where you are supposed to be. That's what you're supposed to defend. But along the way, even if you're against what you're trying to defend, you have certain realizations based on the arguments that you've made and these realizations are actually very important because these are the set of information that you can actually use in real life.

From the preceding excerpt, Job showed how to be open to new ideas, not to be prejudice in learning another side of what one personally believes. What Job has described relates to the Level 2 of lifelong learning and information management (LL2) in MSSDM, which is the ability to be open to new ideas. Job relates the

realizations on taking a side which debaters are personally against of to show open-mindedness. Indeed, it takes an open mind to talk convincingly in favor of an issue one is strongly opposed to. In many cases, debate students report that they feel enlightened at the end of the debate if they take the position opposed to their personal stand on the issue. For example, the participants of Goodwin (2003) and Kennedy (2009) reported that they became more open-minded after having been exposed to the view opposite to what they personally hold leading to the development of empathy.

The basic level of lifelong learning and information management (LL1) in MSSDM, which is the ability to search and manage relevant information from a variety of sources, is covered by the experience of Job and Sonya as follows.

During the debating process recently, debaters are allowed to bring their own research notes. So they don't just gather information prior to the actual debate but during the debate because they continue gathering information based on the notes that they have previously collected. And along the way, their lifelong learning skill is still being enhanced.

Some tournaments in All-Asians Parliamentary Debate have allowed bringing of notes and reading resources during the debate as Job said. The limited time in the tournament and in classroom debates trains students to be very quick in managing available information in order to solve problems. This skill is what Snider and Schnurer (2006) consider as very important in the 21st century knowledge economy when there is overwhelming information to manage. Sonya, a Malaysian debate expert, shares the same point given by Job, from Thailand, but she brought out the time factor in managing information.

During the actual debate, this skill can be developed by the management of our notes and database we are allowed to take to the debate room especially if there are issues we are caught off guard and we want to address such either by POI or in our rebuttal. So, we can quickly browse on the available information we gathered during the prep time. It's actually a skill we can develop to be really quick in finding relevant information when it's mostly needed at a spur of seconds considering the short time we're given during the debate.

Sonya described a very important aspect of debate in developing lifelong learning, i.e., browsing of available information very quickly to use for POIs and rebuttals. Sonya further explained:

Lifelong learning is a very important skill to develop because in the real world, we need to learn new things each day and we need to manage information all the time. I would say that debaters are pretty much equipped with this skill the way I am equipped with it making me more confident that I have this skill not only to survive but to stand out in this information overloaded world we need to conquer.

Sonya expressed her confidence for debaters including herself being equipped by debating with lifelong learning and information management, which she believes is an important soft skill to survive in this world with overwhelming information as Snider and Schnurer (2006) described. Sonya implies the difference between the way lifelong learning and information management is used in the pre-debate stage and during the actual debate. In the pre-debate stage, debaters are given ample time to prepare about the topics while in the actual debate, there is a very limited time to locate information

that relevant to the case they are defending. However, if the debaters have a good preparation prior to the debate, just retrieving information through their notes to back up their case during the actual debate would be easier.

Learning is continuous and as long as information management is learned as a skill, it will be practiced in a lifetime as information is so vast and quickly increasing and changing. During the actual debate, students see this reality that they need to be quick in managing the information given by their opponents and reacting to them right away using the prior information they gathered and from their existing resources they need to quickly manage. Thus, debate is a pedagogical tool that can develop lifelong learning and information management, a very important soft skill to make ASEAN graduates competitive in the knowledge economy.

4.3.2.4 Teamwork Skill

Teamwork is another soft skill in MSSDM that can be developed during the actual debate, according to the participants of this study. Although teamwork is seen by participants as the topmost important skill during the preparation stage, it is still necessary during the actual debate. Job explained how it is practiced during the actual debate in the following excerpt.

During the actual debate, the three debaters in the team are allowed to talk to each other as long as they maintain a minimum volume. Therefore, they have to make sure, that if, for example, the first speaker's speech is over he has no chance to speak again. Therefore, whatever his ideas are or whatever his rebuttals are to the other side must be relayed to the next speaker. Teamwork still should come into play otherwise whatever it is that he has in mind he won't

be able to bring it up and then if he will be able to bring it up and the second speaker does not know how to respond to what the opponent has just said, they might end up not winning at all.

For Job, once team-members' turn to deliver a speech is over, they can still practice teamwork by way of sharing to team-mates any ideas they can contribute to weaken the case of their opponents. This point is also supported by Eric as follows.

During the actual debate, each member can contribute ideas by whispering to each other while they're listening to the speech of their opponents. This is especially effective when one has done delivering his speech and if he comes up with a point to rebut certain arguments, he can share it to the next speaker.

Eric added another way of how teamwork is practiced during the actual debate from the following excerpt:

Another equally important aspect of teamwork during the actual debate is the offering of POI once a team-member's speaking time is over. It's really helpful to the team if someone who has delivered his or her speech can do the task of offering POIs more actively as the one who is the next speaker is pre-occupied with his or her rebuttals. Also, it makes more sense for the one who has already delivered his speech to do the POI more as the one who has not delivered his or her speech still has the chance to rebut during his or her speech. So, it's about good coordination of roles in order to achieve teamwork during the actual debate.

This perspective of cooperation and coordination which shows teamwork during the debate stage by the debate experts is consistent with the perspective of debate students. For instance, Andre said in the focus group:

Also during the debate stage, you still work together as a team. Like if someone is busy listening to the speech because he will be the next speaker, one of the team-mates will help him to get more information and substance to include in his speech. Or one can help by asking POI so that the next speaker from his team can focus more in organizing his speech and so that he can respond to what the speaker is saying and not just to read the speech he prepared.

Aside from the cooperation of the team in sharing of ideas, coordination even with the offering of POI is practiced during the actual debate to show teamwork. This coordination is observed as contributing to the success of teams both in competitive debates and in classroom debates. Goleman (1996) in his best-seller *Emotional intelligence: Why it could matter more than IQ* portrays how companies can succeed in their endeavors by the ability of their manpower to work in a team. Another best-seller author Stephen Covey (1989) in his book, *The Seven Habits of Highly Effective People* also highlighted the importance of teamwork as an important factor of organizations' success. As teamwork is not taught as a subject in universities unlike communication and critical thinking skills, it should be given emphasis in the teaching of soft skills. One best way is by introducing debate where the format of the activity itself necessitates the learning of teamwork in all the three stages of the debate.

4.3.2.5 Entrepreneurship Skill

Entrepreneurship skill (ES) is one of the soft skills identified by the participants that can be developed by debating but is dependent on the choice of motions. It can be developed both in pre-debate stage and during the debate stage on the discussion of the motion. Sonya describes how this soft skill can be developed.

Entrepreneurship skill can be developed by debating but with chosen motions... For example, the motion, "This house would allow women to drive." Of course, the debaters brought the debate to the context of Saudi Arabia as expected. Although this motion sounds like a feminist or human rights related topic, it actually deals with the benefits of allowing women to develop accessibility and freedom without heavily depending on men. It talks about how women can establish their own business and contribute to nation-building especially at this time when fossil fuel will run out soon. Business opportunities were discussed both in the preparation stage and the actual debate.

Sonya clearly explained how entrepreneurship skill can be developed. While the other participants refused to discuss about how this skill can be developed by debating, Job tried his best to explain how entrepreneurship skill can be developed at the actual debate stage.

In terms of entrepreneurship skills, during the debate task, there are certain issues that students can use later on for developing their own business or for becoming good entrepreneurs. And normally, they just don't actually learn that prior to the debate. During the actual debate they will realize this essential skill. I personally believe that there are certain topics that really cover a lot of

things that really matter about creating your business. Not necessarily economic or business issues. It can be about politics, it can be anything. And then, eventually they can just connect it with the development of entrepreneurship.

Sonya and Job agree on the types of motions that can develop entrepreneurship skill which could not be limited to business and economics alone. While Sonya believes that this skill can be developed both in the pre-debate and during the actual debate stages, Job thinks it can be developed only during the actual debate. However, since there is a discussion of the business opportunities both in the pre-debate stage and during the actual debate aside from the engagement of both sides (government and opposition) with POIs and rebuttals on the topic, entrepreneurship skill is covered in both stages. Eric has another way of looking how entrepreneurship skill can be developed during the actual debate.

It's about finding opportunities. It's about pushing when you think your case is going more significantly explained or more significantly competitive in terms of how you were able to push forward your argumentation. Or, it also has to do with you finding where you think your opponents lacked in terms of explaining their own line of argumentation or weakness you may exploit for you to be able to further your own case.

What Eric relates to the development of entrepreneurship skill is capitalizing on the weakness of the opponents. In debate, it is like idea-grabbing when the opponents fall into a weakness of their case by which they cannot easily defend themselves then the opponent would grab the idea and make it strong for their side. If in the case of business, a good entrepreneur would find great opportunities on the weakness of the

competitors. It is where an entrepreneur can build upon a new and better business opportunity. As discussed earlier, entrepreneurship skill is related by the participants of this study with critical thinking and problem-solving skill as well as communication skills because these two skills are basic for entrepreneurs. Myo, an international business student taking debate from Myanmar, shared the following.

I'm thinking that this entrepreneurial skill can be developed in the debate itself. Not only in the motion because problem-solving and independence are also necessary for making a new business. In debate, we try to be creative in thinking of the best ways to solving the problem. Businessmen are creative, like the Chinese, to make new products or new business and they are brave to take the chance or risk because making a new business or a new product is not easy. You're not sure if it will succeed or it will fail.

Myo extended the meaning of entrepreneurship beyond the description of MSSDM to include critical thinking, creativity and risk-taking. Indeed, Myo makes sense as identifying business opportunities (ES1) and designing business plans (ES2) requires a lot of critical thinking and problem-solving skills. Also conceptualizing new products and competing with businessmen (ES3) takes a lot of risk-taking and critical thinking skills as he describes below.

If you have critical thinking skills, you also have this entrepreneurial skill, then you will face your problem. You will be brave like when you debate even if you're afraid like me before I didn't know how to speak in front of many people but I tried my best to develop. I learned how to answer POI, I learned how to solve my problem fast. So if I make my own business because I'm taking up international business, I will be stronger especially to solve problem

and to talk to many people because in business, we have to convince people a lot that our business or our product is the best so people will buy it like when we debate.

Myo did relate his debating experience to confidence and risk-taking in establishing a business because he believes that having quick critical thinking and problem-solving skills will make one brave to face problems. Not only business students did give their points on entrepreneurship skill but also engineering. Andre explained how entrepreneurship is relevant to his chosen field.

Entrepreneurial skill is also necessary for us engineering students because we also create or develop new products and we should think how to make our product good for people to buy. So, I think entrepreneurial skill is not only for business students. It will be more in engineering because we are the builders or shall we say makers of new products. Debate can teach us how to think of a solution to the problem and make the status quo better. Then we think how the solution will work. If not, the other team will think our solution is weak so we will lose. So, we need to establish the feasibility of our solution also.

Andre pointed out building of opportunity through product development in engineering. Certainly, if new products are developed, business and opportunities are created, which is the essence of entrepreneurship. Apart from product development, convincing and communication skills are related by Myo to good entrepreneurship and he described how these skills can be developed in debating in relation to entrepreneurship skill.

When we debate, we convince the adjudicator that our solution is better than the solution of our opponent. So, debate helped me a lot to be a better businessman someday, to communicate, to solve a problem faster, and make new opportunity or new product which is better than the status quo or the one that we need to change, to improve.

Myo and Andre also related entrepreneurship to communication and critical thinking skills. These two important skills developed by debating are identified as a must-have for all professions (Bellon, 2000; Snider & Schnurer, 2006). Literature relating debate with the development of entrepreneurship skill is scarce. This finding, therefore, will contribute to the body of literature on how debate can develop this soft skill together with other soft skills prescribed in MSSDM.

4.3.2.6 Professional Ethics and Morals

Like entrepreneurship skill, professional ethics and morals is not identified with debate in the literature but the participants of this study named it as one of the soft skills developed by debating. It is described by the participants how this soft skill can be developed both directly and indirectly. Job explained how it can be developed during the actual debate.

Obviously, professional ethics and morals will also come into play. How so? Because there are two types of debate: the value-judgment debate and the policy-making debate. The value-judgment debate involves morals, which standards of morality are actually better or which side is actually in line with the norms of the society or is in line with the morals of the society. So, I

believe that during the debate, the actual debate, they would realize these important matters such as professional ethics and morals.

It is in the value-judgment debate that professional ethics and morals, according to Job but like his position on entrepreneurship skill, he believes that it can be learned during the actual debate. It only differs with his observation that this soft skill can also be developed at the post-debate stage. Eric has an interesting view that professional ethics and morals can be indirectly developed during the actual debate. When Job was asked how debate can develop this skill, he answered:

Indirectly, I suppose. Like I told you, because if you want to be a good debater, you tend to be really, really open-minded. You open yourself to other opinions that you might not hold for yourself to be true... I think it's also debate that made me socially aware about issues that affect people. So, I suppose indirectly because you become a better person.

Developing open-mindedness to understand how social issues affect people is what Goodwin (2003) found in her study to be developing empathy among her subjects who took classroom debate. Being responsible for the society is the third level of professional ethics and morals (EM3) in MSSDM. Therefore, although Eric considers it as an indirect effect of EM, if what he described is analyzed with the description of professional ethics and morals in MSSDM, it is actually a direct impact of debating. The excerpt below is what Eric considers as direct effect of debating in terms of EM.

But one direct effect I think of debating, at least competitive debating, is in terms of professional ethics and morals, because as they said you win or lose in debate as a team and not just as individual speakers. So the success or

failure of two other people or another person depends also on you as a person. And because in the pre-debate stage, you discuss assignments, when you apportion issues or when you apportion cases or research matters amongst your team-members it's incumbent upon you that because your team-mates are counting on you on a certain case that you have to actually do the work for the team.

If analyzed using MSSDM's description of professional ethics and morals, what Eric described in the excerpt above falls under Level 3 of EM, the ability to practice good ethics. Being responsible of one's own actions that may affect others is good ethics. Thus, for Eric, if a team-member does not perform his or her assigned work particularly during the preparation stage affects the performance of the team and this means bad ethics. Eric further explains his point on how to practice professional ethics in the following.

No one is going to check up on you if you actually do it [preparation] right. Your team-mates will not be reeling down your neck if you're really going to the library or doing your research and all that. When it comes to tournament and the case or that particular issue fell on you and your team is expecting on you for possible help in building the case but you don't have anything to give because you didn't do your work then it's a problem. If your team fails in that particular debate all because of you, that's a very, very difficult burden to have because you might have other two competitive team-mates with you who might be thinking of the chance. But because you failed on that particular issue, you run the risk of not being in the race especially if you have a particularly critical round.

Practicing professional ethics in debate, from the point of view of Eric, is doing one's assigned job conscientiously even without supervision or reminder. Acquiring this skill is very essential as many people in the job still need supervision when doing their job. If college students have practiced this good ethics in the university, they would turn out to be responsible workers with professional ethics and morals being inculcated in them. Even if no one is looking at them or overseeing them, they perform their job because they have the conscience that dictates them to do the right thing. Debate as a team activity can develop such moral conscience and empathy over the society's sufferings as Eric described. Professional ethics practiced in debate can be transferrable in real life situations. Eric further explained how a debater can reflect professional ethics.

So, you take upon yourself in doing the work assigned to you so I suppose in that way also it does reflect your professional ethics because you know the two other people or one other person is counting on you to win that tournament just as bad as you want to win. So you must do your work as you agreed upon as team. So I suppose in that way that skill is acquired.

It is clear how professional ethics and morals can be developed by debating as described by the debate experts. To triangulate the perspective of the debate experts, the view of the debate students is also presented. Andre, a debate student from Indonesia, shared his perspective on how professional ethics and morals can be developed during the actual debate.

Moral and ethics or professional ethics is developed also in the pre-debate because for the preparation, the debaters will decide why, for example, the motion about euthanasia, why euthanasia must be allowed or not. The same in

the actual debate when the debaters already talk about the motion, they practice ethics and morals because they will prove why mercy killing is acceptable or not.

The debate experts recognized that the development of professional ethics and morals depends on the choice of motion which is consistent with the perspective of the debate students. Andre gave a good example of a topic that deals with ethics, i.e., euthanasia or mercy-killing, that requires debaters to discuss about moral and ethical issues, which they debated in the class.

From the perspectives of both the debate experts and debate students, debate is a good pedagogical tool to develop professional ethics and morals. The actual debate is as good as the preparation stage in developing this skill.

4.3.2.7 Leadership Skills

The last but not the least skill developed during the actual debate according to the participants of the study is leadership skills. Most of the participants attribute leadership skills development in the pre-debate stage where they see it most necessary. Nevertheless, Job argued it is still necessary during the actual debate.

Leadership skills would still come out during the actual debate task because, as I have said, not everyone is given the chance to speak as long they want. In debate, they have to abide by the rules. So they only have 6-7 minutes to say what they have to say. Therefore, the leader of the team has to ensure that whatever they have prepared, it will be expressed properly during the actual debate otherwise it's going to be a big waste. Therefore, the leader of the

house will step up and say, “hey, we still have this set of arguments that we have to say” or “we still have set of rebuttals that we have not yet given out.”

As a debater himself apart from being a debate teacher and coach, Job knows best how a team works in the entire debate. He does not want what has been prepared by the teams at the pre-debate stage to be wasted during the actual debate. Thus, he sees the need for a leader during the debate to direct the team members. Job added that everyone in the team is preoccupied preparing his or her own speech so if there is no direction the team might be confused. Job explained further as follows.

If everyone else especially those who are about to speak are very busy in preparing their own speeches, if there’s no one to stand out as a leader, then everyone will just end up being confused and not being able to say what they have to say at the end of the day. Then one or two of them, one for each team, can stand out as a leader and eventually say what has to be said during the debate. And, basically during the actual debate even if it’s just like an hour or so of actual debating, this skill is actually practiced.

Indeed, to ensure that the team goes to the right direction as they prepared, there should be someone to stand as a leader. From the point of view of debate students, Nisa, from Thailand, has a similar experience with Job’s in terms of the development of leadership during the actual debate. Nisa said:

As we still work as a team in the real debate, someone is still acting like a leader. The leader is the one telling us that we have to say this or if someone forgot to say something very important, she will tell the next speaker in the

team to say it like she will help the group to have unity. So if there is a team, there is always a leader so we can work better together.

Even if leadership is not as important in the actual debate as it is in the pre-debate stage, leadership skill is still honed during the debate stage as described by the participants of this study. Although the actual debate takes only about an hour, it is a good opportunity to develop leadership as experience is the best teacher.

In this section, the participants of this study, the debate experts and the debate students who triangulated the perspective of the debate experts, described how debate can develop the soft skills prescribed in MSSDM. The next section will present how soft skills can be developed in the post-debate stage.

4.3.3 The Post-Debate Stage

In the post-debate stage, the adjudicators or judges give the oral adjudication, the comments and suggestions to the debaters at the end of the debate intended to make the debaters improve in their next rounds of debate. The participants of this study are not in consensus as to what soft skills are most important in the post-debate stage, unlike in the pre-debate and the actual debate that they are generally in agreement in their description. However, as the research question to be answered is, “How can each stage of the debate develop the soft skills prescribed in MSSDM?”, it mainly concerns on the description of how the soft skills can be developed rather than ranking them. The ranking is just for added emphasis in terms of the importance of the skill described. The participants’ description of how the soft skill can be developed through debate is analyzed against how MSSDM described each skill and the

theoretical framework laid down in this study as well as previous findings to present a valid interpretation.

4.3.3.1 Lifelong Learning and Information Management

The participants of this study described how lifelong learning and information management can be learned at the post-debate stage. Sonya shared her perspective as follows:

Even in the post-debate, we can develop lifelong learning and information management. How? First, at the end of every debate we are excited and curious what the adjudicators would tell us. Of course, we learn a lot from them as they are trained in adjudicating. Secondly, when adjudicators [adjudicators] tell us our strengths and weaknesses during the debate, we become open-minded for us to improve in the next rounds. More directly, they also tell us how we can improve managing our information like what relevant info we could have highlighted or the irrelevant info we should have omitted from our speech. Information management is actually very important in the post-debate stage as every debater anticipates the oral adjudication.

What Sonya presented here shows the three levels of lifelong learning and information management (LL) in MSSDM. Level 1 is the ability to search and manage relevant information from various sources. Usually in debates like what Sonya mentioned, the adjudicators give advice on how debaters could have managed their information more effectively or what information should have been given more emphasis to make their arguments stronger. Job explained this point clearly on how debaters can learn from the adjudicators at the end of the debate in the following excerpt.

Even if the adjudicators are average reasonable person, these adjudicators will also give tips on how the debaters can improve on the next rounds. So they have to put on their expertise, although this won't affect their judging, but they have to put on their expertise in giving pieces of advice on how they can improve on their debating on the next competition or the next tasks. Therefore, they have to point out to the debaters what went wrong during their processing of the information, what information they actually lacked, what sources they failed to actually gather that could have strengthened their arguments. So, at this stage the debaters will actually realize what information they mismanaged.

Level 2 of LL is the ability to be open to new ideas. Sonya also mentioned about becoming open-minded in order to learn and understand different sides of what debaters believe in or the ideas they hold for themselves. This finding is consistent with that of Goodwin (2003), Hall (2007) and Kennedy (2009) who reported that debates can make students broad-minded and open to new ideas because debating open up for many possible interpretations of issues. Without such open-mindedness, students could be one-sided and would not respect others' ideas and opinions. This open-mindedness, according to Goodwin (2003), leads to empathy.

The third level of lifelong learning is the ability to develop curiosity and passion for learning. As Sonya said, debaters are eager to listen to how the judges assess their performance. It is the time when debaters are presented their strong points as well their weak points so that they can improve in the next debates. Indeed, students would be frustrated if they are not presented how they perform during the debate. They are

curious to learn as to how others gauge their performance. Thus, debate as a pedagogical tool satisfies this curiosity for learning from various sources including from the adjudicators who serve as the mirror of the students' debating performance. How debate as a pedagogical tool can develop lifelong learning and information management is also described from the point of view of debate students. Intan, a student from Indonesia, said:

Also as we listen to the adjudicators, we manage the information so it's also lifelong learning and information management and as someone tells us our mistakes, we are learning. Actually, they say we learn from our mistakes. So while we listen, we process the information and think on how we can improve the next debate or not only in debate but we can use it also in our daily life. So, it's lifelong learning.

The post-debate stage is the debriefing after an intense argumentation so it is the stage intended for 'enlightenment' as Darby (2007) refers to it. Darby said that after the completion of each week's debate, learners and their instructor leave the classroom better in expressing their personal opinions on issues affecting them being enlightened by both sides of the debate.

4.3.3.2 Critical Thinking and Problem-Solving Skills

Lifelong learning and information management is what Sonya considered as the most important skill developed in the post-debate stage, but it is critical thinking and problem-solving skills for Job. Job explained how critical thinking and problem-solving skills can be developed by debaters after the debate.

The students have to start thinking of how the debate as a whole or how they actually fought with the arguments that were given. So at this stage, they become critical not just on how to beat the others but on their personal arguments on what the arguments they have given. Because if they are not critical on their own arguments, then they will not be able to improve on the next debate rounds or the next competitions or debate tasks. So, critical thinking skills are really given emphasis during the post-debate task. And, of course, problem-solving because the adjudicator now will say, “based on the arguments that were presented by both sides, which of them has actually presented a better solution?” Therefore, the problem-solving skills are really highlighted during the post-debate task.

Job showed how assessing the entire debate can help the debaters to be critical and open-minded to see how they performed. Metacognition is necessary in learning as it is the way individuals evaluate themselves after performing or doing a certain task. It can also be related to Gardner’s (1983) Intrapersonal Intelligence when people have the ability to assess themselves to reflect and monitor their own progress, thoughts and feelings as well as their strengths and weaknesses. This monitoring needs critical thinking as it is an evaluation or assessment of oneself. In Bloom’s Taxonomy, assessing, comparing, monitoring and evaluating fall under the higher order thinking skills which are suggested to avoid rote learning and achieve meaningful learning outcomes.

Eric further stressed the need to be open-minded and also to pay attention to the adjudicators during the oral adjudication.

In the post-debate stage, we can develop critical thinking skills because we need to be evaluated on how we have performed identifying where we did best and what aspects we need to improve. It's also comparing our performance against the performance of the other side so we need to do analytical work to do this. It's particularly important to be open-minded on what feedback the adjudicators would tell us because they can weigh things more objectively as they're outside the debate looking at the bigger picture, not just one side. It's usually constructive criticism justifying why we win or lose or how we rank in the entire debate so we learn a lot from the feedback of the adjudicators.

The assessment of performance by experts who are expected to be knowledgeable of the debate task and objective in looking at the bigger picture is important if learning from others' perspective is desired. The adjudicators' assessment of critical thinking and problem-solving skills of the debaters communicated to them through the oral adjudication can itself develop this soft skill among students. In classroom debates, it is usually the instructor and more advanced debaters who serve as adjudicators and critical assessment is always intended for the improvement of debaters in the next rounds.

From the perspective of the debate students, critical thinking and problem-solving skills can also be developed in the post-debate stage. Intan shared her own experience.

We also learn critical thinking skills in the post-debate because as we listen to the adjudicator say our good points and especially our mistakes, our mind is analyzing also. Sometimes I regret when I listen to the adjudicator telling me that if I said this or that, my point should be stronger and I tell myself, ohhh I

wanted to say that but I forgot. If someone tells us our mistake, we can learn more.

Intan points out how important the critical analysis presented by the adjudicators to the debaters is as they consider it as a way to learn from the given suggestions or the constructive criticism. The oral adjudication at the post-debate stage serves as a good part of the pedagogical tool for students to improve their critical thinking and problem-solving skills particularly from their mistakes and to further strengthen or reinforce their identified strengths. For example, the suggestions how they can improve their critical analysis of the issues and how their solution is superior or inferior to their opponents' solution is a good way to develop critical thinking and problem-solving skills. Thus, debate is a pedagogical tool that should be introduced in the classroom so that more students will benefit from it as they can develop not only critical thinking and problem-solving skills but also other soft skills.

4.3.3.3 Communication Skills

Communication skill is seen by the participants of this study to be best developed during the actual debate but they also said it can still be developed at the post-debate stage. Communication skill is important even in the post-debate stage because debaters need to use this skill during the oral adjudication to listen and to talk to each other and with the adjudicators about their comments and suggestions. Communication, according to the participants is not limited to speaking. Job said:

Communication skill is not just about speaking. It's also about listening, about being able to receive information, being able to process information and translate it into something that you know you can use in the future. So,

communication skills are also being enhanced during the post-debate skills. Again, number 1, because the judges provide criticisms so they have to listen. Number 2, because debaters are given the chance to ask questions so they have to also practice communication skills. And Number 3, they have to be able to still interact with each other as a team and with their opponents. So, their communication skills are also being enhanced during the post-debate tasks.

Job described the process of communication in terms of listening that involves processing of information. Although this feature is not covered in MSSDM's description of communication skills, it is common knowledge that communication skills include four macro-skills, namely listening, speaking, reading and writing. Moreover, Job also mentioned about the chance given to debaters to ask questions and interact with their team-mates and with their opponents at the post-debate stage. In the interaction model of language teaching, interactions of teachers with their students or among small group of students help learners perform better academically as genuine dialogue or interactions are more beneficial than traditional teacher-centered classrooms. Interaction model facilitates language learning of students rather than control it while it encourages the development of higher-order cognitive thinking skills (Levine & McCloskey, 2013).

From the perspective of debate students, Intan also highlights the importance of learning by listening to the adjudicators.

I think not many soft skills in post-debate but we can develop communication skill because we listen to our adjudicator for her comments, her suggestions on how we can improve next time or next debate. It's also important to listen because if we don't listen, we will not improve. We do the same mistake in the

next round and we get low grade (laughs). We don't develop as a debater. So listening is very important.

Although Intan thinks that less soft skills are developed at the post-debate stage, she recognizes the importance of communication skills in terms of listening to the adjudicators which she views as a source of learning. In the Input Hypothesis by Stephen Krashen (1987), language input from listening or reading is considered very important in learning the target language. Krashen states that the best language input (*i*) is something that is understandable by the language learners but should be a step beyond their current level of understanding or competence (*i* + 1). As Krashen encourages a natural way of using the language, the teacher's role is to provide enough input, i.e. many opportunities that will make the students interact with each other in a given context that promotes understanding and use of language. The communication activities should include negotiation of meaning for students to practice more complex structures and thus continue the language acquisition process. If better and more outputs are desired, more inputs should be provided and debate qualifies as an abundant input for learning language from pre-debate to post-debate stages. Krashen considers comprehensible input the most important part of any language teaching program so debate should be introduced in EFL/ESL classrooms to provide more meaningful inputs for students who have few opportunities in practicing English.

4.3.3.4 Professional Ethics and Morals

Professional ethics and morals is one of the soft skills identified by some participants that can be developed at the post-debate stage. Job described how it can be enhanced at the oral adjudication.

After the debate when the judges give their critics or comments, the debaters are all frowning especially when the judges are pointing out their weak sides on why they have lost or what the bad sides of their team are. Professional ethics will also come into play, because whatever the decision of the judges is or whatever comments the judges say, they have to maintain a certain level of professionalism. They will not just come out and say, “Hey, what you’re saying is wrong. We said this and said that but you didn’t hear us.” Of course, some of the debaters are like that but they are not allowed to do that. Therefore, based on the rules that govern debate, they have to maintain a certain level of professionalism. So this skill is also enhanced on the post-debate task.

What Job described in the preceding excerpt is maintaining professionalism even if debaters are presented the weak or bad sides of their debating. This falls under the Level 3 of professional ethics and morals which is the ability to practice good ethics. If people cannot accept constructive criticism, they tend to go against the person who criticizes them and it is counter-productive in the organization. One of the habits in Stephen Covey’s famous *The Seven Habits of Highly Effective People* is “Seek first to understand than to be understood.” Deeply understanding and accepting criticism is part of one’s development and if one holds grudges on the one who gives the criticism, he or she will cause disharmony. Job’s point is further discussed by Andre, an Indonesian debate student from his classroom debating experience.

Many of us can’t accept what the adjudicator is saying. Then some of us want to fight with the teacher who is giving the comments after the debate. Some of us can’t accept that they’re not the winner. They want to always

win. So, we should accept that we lose and improve next time and we will be more responsible to work together as a team and not blame each other. But work together to improve, to develop ourselves and respect our adjudicator, our teacher.

Indeed, some students cannot accept the decision of the adjudicator like what Andre described, although the objective of the oral adjudication is for the debaters to improve in the next debate rounds. It takes professionalism or maturity to be able to recognize one's weaknesses and the more defensive a person is, the more opportunities he or she would lose in order to grow.

Thus, students in the debating room should practice professionalism so that when they go out of the university, they already know how to survive in the real world especially when they are confronted with more challenging ethical and moral issues. Ethical and moral issues, however, are more dealt with in principle or value-judgment motions. Even in the post-debate with these kinds of motions, as observed by the researcher, ethical and moral issues are tackled with the adjudicators presenting which side presented a more ethical stance with their justifications. However, what the participants presented from the data is more on the practice of professionalism usually encountered in daily life.

4.3.3.5 Leadership Skill

Although leadership skill is not seen by all the participants as a soft skill that can be developed at the post-debate stage, it is described by some participants how it can be developed. Job said:

When it comes to leadership, it is also given emphasis on the post-debate task. Because a good leader is not just someone who commands. A good leader is also someone who knows how to listen. And during this stage, it is very important for them to listen because this is the only time for them to improve in the next rounds. Therefore, if they are good leaders, they will be able to listen well and absorb everything that the judges say and they will be able to integrate that in the next round. This is another important aspect of leadership that is not being given emphasis on the other stages of debate but on the post-debate stage it's being given that much emphasis.

There seems to be an overlap here in terms of listening as it is also associated by some participants with communication. Listening is one of the four macro-skills of communication and good communication skills as well as critical thinking is one of the defining characteristics of leadership so it is no wonder why the participants of this study relate listening to leadership. Listening for deep understanding of other people is emphasized by Stephen Covey (1989) as one of the seven habits for highly effective people. In the following excerpt, critical thinking and communication like asking questions are also related by Job to leadership skill.

During the post-debate task is the debaters are given the chance to also ask questions to the judges on how they can improve on the next rounds. Their leadership skills are also enhanced in the sense that a good leader also knows how to be critical in asking questions. A good leader also knows how to be able to handle these criticisms and be able to integrate the changes on the next round.

Handling criticism, which was pointed out by Andre under professionalism, is categorized by Job under leadership. For Job, accepting criticism is integrating the changes in the next rounds and it is geared towards improvement not for the destruction of one's ego or character. Chatri, a debate student from Thailand, also relates leadership with listening for improvement. He also connects teamwork with leadership.

In debate we work as team. And someone has to be a leader. After the debate, the adjudicator will say our strong points and also our mistakes. Others who are not good leaders can be a good leader next time if they listen to what the teacher say on how to improve. The bad leader can learn from the good leader. So, I think it's the way leadership is developed in debating.

How leadership can be developed at the post-debate stage when the adjudicator gives oral adjudication was described well by Chatri particularly with the point he raised on how leaders can learn from outstanding leaders through the feedback of the judges. Leadership can be enhanced by learning from others' experience, even from their failures, weaknesses or mistakes. The oral adjudication is aimed at improving such weaknesses so by listening from the adjudicator at the end of the debate, leaders can help the team improve them in the next rounds. Thus, debate as a pedagogical tool can develop leadership skills even at the post-debate stage.

4.3.3.6 Teamwork Skills

Teamwork skill can also be developed at the post-debate stage. As the participants of this study said, teamwork can be developed in all three stages of the debate although the best part that requires a great deal of teamwork is the pre-debate stage. How

teamwork skill can be developed after the debate is described by the participants of this study. Job said:

The teamwork skill will still prevail because in debate, whether it is in a classroom setting or in a competition setting, everyone has to work as a team. In a competition, they work just for their own team but in the classroom setting they work for everyone so that everyone learns, so that everyone can get something at the end of the day. Therefore, during or after debate, whether you're part of the debating team or you're just an audience, you learn something and it is very important because you're part of the whole team or you're part of the class. So, the class will develop in the future.

As the goal of this study is to introduce debate in the classroom, Job described how teamwork skill can be developed in the classroom setting even at the post-debate stage. Myo, from Myanmar, described how teamwork is practiced after the debate.

After the debate we talk as team and tell each other, "We didn't say this say that even if we prepared for it." Or, "Why did you take my point?" This means that we see our mistakes as a team. After the debate, as we listen to the comments of the adjudicator, we realize that we are not successful because we did not prepare well as a team and it's because there's no cooperation.

The realization of Myo on the need for cooperation during the preparation time comes from the comments of the adjudicator after the debate. This shows how important oral adjudication is in developing not only teamwork but other soft skills as well. Since teamwork is a very important skill to survive in the workplace, university students need to practice working with a team so that they will develop how to work with

others especially in a diverse culture and even with diverse personalities. In dealing with debate students with totally different personalities, students practice working with each other even with those they do not like or those different from them. This training of teamwork in the debate class has been observed by the researcher to be very helpful in making the students work even with tough personalities especially if they are given guidance and encouragement. As debate develops teamwork even in the post-debate stage, it should be introduced in the classroom.

4.3.4. Summary

The participants of this study considered the pre-debate stage as the most crucial in terms of laying the foundation of the team's case and arguments supported by evidences from rigid research and they have shown how the soft skills in MSSDM can be developed at this stage. They consider the actual debate as the most challenging part because of the time limit in both speech and POI that require quick critical thinking and effective communication skills as well as other soft skills in MSSDM. They described how these skills can be developed during the actual debate. They have also described how the post-debate can develop the various soft skills. Therefore, to answer Research Question Two, "How can each stage of the debate develop the soft skills prescribed in MSSDM?" each stage can develop various soft skills prescribed in MSSDM in different ways.

4.4 Issues and Challenges in Implementing Debate in EFL/ESL Curriculum

This section will answer Research Question No. 3, "What are the issues and challenges the following stakeholders, i.e. administrators, teachers and students might face in implementing debate across the EFL/ESL curriculum?" It will present the

experiences encountered by the participants. Two of the debate experts are administrators, all of the five debate experts have been teachers and the focus group members are all debate students.

4.4.1 Administrators

There are three themes that emerged on the issues and challenges administrators might face in implementing debate in the curriculum. First is the administrators' understanding of debate, its nature and benefits, second is the shortage of teachers to teach debate and third is how they will implement it in the curriculum.

4.4.1.1 Administrators' Lack of Awareness

First of all, many administrators do not know about the nature and benefits of debate. They need to understand that debate is a group activity that demands a lot of critical thinking and thorough preparation that teachers and students might see as taxing and for some, it might be threatening. But if they understand this nature, it leads to their understanding of the benefits of debate itself. For example, as a group activity, it develops teamwork and leadership and as a very demanding activity, it develops students' critical thinking, communication skills, lifelong learning or research skills and so on.

Sonya presented both sides of debate as a classroom activity. She said it is time-consuming and for others, threatening but on the other hand, it has multiple benefits specifically the development of important soft skills. She believes that by the administrators' awareness on the nature of debate they will understand that the

development of soft skills is embedded in such nature. Sonya showed her optimism on this matter in the following excerpt.

I believe that it's just a matter of awareness for the stakeholders especially the administrators because if they themselves know all of these benefits of debating in developing soft skills, they can handle the rest of the issues like the shortage of debate teachers as it's easy to train and that's where the issue of budget comes in.

Sonya also presented the issue of shortage of teachers but for her, if they understand the many benefits of debating, shortage of teachers and budget to train debate teachers can be easily addressed. From what Sonya said, she implies that the benefits outweigh the negatives including shortage of teachers and budget. Job, an international program administrator, a debate teacher and coach in Thailand, supports Sonya's point on administrators' awareness.

On the level of the administrators, number one, they have to believe in debate itself first because when in the upper level there is already doubt about the debate as a subject then everything else will be affected. So, number two, the administrators must also be cleared what the debate as a subject is all about or how they can be able to actually implement debate in the curriculum.

Job considers the understanding of administrators as basic to the successful implementation of the program. As he himself offered debate as an alternative to a required ESL course in his university, he proved that by offering it as a credit course or compulsory subject students need to register, he saw the implementation to be working. However, he again pointed out that there needs to be an awareness campaign about the benefits of debate so that students would choose it if it is offered

as an elective and he thinks that it is best implemented if all students are required to take it.

4.4.1.2 Shortage of Teachers

Another theme that emerged on the challenge that might be faced by administrators if debate will be introduced in the classroom is the shortage of teachers. Prasit, from Thailand, said:

There might be challenge on looking for debate teachers. You see, that's our problem all over Thailand right now. Even if there have been moves from debate enthusiasts for debate to be taught in high schools and universities, there would always be the shortage of debate teachers. There have been national debate tournaments but they are mostly attended by students from any fields. We seldom see future teachers. For example, all of us from my university were engineering students and I met a lot of friends from the medical or business field. An engineer like me or a doctor like my friends won't do a full-time job to teach debate.

Prasit mentioned about the challenge administrators might face should debate be implemented in the curriculum. However, like Sonya and Job, he believes that training teachers will address such issue.

4.4.2 Teachers

As to the issues and challenges that might be faced by the teachers in implementing debate across the EFL/ESL curriculum, two themes emerged. One is on the language proficiency of students and another is on the lack of debate teachers.

4.4.2.1 Students' English Proficiency

Prasit is more concerned about the English proficiency of students which teachers may suffer if debate is implemented in the curriculum than with the shortage of teachers. Prasit asked, "How can the teachers teach debate to students who may not even be able to construct a complete sentence?" Indeed, this is a great challenge. However, as ASEAN countries have been strengthening the teaching of English from elementary to high school, it is in the university level which is most appropriate to implement debate across the ESL/EFL curriculum. At this stage, university students must already have the basic proficiency to function academically as they need to be proficient by the end of college for them to be ready to face the challenging global workplace. If teachers have no better way of improving their students' English communication skills, students would remain to plateau in their proficiency level (Richards, 2009).

4.4.2.2 Lack of Teachers' Awareness on Debate

Aside from the problem on the students' low English language proficiency, teachers' lack of awareness is another issue if debate is to be introduced in the EFL/ESL classroom. Although there is a shortage of teachers in Thailand, Malaysia and the Philippines, it is the teachers' lack of awareness that poses more challenge according to the participants. Both shortage of teachers and lack of awareness of teachers on the benefits of debate and how it is taught can be addressed by training. Training requires budget but some of the participants do not see it as a big problem because it will not take a long time to train existing EFL/ESL teachers who will teach debate. For example, Job said:

For teachers, debate is a subject that they can learn. So, just because no one teaches debate does not necessarily mean the other teachers who are already teaching English or EFL subjects cannot teach debate at all. I think they can actually teach the subject. Debating is actually very tactical but it's something that they can learn. And since they are already teachers, they already know the "how" of teaching then they will just know the "what" to teach and then they will be able to effectively teach the subject. So, I think that's not really a big problem.

Indeed, training teachers is not a big problem. Eric, who has been conducting massive trainer's training as part of his advocacy in the Philippines, also believes that this is not the main issue. Eric said:

It is about the awareness of teachers on the important skills students can learn by debating that once they internalize the benefits, they will be motivated to teach debate. The motivation needs to start from the administrator down to the teacher and to be passed on to the students. It's hard to implement debate in the curriculum if the higher ups as well as the teachers themselves do not know how debate can dramatically develop students' skills. This lack of awareness, sad to say, is happening in the Philippines where debate is only for the elite students, those who are already exceptional, those who are already well-developed who join in tournaments.

As a trainer of debate teachers, Eric expressed his frustration that after his efforts of teaching teachers for over a decade now, he still has not seen debate being taught widely in the classrooms in the Philippines. He points to the lack of awareness of teachers for the under use of debate in the classroom which he considers a waste

having experienced all the benefits of debating especially on the development of his soft skills he is using now in his job and his life in general. He said that teachers should consider using debate in the classroom to fully develop the communication skills in English as well as their critical thinking and other skills.

4.4.3 Students

There are four themes that emerged on the issues and challenges that might be faced by the students should debate be introduced in the EFL/ESL curriculum. The first theme that emerged is the low English proficiency of students. Second is the competitive structure of debate. Third is the seemingly threatening nature of debate. The fourth theme is whether or not to offer debate as a compulsory course in the EFL/ESL curriculum.

4.4.3.1 Low English Proficiency of Students

For Prasit, the problem on students' English proficiency will affect the teachers and what affects the teachers will affect the administrators and the implementation of debate in the curriculum. "Currently, in ASEAN, the biggest problem is the English proficiency. When you implement debate, of course, they have to use English. If the students can't speak English then the whole thing will be a ruin. So, it's the major problem." There seems to be a dilemma in what Prasit presented. He is apprehensive of the implementation of debate with students who have low English proficiency. He further said, "The problem is, if the students don't have even basic English. How can they debate without basic language even if they have risk-taking skills?"

Eric, from the Philippines, also believes that the low English proficiency of students can hinder the implementation of debate in the curriculum. He said, “Students who are struggling in their English will find debate frustrating and fear that they might just fail the subject.” However, Job argued that debate can be offered in the later years like when they are already in the third or fourth year when they have already taken basic English. If they have basic English as well as the guts or they are willing to take the risk of trying, they will realize later that debate after all is what they need to develop their English to a higher level.

Prasit offers another alternative solution on the issue of students’ low English proficiency, i.e., to require debate to students who already have the basic English skills as he believes that it can develop their proficiency. It is then suggested that if debate will be implemented in the ESL/EFL curriculum, there needs to be a language test to measure the English proficiency of students to sort out students who need to take a pre-requisite basic English course prior to debate. This is to eliminate the proficiency issue raised by the participants in this study.

4.4.3.2 Competitive Nature of Debate

Another theme that emerged on the issues and challenges students might face if debate will be introduced in the EFL/ESL classroom is the perceived competitive nature of debate. Having two sides, i.e., government and opposition, debate was seen by some participants of this study as a competition. Intan from Indonesia, for example, said “Although debate can develop teamwork, it also seems like it promotes competition.” However, Andre, also a student from Indonesia said, “There’s nothing wrong with competition. It’s fun and it’s a reality especially in business. Competition

makes services and products better and in debate, we compete in proposing a better solution to the problem.”

Also the use of the All-Asians Parliamentary debate format is believed by the participants as more appropriate to be used in the EFL/ESL classroom as it is lesser in degree in terms of competition and it is simpler than the British Parliamentary style. With the use of APD, students will be eased to focus more on the development of their soft skills including English communication skills rather than on debating skill itself that makes the students focus on winning. Job said, “In BP, debaters tend to focus on winning because even if another team is on the same side as the speaker’s, his mind-set is to outperform that team. So it’s highly competitive even if we use it in the classroom.”

The adversarial nature of debate as seen by some participants as a challenge for debate students was pointed out by Darby (2007) who was concerned on debate’s emphasis on competition. However, Darby suggested that teachers should not emphasize winning or losing in classroom debate and to rather emphasize the goal of debate which is to understand controversial issues better by presenting two sides in the activity itself.

The competitive nature of debate should be toned down in the classroom especially if the goal is to use debate to develop soft skills. Although competition might be fun to some students, it should be made clear to them that the ultimate goal of using debate in the classroom is the students’ soft skills development so that whether win or lose, students will be happy to debate. Teamwork as a whole class should also be

encouraged so that everyone will be concerned of each other's soft skills development instead of competition.

4.4.3.3 Debate as Seemingly Threatening

From the point of view of the debate students, Intan from Indonesia, also has an apprehension for other students who might see debate as threatening. In the focus group interview, Intan said, "Oh, for me, I don't want to offer it as compulsory subject in Indonesia because debate is so scary for many students especially those who don't speak English well. However, the other focus group members changed Intan's view. Chatri, from Thailand explained as follows.

Many of us in our debate class can't speak English well before we had our debate class. But you see what happened later. Everyone is already speaking more and more and better and better. If you can remember, many of us just spoke for 2 or 3 minutes the first time. But later, most of us can speak more than 7 minutes. So, debate is the best way to improve English and communication skills. And not only that, critical thinking and problem solving skills also. So debate should be offered compulsory; don't give students freedom to choose what they like because they will choose the easy one.

Chatri was seconded by Myo, from Myanmar, who shared his experience in overcoming his fear by debating.

That's true! Like me. If only I was not forced to do the debate, I chose something not make me speak in front because I was afraid to talk. I hate to see people when I talk. If there's an easy way, I go to that. So, if there's no

force, I will not care to take debate and if there's no grade, I think the students will not serious of debating.

From what Myo said, the issue on Intan's view of debate as threatening is considered by the rest of the FG members as a positive feature of the debate. It is the force or pressure for the students that make them perform. For Myo, for example, who used to close his eyes in order to recall what he memorized during his first debating rounds as he was afraid to fail, he responded to the feedback that he just needed to relax and communicate with the audience in a normal way. The next round, he did not close his eyes anymore and reported that he was no longer afraid of committing mistakes. This goes with Dornyei's (2001a) point that language learners respond to feedback if they feel motivated to improve especially if they understand well that they will gain from the activity. Andre confirms this point by agreeing to what Myo said previously on handling fear.

I agree! At first, I was thinking why I was doing this hard thing. But later, I think that debate is fun and it gives me many benefits. And if it's not compulsory subject, I choose the easy one but I went observing the other class first, not the debate class. Their lesson was too easy such as, asking questions like "Where are you from? Tell me about your country. What is your favorite food?" (*Laughs*) Very simple! So I think I would not improve with that because I already know these things.

Andre mentioned a very important aspect of debate as a pedagogical tool, the grading of difficulty for students' learning materials. If students are presented materials way below their proficiency level, they would not be motivated to learn (Dornyei, 2001a, 2001b). Thus, even if debate seems threatening to some students, it is appealing to many students because of the challenge it poses. Besides, students should be

encouraged to practice risk-taking skills. Krieger (as cited in Fukuka, 2003) found out in a study with Japanese students that after the classroom debates, students who were not afraid of expressing their opinions increased to 56.7% compared to only 30.8% before the debates. This finding shows that stage fright can be and risk-taking skills and confidence can be developed by debating.

4.4.3.4 Whether or Not Offer Debate as a Compulsory Course

Because of the seemingly threatening nature of debate, the participants suggested to offer debate as a compulsory course in the EFL/ESL curriculum so that they will find out that it is not threatening after all once they experience it the way they did. However, Intan, a debate student from Indonesia is opposed to it. She said that the poor English proficiency of students in her country will make them scared of debate so it should be offered as an elective course only. Debate experts, however, argued that if students will be given the choice, knowing their lack of awareness about the benefits of debate, they will not take it if they have another option.

In terms of the language proficiency level of the participants of this study, all of them were in the elementary level, no one was in the intermediate or advanced proficiency. However, they were all able to debate, had fun in it as they reported in the focus group interview, and in fact, they recommended it for other students because they believe that debating is a very good activity to learn English. Chatri recommends it for Thailand.

In debate, we learn something new everyday. A lot of new words that will really improve my English vocabulary and also my grammar because I must read a lot before the debate. So many, many benefits if debate is used in

countries that do not speak English like Thailand or many other countries in the world.

Contrary to Intan, Andre recommends debate to be compulsory in Indonesia in order to solve the issue of some students wanting to choose courses they may perceive easy.

It should be compulsory in Indonesia and the ASEAN countries or whole Asia, those countries not speaking English like my country. Like what they already said, if you give the students the freedom to choose what subjects they like, they will choose easy. But teachers and administrators should know what is good for their students.

Indeed, if students are given the choice, many of them will choose the easier courses although some would opt for challenging subjects particularly those they think they would benefit a lot from. Andre explained his point further why debate should be offered compulsory.

We are talking about college here. So, I think that most college students already know English if that is your problem (pointing to Intan). Anyway, one problem the teachers in Indonesia need to know is how to teach English well. If they ask me, I will tell them to use debate in the class. I think that for one semester of debating, students can improve a lot. And not only English but another skills also like analysis or critical thinking because debate is about problem-solving.

With Andre's explanation in the FGI, Intan was convinced that debate should be offered as a compulsory course. Her apprehension of not offering it compulsory due to the students' low English proficiency was countered by the other FGI members that debate can develop communication skills that is why it should be included in the EFL/ESL curriculum.

The participants, both debate experts and students, did not only present issues and challenges but also offered alternative solutions to address such issues if debate is to be implemented in the ESL/EFL curriculum. Indeed, if debate will be offered in the EFL/ESL curriculum, all students can develop not only their English communication skills but a host of soft skills.

4.5 Proposed Three-Stage Debate Pedagogical Model

From the findings on how debate can develop the soft skills prescribed in MSSDM from the perspective of the debate experts and triangulated by debate students, the following pedagogical model to teach soft skills using debate in the EFL/ESL classroom with mixed language proficiency has been developed and proposed. It is an alternative model in teaching multiple soft skills in the EFL/ESL classroom or whatever context it may be applicable. This pedagogical model is the major contribution of this study to the body of literature to teaching both debate and soft skills. As pedagogy means a structured process in the teaching-learning situation designed by an experienced individual to teach a novice (Hardman, 2008), pedagogical tasks in this study refer to the specific activities required in each debate stage to perform the main task or the actual debate. Adhering to Vygotsky's Activity Theory, debate requires the performance of inter-related pedagogical tasks towards the completion of the main task, in this case, the actual debate. Even the post-debate stage is geared towards improvement of debating skills and eventually development of soft skills. All the mini-tasks, such as the researching and brainstorming are directed to soft skills development. The three-stage debate pedagogical model to teach soft skills is shown in Table 4.3.

Table 4.3

Three-Stage Debate Pedagogical Model to Teach Soft Skills

DEBATE STAGE	PEDAGOGICAL TASKS	TARGET SOFT SKILLS
PRE-DEBATE	<p>Team discussion on what to research</p> <p>Researching collaboratively and individually on the topic</p> <p>Brainstorming with team-members to identify issues, design and propose solutions and models</p> <p>Preparation/Outlining of arguments and counter-arguments /Team-split</p> <p>Speech preparation – structuring, prioritizing, signposting</p>	<ul style="list-style-type: none"> • Teamwork • Lifelong learning and information management • Critical thinking and problem-solving skills • Leadership • Communication skills • Professional ethics and morals* • Entrepreneurship*
ACTUAL DEBATE	<p>SPEAKER</p> <p>Speech delivery with rebuttals/ presentation of case/ model/ arguments/counter-model/counter-arguments</p> <p>Accepting Point of Information (POI)/Quick analysis and response to POI</p> <p>NON-SPEAKER/TEAM-MATE</p> <p>Note-taking while listening to the speech</p> <p>Collaboration with team-mates for consistency</p> <p>NON-SPEAKER/OPPOSITE SIDE</p> <p>Note-taking and analysis to outline rebuttals/counter-arguments</p> <p>Raising POI to weaken a strong point given by the speaker</p> <p>Sharing of ideas in response to important points raised by the speaker</p>	<ul style="list-style-type: none"> • Communication skills • Critical thinking and problem-solving skills • Lifelong learning and information management • Teamwork • Leadership • Entrepreneurship* • Professional ethics and morals* <p>(*= Depending on the choice of motions)</p>
POST-DEBATE	<p>Listening to the adjudicator’s comments and suggestions on how to improve debating techniques, speech structure/organization, delivery and effective language use</p> <p>Debriefing, interaction and discussion with team-mates, adjudicator and opponents for improvement of analysis, use of information, logic, raising or responding to POI, etc.</p> <p>Reflection on how to address issues; define the motion; improve research, preparation teamwork and other aspects of the debate</p>	<ul style="list-style-type: none"> • Communication skills • Critical thinking and problem-solving skills • Lifelong learning and information management • Teamwork • Leadership

As shown in Table 4.3, the first column shows the three stages of debate with the corresponding pedagogical tasks on the second column and the target skills for each

stage on the third column. In the pre-debate stage, team discussion on what to research is crucial. Once the team-members have gathered relevant information through research, they brainstorm to identify issues, design and propose solutions and models and outline their arguments and counter-arguments. The leader will assign the team split so there will be no overlapping of arguments and consistency and coherence among members will be achieved. Then team members have to structure their speech, deciding which ideas come first and next and how they will signpost so that they will be easily followed by their audience.

In the actual debate, each team member will take turn to deliver a speech in seven minutes. While one debater delivers a speech, any of the opponents can raise a POI which the speaker needs to address if he/she decides to accept it. Based on APD rule, every speaker needs to accept at least two POIs and this aspect is where interaction is ensured and memorization is discouraged. The speakers are also required to give a rebuttal during the speech which requires active listening, engagement and quick analysis among the debaters. Collaboration among team members is also necessary at this stage and the leader facilitates the flow and order of the debate.

The post-debate is the debriefing session where the adjudicator presents the strengths and weaknesses of both sides and each speaker. It requires the debaters to listen to comments and suggestions for their improvement in the next rounds thus they need to reflect on their own performance in terms of matter, manner and method as the criteria for judging. In this stage, the debaters are also given the chance to ask questions to the adjudicator and to discuss with their team-mates and opponents.

With each debate stage serving different purposes to develop the various soft skills in MSSDM and requiring the debate participants different roles to perform, this pedagogical model adheres to the Activity Theory that considers the entire learning community with specific and congruent roles to play at a time. For example, while one speaker is delivering a speech, others are listening, note-taking and analyzing for their rebuttals or POI and the adjudicator is doing the same things for her/his comments and suggestions later. It also conforms with Bloom's Taxonomy of Learning in that the students go through certain stages of learning. The preparation stage is laying the foundation for the whole debate process as the learners acquire knowledge through research and brainstorming then they actualize such knowledge to build their case supported by evidences during the debate. They compare and contrast their models to defend their side and weaken the other side's arguments by rebuttals and POIs and strengthen their own side by reason, examples, analysis and synthesis. Applying the knowledge the learners gained during the preparation and analyzing, synthesizing, evaluating and creating models during the actual debate as well as evaluating and analyzing at the post-debate are higher order cognitive skills in Bloom's Taxonomy.

This pedagogical model also adheres to both Communicative Language Teaching and Task-Based Language Teaching principles in that it supports collaborative learning and let learners use the target language in context for them to learn it. The proposed model views language learning as holistic because language users do not function only on language bits like vocabulary to memorize but they need to learn how to use what they learn in a contextualized and meaningful way (Brown, 2000; Hadley, 2001). As a holistic model, it shows how students may combine the four macro-skills,

i.e., listening, speaking, reading and writing. As CLT and TBLT also encourages learners' autonomy, this model provides foundation building of necessary skills for students to develop confidence and sense of ownership of their learning. Once they develop such confidence, this can trigger intrinsic motivation that will help them develop the soft skills they need in order to be competitive in the 21st century knowledge economy.

This debate pedagogical model is learner-centered as it allows the students to practice their English language and develop other soft skills as they solve problems in team. It focuses the students' needs to interact, collaborate and engage as opposed to lectures when the teacher is the center of the classroom learning. Goodwin (2003) and Kennedy (2009) found that debate is a learner-centered activity. Their participants reported that the debate students are the one in control of their own learning. In this model, every pedagogical task gives the students many opportunities to interact and be the center of the learning process where the teacher merely serves as the facilitator or the learning manager. It is this characteristic of debate, i.e., student-centered, particularly in the pre-debate and the actual debate that makes it a feasible pedagogical tool to develop the target soft skills shown in the third column. Only in the post-debate can the teacher take the floor to speak as an adjudicator and the students listen but they are also allowed the chance to ask questions from the adjudicator and to discuss with their team-mates and opponents about their strengths and weaknesses. Thus, even the post-debate is still student-centered as learners are given the time to interact with the teacher as the adjudicator and among themselves.

CHAPTER FIVE

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

5.1 Introduction

The final chapter of this dissertation begins with a summary of key findings highlighting new insights this study contributes to the body of human knowledge. It concludes with the implications to teaching and policy-making as well as limitations and recommendations for future research.

This qualitative case study is important as it provides new insights and deep understanding of how debate as a pedagogical tool with three stages, i.e., pre-debate, actual debate and post-debate can develop soft skills. It also drew recommendations on how debate, an activity more commonly known as a competitive extracurricular activity for advanced and developed students, can be introduced in the EFL/ESL classrooms based on the issues and challenges found in this study. The study was highly exploratory thus further study building on the insights and understanding from this study is recommended.

5.2 Summary of Findings

This study explored parliamentary debate as a pedagogical tool to develop soft skills in EFL/ESL classrooms. In this section, the key findings are summarized and presented according to the research questions posed in this study, namely: (1) What soft skills are developed by debate? (2) How can the three stages of debate as a pedagogical tool, i.e., pre-debate, actual debate and post-debate develop the seven MSSDM soft skills? ; and 3) What are the issues and challenges the following

stakeholders might have faced implementing debate across the EFL/ESL curriculum:
(a) administrators; (b) teachers, and; (c) students?

The findings of this study show that the seven soft skills in the Malaysian Soft Skills Development Module, namely communication skills, critical thinking and problem-solving skills, teamwork, leadership, lifelong learning and information management, entrepreneurship and professional ethics and morals can be developed by debating. From the participants' perspectives, there were two categories of soft skills that emerged. The first category of the soft skills can be developed in all kinds of motions. They are: communication skills, critical thinking and problem-solving skills, teamwork, leadership, lifelong learning and information management. The other category includes entrepreneurship and professional ethics and morals which according to the participants can be developed by debating depending on the choice of topics or motions that touch on these skills. For example, entrepreneurship skills can be tapped through motions that are related to business, economics or even politics that may lead to discussions of the opening of business and job opportunities. For professional ethics and morals, the study's participants gave examples of motions that particularly deal with this skill such as, "This house would support euthanasia."

In the findings, the participants described how each debate stage, i.e., the pre-debate, the actual debate and the post-debate can develop the MSSDM soft skills in different ways. The participants described how the pre-debate, the crucial foundation stage to prepare and outline the team's case and arguments backed up with evidences from research, can develop all the MSSDM soft skills highlighting teamwork, leadership, lifelong learning and information management and critical thinking and problem-

solving skills. The study participants reported that teamwork is embedded in the activity itself as they see debate as a team sport that requires proper coordination and collaboration not only during the preparation time but also during the actual debate. They also described how the actual debate which they considered the most challenging stage due to the pressing time limit in both speech and Point-of-Information (POI) can develop all the MSSDM soft skills especially effective communication skills and quick critical thinking. The participants showed how these two key skills highly developed during the actual debate are inseparable. They said that they developed their fast critical thinking because of the analysis required in delivering a speech and in addressing POIs and rebuttals in the All-Asians Parliamentary Debate. They also explained that no matter how good students are in critical thinking and problem solving if they cannot deliver their arguments very well, the good points would not be communicated effectively and thus would not be understood. Thus, communication skills and critical thinking go together in debating. The participants also portrayed how the post-debate can develop the various soft skills such as lifelong learning and information management and communication skills. They reported that the oral adjudication after the debate provided them another way of lifelong learning, i.e., from the perspective of the adjudicator who presents their strengths and weaknesses particularly on how they can improve their debating in terms of matter, manner and method.

The participants of this study presented issues and challenges inter-related among the stakeholders, i.e., administrators, teachers and students if debate is implemented as a stand-alone pedagogical tool to develop soft skills. The participants said that the lack of awareness by higher education institution administrators as well as teachers on the

benefits of debate particularly for non-English speaking countries like the ASEAN members is an issue in that they might not understand how debate can develop various soft skills among students the way it developed theirs. Aside from lack of awareness, the participants also believed that shortage of teachers to teach debate could be an issue as debate has not been widely taught as a course in universities. However, they suggested that as long as the administrators understand the multiple benefits of debating in the EFL/ESL classroom through awareness efforts, training of teachers can be easily done.

Another challenge presented by the participants that might be met by the teachers is the very low English proficiency of some students to be able to debate. However, some of the debate students said, they started debating with basic English but they developed their English by debating because they found it the best way to learn English in context. Besides, debate experts suggested that debate should be introduced as a stand-alone course to develop soft skills which can be taken by the low proficiency students at their later years in college when they have already acquired basic English to debate. Because of the seemingly threatening nature of debate particularly for those struggling in their English, the participants of this study suggested that debate should be included in the curriculum as a compulsory course so that all students will experience its benefits especially in improving their English communication skills and other soft skills. The debate experts suggested that All-Asians Parliamentary Debate should be used as they believe that it is the appropriate format for mixed proficiency levels due to its simpler features compared to British Parliamentary Debate.

5.3 Conclusions and Implications

Based on the findings of this study, debate specifically All-Asians Parliamentary Debate format, can be introduced in the EFL/ESL classrooms as a stand-alone pedagogical tool to develop the seven soft skills in MSSDM. APD is the appropriate format to be used in the classroom as it is simpler than British Parliamentary format which has two teams on each side or four teams to debate at one round. This simpler format can make students of mixed English proficiency focus more on developing their English communication skills and other soft skills rather than on the complicated debate format. The classic debate formats such as the Oxford-Oregon allows memorization of speech as there is no POI allowed except for the interpellation in which questions can also be prepared in advance.

In APD, memorization is not possible as POIs can be raised anytime that need to be addressed and if speech is memorized, the interruption itself can make the debater forget the memorized speech. If memorization is encouraged, there will be no meaningful interaction and rote learning which Shakir (2009) pointed out as a cause for students not being able to communicate and analyze well will prevail. Thus, debate in the classroom using a format such as APD is, first of all, appropriate for the EFL/ESL context with mixed English proficiency levels as it is interactive. APD gives students many opportunities to practice their English communication skills from the pre-debate, to the actual debate and even in the post-debate. Secondly, APD realizes the goal to make students critically think quickly due to the offering and addressing of POIs as well as rebuttals apart from the development of arguments. Thirdly, APD format if used in the classroom requires students to research a lot; thus, it gives them meaningful exposure to the written English language. The input from

their readings is contextualized and the preparation time allows the students to manage the information and convert it into output in their actual debate performance. The outcome will be lifelong learning and information management, improved communication skills and confidence. Finally, classroom debate using the APD format having three members in a team instead of two in the BP format is better in developing teamwork and leadership. Only two members can hardly be called a team. These features of debate, specifically APD, make debate an excellent pedagogical tool to develop communication skills in English, critical thinking, lifelong learning and information management, teamwork and leadership skills. These are the prime soft skills in the globalized workplace.

More importantly, with the Three-Stage Debate Pedagogical Model developed in this study based on the findings, every stage of the debate, i.e., pre-debate, actual debate and post-debate, has the corresponding inter-related pedagogical tasks and all of which are aimed to develop soft skills. For example, in the pre-debate stage, when the teams are given their assigned motion, they need to discuss, research, and brainstorm. All of these pedagogical tasks are geared towards the development of soft skills such as teamwork, critical thinking and problem-solving skills, teamwork, leadership, lifelong learning and information management, and communication skills. This model is the major contribution of this study to the body of knowledge.

Although two soft skills, namely entrepreneurship skill and professional ethics and morals can be developed only through selected topics or motions, deliberately choosing motions that can touch on all of the seven soft skills addresses this issue. For instance, the motion “This house would intervene militarily in Myanmar” will touch

on both the ethical and moral issues and economic benefits of the country and the ASEAN region. The debaters will discuss whether or not the military intervention is ethical and moral or specifically if the end justifies the means and how it will benefit the citizens, i.e., how it will open more job opportunities. Therefore, professional ethics and morals and entrepreneurship skills and all the other soft skills in the MSSDM can be developed. In both the pre-debate and actual debate, they will research collaboratively (teamwork, leadership, and lifelong learning and information management); discuss, prepare, and deliver their speech (communication skills); and analyze and solve the problem (critical thinking and problem-solving skills. At the post-debate stage, the debate teacher and/or the adjudicator will debrief the class on how the motion was defined and the issues were resolved, how strong the debaters arguments were and how effective they delivered their speech. These entail listening or communication skills and critical thinking skills. Also learning from experts or more experienced individuals is one way of lifelong learning.

As not all motions can cover all the seven soft skills in MSSDM, this implies careful formulation or selection of motions or topics by the debate teacher in order to meet the objective of developing all the target soft skills. The debate teacher, therefore, needs to have ingenuity in carefully planning how he or she should manage the debate class starting from the teaching of the debating techniques to the formulation and assigning of motions and teams for the debate rounds. It also implies that since not all motions may cover all the soft skills in MSSDM, the teacher should see to it that all students can debate on motions that cover all the target soft skills. This can be done by specifying in the course syllabus the motions to be assigned to the students with the corresponding soft skills targeted for each motion.

Another important finding of this study on the issues and challenges presented by the participants is whether or not debate should be offered as a compulsory course. The participants said that if debate is offered as an elective course, the students might not choose to enroll in it. The issue here is on the lack of awareness of students as well as teachers and administrators on how debate can develop soft skills. Students such as the participants of this study thought of it at first as threatening and they said that had they not given it a try, they would have not experienced the many benefits of classroom debating especially the dramatic improvement in their English communication skills and quick critical thinking skills. When they started debating, they found out that it was not threatening after all and they found so much fun and challenge in debating. Thus, orientation to all stakeholders is necessary if debate is to be offered as a course. Furthermore, if debate is to be offered as a course in HEIs, it should be compulsory so that all students will benefit from it specifically in terms of soft skills development. Wide dissemination of the findings of this study is, therefore, necessary in that it can help with the awareness of educators and curriculum developers to include debate in their course offerings.

This study described how soft skills in MSSDM can be developed by debate and eventually produced the Three-Stage Debate Pedagogical Model as its major contribution. The model delineates how debate as a pedagogical can develop the soft skills in MSSDM. Moreover, the study did not only present the issues and challenges that might be faced by the stakeholders if debate is offered as a course but also addressed them. Therefore, this study is helpful for administrators and educators who

are looking for a stand-alone pedagogical tool to develop soft skills as integration is not the best alternative if all the skills in MSSDM should be developed.

Integration is not feasible especially for big classes particularly if the syllabus specifies a lot of content that needs to be covered as Hairuzila et al. (2009, 2014) pointed out. Lecturers in Hairuzila's study reported that in integrating soft skills in teaching hard skills, they give emphasis to critical thinking, communication skills and lifelong learning and information management. The rest are somewhat neglected. Whereas, in a stand-alone course like debate with the alternative model provided by this study, the interactive nature of debate itself requiring collaboration and teamwork embeds in it the development of soft skills. This study showed that debate as a pedagogical tool can indeed develop the seven soft skills in MSSDM, i.e. communication skills, critical thinking, teamwork, leadership, lifelong learning and information management, entrepreneurship and professional ethics and morals. Previous studies mostly identified critical thinking and communication skills as the skills developed by debating but this study showed how other soft skills, i.e., teamwork, leadership, lifelong learning and information management, entrepreneurship and professional ethics and morals can be developed by debate. This is certainly another big contribution of this study to human knowledge.

5.4 Limitations of the Study

A limitation faced by the researcher in conducting this study was the far locations of the debate experts for data gathering. The researcher had to fly to the Philippines and to Thailand to conduct the face-to-face interview. Another debate expert from Thailand was taking up his PhD in Japan; thus, a Skype interview was done instead of

face-to-face. Compared to face-to-face interview, Skype interview was rather challenging as there were technical interruptions at times such as connection loss and choppy conversation brought about by Internet signal problem. This limitation, however, was rectified by doing a follow-up interview via email later for more in-depth information on some aspects of the data gathering. Also some contacted debate experts from Indonesia used British Parliamentary Debate style instead of APD format that lowered the number of participants from supposed to be seven to only five. Nevertheless, the five debate experts provided saturated data rich and in-depth enough to answer the research questions posed in this study. However, including an Indonesian debate expert would have increased the transferability of the findings although two debate students from Indonesia participated in this study.

5.5 Recommendation for Future Research

As this qualitative case study's findings showed how debate can develop soft skills, a quantitative or mixed method study that will evaluate the effectiveness of debate as a pedagogical tool to develop the seven soft skills in MSSDM is recommended. This study focused on the ASEAN countries, thus future research can also be extended in other EFL contexts outside the ASEAN region such as in other Asian countries, the Middle East and other non-English speaking counties. Alternatively, another qualitative study can be done using the Three-Stage Debate Pedagogical Model developed in this study. The participants of this study were debate experts and college level debate students. Future research may use high school students as participants. Future research can also focus on the implementation of debate in the classroom based on the issues and challenges that might be faced by the stakeholders presented in this study.

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