



THAI STUDENTS' CRITICAL THINKING  
AND DEBATE ACTIVITY

PHANNARAI SIRISOPHONPHONG

A THESIS SUBMITTED  
FOR THE DEGREE OF MASTER OF ARTS IN  
ENGLISH LANGUAGE TEACHING  
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)  
ASSUMPTION UNIVERSITY  
BANGKOK, THAILAND.

SEPTEMBER 2009

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Thesis Title      Thai Students' Critical Thinking and Debate Activity

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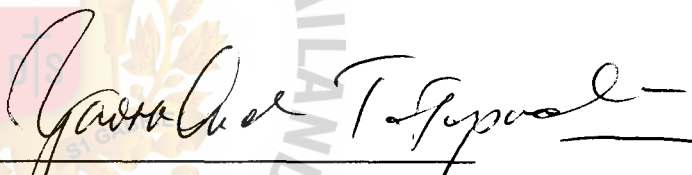
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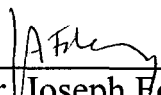
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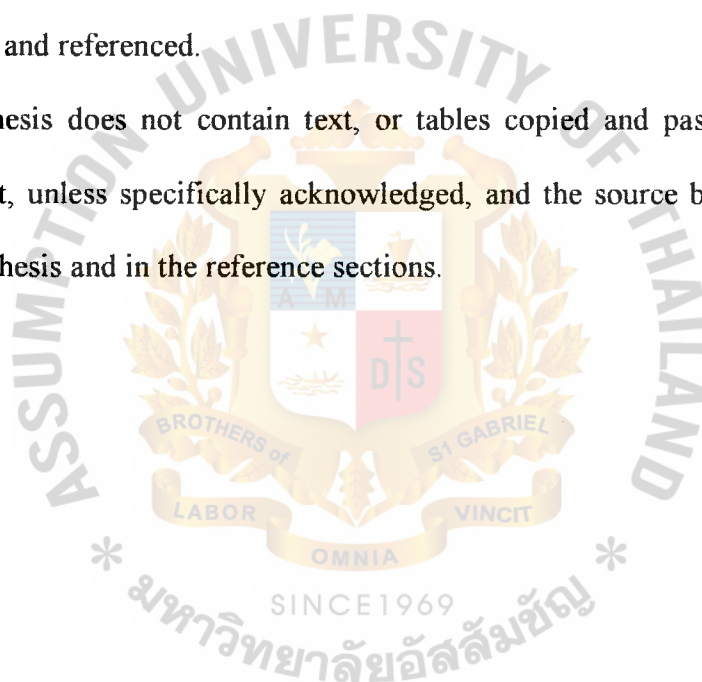
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## Table of contents

<b>Contents</b>	<b>Pages</b>
<b>Chapter 1: Introduction</b>	
1.1 Introduction	1
1.2 Background	1
1.3 Rationale	3
1.4 Objectives	5
1.5 Research questions	5
1.6 Definition of terms	5
1.7 Thesis organization	6
<b>Chapter 2: Literature review</b>	
2.1 Introduction	7
2.2 The impact of Thai culture on Thai classroom	7
2.3 Thinking and its expression	9
2.4 Critical thinking	12
2.5 Taxonomy of thinking	14
2.6 Critical thinking in debate activity	16

<b><u>Contents</u></b>	<b><u>Pages</u></b>
2.7 The argumentation in debate activity	18
2.8 Persuasive strategy in debate	22
2.9 Effects of culture on the way people think and reason	26
2.10 Effective Public Speaking	27
 <b>Chapter 3: Research Methodology</b>	
3.1 Introduction	30
3.2 Restatement of research questions	30
3.3 Description of research context	31
3.4 Description of research participants	31
3.5 Method of data collection	32
3.6 Method of data analysis	32
 <b>Chapter 4: Data Analysis and Discussion</b>	
4.1 Introduction	37
4.2 Groups analysis	39
4.3 Individual Thai student analysis	42
4.4 Summary	70



**Chapter 5: Conclusion**

5.1 Summary of major findings	73
5.2 Limitations of the study	75
5.3 Suggestion for further research	76

<b>References</b>	78
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<b>Appendix A: Transcription<sup>1</sup> (student7 and 8)</b>	81
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<sup>1</sup> All of the 12 students' transcriptions, video recording of debate activity and objectives of debate activity in Negotiation Strategies Class are available on CD included with this thesis.

## List of Figures

<b><u>Titles</u></b>	<b><u>Pages</u></b>
<b>Figure1:</b> Bloom's Taxonomy of Thinking	15
<b>Figure2:</b> Terminology Changes	15
<b>Figure3:</b> Comparing Three Taxonomies	18
<b>Figure4:</b> Debate Format in Negotiation Strategies class	37

## List of Tables

<b><u>Titles</u></b>	<b><u>Pages</u></b>
<b>Table1:</b> Critical Thinking Skills Measurements	33
<b>Table2:</b> Effective Expression in Speaking English Measurements	35
<b>Table3:</b> Debaters' Nationality and Sex	38
<b>Table4:</b> Summarizing of Thai students' Critical Thinking Skills	70
<b>Table5:</b> Summarizing of Thai Students' Effective Expression in Speaking English	72

## **Abstract**

This study focused on critical thinking as the activity of the brain that could potentially be expressed in speaking. This study is a case study of Thai students' critical thinking and debate activity. The purpose of this study was to verify that the debate activity can help Thai students to think critically and to test the effectiveness of the Thai critical thinking students' expressing their ideas in English.

The research participants in this study were 7 Thai students in Negotiation Strategies Class, Assumption University. As the debate in this class needed students' preparation, such as understanding the topic, searching for information, and applying theories, strategies and tactics, therefore, the debate activity in this class was expected to be a possibility to force students indirectly to think critically and express what is in their minds as clearly as they can.

The data collection was carried out through the video recording and direct observation. There were 8 criteria in critical thinking skills part and 4 criteria in effective expression in English part for analyzing the data. The Thai debaters who passed critical thinking skills measurement, his or her speech would have been analyzing again to see their effective speaking in English.

Results showed that the debate activity in this class led to critical thinking and that Thai critical thinking students also did well in speaking English.

## **Chapter 1: Introduction**

### **1.1 Introduction**

My study focuses on the use of the debate activity in a particular context of business negotiations to stimulate Thai students' critical thinking ability. This study hopes to find out whether or not critical thinking is being used when Thai students are debating and how is it being used, and therefore whether or not the critical thinking ability will help Thai students speak English more fluently.

### **1.2 Background**

In Thailand, Thai schools use Thai language as the medium of instruction, while English is considered the second language. Most Thai students study English since kindergarten. They know the grammar well but most of them have problems speaking English. It seems that the courses they take focus more on grammatical rules rather than communication. It seems that Thai schools believe that learning a foreign language means learning to master its linguistic system and if students know the grammar well, they will be able to communicate in the language.

However, it is quite evident that many Thai students who learn and remember grammatical rules very well, which earns them an A in English every semester, still cannot communicate well in English. One reason for that could be that the writing skills of Thai students are better than their speaking skills.

Thai students are familiar with a traditional way of learning which relies heavily on memorization of the subject contents. This kind of learning process does not motivate students to think for themselves and instead encourages them to sit quietly in their seats listening attentively with no response and no questions, memorizing whatever the teachers tell them. However, memorization cannot result in speaking fluency. If the students memorize long lists of details their speaking will not be natural. On the other hand if the teaching changes from encouraging memorization to teaching critical thinking, in which students go through the process of searching, planning, analyzing, and evaluating information on their own rather than basing on their first impressions or being directly influenced by their friends or teachers, then the students' expression might be better.

As I graduated from Assumption University myself, I realize that most Thai students at AU are more comfortable with the traditional way of learning and are willing to continue the passive approach of their traditional schooling. Assumption University is an international university with an international community of scholars belonging to a variety of cultures and with more than 2,000 students from 57 countries including India, China, Myanmar, Russia, Bangladesh, Pakistan, and other Asian countries. The University has employed English as the medium of instruction. Most courses are in the English language and require active learning. However, it seems not to boost up Thai students' critical thinking much.

### **1.3 Rationale**

Thai students are encouraged to think critically in many situations, such as when they are listening to the teacher, when they are reading books or when they are in class discussion. However, passive learners will ignore critical thinking while studying in class or whenever they are not in the situation that requires serious thinking. This is not the case when they do homework, assignments, or exams that challenge their critical thinking ability because memorization skills only might not be enough to pass the course and survive at the university. Thai students learn to be critical thinkers as long as the result of their critical thinking is expressed in writing. Therefore this study would like to find out the way to encourage Thai students to think critically and learn to express their thoughts in other ways. And 'speaking' is interesting as it is the skill that many Thai students have problems with.

When learning a foreign language, the language learner should be able to communicate in the target language. It is my firm belief that if Thai students change the way they learn English from being spoon-fed by the teacher or memorizing everything to thinking for themselves, they might be able to communicate in English more fluently.

Critical thinking is one of the important skills for any student. If we look at it from the perspective of learning a foreign language, the students who can think critically will most likely have clear ideas. Then they will be able to manage the thoughts in their head and this way of thinking can enhance their language and presentation skills because when they have clear ideas, they will be able to



express their ideas in English better. One type of an activity that can motivate or encourage students to think critically and speak up is the debate.

The debate activity is interesting because it can be seen as a kind of competition. Both parties will not only speak up after thinking and analyzing the topic but they have to search for the available information, be open-minded, organize ideas and think more to find the best examples, and the best evidence to support their claims, to make points and arguments and speak up. The debate is a competition in terms of convincing the audience to believe in the most reasonable reasons rather than deciding who will be the winner or loser depending merely on the speaker's personality.

At Assumption University, the debate activity is being used in a number of courses. In this study, the debate activity is considered in terms of its potential to stimulate Thai students' critical thinking skills and resulting in better presentation. The debate needs preparation before the debate class in some courses, while in other courses it does not, as the topic and the subject itself are not too serious to searching for the evidence to support the claims and the opinions of students are enough for its purpose.

However, the point nothing can guarantee that the students in any particular debate courses will go through the process of critical thinking. Students in Negotiation Strategies Class might or might not do critical thinking, as it depends on the students themselves to choose the way they will behave while debating. But the debate activity needs students' preparation, such as understanding the topic, searching for information, and applying theories, strategies and tactics. Therefore, in this study, the debate activity is expected to be

a possibility to force students indirectly to think critically and try to express what is in their minds as clearly as they can. And that is the reason why debate is interesting to study.

#### **1.4 Objectives**

- To verify the possibility that the debate in Negotiation Strategies class can lead to critical thinking.
- To test the effectiveness of the critical thinkers' expressing of ideas.

#### **1.5 Research questions**

- Does the debate activity in Negotiation Strategies class lead to critical thinking?
- Do critical thinkers express their ideas effectively in the debate activity?

#### **1.6 Definition of terms**

**Debate in Negotiation Strategies** – This activity is a 3-on-3 debating activity. It is a kind of general debate which two opposing teams; 3 individuals in the proposing team and 3 individuals in the opposing team present arguments in support and against a given topic. Their aim is to convince the audience that their team makes stronger arguments with reasonable reasons. The topic is related to negotiation strategies.

## **1.7 Thesis organization**

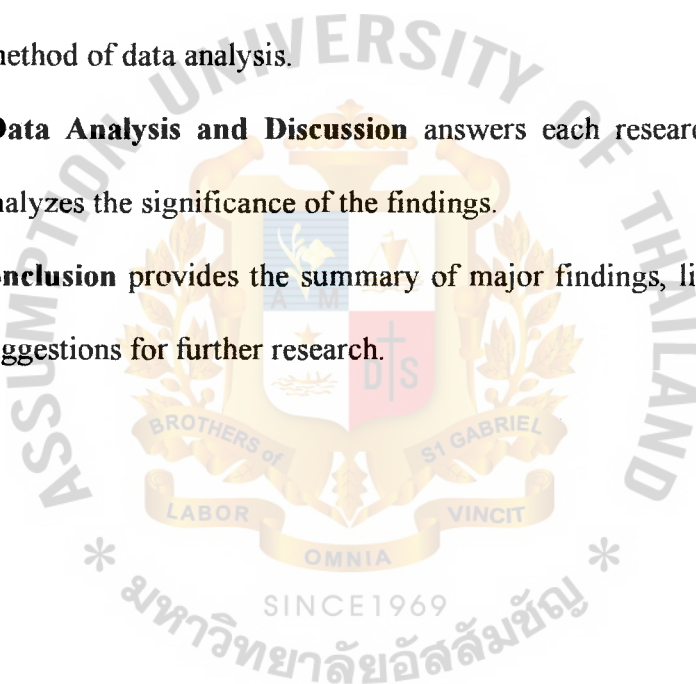
**Chapter I: Introduction** provides the background, the rationale behind this research, the objectives, the research questions, and definition of terms.

**Chapter II: Literature Review** presents views on thinking, critical thinking and its expression, debating and public speaking.

**Chapter III: Method of Data Collection and Analysis** introduces the methodology of this thesis; research context, research population, method of data collection and method of data analysis.

**Chapter IV: Data Analysis and Discussion** answers each research question, discusses and analyzes the significance of the findings.

**Chapter V: Conclusion** provides the summary of major findings, limitations of the study and suggestions for further research.



## **Chapter 2: Literature Review**

### **2.1 Introduction**

This chapter includes theories of the impact of Thai culture on Thai classroom, thinking and its expression, critical thinking, taxonomy of thinking, critical thinking and its process in the debate, argumentation in the debate, persuasive strategies, effect of culture on the way people think and reason, and effective speaking. What is presented in this chapter is the possibility that the debate activity can stimulate students' critical thinking. And the effectiveness of speaking in English can be the result of students' learning to think critically.

### **2.2 The impact of Thai culture and values on Thai classroom**

According to Thanasankit (2003: 243), Thailand is a hierarchical society. The author compares western societies and Thai society and states that people in the western societies are equal or at least have equal opportunities, which is different from the situation of people in Thai society. Similarly, Mead (2004: 90) mentions that one of the qualities of Thai family relationships, namely "obedience and respect" can also be seen as important for the society in general. The value of "obedience and respect" reflects the unequal relationship between parents and children or superiors and inferiors. According to Mead (2004: 90-91) the "superiors" and the "inferiors" could refer to several types of people in Thai society, such as parents and children, officers and soldiers or government official

and citizens. In Thai society, children are taught to trust in their superiors as Thais believe that superiors know better what the right thing is and what it is not. Therefore the inferiors need to show obedience toward their superiors without questions (2004: 91).

Thanasankit (2003: 243) claims that Thailand is the country that reflects the power distance gap between people in their society and that communication in this society “tends to be from top-down.” He explains that most Thai juniors are not likely to initiate things, but rather they absorb things. Therefore, “most Thais are not experienced in expressing themselves in an assertive way” and “communication and information sharing is not common in Thai organizations.” Thanasankit (2003: 245) gives the example that if the people in Thai organizations have good ideas they tend to “be embarrassed to express or initiate the ideas” as they think that their ideas “may not be seen as worthwhile in the eyes of others”. These however also has an impact on the classroom situation in Thailand as well.

Swan and Smith (2001: 354) claim that in Thai classroom “the teacher is traditionally a highly respected and respectable figure.” They Smith also mention that because of that active participation is a problem in actual teaching, as most of Thai students are familiar with receiving knowledge passively. Comeaux (2002: 197) mentions that Thai high school students sweat over tomes of English. Comeaux also claims that most Thais understand the importance of learning English. Thai parents send their children to English tutorial schools. But because of the socio-cultural factors many Thais are too shy to speak English (2002: 201).

This also happens in an English class where most students do not speak and there is less interaction between teacher and students in class.

These core Thai cultural values are frequently present in the behavior of Thai students and may explain to a certain extent why many Thai students tend to be “passive learners” in the classroom. These kinds of students do not want to talk much and participate in day to day activities in the classroom. They are familiar with receiving information only and hardly participate in the class unless when there is no other choice for them. They believe in what the teacher has taught them. Everything that the teacher says must be true and correct without the need for questions, as students never or rarely ask the teacher about the lesson. These students are also not very social and hesitate to express their point of view in front of everyone else. They are introvert and need a channel to vent out their feelings and thoughts. This, however, does not mean they are not capable of learning and thinking.

### **2.3 Thinking and its expression**

Paul and Elder (2002: 40-41) claim that human mind has three basic functions which are thinking, feeling and wanting. The function of thinking is to create the meaning. Thinking as one function of mind helps people make sense of and understand the situation in their lives and figure out what is going on around them. To make sense of the world, people are judging, perceiving, analyzing, clarifying, determining, comparing and synthesizing things.



Therefore it is human nature to think. Every day we think about what goes on around us. Everyone employs thinking at one time or another whether or not this is even realized. But thinking is a purposeful mental process. It is internal and difficult to clearly define that this person is really thinking and that person is not because it is possible that our thinking is not always externally communicated (Kirby and Goodpaster 1999: 5).

Paul and Elder (2002: XX) also claim that when most people think, most of their thinking is subconscious, that is, never explicitly put into words. However, Paul and Elder believe that “You are what you think” that is, all that we are is the result of our thoughts (2002: XIX). Kirby and Goodpaster (1999: 6-7) state that to be able to see the thought means seeing thinking that can potentially be expressed in form of human communication. Human communication is the process through which people communicating with other people, makes sense of the world and share that sense with other people (Beebe et al. 1996: 6-7).

The process of human communication starts when Person A perceives some stimulus (from literal perception: seeing, hearing, tasting, smelling, touching). Then Person A interprets what he or she has perceived and puts the message into the form (encoding the message) to send to Person B. Person B then repeats the steps Person A has gone through: interpreting the information, encoding it, and sending his/her message (feedback) back to Person A (Beebe et al. 1996: 8-10; Hamilton 2005: 5; Locker and Kaczmarek 2007: 22).

According to Hamilton (2005: 14) feedback, which is one of the elements of communication process, is important in case the sender wants to know whether the receiver interpreted the message as the sender intended. Feedback in oral

331 0-1

communication is the most appropriate form of because speaking is rapid, saves time and allows for instant feedback (2005: 89-90).

In classroom, to check whether the students understand or whether they are generating knowledge, some responses (verbal feedback) such as questions, opinions or ideas from the students are needed, as they are the expression of student's thinking that the teacher can see immediately and more clearly than non-verbal communication. Unfortunately, it is hard to receive verbal feedback from passive learners because they tend to give feedback non-verbally instead. Because of that the teacher cannot be sure whether these students are in position to take in the information and they take steps to confirm or maximize their understanding. However, it does not mean that passive learners are not thinking about what they are learning or hearing. They might be doing it but not expressing their thoughts out loud.

Hamilton (2005: 14) states that without feedback, the sender will assume that the message has been interpreted in the correct way by the receivers. But the expression by non-verbal communication such as smiles, nodding heads and other cues from the students to tell the teacher that they understand what they are hearing does not mean that they really understand it. The teacher cannot assume or conclude that this non-verbal communication or lack of feedback from the students means the students' mind is thinking in the same way as the teacher's.

## **2.4 Critical thinking**

Thinking is sometimes regarded as a combination of two harmonious processes. One process is the production of ideas (creative thinking), which is accomplished by the broadening of one's focus and looking at many possibilities. The other process is the evaluation of ideas (critical thinking) which one accomplishes by narrowing their focus, sorting out ideas, and identifying the most reasonable ones (Ruggiero 1999: 3). Therefore, Ruggiero sees that a person who thinks critically is the one that can evaluate the usefulness of new ideas, selecting the best ones and modifying them if necessary.

However, Taeys (2003: 20) proposes that there are two key aspects to the role of ideas in critical thinking. The first key aspect is having ideas which derive from synthesizing what we know, considering goals, imagining scenarios, devising hypotheses, and blowing up the creativity and insight which is similar to what Ruggiero defines as “creative thinking”. The second key aspect is the ability to use and examine the ideas by applying our insights, seeing how ideas can crystallize, evaluating the value of an idea, being detached enough to scrutinize our own, as well as others’ idea (Taeys 2003: 20) which it is what Ruggiero calls “critical thinking”.

According to Taeys, critical thinking involves critical thinking itself and creativity as well while Ruggiero sees it separately. Ruggiero’s claim about critical thinking is to hit the exact meaning of ‘critical thinking’ while Taeys’s claim about the two key aspects to the role of ideas in critical thinking is the

meaning of the process of critical thinking which starts from creative thinking first and critical thinking will come later.

Rudinow and Barry (1994: 3) similarly stated that the idea that critical thinking requires no imagination or creativity is a misconception. A critical thinker will be able to use examples or their own assumptions to support what they claim. When people think of possible solutions to a problem, it shows that they are being creative. Rudinow and Barry believe that the critical thinker must first be able to devise possible solutions, which are called hypotheses. Then they will be able to evaluate those solutions; and that is, they will think critically.

According to the above concepts, it should not be said that critical thinking is incompatible with creativity. Rather, we should see the two as related to each other. Creativity is not just a matter of coming up with new ideas, but these ideas must be useful and relevant to the task at hand. Therefore to some extent critical thinking is based on good creative thinking as well.

In general “critical thinking” is the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief” (Freeley and Steinberg 2000: 2).

Bell (1991: 1) states that the information people receive comes from many kinds of media and from many channels such as television, radio, magazine, or book. Therefore they cannot know that the information they receive is accurate and dependable as much of the psychological information they receive is incorrect, incomplete, or misleading and that could result in the wrong decision making. Moore and Parker (1986: 4) claim that when people are confronted with a

claim which can be true or false, they can accept it, reject it or suspend judgment about it. The critical thinking will come into play when people carefully and deliberately determine of whether to accept, reject or suspend judgment about that claim.

Taking into consideration the many aspects of the meanings of critical thinking above, critical thinking may be defined for the purpose of this study as the thinking on a higher level than memorizing facts or reciting something to speak but doing something with those facts and information i.e. interpret them, categorize them, select the best one of them, apply them, judge them, or putting them together to form a new idea.

## **2.5 Taxonomy of thinking**

Bloom has illustrated a model for identifying six different levels of thinking. The taxonomy divides thinking skills into lower-order and higher-order knowledge starting from knowledge and comprehension as lower-order thinking, through increasingly more complex and more abstract mental higher-order thinking skills as application, analysis, synthesis, and evaluation respectively (Bloom et al. 1956, cited in Clabaugh et al. 1995). Clabaugh et al. (1995) also claim that critical thinking occurs through application, analysis, synthesis, and evaluation or in the higher order thinking skills level as illustrated in figure below.



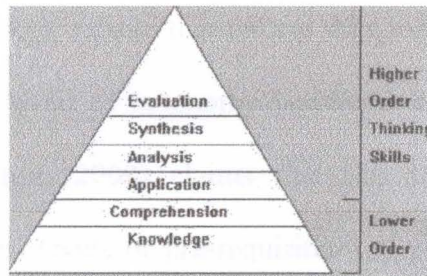


Figure1: Bloom's Taxonomy of Thinking

This taxonomy later has been changed by Lorin Anderson to add relevance for 21st century students and teachers (Anderson and Krathwohl 2001 cited in Clark 1999). With some revisions that are changing from nouns to verbs to describe different levels of the taxonomy, the top two levels have been essentially exchanged from 'Evaluation' moved from the top, to 'Evaluating' in the second from the top and 'Synthesis' moved from second on top to the top as 'Creating', therefore the revised taxonomy is more suitable for this research study, as each level of thinking is an 'active' process which pursuits 'active learning' and better reflects the nature of the thinking defined in each category.

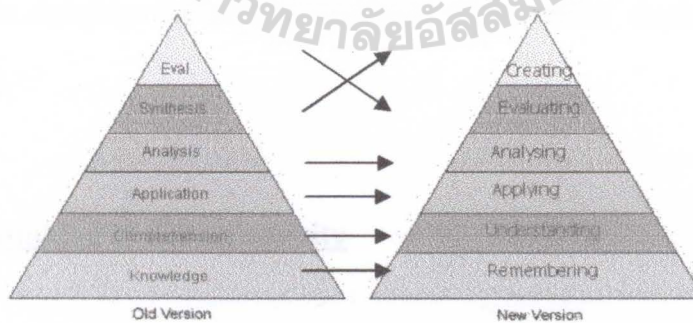


Figure2: Terminology Changes

Source: [http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)



Clabaugh et al. (1995) claim that critical thinking will happen through the processes of the top 4 levels of taxonomy (application, analysis, synthesis, and evaluation), but Atherton (2009) claims that this taxonomy of learning is “organized as a series of levels or pre-requisites”. A person cannot achieve the higher levels until the level below them has been reached. Therefore without the simplest 2 lower-order thinking levels which are knowledge and comprehension, the higher-order thinking or critical thinking hardly exists.

Anderson and Krathwohl (2001, cited in Munro et al. 2007: 366-367, Holt and Kysilka 2005: 67-68) give definitions and examples of each term of the terminology in revised taxonomy (see details in the table of Critical Thinking Skills Measurements, p. 34-35). These definitions and examples describe what the teacher can observe in the students, such as the students’ behavior or what students can do as a result of their learning. It might be seen that passive activities such as lecturing, transmitting basic knowledge or lower-level thinking skills, can be the first step before students reach higher-order thinking skills. When the students have basic knowledge, the active learning is expected in class to encourage the development of the students’ higher-order thinking or critical thinking skills.

## **2.6 Critical thinking in debate activity**

According to Clark and Clinton (1994: 456) debate is “a formal competition between persuasive speakers”. Each debater is like an attorney who has to prepare their arguments and evidence to support the arguments. Cummings (1992: 131)

sees that debate is “the ultimate test of a speaker’s skills” which the debater needs to prepare researching, analyzing, planning, and organizing the argument of both their own side and the opponent’s side as well. Warnick and Inch (1994: xxx) also state that “debate includes gathering and using evidence, analyzing topics, constructing cases, presenting persuasive argument, and criticizing others’ arguments”.

The above explanation about debate combined with the definitions of critical thinking from several people reflects that critical thinking can possibly be involved in debating. In order to arrive at any strong arguments in debate, these arguments require the process of both lower-order thinking and higher-order thinking (critical thinking): remembering, understanding, applying, analyzing, evaluating and creating.

The thinking process below is the example of the way students think through six major categories of revised taxonomy but student’s thinking might not be arranged like Bloom’s taxonomy of thinking or the revised taxonomy as each student has their own style of thinking.

Thinking in debate could start out with identifying the problem or the negotiation strategies case. The debaters will read through the case given to understand the situation (Understanding). Then they have to analyze the problem or the case and break it down into categories in order to see things clearly (Analyzing). They do brainstorming for knowledge, information, theories or ideas that are relevant to what they have already learnt from memory (Remembering). After that the debaters have to apply things they remember in the related situations to deal with the case (Applying). They then evaluate these various

alternatives and select the best ones together with thinking about reasonable evidence to support them (Evaluating). After that they are in the process of synthesis. All the data that they evaluate will be organized, constructed, composed, and created to become the final solution (Creating).

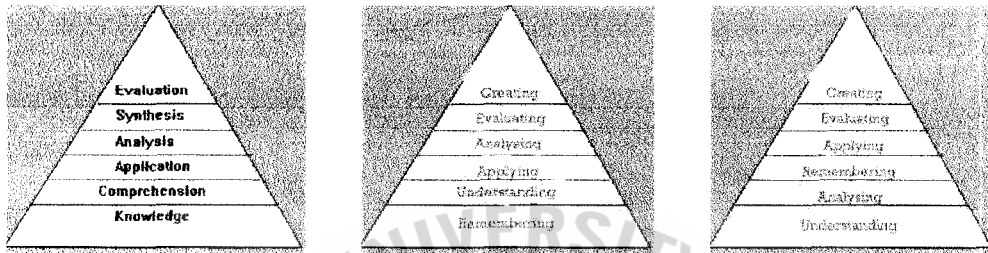


Figure3: Comparing Three Taxonomies

Critical thinking might exist in student's debating as they must go through the process of thinking to create the arguments. Freeley and Steinberg (2000: 30) claim that the debaters must understand how to reason, must be able to recognize and criticize different methods of reasoning, and must have an understanding of the logic of decision making for any arguments.

## **2.7 The argumentation in debate activity**

Freeley and Steinberg (2000: 4) suggest that one of the most challenging forums for practicing argumentation is the debate activity. The debate can be a competitive and motivating activity, the purpose of which is to arrive at a reasoned judgment on any proposition. Both individuals and groups may use the debate to bring the audience to their way of thinking, as Warnick and Inch (1994:

318) have stated that debate is a specialized form of argumentation which is one of the most enjoyable and challenging forums for practicing argumentation by two or more people.

Woods and Walton (1982: 17) contend the idea that debate is one type of argument. The debate might be seen as a model of argument which composes of two sides: winners and losers. They state that debate is “rule-governed enterprises, presided over by a referee who is bound to fairness and objectivity”.

According to Ennis (1996: 2), argument is an attempt to prove or establish a conclusion. The argument is central to both critical thinking and logic. It has two major parts: the conclusion and the evidence (reason in support of the conclusion) (Ennis 1996:2; Teays 2003: 15). Ennis (1996: 2) also states that “if there is no conclusion, there is no argument. Similarly, if there is no reason given, there is no argument.” Browne and Keeley (1998: 24-25) similarly have an idea that when there is no reason in communication, it is not the argument. By this, the reason plays the important role in any arguments.

The role of argumentation is to convince or persuade others through sound reasoning and supporting with good evidence that a particular viewpoint should be adopted (Warnick and Inch 1994: 10). Freeley and Steinberg (2000: 30) claim that to create arguments while debating, a student is required to research issues which require knowledge of how to use libraries and data banks as they cannot undertake critical thinking without a sound basis of evidence which consists of facts, opinions, and objects used to generate proof (2000: 90). This means that the evidence is needed and required as it can be the concrete evidence to prove that this debater is doing critical thinking.

According to Grice and Skinner (2007: 343) speakers can justify their claims or offer proof by using any of five types of argument: example, analogy (inductive reasoning), cause, deduction, or authority. Good speakers usually combine types of argument.

The speakers can form their claim through evidence provided from argument by example or inductive argument, which says that what is true of a few instances is true generally. However, the argument by example is valid only if these examples are true, (not imaginary), relevant to the claim, sufficient (reasonable number of examples), and typical (Grice and Skinner 2007: 343; Freeley and Steinberg 2000: 154-155).

The speaker can make argument by analogy proving the point by making a comparison between two similar cases and inferring that what is true in one case is or will be true in the other. But the similarities or differences between the speaker's case and the example case must be relevant (Grice and Skinner 2007: 345; Freeley and Steinberg 2000: 156).

Argument by cause is also acceptable in the debate. The speakers will claim that one action or condition has caused or will cause another. Or the speaker can use the deductive reasoning saying that what is true generally is or will be true in a specific instance (Grice and Skinner 2007: 347).

The last type of argument is argument by authority. The speakers can use testimony from the expert source to prove their claim. However, that expert should be the one who is acceptable to the average audience (Grice and Skinner 2007: 349).



As it was stated above good speakers usually have the ability to apply all 5 types of argument when creating their side's arguments, but on the other hand, the ability to process the arguments of the opponent quickly and to reformulate or adapt or defend the previous positions is also important (Freeley and Steinberg 2000: 30).

When two parties have a disagreement and are disputing they feel strongly about their positions. The disagreement for non-critical thinkers will likely reassert what they stand for, as if stating the same again and again, perhaps in other words, but keeping the same meaning. On the contrary, for the critical thinker, disagreements lead to determining and assessing the reasons for an opposing view. Critical thinkers will closely examine reasons for and against each position and not merely keep reasserting their original position (Rudinow and Barry 1994: 4).

In the debate activity, a critically thinking speaker should not only state what they claim and support what they claim with reasons but they also should have the ability to process the arguments of the opposite team quickly and to defend previous claims by showing the audience why their reasons are stronger than the other team's. By this, the argument will be far more effective if the debater has anticipated the potential problem in delivery, and worked out the most effective methods of communication. The debate should also anticipate probable arguments of the opponents and practice ways of responding to them.

However, the speakers will not win the competition if they only resort to criticizing the opponents' arguments or even if they apply all 5 types of argument that show their critical and logical thinking but it cannot convince the audience.



Smith (1992: 22) claims that logic only guarantees that a conclusion is valid, but it cannot guarantee that a conclusion is correct. It means that even if a person applies any of the 5 types of argument, it does not mean that their speech is always reliable or makes sense to the audience. Therefore, these 5 types of argument can be a part of one's critical thinking but this might not be able to convince the audience and win the competition.

The success of the speakers depends on whether they manage to bring the audience to the way of the team's thinking, to influence and finally move the audience to their side. Howell and Kemp (2002: 2) have stated that when a person is trying to persuade someone by giving good reasons for believing a claim, desiring something or doing something, it means that he or she is creating an argument.

On the other hand, if that person is a persuasive rhetorician, he or she is not a good reasoner (Smith 1992: 20). Persuasive rhetorician will not tend to rely on good reasons but instead rely on the art of using language persuasively by using some certain words and verbal techniques to persuade the audience's beliefs, desires and actions. And this is not argument but 'rhetoric' (Howell and Kemp 2002: 5).

## **2.8 Persuasive strategy in the debate**

In order to persuade or convince other persons, Lewicki et al. (2003: 70-71) state that the speakers can modify the other party's impression by using the "selective presentation" method. The speaker can reveal only the facts necessary to directly

enhance their position or at least make it appear stronger to the other party to lead the other party to open up new possibilities for agreement that are more favorable to the speaker than those that currently exist (2003: 70). In the debate the speaker can convince the other party to see that the speakers' options are more desirable than the other party's option.

On the other hand, the speaker can clarify to the other party what the outcomes of their proposal will really be. The speakers can emphasize something that has been overlooked. They might apply logical reasoning to show the other party that if the other party really did get what they proposed, an undesirable outcome would result (Lewicki et al. 2003: 71). This means the speakers try to show the weakness of the other party that might affect the other party itself.

The 2 types of selective presentation are the combination between the truth and reason but the point is the debater selects the strongest and most important points and neglects the weak ones or try to fulfill the gap that could be overlooked as their strategies to persuade or convince the audience.

Woods and Walton (1982: 17) state that to win a majority vote or judgment is considered the principle object of a debate. In order to win, this fundamental object may or may not be compatible with giving a reason or getting at the truth of the matter at hand. It can be the most effective combination between the truth and reason when debate is for showing the proof. However, the principle object of debate is to win, therefore, the truth and reason can be set aside. This means that debate is not a forum where people argue based only on evidence but also on other things that can help them to win the competition.

According to Taeys (2003: 8), language has power. The ways language is used can affect the thoughts of people. Some words or phrases might have similar meaning but they affect feelings, emotion or the way we view something differently, which means these verbal expressions can replace the real evidence, block the audience from seeing an issue and evaluating the evidence. Howell and Kemp (2002: 99) state that the writer or speaker may attempt to persuade us by appearing to offer a good reason but actually not doing that.

Howell and Kemp explain that these persuasive devices are called “sham-reasons” and “sham-reasoning” is the process of applying them. Sham-reasoning has two types which are “rhetorical ploys” and “fallacies”. Fallacies are argumentative sham-reasoning while rhetorical ploys, on the other hand, are non-argumentative sham-reasoning (2002: 99).

According to Howell and Kemp, rhetoric is:

Any verbal or written attempt to persuade someone to believe, desire or do something that does not attempt to give good reasons for belief, desire or action, but attempts to motivate that belief, desire or action solely through the power of words used. (Howell and Kemp 2002: 100)

Rhetoric can be applied in debate as it is one tactic to win. With its emotive words, it is high possibility to convince the audience to believe and win the competition but it does not mean that the debater has critical thinking skills.

The specific types of rhetorical ploys according to Howell and Kemp (2002: 101-109) are, for example, appeal to novelty, popularity, compassion, guilt, cuteness, sexiness, wealth, status, power, hipness, coolness, or fear. Howell and Kemp also state that fallacies are mistakes in reasoning that arise because of

inappropriate connections between the reasons (premises) and conclusions. It can lead people to end up with a true belief, but for mistaken reasons (2009: 110-111). Therefore critical thinkers and those who aspire to persuade by reason or argument should not be persuaded by arguments that rely on both sham-reasons and similarly, critical thinkers should not employ sham-reasons in their own attempts to persuade the others (Bowell and Kemp 2002: 5, 99). However, it cannot be said that those who employ sham-reasons will not think critically. Their speech is persuasive and at the same time sham-reasons could be the result of their critical thinking as well.

Grice and Skinner (2007: 319) state that the persuasive speech can develop speech-making skills and critical thinking as well. In persuasive speech the speakers are also required to select important issues, ideas, and to communicate their concern to the audience.

In debate, the debaters might employ any persuasive strategies. Their speech can reflect on their critical thinking although they might not be aware of the fact that they are expressing the way they think. However, the debaters who employ rhetorical ploys and fallacies might be persons who do not lack critical thinking skills. Their rhetorical ploys and fallacies might derive from their critical thinking skills to think about the arguments that will convince or persuade the audiences.

In order to convince or persuade, the speech should make sense to the audiences. Some arguments, claims, or reasons can be understandable and make sense only to the people in one culture because these claims, arguments, or reasons are not universal values.

Smith (1992: 19, 20) claims that there is no general criteria can prove that what makes a good argument, acceptable rationale, or appropriate reasoning. Smith believes that everything depends on the context, on what is being reasoned about and culture plays important role in the way people reason.

## **2.9 Effects of culture on the way people think and reason**

According to Smith (1992: 21), “People who do not reason the way we think they should do not think the way we think they should.” Smith claims that culture is the way people rationalize the world. Therefore the way persons in one culture reason is not the way persons in other cultures reason. This is not because the people from different culture have different levels of skills, but because they have different worldviews.

Schott and Henley (1996: 3) similarly state that people have their own unique personalities. It is because people are all affected by various and different influences. Schott and Henley see that one of the key influences on the way people see, think, analyze, react, and behave to the world is their own culture, or the culture of the society or community in which they grew up

Schott and Henley (1996: 3), also claim that people may not be aware of or realize that what they see, think or regard as normal; universal values and ways of behaving are in fact cultural, and may therefore be normal only to them or “what makes sense and is normal and acceptable to people in one culture may be odd, shocking or even completely abhorrent to people in another” and “every

culture makes sense to people within it (though they may not like every aspect of it).”

Then, it is believed that culture is one of the key factors that affect the way students think, reason or make any claims or arguments. Therefore, culture cannot be ignored in this study. As the way Thai students think might not sound rational or make sense to the foreign people because they are not familiar with Thai culture, it is possible that Thai students’ critical thinking and foreign students’ critical thinking will be in different perspective, i.e. the 5 types of arguments that Thai students apply will be the examples that involves the things that Thai people’s see as common sense, therefore, the argument is reliable, and makes sense only for the Thai audiences. By this, we cannot overlook the fact that the argumentation in the Thai way of Thai students also counts as critical thinking. Moreover, it is believed that if the students have gone through the process of thinking, their speech must be effective in some ways.

#### **2.10 Effective speaking**

This study makes the assumption that if the speakers have gone through the process of thinking: remembering (knowledge), understanding (comprehension), applying (application), analyzing (analysis), evaluating (evaluation) and creating (synthesis), it will result in the speakers’ clear thinking and the arguments that apply the 5 types of argument should also be clear enough for the average member of the audience to understand it.



Freeley and Steinberg (2000: 30) state that the ability to communicate complex ideas clearly with words is the successful communication of arguments to audiences. Still, even a perfectly sound case, a case superior to the opposing case, may be defeated if the audience cannot see the connection between the speaker's arguments or if the audience does not get the point of evidence.

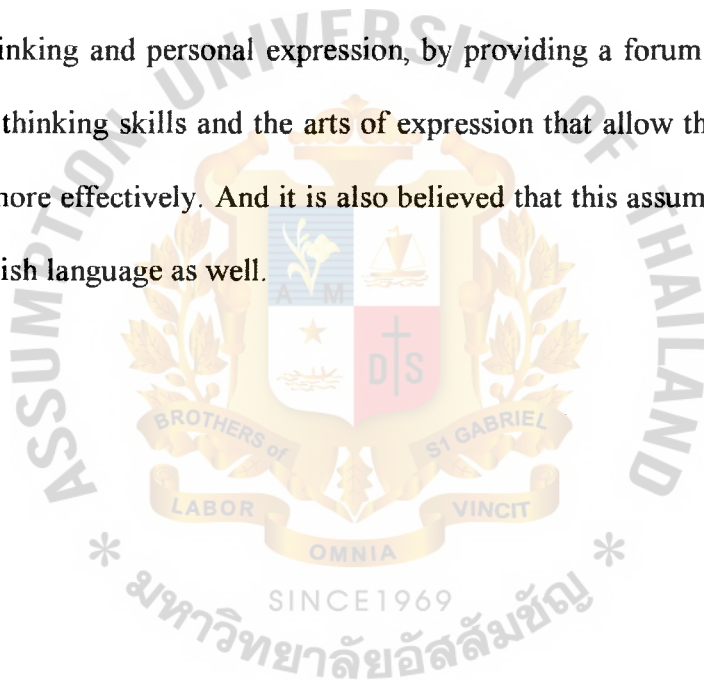
Kirby and Goodpaster (1999) state that clear thinking depends upon picking the best words. Also with more than a million words to think with (wordiness), it is understandably easy to get trapped in their intricacy and lose sight of straight thinking. Sometimes people are arguing about different things when they think they are arguing about the same things. If we are aware that the generalizing power of language can be a weakness, then we are careful to use concrete, exact language. If we are aware of the multiple meanings of words and of the audience's background, we define terms carefully and position our words exactly.

It is, for instance, better to keep the statements and explanations simple and brief to make it easy for the audience to follow, as the message should not only be convincing but also accurate and complete to prove that the message or argument we created is the result of real critical thinking.

Moreover, the effective delivery of any message is being natural and varied. The audience will enjoy and believe the speaker who acts credible and speaks naturally. If the speakers speak after memorizing everything, it is not really speaking but rather reciting something. Good speakers should also avoid monotonous and predictable patterns as it will almost always be ineffective and

draw the audience's attention away from what the speakers are saying (DeVito 2003: 342, 343).

To succeed or be able to convince the audience in debate, the debaters have gone through many processes beginning with thinking and ending with expressing their thoughts while speaking. Debaters have to apply several strategies and tactics to result in effective speaking. That means the debate activity combines the students' critical thinking and the ability to express their critical thinking verbally. Therefore it is believed that debate is a means of encouraging both critical thinking and personal expression, by providing a forum for students to develop the thinking skills and the arts of expression that allow them to speak any language more effectively. And it is also believed that this assumption can be applied to English language as well.



## **Chapter 3: Research Methodology**

### **3.1 Introduction**

This section included a description of the research design that was used in this study. In this chapter, the following would be discussed:

- Restatement of the research questions
- Description of the research context
- Participants of the study
- Method of data collection
- Method of data analysis

### **3.2 Restatement of the research questions**

The research questions of this research study are as follows:

- Does the debate activity in Negotiation Strategies class lead to critical thinking?
- Do critical thinkers express their ideas effectively in the debate activity?

### **3.3 Description of the research context**

The debate activity involved two opposing teams: 3 debaters on one side proposed the issue at hand (proposing team) while other 3 debaters of the other side strongly opposed the topic at hand (opposition team). Both sides had clearly an opposite idea and tried to put forward their ideas and confuted the other. They presented arguments in support and against a given issue or topic.

The teacher gave the topic that was related to the subject of the class in advance to the students one week before the debate class and explained the debate format and the rules. Some guidelines were signals for the students to find additional information from any sources or students were able to apply the knowledge that they have learnt in this activity.

While debating, each debater had an equal amount of speaking time which typically amounted to 3 minutes in length. One student was the timekeeper who sat between the teams and directed the debate. The other students were the audience. Each debate required 30-50 minutes of class-time.

### **3.4 Description of the research participants**

Negotiation Strategies was the required subject for students in the Department of Management, Business Administration Program. Negotiation Strategies was also one of the free elective subjects of the students studying in other Departments of Business Administration Faculty.

There were around 60 students in this class. Most of them were Thai and some were foreigners. These students were divided into 4 teams (A, B, C, and D). The participants in this study were the Thai students who were the debaters. The sample size of this study was to be maximum 12 students (4 teams).

### **3.5 Method of data collection**

The research was carried out through class observation. The class was observed through the video recording, with the camera placed at the desk in the front row, and in the middle of the classroom and focused on each debater speaking at the podium. Video recording seemed to be one of the most appropriate means of collecting the data for this study as the tapes can be watched repeatedly.

Another method was direct observation. The real situation was observed as the things that happened while debating provided the researcher with additional useful data that was used in combination with the data from the video recording.

### **3.6 Method of data analysis**

As critical thinking could be done without any expression it would be difficult to analyze. Kirby and Goodpaster (2002: 5-7) recommend that one way to reach a definition of thinking was by observing the results of thinking, as expressed in human communication. And speaking was also one form of human communication. So this study focused on critical thinking as the activity of the brain that could potentially be expressed in speaking only.



**Critical thinking skills measurement and effective expression in speaking**

**English measurement**

The table presented below explains the criteria and details for analyzing the data.

There were two main parts to measure. The first one was to measure the critical thinking of each debater. Then we looked at the speakers who were counted as critical thinkers (think according to the criteria). Their speeches were analyzed again to see the effectiveness of their expression in speaking English. (Non-critical thinkers' speeches were not analyzed to measure their effectiveness of speaking English).

**1. Critical Thinking Skills Measurements**

Judging Criteria	Mark	Comments
<b>A. Focusing on their own responsibility</b>  The speaker fulfills his/her responsibilities in the debate i.e. supporting or defending. The speech of each speaker goes in the same direction, does not contradict the other teammates.		
<b>B. Justifying the claims by using any of five types of argument</b> (Grice and Skinner 2007: 343, 345, 347, 349; Freeley and Steinberg 2000: 154-156).  The speaker is able to offer proof by giving examples, analogy, cause, deduction, or authority.		
<b>C. Processing the arguments of the opposite team quickly to defend previous claims</b> (Freeley and Steinberg 2000: 30).  The speaker has anticipated probable arguments of the opponents and practices ways of responding to them.		
<b>D. Applying persuasive strategy</b>  The speaker is able to persuade the audience to believe something without giving good reasons, but		



Judging Criteria	Mark	Comments
<p>attempts to motivate that belief solely through the power of words used (Bowell and Kemp 2002: 100).</p> <p><b>E. Other critical thinking expressions</b></p> <p>[The E-1 – E-4 criteria below are higher-order thinking or critical thinking in the revised taxonomy of thinking (Anderson and Krathwohl 2001, cited in Munro et al. 2007: 366-367, Holt and Kysilka 2005: 67-68)]</p> <p><b>E-1 Analyzing</b> (Differentiating, Organizing, Attributing) - <i>Breaking material into its constituent parts and determining how the parts relate to one another and to an overall structure or purpose</i></p> <p>The speaker is able to break down information into its constituent parts and recognize the parts, their relationship to one another and how they are organized and identify sublevel factors or salient data from a complex scenario. Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material. Determining how elements fit or function within a structure. Determining a point of view, bias, values, or intent underlying presented material.</p> <p><b>E-2 Creating</b> (Generating, Planning, Producing) – <i>Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure</i></p> <p>The speaker is able to put parts or elements together in such a way as to show a pattern or structure not clearly there before; able to identify which data or information from a complex set is appropriate to examine further or from which supported conclusions can be drawn. Coming up with alternative hypotheses based on criteria. Devising a procedure for accomplishing some task. Inventing a product.</p> <p><b>E-3 Evaluating</b> (Checking, Critiquing) - <i>Making judgments based on criteria and standards</i></p> <p>The speaker is able to make judgments regarding the value of proposed ideas, solutions, methodologies, etc., by using appropriate criteria or standards to estimate accuracy, effectiveness, economic benefits, etc. Detecting inconsistencies or fallacies within a</p>		



Judging Criteria	Mark	Comments
process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented. Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem.		
<b>E-4 Applying</b> (Implementing, Executing) - <i>Carrying out or using a procedure in a given situation</i>  The speaker is able to apply ideas, procedures, methods, formulas, principles, theories, etc., in job-related situations, familiar tasks, or unfamiliar tasks.		
<b>Total</b>		(Non)critical thinker

Table 1: Critical Thinking Skills Measurements

## 2. Effective Expression in Speaking English Measurements

Judging Criteria	Mark	Comments
<b>A. Being able to communicate complex ideas</b> (Freeley and Steinberg 2000: 30)  The speaker must be able to keep his/her statements and explanations simple and brief but also make them accurate and complete.		
<b>B. Giving clear examples</b> (Kirby and Goodpaster 1999)  If the speaker gives an example, that example must be understandable to make the audience grasp the ideas completely.		
<b>C. Being credible - Verbal Communication</b> (DeVito 2003: 342, 343)  C-1 The speaker's speech is natural and smooth. C-2 The intonation varies during the speech (avoiding monotony).		
<b>Total</b>		Critical thinker who can(not) speak English effectively

Table 2: Effective Expression in Speaking English Measurements

According to the table above, there were 8 criteria in critical thinking skills part and 4 criteria in effective expression in English part. One criterion was equal one mark. Therefore the full mark for the critical thinking skills part and the effective expression in English part would be 8 and 4 marks respectively. The assumed score to pass each category was at least 70 percent. This 70 percent criteria reflected the grading scale for the English Subject at Assumption University - students must get at least 70 percent to pass the course. Then if the students pass at least 6 criteria of the critical thinking skills part and at least 3 criteria of the effective expression in English part, they will be counted as critical thinkers, and the critical thinkers who can speak English effectively.



Chapter 4: Data Analysis and Discussion

There are 12 transcripts used in this chapter. All of them are from the video recordings collected from the Negotiation Strategies Class. These transcriptions will be analyzed in order to answer the research questions raised in chapter1: *does the debate activity in Negotiation Strategies Class lead to critical thinking? And do critical thinkers express their ideas effectively in the debate activity?*

4.1 Introduction

There were 61 students in Negotiation Strategies Class. The podium was in front of the class. The seats in the first row were for the debaters, the teacher, the time keeper and the video recorder. The proposing team was on the left side and the opposing team was on the right side. The time keeper was one of the students in this class. He sat in front of the podium to keep time. The class was set as the picture shown below.

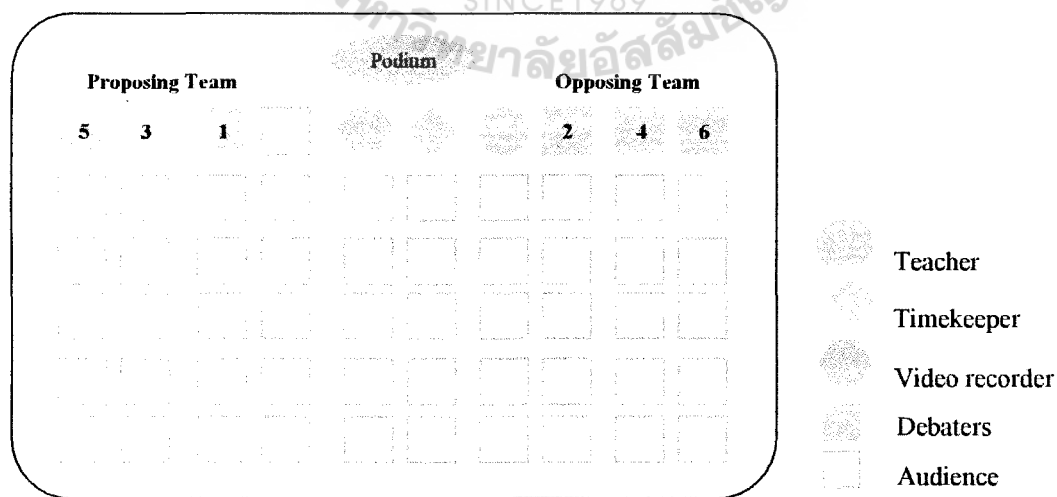


Figure4: Debate Format in Negotiation Strategies Class



The topic of the debate was “Do genders affect negotiation?” The teacher reminded the students that each speaker had maximum 3 minutes for their speech. The debaters were allowed to note everything or discuss with their team members while others were speaking.

There were 2 debates in this class. The class started with Team C vs Team D first. And the second debate was Team A vs Team B. The table below summarizes the debaters’ nationality and sex.

Team	Nationality, Sex
A (Proposing)	<ol style="list-style-type: none"> <li>1. Thai, male</li> <li>2. Indian, male</li> <li>3. Thai, male</li> </ol>
B (Opposing)	<ol style="list-style-type: none"> <li>1. Thai, female</li> <li>2. Thai, male</li> <li>3. Thai, male</li> </ol>
C (Proposing)	<ol style="list-style-type: none"> <li>1. Thai, female</li> <li>2. Bangladeshi, male</li> <li>3. Dutch, male</li> </ol>
D (Opposing)	<ol style="list-style-type: none"> <li>1. Thai, female</li> <li>2. Indian, female</li> <li>3. Indian, female</li> </ol>

Table3: Debaters’ Nationality and Sex

The transcripts of Thai students will be analyzed below, as they are the targets of this research study. However, some parts of the foreign students’ speech are referred to as their speech is linked to one another. The analysis parts will consist of the group analysis and individual Thai students’ analysis respectively.

## 4.2 Group analysis<sup>2</sup>

### Team C (Proposing Team)

The debaters of Team C were composed of one Thai female, one Bangladeshi male, and one Dutch male. The main point of this team concerned different characteristics of men and women in general that affect negotiation. The two foreign students mentioned the name of the research resources to support their arguments and made their claims sounds credible to the audiences. However, they did not specify which arguments and claims came from which source. It is possible they might have done research and summarized it in their speeches or they might have referred to the name of research resources to convince or persuade the audiences to believe their claims without having done real research. Their speeches went into the same direction supporting the argument that genders affect negotiation. The two foreign students who were the second and the third speakers did not directly oppose any claims of the opposing team. Both of them just talked about why genders affect negotiation. And it was not really debating as they focused on their own side and ignored what the opposing team had talked about. The only one applied example was given by a Thai girl and concerned a negotiation situation while the two foreign students talked about the general characteristic of men and women.

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<sup>2</sup> All of the 12 students' transcriptions and the video recording of the debate are available on CD included with this thesis.



#### Team D (Opposing Team)

Team D as the opposing team spoke against the argument that genders affect negotiation. The team debaters were one Thai and two Indians. And all of them were female. The speech of each speaker went in the same direction, not contradicting the other teammates. This team did not refer to the research sources but their speeches showed that they might have done research about the factors that affect negotiation. They had many claims, such as skills, situations, culture, attitude, perception, behavior, body language, and psychological factors. All the debaters gave examples or situations for almost every factor to make the audience see the picture. The first debater, who was a Thai girl, talked about skills and Japanese culture. The second debater, an Indian girl, talked about many factors that affect negotiation and she used some of these factors to oppose the proposing team. The last debater, another Indian girl, focused on the skills like her first team mate, but she did not repeat what had already been said. Comparing among these three students, the Thai student spoke the least.

#### Team A (Proposing Team)

The debaters of Team A composed of 3 males - Thai, Indian and Thai respectively. This team proposed four factors that affect negotiation of men and women: beliefs, values, behavior, and perception. The idea of the first debater was that gender affects the decision to negotiate or not negotiate. Then the second debater talked about how women and men negotiate with the buyer but he did not

talk about the four factors: beliefs, values, behavior, and perception. The last speaker talked about the differences in styles between men and women when negotiating. All of them supported their side but their speeches seemed not to go in the same direction. The second and third debaters did not support the first speaker much. However, this team was outstanding in giving clear examples and directly opposing the proposing team. Their examples were clear and mostly close to Thai daily life (urban areas) such as eating at McDonald's, the product that cost 200 baht, or the women's style when negotiate (saying "please, please, please" to the seller) which got the audiences laughing and was lively. It meant that their speeches were quite interesting and could grab the audience's attention. The audience understood what they were talking about. Compared with the first debate (Team C vs Team D) this debate gave a feeling of real debating more than the first one.

#### Team B (Opposing Team)

All of the debaters of team B were Thai students. Team B spoke against the claim that genders affect negotiation. The main speech of the first debater was opposing the opposite team. The main speech of the second debater was about the 4Ps marketing strategy which consists of "the controllable variables that marketing management can use to influence customer demand: Product, Price, Place, and Promotion. This marketing strategy represents the methods by which managers seek to meet marketing objectives." Stokes and Lomax (2007: 202). The last debater of this team summarized the whole lot. The feeling of the debate appeared

only when the first debaters was speaking. The other two debaters on the other hand focused on what they had prepared and ignored the opposing arguments. If the 4Ps were carefully considered and related to this debate topic, it could have been suggested that the 4Ps can affect “negotiation or not negotiation”. Therefore, the 4Ps which was the main idea of team B could have been a reasonable claim to support their side and oppose the proposing team. However, team B (second debater) did not say anything to conclude that the 4Ps can affect negotiation or not negotiation. If he had concluded and linked the idea to the debate topic in support of his side, it would have made this team’s arguments stronger and not seemed to be irrelevant as it was.

#### **4.3 Individual Thai students’ analysis**

There are 7 Thai students whose speech will be analyzed. The one who pass critical thinking skills measurement, will have his or her speech analyzed again to see their effective speaking in English.

##### **Student 1, Thai, Female, Team C (Proposing Team)**

##### **Critical Thinking Skills**

##### **A. Focusing on their own responsibility (1Mark)**

Student 1 was responsible for the first affirmative constructive speech as she was the first speaker of this round. She talked about the characteristics

of each gender that affect negotiation. She described the characteristics of men and women in formal negotiation and bargaining situation.

**B. Justifying the claims by using any of five types of argument (example, analogy, cause, deduction, or authority) (1Mark)**

Student 1 supported her claim by applying deductive reasoning about the characteristics of each gender. Her arguments were universal assumptions as follows;

1. In formal negotiation men are more aggressive and assertive than women and women are more collaborative and emotional than men as women are concerned about emotions, relationships and accommodation. Her underlying belief about this assumption could be that males seem to have advantages over females as resulting from the differences in physical strength between men and women. Women are physically weaker than men and also more cooperative and emotional than their more aggressive, competitive male counterparts. However, the weakness of being female in formal negotiation as being more cooperative and emotional is the required skills to some extent in business negotiation in order to build good relationships.
2. The negotiation-style (bargaining) of women and men are different. Student 1 gave an example that female buyers try to negotiate with the seller to lower the price by offering a deal while male buyers do not

want to pester the seller, and tend not to offer a deal like the women do.

3. Male sellers are easier to deal with than female sellers. Student 1 gave another example that in the situation when the seller is a man and the buyer is a woman, the negotiation is easier since male sellers give female buyers discounts more easily than the female sellers. In the situation when a woman is the seller, the buyers might have to offer a deal.

**C. Processing the arguments of the opposite team quickly to defend previous claims (No Mark)**

Student 1 was the first speaker. Her speech was only the constructive speech about genders affecting negotiation.

**D. Applying persuasive strategy (1 Mark)**

The reasons that student 1 gave, were mostly universal assumptions. Even though there is nothing to guarantee that the characteristics of each gender match her claims, she resorted to common human beliefs. So her speech sounded reasonable to the audience without any concrete or statistic proof.

**E. Other critical thinking expression**

**E-1 Analyzing (1 Mark)**

Student 1 was able to analyze the characteristics of men and women suggesting that each gender had its own uniqueness of expression in

negotiation, i.e. according to their physical appearance: men are physically stronger. She claimed that by nature men are usually more aggressive than women while women usually embody the ideal of inner dignity (building relationships, emotional involvement).

#### **E-2 Creating (1 Mark)**

Student 1 claimed that women were collaborative and concerned about the emotional relationships more than men. Student 1 created examples to make her claim more concrete, suggesting that if women buy clothes, they tend to offer a deal i.e. “if I buy three, can you lower the cost” or “if you lower the cost, I will come back and buy at your shop again”. This showed that student 1 was able to create the example in such a way as to explain her abstract claim (women are collaborative and emotional).

#### **E-3 Evaluating (1 Mark)**

Student 1 was able to make judgments regarding the reasons and examples that she gave to support every claim by using universal assumptions.

#### **E-4 Applying (1 Mark)**

Student 1 was able to apply daily life situations of human beings as her arguments (negotiation-style of women and men in buying-selling clothes).



**Total Score: Student 1 got 7 out of 8**

**\*\*Critical thinker\*\***

Effective Expression in Speaking English

**A. Being able to communicate complex ideas (1 Mark)**

Student's 1 speech was quite simple and clear. There was no sophisticated vocabulary or jargon included when she was explaining her arguments. This could be that her speech was about general ideas of the characteristics of men and women and explaining the bargaining situation.

**B. Giving clear examples (1 Mark)**

Student 1 was able to give clear examples. The obvious example was the style of men and women when buying clothes to explain the different characteristics of each gender that she claimed.

**C. Being credible**

**C-1 The speaker's speech is natural and smooth (1 Mark)**

Student 1 had short notes but she did not read from them. She was explaining more than reciting. Before she finished her speech, she paused for too long giving the impression that she was stuck. However, generally, her speech was quite natural and smooth.

**C-2 The accent varies during the speech (*No Mark*)**

Student 1's speech was quite plain. She spoke in calm and steady voice. The audiences might not get the feeling of the debate as it was a rather monotonous voice.

**Total Score: Student 1 got 3 out of 4**

**\*\*Critical thinker who can speak English effectively\*\***

**Student 2, Thai, Female, Team D, (Opposing Team)**

**Critical Thinking Skills**

**A. Focusing on their own responsibility (*1 Mark*)**

Student 2 was responsible for the first negative constructive speech against the notion that genders affect negotiation. She claimed that there were some factors, not gender, which affected negotiation. Those factors were skills, perception or attitude, and culture. She also rebutted the main points of the first affirmative speaker saying that it was perception or attitude that affected negotiation, not gender.

**B. Justifying the claims by using any of five types of argument (example, analogy, cause, deduction, or authority) (*1 Mark*)**

Student 2 provided the case examples to support her claims.

1. The skills – Student 2 gave an example that the customers would not buy a product from the seller who cannot explain clearly the qualities of their product and this is regardless of gender.
2. The attitude or perception – Student 2 gave an example that both genders have equal chances to win negotiation if they have time to practice and get the same information. However, it seems that this example was not related to the topic 'perception or attitude'. The link between perception or attitude and the example given might have been the conclusion that if both females and males had equal chances in negotiation, it should be the perception or attitude of men and women that affects negotiation. As among women or men, even when people share the same gender, their perception or attitude toward one thing or another might be different. So student 2 was able to give the example but she skipped the main point that linked the topic and the example.
3. Culture - The third example was about the Japanese people. Student 2 gave an example about nationalism of Japanese people that Japanese are perceived as self-determined and independent and has the characteristic of national pride. Student 2 applied this theory to consumer behavior.

**C. Processing the arguments of the opposite team quickly to defend previous claims (1 Mark)**

*Student 2 rebutted the previous claim of student 1 about the characteristics of men and women. Student 2 argued that characteristics of each gender*

did not affect negotiation. Both genders have enough capability to negotiate and have equal chance to win in negotiation if they both get the same information and have time to practice their skills.

**D. Applying persuasive strategy – Rhetoric (*No Mark*)**

Student 2 gave examples to support every factor that affected negotiation and also opposed student 1. Her speech was not a persuasive rhetoric.

**E. Other critical thinking expression**

**E-1 Analyzing (*1Mark*)**

Student 2 was able to break down factors that affect negotiation into constituent parts. She was able to analyze several factors showing how each factor affected negotiation by supporting her claims with reasons.

**E-2 Creating (*1 Mark*)**

The example of the claim about “skills” showed student 2’s creativity as she was able to come up with an alternative hypothesis to oppose the opposite team. She created the example about skills suggesting that if the sale representative could not explain the qualities of their product no customer would be willing to buy it. And if the customer did not buy, it was probably because this sale representative lacked skills, not because they were men or women.

### **E-3 Evaluating (1 Mark)**

Student 2 was able to make judgments regarding the reasons and examples that she gave to support her every claim. It showed that she was able to make judgments about which examples or claims were relevant and made sense to the average member of the audience.

### **E-4 Applying (1Mark)**

Student 2 was able to apply the situations in daily life (skills of the seller), ideas (perception or attitude of each person), and theory (nationalism) to support her claims.

**Total Score: Student 2 got 7 out of 8**

**\*\*Critical thinker\*\***

### Effective Expression in Speaking English

#### **A. Being able to communicate complex ideas (1 Mark)**

Student 2's speech was not complicated. She used simple words to explain her arguments. There was no jargon included in her speech. And her speaking was not difficult to understand.

### **B. Giving clear examples (0.5 Mark)**

Student 2's examples about the skills of the seller and the Japanese nationalism were clear examples. These two examples described how the skills and culture affected negotiation. But the example of the "attitude or perception" factor was not quite clear and linked to the factor "attitude or perception."

### **C. Being credible**

#### **C-1 The speaker's speech is natural and smooth (0.5 Mark)**

Student 2's speech was quite natural. She was not reciting but she was trying to explain her claims. She did not speak too slowly or too fast. Even though it was not perfectly smooth speaking and there were some hesitations, ums and ahs, student 2's speaking was not bad.

#### **C-2 The accent varies during the speech (1 Mark)**

Student 2's voice was clearly heard. During the speech, she had variations in her tone, such as when there were question marks her voice went up. And she spoke with expression.

**Total Score: Student 2 got 3 out of 4**

**\*\*Critical thinker who can speak English effectively\*\***



## **Student 7, Thai, Male, Team A (Proposing Team)**

### **Critical Thinking Skills**

#### **A. Focusing on their own responsibility (1Mark)**

Student 7 was the first speaker of his team. His speech was constructive speech about four factors (beliefs, values, behavior, and perception) that affect the needs of negotiation of men and women.

#### **B. Justifying the claims by using any of five types of argument (example, analogy, cause, deduction, or authority) (1 Mark)**

Student 7 justified his claims by using examples and mentioning the cause. He talked about men's and women's beliefs, values, and perception toward their food consumption behavior (McDonald's) and his claims were universal assumptions. He claimed that instead of eating at McDonald's that women see as making them fat, women would look for some place else to eat. That was because most women were worried about their looks and did not want getting fat, so women would negotiate. Men, on the other hand, were easygoing, so in this case (food consumption), men did not have any negative values, beliefs or perceptions about McDonald's. So they said ok easily and not negotiated to look for other kinds of food to eat like women.

**C. Processing the arguments of the opposite team quickly to defend previous claims (No Mark)**

Student 7 was the first speaker of this round. His responsibility was only the constructive speech about how genders affect negotiation. Therefore, he did not oppose any members of the opposite team.

**D. Applying persuasive strategy - Rhetoric (1 Mark)**

The reasons that student 7 gave were universal assumptions or universal perceptions that women were concerned about their looks and their beauty more than men and men were more easygoing than women. His claims sounded reasonable without any concrete or statistic proof.

**E. Other critical thinking expression**

**E-1 Analyzing (1 Mark)**

Student 7's speech reflected that he analyzed the topic "do genders affect negotiation" but he analyzed it differently from the other teams. The other teams (Team C and D) analyzed that **"Genders (characteristics) → different behavior → different styles of negotiation"**. Each gender had its own characteristic. Therefore, the behavior of men and women was not similar to each other. And this difference affected their different styles when they do negotiation.

Student 7 (Team A) analyzed that **"Genders (beliefs, values, perception and behavior) → different needs → negotiation / not negotiation"**. What student 7 claimed about this debating topic was that

there were 4 factors (beliefs, values, perception and behavior) that affected **whether or not men and women would do negotiation**. Student 7 claimed that men and women believed, valued, and perceived things and behaved differently (according to their gender), therefore, something that men would negotiate about, women would not and something that women would negotiate about, men would not as student 7 gave example of McDonald's.

### **E-2 Creating (1 Mark)**

The creating skills of student 7 were obvious when he gave the example about food consumption of each gender. Women have the perception that they should not be fat because fat made them not beautiful. And women believe that junk food can make them fat. Therefore junk food was considered less valuable for their health and body. And it was the reason why women negotiated not to eat at McDonald's. Student 7 created this example by combining and making connections of the factors (beliefs, perception, values, and behavior) to explain his concepts to the audience in a way they could easily understand them.

### **E-3 Evaluating (1 Mark)**

What student 7 thought was different from the other team but his claims arouse from his evaluating what reasons or examples could support his idea. It proved that he was able to select or choose the relevant reasons and examples and make sense to support what he claimed.

#### **E-4 Applying (1 Mark)**

Student 7 was able to apply the situation to daily life of each gender's behavior about food consumption in his example.

**Total Score: Student 7 got 7 out of 8**

**\*\*Critical thinker\*\***

#### **Effective Expression in Speaking English**

##### **A. Being able to communicate complex ideas (1 Mark)**

Student 7 did not see this debate topic in the way that men and women negotiated differently but he saw some factors inside each gender that influenced men and women to negotiate or not negotiate. His thinking about this debate topic was quite complicated. However his thinking and his ideas could be understood as he used situations from daily life and explained things in simple words. There was no jargon and no technical words included in his speech. Therefore he was the debater who could communicate complex ideas.

##### **B. Giving clear examples (1 Mark)**

It was obvious that student 7 could give clear examples. His examples about food consumption supported the four factors that he talked about clearly.

### **C. Being credible**

#### **C-1 The speaker's speech is natural and smooth (1 Mark)**

Student 7's speech was natural and smooth. He looked at his notes many times but he tried not to read from them. There was some hesitations, ums and ahs, in his speech. There was one part where he could not remember the word. He said "err what's it called?" He showed that he was stuck but he did not pause for too long. He still spoke to fill the silence and it made his speech continuous.

#### **C-2 The accent varies during the speech (1 Mark)**

Student 7 was quite good at public speaking. He spoke with feelings and confidence. He used different tone of voice when speaking. When he was making an important point he used his voice to stress it and made it stand out i.e. "... we **believe** hardly that gender effect negotiation" or "It's **FAT**. I don't wanna eat McDonald's because **IT'S FAT!**"

**Total Score: Student 7 got 4 out of 4**

**\*\*Critical thinker who can speak English effectively\*\***

**Student 8, Thai, Female, Team B, (Opposing Team)**

#### **Critical Thinking Skills**

##### **A. Focusing on their own responsibility (1 Mark)**



Student 8 was the first member of team B (opposing team). She had the responsibility to support the claim that genders do not affect negotiation and also defend what student 7 (proposing team) had claimed before. She disagreed with the McDonald's example of student 7. And she gave the example of "buy one get three" promotion to confute the McDonald's example.

**B. Justifying the claims by using any of five types of argument (example, analogy, cause, deduction, or authority) (1 Mark)**

The obvious example of student 8 was the "buy one get three promotion". This example might not have been realistic (it should be buy three get one) but it could represent that if a deal was very interesting everyone (men and women) would come and get it. Student 8 mentioned that whether to negotiate or not was not about gender but it was about situation and other factors. Her example was clear to support her side that genders did not affect the decision to deal or not deal. "Buy one get three" promotion was the example that made the audience see that there was another factor that affected the decision to make a deal or not make a deal.

**C. Processing the arguments of the opposite team quickly to defend previous claims (1 Mark)**

Student 8 did not agree with the example of McDonald's. She also debated the topic of characteristics of women and men in negotiation that there was no statistic proof to guarantee that women tend to build relationships more

than men and men tend to be more competitive in negotiation than women. It was the belief of humans and it was not reasonable to conclude that what the proposing team had claimed was true. Then, how could the proposing team have claimed that men tend to make win-lose negotiation and women tend to make win-win negotiations? Therefore, this was the point that student 8 selected to oppose the opposite team that those claims could not be true for every man and every woman. Those claims might just be stereotypes or myths.

**D. Applying persuasive strategy – Rhetoric (No Mark)**

Student 8's speech was based on opposing the proposing team's claims and supporting her side. She gave example to support and defend. And it was not kind of persuasive rhetoric.

**E. Other critical thinking expression**

**E-1 Analyzing (1 Mark)**

Student 8's analyzing skills were obvious as she could identify the weak point of the proposing team that their claims had no concrete proof about beliefs, perceptions, behavior, attitude and characteristics of each gender in negotiation. She could distinguish relevant from irrelevant parts in student 7's speech suggesting that the example of McDonald's should be related to the situation factor, not the gender factors.

### **E-2 Creating (1 Mark)**

The opposing claim about “buy one get three” promotion was the creation of student 8. She was able to come up with an alternative hypothesis to oppose the opposite team.

### **E-3 Evaluating (1 Mark)**

Student 8 was able to judge the reasonableness and quality of the proposing team’s claims that it lacked evidence and it could be just stereotypes.

### **E-4 Applying (1 Mark)**

Student 8 was able to apply one of the marketing theories to oppose student 7. The example of “buy one get three promotion” was the about marketing theory. Promotion is one of 4Ps: marketing strategies to increase sales. And she could use the theory from another subject as an example to oppose the claims of the proposing team.

**Total Score: Student 8 got 7 out of 8**

**\*\*Critical thinker\*\***

## Effective Expression in Speaking English

### **A. Being able to communicate complex ideas (1 Mark)**

Student 8 used simple words to convey her ideas and her arguments.

There were no difficult words included in her speech. And her speaking was not difficult and could be easily understood.

### **B. Giving clear examples (1 Mark)**

Student 8's example about the promotion was clear. Promotion was about the thing that happened in daily life as there are many promotions of products available in the market to help companies attract more customers. Student 8's example was quite obvious and it supported her argument.

### **C. Being credible**

#### **C-1 The speaker's speech is natural and smooth (1 Mark)**

Student 8 looked at short notes sometimes but did not read from them. Her speech was not reciting. There was some hesitations, ums and ahs, while she was speaking. In general student 8's speech was smooth and she spoke English quite naturally.

#### **C-2 The accent varies during the speech (1 Mark)**

Student 8's speech was quite lively. Her speech gave the feeling of debating. She spoke and questioned the opposite side about their claims

with feelings and confidence. She used different tone of voice when speaking and got the attention of the audience.

**Total Score: Student 8 got 4 out of 4**

**\*\*Critical thinker who can speak English effectively\*\***

**Student 10, Thai, Male, Team B, (Opposing Team)**

Critical Thinking Skills

**A. Focusing on their own responsibility (0.5 Mark)**

Student 10 was able to fulfill his responsibility to defend, but what he spoke to support his side was out of the debating topic. Student 10 said that he would skip talking about what student 9 had claimed and he would talk about what he had prepared about the 4Ps: Marketing Mix, however he did oppose the weak point of student 9's speech about "gender of the seller".

Another point was about the direction of his speech. He was the second speaker in his team. His speech went in the same direction as student 8's, his teammate, about the 4Ps: Student 8 talked about promotion and it could oppose the proposing team. Student 10 continued this marketing strategy in his speech and it also opposed some part of what student 9 had said about the gender of the seller, but it did not link to "negotiation" or "deal" which was the main point of this debate topic.



**B. Justifying the claims by using any of five types of argument (example, analogy, cause, deduction, or authority) (No Mark)**

Student10 was able to give an example as he explained about the example of 4Ps but it was quite not related to the topic “negotiation”. Student10 focused too much on the “gender of the seller” Therefore, his speech might have been focusing on “genders do not affect **marketing**” instead of **negotiation**.

**C. Processing the arguments of the opposite team quickly to defend previous claims (0.5 Mark)**

Student 10 did process the arguments of student 9 to oppose his claims about the gender of the seller. Student 10 argued that nobody cared about the gender of the seller when they wanted to buy something, but the consumers concerned about 4Ps which meant whether the product was cheap or expensive (price), high or low quality (product), the place where they could buy the product (place), and the sales promotion (promotion). This point was reasonable to debate student 9, but it was out of the debate topic.

**D. Applying persuasive strategy - Rhetoric (No Mark)**

His claims which were not related to the topic did not persuade the audience to see the point why genders do not affect negotiation.

## **E. Other critical thinking expression**

### **E-1 Analyzing (0.5 Mark)**

Student 10 was able to analyze. He saw the point to debate about but he did not carefully analyze the debate topic and he considered only one point that he could attack student 9 without considering the overall content of the opposing team and student 9 that the example of student 9 about the gender of seller was also out of the debate topic.

### **E-2 Creating (No Mark)**

Student 10 had claimed about marketing theory in his speech (4Ps). He did not create anything, but only talked about this marketing theory.

### **E-3 Evaluating (No Mark)**

Considering the theory that student 10 applied in his speech, it could mean that he did not prepare and carefully evaluate how this marketing theory can support the topic “genders do not affect negotiation”.

### **E-4 Applying (0.5 Mark)**

Even though the 4Ps that student 10 chose to apply in his speech was not related to the debate topic, it did oppose some claims of student 9. Moreover, this marketing strategy was well-known, understandable to every member of the audience in this class as all the students were junior and senior in the faculty of business administration. They all knew what

4Ps were. Student 10 was able to do the applying but he did not apply his example to the overall topic.

**Total Score: Student 10 got 2 out of 8**

**\*\*Non-critical thinker \*\***

**Student 11, Thai, Male, Team A (Proposing Team)**

Critical Thinking Skills

**A. Focusing on their own responsibility (1 Mark)**

Student 11 was the last speaker of his team. He did support his side about the behavior of men and women in the deal or negotiation which went in the same direction as his teammates.

Student 11 opposed student 8 (team B) about the promotion “Buy three get one” by saying that women love to bargain and love sales and promotions more than men. Therefore, it tended to be women more than men who went to deal or negotiate (oppose student 8 about promotion and support student 7: **“Genders (beliefs, values, and perception) → different needs → negotiation / not negotiation”**).

The next point was the style of each gender in negotiation. Student 11 pointed out by giving real examples that males tend to ask for less discount while women tend to want more discount. That was why gender affected negotiation as men and women have different styles when

negotiating. (Support student 9: **“Genders (characteristic) → different behavior → different styles of negotiation”**).

**B. Justifying the claims by using any of five types of argument (example, analogy, cause, deduction, or authority) (1 Mark)**

Student 11 was able to give examples that related to his claims. His examples mostly did not count as evidence or concrete proof but Thai audience could see the picture and get what he meant. The example of men and women negotiating or bargaining when buying something at the roadside stand was something familiar to the Thai people in urban area. It was the basic conception about the bargaining of Thai people that if a product costs 200 baht, men will ask for 10 or 20 baht discount while women will ask for almost half price discount. That is why his example sounded reasonable to the Thai audience.

**C. Processing the arguments of the opposite team quickly to defend previous claims (0.5 Mark)**

Student 11 could oppose the opposite team, but some parts of his defending seemed not to hit the point. He said that he would skip opposing about 4Ps that student 10 talked about, and he opposed student 8's claim. The part that was a little bit not to the point was about “the deal”. As student 8 claimed that if a deal was interesting then both genders wanted to get the deal or negotiate. Therefore, gender did not have any effects on the decision to do negotiation. Student 11 opposed this part by saying that

it was not correct. Then, he talked about the **characteristics** of men and women in negotiating. The characteristics of both genders that he explained were that both genders negotiated but they negotiated differently which did not oppose the main point of student 8 about genders not having any effect on the decision to do negotiation.

The good opposing point was that he explained the characteristics of each gender in general about the reaction toward promotion (Buy three get one) of each gender. Student 11 claimed that gender did affect the deal or negotiation. He compared between two genders that women would be interested in this kind of promotion more than men because women always love to bargain and women love sales. That is the reasons why genders affect making deals or negotiation.

#### **D. Applying persuasive strategy - Rhetoric (*No Mark*)**

Student 11 tried to prove that men and women were different in negotiation because of gender. He claimed that each gender had its own characteristics as he gave the examples of some situations to support his side which his speech was not persuasive rhetoric.

#### **E. Other critical thinking expression**

##### **E-1 Analyzing (*1 Mark*)**

Student 11 was able to support his team by analyzing each gender's characteristics. Moreover, part of his speech opposed the opposite team.



That meant his speech must have gone through the process of analyzing the topic of debating and also the claims of the opposing team.

**E-2 Creating (No Mark)**

There is no part of student 11's speech related to this criteria.

**E-3 Evaluating (1 Mark)**

As student 11 neglected to oppose student 10's claims about 4Ps and opposed only student's 8 claims, it showed that this student was able to choose which claim was the point that he should debate. The 4Ps was out of scope and if student 11 still debated this part, it would have been wasting the time.

**E-4 Applying (1 Mark)**

The behavior of men and women in negotiating (bargaining) was the situation that Thai people living in urban area could see it in daily life and student 11 was able to apply this normal situation as his supporting claim that made the audience get his idea easily.

**Total Score: Student 11 got 5.5 out of 8**

**\*\*Non-critical thinker \*\***

**Student 12, Thai, Male, Team B (Opposition Team)**

Critical Thinking Skills

**A. Focusing on their own responsibility (1 Mark)**

Student 12 was the last speaker of his team. According to his speech, new evidence was not introduced as he focused on summation. He summed up the arguments of what had been debated in the room by all of the debaters while at the same time opposing the opposite team's argument and showing why his team's arguments had been more reasonable than the opposite team's.

**B. Justifying the claims by using any of five types of argument (example, analogy, cause, deduction, or authority) (0.5 Mark)**

Student 12 gave examples to debate the opposite team (student 9, Indian male) about the gender of the cosmetic salesperson. He opposed the same point as student 10, his teammate did. At this point, both of them focused on "the gender of the seller". It contradicted student 9's claim but his defending speech did not link to negotiation. Another point was the example that men also sell cosmetics. This example was true but we did not see men doing this job more like women did. So his defending example was not really related to the topic and not strong enough.

**C. Processing the arguments of the opposite team quickly to defend previous claims (0.5 Mark)**

As student 12 was the last speaker he focused on summation. He opposed only student 9's speech about the genders of cosmetic sellers.

**D. Applying persuasive strategy - Rhetoric (No Mark)**

Student 12's speech did not apply persuasive rhetoric.

**E. Other critical thinking expression**

**E-1 Analyzing (No Mark)**

There was no part of student 12's speech showing his analysis about the debate topic and the opposite team's speech. He repeated the argument opposing the discussion of genders of the cosmetic salesperson. And it was the part that his teammate had already analyzed and talked about.

**E-2 Creating (No Mark)**

According to his speech, he did not create anything to oppose the opposite team or support his team.

**E-3 Evaluating (No Mark)**

One part of student 12's speech mentioned that women and men are now considered equal. His example of the male cosmetics sellers, however, was not illustrating the points that men and women were equal. Therefore, his evaluation to select one example to support might not be good enough.

**E-4 Applying (No Mark)**

As he was the last speaker, he did not have to create or start a new argument. Student12's applying skills were not remarkable, based on his speech.

**Total Score: Student12 got 2 out of 8**

**\*\*Non-Critical thinker \*\***

**4.4 Summary**

According to the individual Thai students' analysis, there were 4 out of 7 Thai students whose speech passed at least 6 criteria in the Critical Thinking Skills Measurement and counted as critical thinkers. And all these 4 Thai critical thinking students also passed at least 3 criteria in the Effective Expression in Speaking English Measurement.

The following table summarizes all the criteria of critical thinking skills measurement, showing how well Thai students performed in debating. The 8 criteria listed in the table below (A, B, C, D, and E1-E4) refer to the headings discussed on page 34-35 (Chapter 3: Research Methodology).

Critical Thinking Skills Measurement	Students							Total
	1	2	7	8	10	11	12	
A. Focusing on their own responsibility	✓	✓	✓	✓	△	✓	✓	6.5
B. Justifying the claims by using any of five types of argument	✓	✓	✓	✓	x	✓	△	5.5
C. Processing the arguments of the opposite team quickly to defend previous claims	x	✓	x	✓	△	△	△	3.5



Critical Thinking Skills Measurement	Students							Total
	1	2	7	8	10	11	12	
D. Applying persuasive strategy	✓	×	✓	×	×	×	×	2
E. Other critical thinking expressions								
E-1)Analyzing	✓	✓	✓	✓	Λ	✓	×	5.5
E-2)Creating	✓	✓	✓	✓	×	×	×	4
E-3)Evaluating	✓	✓	✓	✓	×	✓	×	5
E-4 Applying	✓	✓	✓	✓	Λ	✓	×	5.5

✓ = 1 mark  
 × = 0 mark  
 Λ = 0.5 mark

Table4: Summarizing of Thai Students’ Critical Thinking Skills

According to the table above, we can answer the research question 1: **“Does the debate activity in Negotiation Strategies class lead to critical thinking?”** that the debate activity in this class leads to critical thinking *to some elements of critical thinking skills (3 out of 5) that have been mentioned in this study* as there were 2 criteria that Thai students got low marks for as follows.

1. Processing the arguments of the opposite team quickly to defend previous claims
2. Applying persuasive strategy

The two criteria above were the main points of debating. They were also counted as critical thinking skills in the debate activity. However, these were the criteria that Thai students in this study lacked of. Some Thai debaters in Negotiation Strategies Class just spoke what they had prepared to support their side. But they did not process the arguments of the opposite team to defend previous claims. Moreover, most of them did not apply persuasive strategy to persuade or convince the audience to believe something by motivating the belief through only the power of words used only.

However, these Thai students are outstanding at giving reasons. They were able to justify the claims by giving obvious examples. Their analyzing was interesting as we could see their different perspectives on the debate topic.



Moreover, Thai students tried to apply the knowledge from other subjects and blended it together with their daily life experience for easy understanding. Even though some required skills of debating such as processing the arguments of the opposite team to defend previous claims or applying persuasive strategy were not expressed much we could see that the debate helped them practicing some critical thinking skills and also their English speaking.

The following table summarizes how well Thai critical thinking students spoke English while debating. The 4 criteria in the table below (A, B, C-1 and C-2) refer to the headings discussed on page 35 (Chapter 3: Research Methodology).

Effective Expression in Speaking English Measurement	Students				Total
	1	2	7	8	
A. Being able to communicate complex ideas	✓	✓	✓	✓	4
B. Giving clear examples	✓	Λ	✓	✓	3.5
C. Being credible - Verbal Communication					
C-1) The speaker's speech is natural and smooth	✓	Λ	✓	✓	3.5
C-2) The accent varies during the speech	x	✓	✓	✓	3

✓ = 1 mark  
 x = 0 mark  
 Λ = 0.5 mark

Table5: Summarizing of Thai Students' Effective Expression in Speaking English

Based on the above table, we can answer the research question 2: **“Do critical thinkers express their ideas effectively in the debate activity?”** that Thai students who passed the critical thinking criteria also did well in speaking English. They were able to explain their ideas and their claims clearly by giving examples to support their sides and also oppose the opposite team. They communicated, not recited and not read the script or short notes. Even if sometimes the atmosphere was not like during the debating but tended to be more like discussing or sharing opinions, when focusing on ‘English speaking’ only, the English speaking of Thai critical thinking students was quite natural and effective.

## **Chapter 5: Conclusion**

This chapter summarizes the major findings and points out the limitations of the study. It then puts forward several suggestions for further research.

### **5.1 Summary of major findings**

This study has highlighted the use of debate activity in a particular context of business negotiations to develop Thai students' critical thinking ability. And it expected that critical thinking ability could help Thai students' express their ideas in English effectively.

Based on the debate described, we have seen Thai students' abilities through their debating. Thai students in this study did well in analyzing, creating, evaluating, applying, giving examples and speaking English. And as it was mentioned in chapter 4 the two criteria that are the main point and also for measuring critical thinking skills were not expressed much by some Thai students in this study. If we think of the reason why they did not express these 2 skills much while debating, two possible reasons are as follows.

Firstly, Thai students are not familiar with debate activity. Debate is not a widely used activity in Thai schools and especially in the English class. Thai students know what debate is. But they might never have had a chance to participate in debate while they were in school. And the debate in Negotiation Strategies Class was the first debate to almost all the Thai students in this study.

Secondly, culture could play an important role in this problem. As Thai people tend to be more compromise oriented than wanting to put forward their ideas and strongly confute other claims, therefore Thai students' style of expressing ideas and speaking was softer and did not give the feeling of the real debate as it was expected.

The debate activity in Negotiation Strategies Class was not the formal debate, but this debate activity still indirectly forced Thai students to think and directly forced them to speak out. It was also expected that students would not rely heavily on memorizing their speech for debating. And it was quite a success as Thai students' speech was not reciting. They tried to explain things by giving examples. And those Thai critical thinking students were able to communicate in English. Debate might not have helped them to speak correctly and smoothly but debate improved their English to be more understandable. It can help Thai students to be able to communicate in English better. Moreover, students can develop their confidence through debating which might help them become a confident public speaker in the future.

Therefore, it could be summarized that the debate activity can be the tool for practicing critical thinking in terms of thinking and analyzing the topic, searching for the available information, evaluate information to find the best examples to support their claims, and organize ideas to speak as clearly as they can to make the audience understand them.

## **5.2 Limitations of the study**

As Negotiation Strategies was the business class, not the language class, it leads to some limitations of this study as follows.

Firstly, the content or data analysis in chapter 4 was collected and evaluated by the researcher only. Therefore, the summarizing of the overview of each debating team, explanation of students' speeches, marks giving to each student, results, comments, and opinions relied upon the researcher's own knowledge, understanding, and perspective toward students' speeches. Moreover, some parts of students' speeches required having the basic knowledge in business and marketing field in order to analyze their underlying point of view, values, or intent that students tried to present. The results might have been different if there were other people involved in scoring and analyzing these students' speeches.

Secondly, we cannot conclude that this study will apply to all the Thai students. As the research participants of this study were Thai students who study at an international university where English is used as the medium of instructions these students were familiar with using English. Therefore, if this study were carried out at a non-international university in Thailand, the results might have been different.

Thirdly, the debate in Negotiation Strategies Class was just an activity of this subject. It was not a formal debate in which there are rules for debaters to speak within a framework defining how they should interact and there was no winner or loser as it had been expected.



Fourthly, the students were new to the debate activity. We could see that they did not know what the real debate was. Their debating gave the feeling of sharing opinion more than trying to put forward their ideas and strongly confute others.

Lastly, the topic of debating “Do genders affect negotiation” was related to the subject itself but the content that the students talked about was not much of business negotiation. Most of the examples that they used were about the daily life or private experiences. Therefore, this study of the particular context of business negotiation cannot conclude that this kind of debate will result in students’ thinking critically more than the normal debate topic (not related to business).

This debate activity observed was not a formal debate. There was no winner or loser. But it was a kind of pre-test as this debate topic will be covered during an after-midterm lesson. The students enjoyed listening to their friends’ opinions and ideas. And because it was not a formal debate, there was the feeling of relaxation and lively class while debating.

### **5.3 Suggestion for further research**

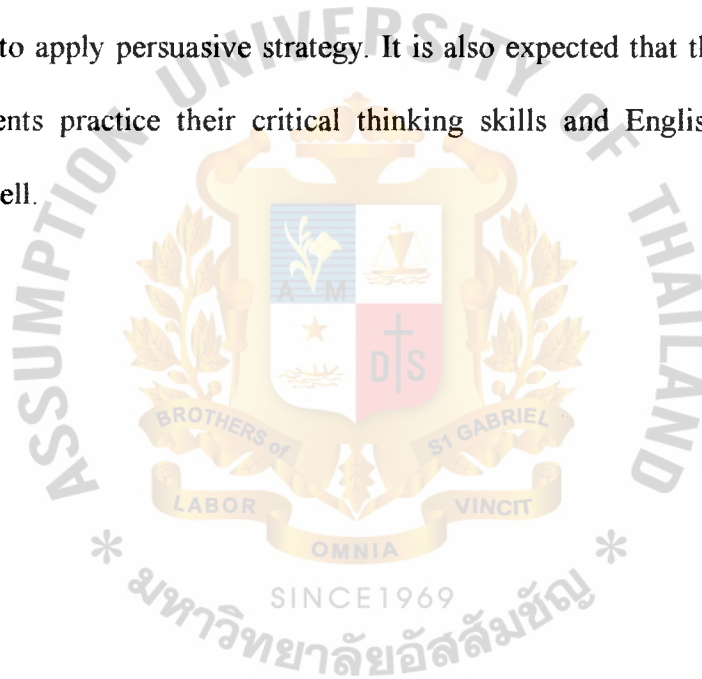
The following idea is an activity suggested for conducting a similar study about critical thinking and English speaking in the future.

The format of debate in future research could change to be a form of a ‘meeting table’ instead of a podium. It is half debate half discussion. All participants i.e. a team of three will sit together at one side face-to-face with another team of three. The topic could be a general topic for the participants to



share and talk about their idea. The next speaker opposes the previous speaker's idea and offers his or her idea and continues until finishing at the last speaker.

As Thai students in this study tend to speak what they had prepared and lacked of the ability to process the arguments of the opposite team to defend previous claims and apply persuasive strategy, the form of 'meeting table' might help them reach these two criteria. As the form of 'meeting table' is half debate half discussion therefore it is more like a conversational situation. It might help student to concentrate and focus more on the idea and opinion of the opposite side and learn to apply persuasive strategy. It is also expected that this activity might help students practice their critical thinking skills and English conversational skills as well.

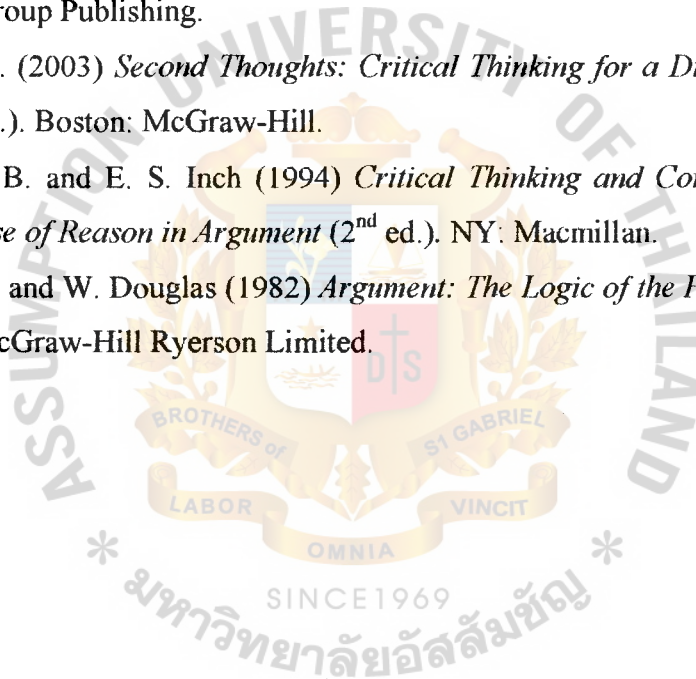


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## **Appendix A**

### **Transcription**

**Video recording on July 10, 2009**

#### **Team A – Proposing Team**

#### **Students 7, Thai, Male**

This is A Group. This is our colleague. A group, we believe hardly that genders affect negotiation. Why do we say that? From the research what men and men and women have 4 factors that affects in needs of negotiation. First is the belief. Second, value. Third, behavior. And fourth, perception. These are the factors that affect in negotiation of needs what human wants. Now... (look at the short note), we prepare. Genders affect negotiation. This is mainly because of male and female, just like this group say before. Not every female and not every male. Female, they are more emotional. They are feeling involve in negotiating. Male they are more in logic involve in negotiating in what they want in negotiation. So for example what do I mean by er emotional emotional feeling and logic involve. I'll break down into two parts. I will speaking of sender or speaking part and my friend will go for receiver or listener part. For speakers, we negotiate what we want by for example of logic male and male for example we walk down the the department store. We've got hungry. Logic of male we are hungry so when we become hungry, we just want something to eat that taste good and that fulfill our needs of hungriness. But for female, female has something in term of feeling involved. So go with male and female, we walk together down in the department



store. Male and male we got hungry. We both become hungry. Male said “hey I want to eat McDonald’s”. We both buy McDonald’s. Taste good. We fulfill our needs. When we say ok we wanna eat McDonald’s, female will come up with er what’s it call, some some hint argument on “no I don’t wanna eat McDonald’s because it’s fat”. It’s fat! I don’t eat McDonald’s because it’s fat. That’s of female er on perspective factors that they believe and values that McDonald’s is fat. So they don’t wanna eat McDonald’s. They will look for something else to eat. This is why genders affect negotiating in in what we want. So that’s all of my part, thank you.

#### **Team B – Opposition Team**

#### **Student8, Thai, Female**

Good morning class. As he said about McDonald’s and girl I think it’s ridiculous. Really. And it’s about the reason ok fact or how about you get cholesterol or heart and you say oh I want eat McDonald’s because I get heart disease? So is it about negotiation? I think it’s not. It’s about situation. As many groups tend to say, er woman er tries to build relationship and men are competitive. And how about me? And how about if I can be competitive as men? How about it’s all stereotypes? How about it’s just a myth? Nobody has faced it as a fact or many as a analysis or statistic stuff. And about that, men tend to make the win-lose negotiation and woman tends to make the win-win negotiation. What’s about it? The deal of negotiation, the succession of negotiation is how to deal with win-win or win-lose you get it anyway. That’s a matter. It’s about deal or no deal. Our situation as he

says about McDonald's. How about if it is the promotion buy one get three some stuff like that. Any men or women will get it. It's a good deal. It's about situation. So I think it doesn't matter about men or women. Situation and many factors factors are more important than that. Thank you.



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