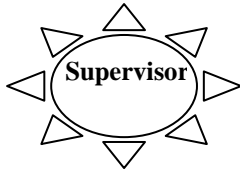


The Effectiveness of Multicultural Approach in Developing Al-Azhar Secondary Experimental Institutes Students' Debate and Persuasion Skills in English



Nashwa Mahmoud Mahmoud Shabana
Researcher PhD Dept. of Curricula and
Methods of Teaching

Dr. Ahmed Hassan SeifEddin
Prof. of Curriculum and Methods of
Teaching English, Faculty of Education
(Shebin El-Kom), Monufia University

Dr. Jehan Mahmoud El-Bassuony
Prof. of Curriculum and English Language
Instruction, Faculty of Education, Port-
Said University

Dr. Mahmoud Mohamed Mohassib
Assist. Prof. of Curriculum and English
Language Instruction,
Faculty of Education, Port-Said University

٢٠١٨/٩/٧ م

تاريخ استلام البحث :

٢٠١٨/١٢/٢٣ م

تاريخ قبول البحث :

Abstract

The aim of the present study was to investigate the effectiveness of multicultural approach in developing debate and persuasion skills in English of Al-Azhar Experimental Secondary Institute Students. The participants of the study were (64) female students who were selected at random from Al-Zohor Experimental Secondary Institute for Girls at Port-Said. They were divided into two groups ; control and experimental. To identify the most required debate and persuasion skills to be developed, a questionnaire containing list of debate and persuasion skills were designed for validation by TEFL specialists. Based on the selected skills, the researcher designed a pre-post test debate and persuasion skills test validated by the jury members. Both groups were pre-tested. Then, the experimental group students were taught using multicultural approach whereas the control group students received regular instruction. Again, both groups were post tested. The results of administering the debate and persuasion pre-post test showed that that a multicultural approach proved to be effective in developing debate and persuasion skills in English of Al-Azhar Experimental Secondary Institute Students.

Keywords: Multicultural approach, debate skills, persuasion skills and Al-Azhar Experimental Institute

المخلص

يهدف البحث الحالي إلى قياس مدى فاعلية المدخل متعدد الثقافات في تنمية مهارات المناظرة و الإقناع باللغة الإنجليزية لدى طلبة المعاهد الثانوية الأزهرية التجريبية. تم تحديد مشكلة الدراسة في ضعف مستوى بعض مهارات المناظرة و الإقناع باللغة الانجليزية لدى طلاب الصف الثاني الثانوي. شملت عينة الدراسة (٦٤) طالبة بمعهد الزهور النموذجي فتيات ع/ث. تم اختيارهن و تقسيمهن لمجموعتين بشكل عشوائي الأولى مجموعة ضابطة درست المنهج بالطريقة التقليدية و الثانية المجموعة التجريبية درست المنهج عن طريق التعلم باستخدام المدخل متعدد الثقافات. تم تحديد المهارات الفرعية لمهارات المناظرة و الإقناع اللازم تنميتها من خلال استبيان تم عرضه على المختصين في اللغة الانجليزية و بناء عليه قامت الباحثة بتصميم اختبار (قبلي/ بعدي) و البرنامج المقترح تطبيقه. أوضحت الدراسة فروق احصائية بين متوسطي المجموعتين لصالح المجموعة التجريبية في المهارات جميعا و في كل مهارة على حدى. مما أدى إلى اثبات التأثير الإيجابي للتعلم باستخدام المدخل متعدد الثقافات في تنمية مهارات المناظرة و الإقناع باللغة الانجليزية لدى طلاب المرحلة الثانوية الأزهرية التجريبية.

الكلمات المفتاحية: المدخل متعدد الثقافات ، مهارات المناظرة ، مهارات الإقناع

1.1 Introduction

English is one of the most important languages. The proficiency of English is a type of intelligence which is called “linguistic intelligence” which one can use to log in other cultures and come over the boundaries of globalization age. Without English one can not face the cultural and habitual boundaries which invade us in our homes every day as a result of globalization.

1.2 Multicultural approach

DeMarco (2006) emphasizes that the world in which people live today is undeniably as multicultural as ever before. In order to encourage an appreciation and understanding of these other cultures, educators must make an effort to change school culture and consequently help reduce prejudice by incorporating aspects of various cultures, ethnicities, races, social class and gender into the curriculum, teaching methods, instructional materials and teaching philosophy.

Cummins (2001) argues that although teachers are constrained to some degree with the educational structures and policy makers, they do still have choices in the way they structure the interactions in the classroom. Ideally teachers need to share children’s culture and understand their values and norms well enough to pass that cultural knowledge onto their colleagues. The more knowledge teachers have about their pupils’ cultural background, the more likely they are to make the right choices in interacting with them.

Greene (1995:25) states that multicultural education is about social change through education. It requires deep and critical thinking, imagination, and commitment. It is another aspect of the continuous human journey toward justice and pushes us toward the fulfillment of the promises of democracy. People trying to be more fully human must not only engage

in critical thinking but also must be able to imagine something coming of their hopes; their silence must be overcome by their search. Multicultural education harbors a place for a multitude of voices in a multicultural society and a place for many dreams.

1.3 Aims of Multicultural Learning

Banks (2002) maintains that multicultural education assumes that ethnic and cultural diversity enriches society, its schools, and increases the ways in which people perceive and solve personal and public problems. UNICEF (2009) declared that multicultural education aimed at improving interethnic relations is a key factor in the provision of quality education, the development of better human capital, and the creation of a cohesive society. Multiculturalism has a key role to play in the provision of quality education and the achievement of higher outcomes and benefits for children.

1.4 Debate

Darby (2007:10) assured that Protagoras is known to be the father of debate for implementing it in an educational environment over Center on Organization and Restructuring (COR) of 2400 years ago in Athens, Greece. Freeley (2009) and Redding (2001: 64) asserted that debate was first incorporated in American higher education in the 19th through 20th century, but did lose its popularity till 1980s as a teaching/learning instrument.

However, Williams, McGee and Worth (2001:209) pointed out that debate became popular again in the United States and has been practiced over the last three decades. It has been providing a good educational experience for students in high schools and universities. Krieger (2005) interpreted the notion 'debate' as an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.

Zhdanov (2009), Kalinkina and Naumov (2002) reckon that a debate is an intellectual role play. Somjai and Janssem (2015) define debate as a speaking situation in which opposite points of view are presented and argued. It is a verbal action or a form of formal argument on a topic or issue about which two groups or teams of people do not agree. Moreover debate is data in which people take up positions, pursue arguments and expound on their opinions on a range of matters; with or without some sort of lead figure or chairperson.

1.5 The advantages of debate

According to Somjai and Janssem (2015), the advantages of debate are as followed:

- Debate allows students to share and cooperate well with one another.
- It educates the students' about responsibility.
- It encourages creativity.
- It deepens friendships and builds rapport with the teacher.
- Students are motivated and enjoy the activity.
- It can improve the students' speaking ability.
- It equips students to learn and cope with both success and failure within both the social and the academic context.

1.6 Persuasion

Woodcock (2016) assures that persuading involves being able to convince others to take an appropriate action. Negotiating involves being able to discuss and reach a mutually satisfactory agreement. Persuasion skills can be learnt just like any others, and they are a key part of being able to influence others to achieve goals and objectives. Successful persuasion research shows that there is a number of things that people like about successful persuaders. They include keeping promises, being reliable and taking responsibility, being sincere, genuine, believing in it, building

rapport, and being entertaining, as well as not arguing and providing solutions that work.

McPheat (2010) mentioned that persuasion skills include empathy, and good listening skills, including active Listening. If you listen, your audience will usually tell you what and how they are thinking. It also helps to be able to build rapport; people like those who take time to become a friend, as well as an influencer. Building rapport also helps to build trust. The final skill of good persuaders is being organized. They do their homework, they know their audience and they know their subject. They have taken time to organize themselves and think about what they want to achieve.

1.7 Background of the Problem

The problem of the present study is supported by reviewing previous studies handling the students' weakness in English language debate and persuasion skills such as: (Gorski and Covert , 2000; Osborne, 2005; DeMarco , 2006; Oros, 2007 ;Sinder, 2008; Zhdanov ,2009; Kemilka, 2011; Banks, 2013&Woodcock, 2016)in proving that the multicultural approach is recommended to improve the debate and persuasion skills in English .

Literature and previous studies revealed that the students have difficulty in debate and persuasion skills in English. Hence the current study attempted to use the multicultural approach to develop English language debate and persuasion skills. Unfortunately, to the researcher knowledge, little research has been conducted on using multicultural approach at the secondary stage especially measuring the effectiveness of multicultural approach in developing debate and persuasion skills in English of Al-Azhar Experimental Secondary Institute Students. Thus, the lack of research in this field justifies the need for further approaches in order to develop English language debate and persuasion skills.

The researcher observed during her work as an English teacher the students' weakness in English language debate and persuasion skills through monthly tests, observation in the classroom and also the oral assignments. The students also depend on storing and recalling the information during exams. They consider English as a school subject not as language of discussion and search for information. They seldom use it to discuss or interact with each other inside the classroom. The students only concentrate on written namely; reading and writing that are evaluated in the exams.

Accordingly, the present study tried to investigate the effectiveness of multicultural approach in developing debate and persuasion skills in English of Al-Azhar Experimental Secondary Institute.

1.8 Statement of the Problem

The problem of the present study is the weak level of Al Azhar secondary experimental institutes students' debate and persuasion skills in English.

The current study attempted to investigate the effectiveness of multicultural approach in developing Al-Azhar Secondary Experimental Institutes Students' debate and persuasion skills in English .

1.9 Questions of the Study

The problem of the present study can be restated in the following main question:

How effective is the multicultural approach in developing English oral debate and persuasion skills of second grade secondary stage students?

More specifically, the study tried to answer the following sub-questions:

- a. What are the English debate and persuasion skills required by the second grade secondary students?
- b. What is the level of English debate and persuasion skills of the second grade secondary stage students?

c. How far is the multicultural approach effective in developing some English debate and persuasion skills of second grade secondary stage students?

1.10 The Hypotheses of the Study

The researcher posited the following hypotheses:

1. There are statistically significant differences between the mean scores of the experimental group in the English language debate and persuasion skills pre-post test in favour of the post test.
2. There are statistically significant differences between the mean scores of the experimental group and the control group in the English language debate and persuasion skills post test in favour of the experimental.

1.11 Aims of the Study

The present study was intended to:

- a) Help Al-Azhar Secondary Experimental Institutes Students to develop debate and persuasion skills in English using the multicultural approach.
- b) Assess the effectiveness of multicultural approach in developing English debate and persuasion skills of Al-Azhar Secondary Experimental Institutes Students second grade.

1.12 Delimitations of the Study

This study is confined to:

- The scope of the study is restricted to a group of second grade students of Al-Azhar experimental secondary institute.
- A group of (64) second year secondary grade female students in Al-Zohor experimental secondary institute for girls at Port-Said.
- The content of the curriculum included in the students' book (Enterprise4, Spotlights on Islam, extra-curricular unit).
- The time frame for this study is 8 weeks , 5 lessons per week, 45-50 minutes for each lesson (6 hours per week)

- The second term of the academic school year (2017/2018)

2.0 Methodology

2.1 participants of the Study

The participants of this study were 64 female second year secondary who were selected at random from second year secondary stage students of Al-Zohor experimental prep/secondary institute for girls at Port Said city of the academic year 2017/2018. They were randomly divided into an experimental group (n=32) and a control group (n=32). They had five English lessons per week. Each lesson's was approximately took (45-50 minutes).

2.2 Instruments of the Study

The present study included the following instruments:

- An English debate and persuasion skills questionnaire
- An English debate and persuasion skills test
- A rubric for scoring the test

2.3 Learning and teaching materials

The proposed treatment was based on using the multicultural approach in developing English debate and persuasion skills of Al-Azhar Experimental Secondary Institute Students.

2.4 Procedures of the Study

The proposed study proceeded went through the following steps:

- Reviewing the related literature and previous studies with special reference to multi-cultural learning approach and debate and persuasion skills in English.
- Designing the debate and persuasion skills pre-post test.
- Validating of debate and persuasion skills pre-post test by jurors.
- Refining of debate and persuasion skills pre-post test in the light of jurors' comments.
- Designing the proposed program based on multi-cultural learning approach to develop debate and persuasion skills.

- Validating of the proposed program based on multi-cultural learning approach by specialist jurors.
- Refining of the proposed program based on multi-cultural learning approach in the light of jurors' comments.
- Pre-testing assessment of debate and persuasion skills of the two research groups.
- Implementing and teaching the multicultural based program to the experimental group.
- Post-testing both groups of debate and persuasion skills.
- Recording and statistically processing of data.
- Analyzing, interpreting and discussing of the results.
- Providing conclusions, recommendations and suggestions.

3.0 Results

The results of the study will be analyzed in the light of the research hypotheses as illustrated below:

3.1 The First Hypothesis

There are statistically significant differences between the mean scores of the experimental group in the English language debate and persuasion skills pre-post test in favour of the post test.

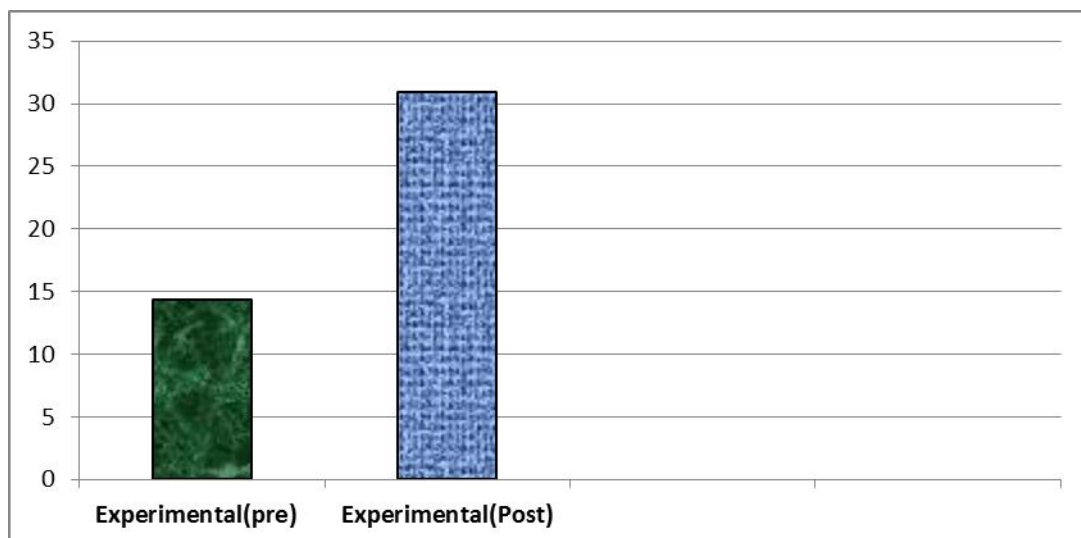
In order to verify this hypothesis, paired samples t-test was conducted on both the pre and post tests scores of the experimental group to determine the relative extent of change achieved by the experimental group after implementing the program.

Table (1) Comparisons of the experimental group pre and post scores on English debate and persuasion skills

Test	Group	N	Mean	S.D	D.F	T	Significance	In favour of
English debate and persuasion skills (total)	Experimental (pre)	32	14.31	3.47	31	36.87	Significance $p < 0.01$	Post
	Experimental (post)	32	30.89	4.21	31			

Results in table (1) shows that there are statistically significant differences between the mean scores of pre-post debate and persuasion skills in English of the experimental group in favour of post-test. This indicates that the experimental group scored higher on the debate and persuasion skills post-test, on the total scores than the scores on the debate and persuasion skills pre-test. The t-test results show that this difference is considered to be statistically significant at (0.01) level as the two-tailed P value is < 0.01. The interpretation of this difference proves that the debate and persuasion skills of the students who participated in the program have been improved. This reflects the effectiveness of multicultural approach in developing debate and persuasion Skills in English. Therefore, the first hypothesis is supported.

Figure (1) The experimental group's mean scores on debate and persuasion skills pre-post Test



Also, the researcher made use of Eta squared formula in order to calculate the effect size of the multicultural approach in developing the debate and persuasion skills of the experimental group.

$$\text{Eta}^2 = \frac{T^2}{T^2 + D.F}$$

Table (2) The effect size of the proposed program on the debate and persuasion skills of the experimental group.

Independent variable	Dependent variable	T	η^2	Effect size
Multicultural approach	debate and persuasion Skills	36.87	0.98	large

As shown in table (2), the effect size of the multicultural approach on developing the debate and persuasion skills of the experimental group is large (0.98). This proves that the multicultural approach is effective on developing debate and persuasion skills.

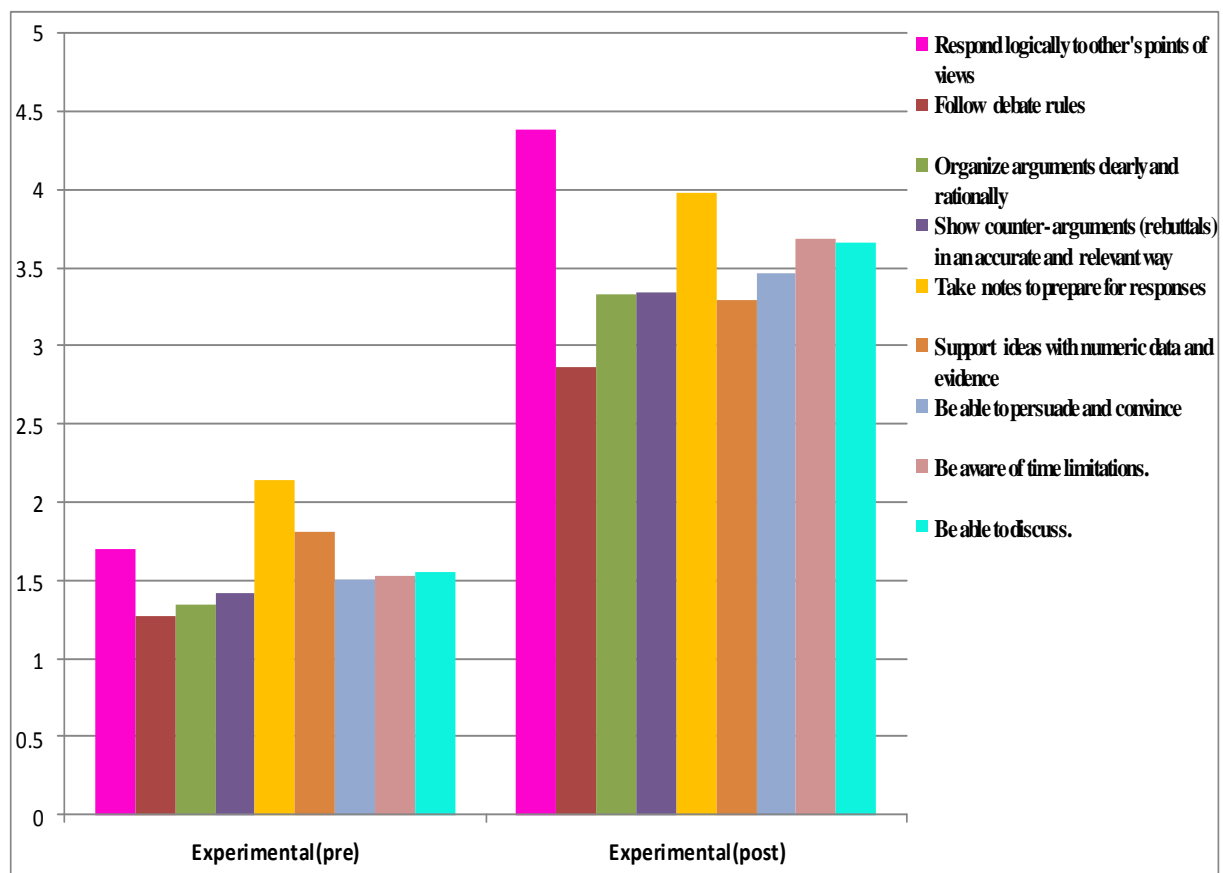
Table (3) Comparisons of the experimental group pre-post test scores on debate and persuasionskills

Debate and persuasion skills Test	Experimental group	N	Mean	S.D	D.F	T	Significance	In favour of
Respond logically to other's points of views	Pre	32	1.70	0.69	31	24.05	Significance p<0.01	Post
	Post		3.34	0.90				
Follow debate rules	Pre	32	1.27	0.65	31	12.53	Significance p<0.01	Post
	Post		2.87	0.88				
Organize arguments clearly and rationally	Pre	32	1.35	0.66	31	12.39	Significance p<0.01	Post
	Post		3.33	1.15				
Show counter- arguments (rebuttals) in an accurate and relevant way	Pre	32	1.42	0.58	31	12.75	Significance p<0.01	Post
	Post		3.34	0.83				
Take notes to prepare for responses	Pre	32	2.14	1.01	31	14.20	Significance p<0.01	Post
	Post		3.98	0.99				
Support ideas with numeric data and evidence	Pre	32	1.81	0.78	31	19.51	Significance p<0.01	Post
	Post		3.29	1.02				
Be able to persuade and convince	Pre	32	1.50	0.56	31	31.13	Significance p<0.01	Post
	Post		3.46	0.67				
Be aware of time limitations.	Pre	32	1.53	0.58	31	33.06	Significance p<0.01	Post
	Post		3.68	0.70				
Be able to discuss.	Pre	32	1.55	0.84	31	31.79	Significance p<0.01	Post
	Post		3.66	0.83				

Results in table (3) shows that there is a statistically significant difference between the mean scores of the pre and post debate and persuasion skills of the experimental group in favour of the post-test scores.

This indicates that the experimental group scored higher on the debate and persuasion skills, on the post- test, than the scores on the debate and persuasion skills, on the pre- test. The t-test results show that this difference is considered to be highly statistically significant at (0.01) level as the two-tailed P value is <0.01. The interpretation of this difference proves that the debate and persuasion skills of the students who participated in the program have been improved. This confirms the effectiveness of the multicultural approach in developing debate and persuasion skills in English. Therefore, the first hypothesis of this study is supported.

Figure (3) The Experimental group's mean scores on debate and persuasion Skills in English Pre-test and Post-test.



3.2 The Second Hypothesis

There are statistically significant differences between the mean scores of the experimental group and the control group in the English language debate and persuasion skills post test in favour of the experimental.

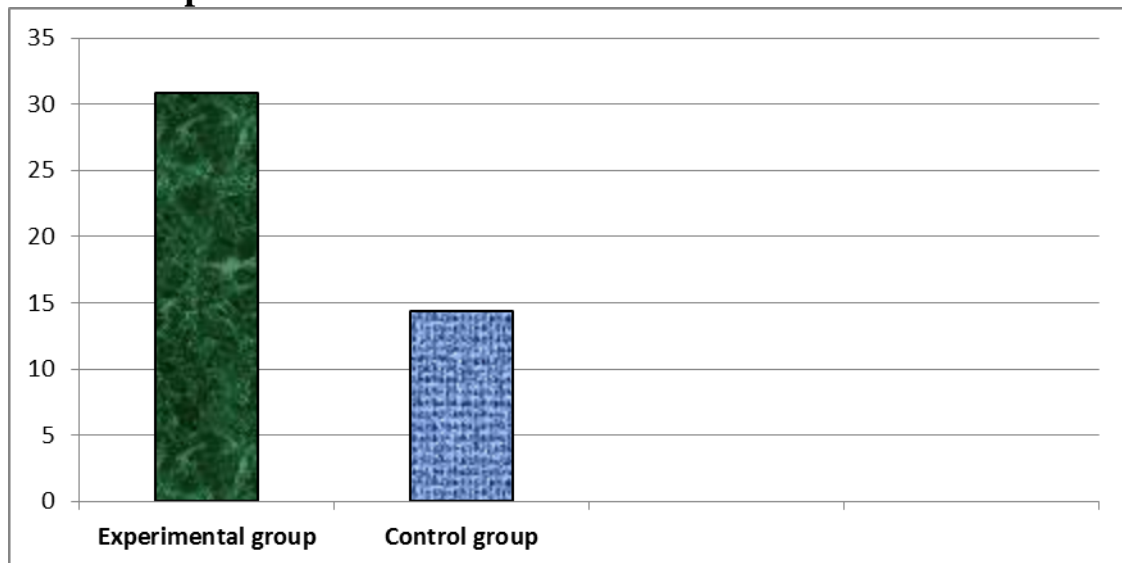
In order to verify this hypothesis, unpaired samples t-test, was conducted on both the experimental and control groups' scores on post debate and persuasion skills in English test to determine the relative extent of change achieved by the experimental group after implementing the program.

Table (4) Comparison of the experimental group and control groups' total scores on debate and persuasion skills in English post test.

Test	Group	N	Mean	S.D	D.F	T	Significance	In favour of
Debate and persuasion skills in English Post-test	Experimental (post)	32	30.89	4.21	62	17.61	Significance $p < 0.01$	Experimental group
	Control (post)	32	14.36	3.24				

Results in table (4) shows that there is a statistically significant difference between the mean scores of the experimental and control groups on the post debate and persuasion skills test in favour of the scores of the experimental group. This indicates that the experimental group scored higher on the debate and persuasion skills post-test, on the total scores, than the scores of the control group. The t-test results show that this difference is considered to be highly statistically significant at (0.01) level as the two-tailed P value < 0.01 . The interpretation of this difference proves that the debate and persuasion skills of the experimental group who implemented the program have been improved. This confirms the positive effect of the multicultural approach on developing their debate and persuasion skills. Therefore, the second hypothesis of the study is supported.

Figure(4)The experimental and control group's mean scores on debate and persuasion skills post-test.



Also, the researcher made use of Eta squared formula in order to calculate the effect size of the multicultural in developing the debate and persuasion skills of the experimental group comparing to the debate and persuasion skills of the control group.

$$\text{Eta}^2 = \frac{T^2}{T^2 + D.F}$$

Table (5) The effect size of the multicultural approach on developing the debate and persuasion skills of the experimental group comparing to the debate and persuasion skills of the control group.

Independent variable	Dependent variable	T	η^2	Effect size
Multicultural approach	debate and persuasion	17.61	0.83	large

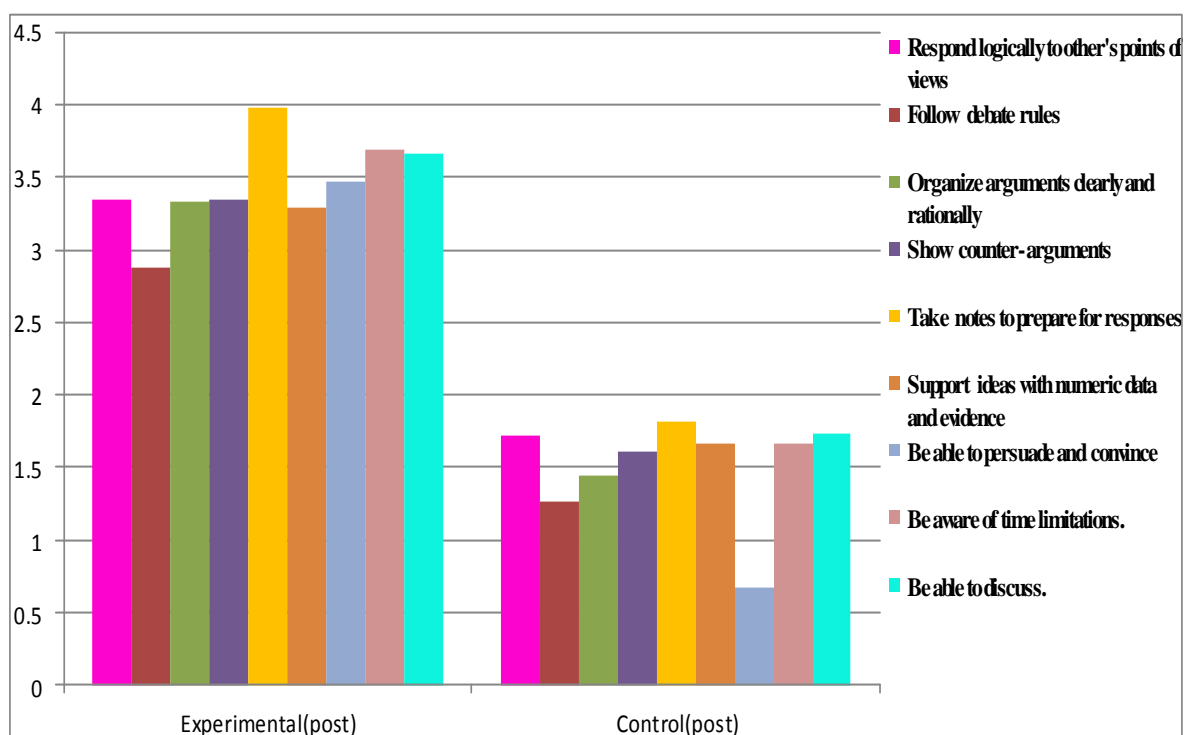
As shown in table (5), the multicultural approach in developing the debate and persuasion skills is large (0.83). This proves that the multicultural approach has large effect in developing the debate and persuasion skills of the experimental group comparing to the debate and persuasion skills of the control group who was exposed to only the regular instruction.

Table (6) Comparisons of the experimental and control groups' scores on debate and persuasion skills in English post test

Debate and persuasionskills Test	Groups	N	Mean	S.D	D.F	T	Significance	In favour of
Respond logically to other's points of views	Experimental	32	3.34	0.90	62	8.69	Significance p<0.01	Experimental
	Control	32	1.72	0.55				
Follow debate rules	Experimental	32	2.88	0.89	62	8.17	Significance p<0.01	Experimental
	Control	32	1.27	0.67				
Organize arguments clearly.	Experimental	32	3.33	1.15	62	8.27	Significance p<0.01	Experimental
	Control	32	1.41	0.64				
Show counter-arguments in an accurate and relevant way	Experimental	32	3.34	0.83	62	10.13	Significance p<0.01	Experimental
	Control	32	1.61	0.50				
Take notes to prepare for responses	Experimental	32	3.98	0.99	62	9.97	Significance p<0.01	Experimental
	Control	32	1.81	0.73				
Support ideas with numeric data and evidence	Experimental	32	3.29	1.02	62	7.73	Significance p<0.01	Experimental
	Control	32	1.66	0.63				
Be able to persuade and convince	Experimental	32	3.47	1.66	62	11.86	Significance p<0.01	Experimental
	Control	32	0.67	0.55				
Be aware of time limitations	Experimental	32	3.69	0.70	62	13.64	Significance p<0.01	Experimental
	Control	32	1.67	0.45				
Be able to discuss	Experimental	32	3.66	0.83	62	10.75	Significance p<0.01	Experimental
	Control	32	1.73	0.58				

Results in table (6) show that there is a statistically significant difference between the mean scores of the experimental and control groups on debate and persuasion skills post-test in favour of the experimental group. This indicates that the experimental group scored higher on debate and persuasion post test than the scores of the control group on the post-test. The t-test results show that this difference is considered to be highly statistically significant at (0.01) level as the two-tailed P value <0.01 . The interpretation of this difference proves that the debate and persuasion skills in English of the experimental group who implemented the program have been improved. This confirms the positive effect of multicultural approach in developing debate and persuasion skills in English. The lack of improvement in the control group scores on debate and persuasion skills is due to the use of the regular instruction that was adopted in their classroom. Therefore, the second hypothesis of this study is supported.

Figure (5) The experimental and control groups' mean scores on debate and persuasion skills post-test.



4.0 Discussion of the Results

The analysis of the results of the present study revealed the following main findings:

- There were statistically significant differences between the mean scores of the experimental group trained by multicultural approach and the control group who trained by regular instruction in the overall English debate and persuasion skills and in every skill in favour of the experimental group. This indicates that the experimental group achieved higher proficiency in terms of overall English debate and persuasion skills and in every skill than the control group. Similarly, the differences between the pre and post test were significant in overall English debate and persuasion skills and every skill for the experimental group students.
- In the light of data analysis, the relation between the English debate and persuasion skills and the use of multicultural approach was positive. It was proved that the use of multicultural approach in teaching leads to improve English debate and persuasion skills .
- The results of the study are similar to those of (Gorski and Covert , 2000; Osborne, 2005; DeMarco , 2006; Oros, 2007 ;Sinder, 2008; Zhdanov ,2009; Kemilka, 2011; Banks, 2013&Woodcock, 2016) in proving that the multicultural approach is recommended to improve the debate and persuasion skills in English .

Based upon the results of the present study, the researcher recommends the following:

- Multicultural approach is recommended as an approach to improve debate and persuasion skills in English of Al-Azhar experimental secondary institute students.

- **The study draws the teachers' attention to use new methods and strategies in teaching English such as multicultural approach strategies to develop their students' EFL skills.**
- **There must be more co-operation between faculties of education and schools in order to provide integration between theory and practice to get the fruits of implementing the research programs on students.**
- **Secondary stage students should be studied in research programs as this stage is considered to be the base for directing the students to their professional studies.**
- **Students should be given opportunities to study the languages and cultures of larger ethnic communities, familiarize themselves with different religions, and gain exposure to the multiculturalism.**
- **Students should be taught to respect others' cultures and values.**
- **Schools must be active participants in ending oppression of all types, first by ending oppression within their own walls, then by producing socially and critically active and aware students.**
- **Students should be given a friendly and co-operative environment within the classroom where they are encouraged to interact and communicate in English which increase their self-confidence and can overcome their obstacles in learning English language.**

References

- Banks, J. (2002). *An introduction to multicultural education*. Boston: Allyn and Bacon.
- Cummins, J. (2001). *Language, Power and Pedagogy*. Clevedon: Multi-lingual Matters.
- Darby, M. (2007). Debate: A teaching-learning strategy for developing competence in communication and critical thinking. *Journal of Dental Hygiene*, 81(4): 1-10
- DeMarco, M. (2006). Journal Reflection – Multiculturalism. EDPC 610 Foundations II. Assignment Five. Retrieved on February 6, 2006, from: <http://www.edchange.org/multicultural/>
- Greene, M. (1996). *Releasing the imagination*. San Francisco: Jossey-Bass.
- Freeley, A. (2009). *Argumentative and Debate*. 12 ed., Belmont: CA: Wadsworth
- Kalinkina, E. and Naumov, S. (2002). *Format debatov Karla Poppera sjelementami politic heskogokejsa*, 2nd ed., SPb: Institut «OtkrytoeObshhestvo».
- Krieger, D. (2005). *Teaching debate to ESL students: A six-class unit*. *The Internet TESL Journal*, 11(2), Retrieved on August 28, 2013 from <http://iteslj.org/Techniques/Krieger-Debate.html>
- Redding, D. (2001). *The development of critical thinking among students in Baccalaureate nursing*. *Holist. Nurs. Pract.*, 15(4): 57-64.
- Somjai, S. and Jansam, A. (2015). *The Use of Debate Technique to Develop Speaking Ability of Grade Ten Students at Bodindecha (Sing Singhaseni) school*. Srinakarinwirot University .Bangkok Thailand .
- McPheat, S. (2010). *Influencing and Persuasion Skills*. Training and Ventus Publishing. APS-ISBN 978-87-7681-688-9
- Oros, A. (2007) . Let's debate: Active learning encourages student participation and critical thinking. *Journal of Political Science Education*, 3(3): 293-311.
- Osborne, A. (2005). *Debate and student development in the history classroom*. *New Directions for Teaching & Learning*(103). 39-50. New York
- Sinder, A. (2008). *The Code of the Debater*. International Debate Education Association. New York
- UNICEF. (2009). *Study on Multiculturalism and inter-ethnic relations in education*. UNICEF Country office, Skopje.

- Williams, D., McGee , B ., and Worth, D.(2001).*University student perceptions of the efficacy of debate participation: An empirical investigation*. *Argumentation and Advocacy*, 37: 198-209.
- Woodcock, B. (2016). *Persuading, Influencing and Negotiating Skills*. University of Kent. UK. Retrieved on April 14 ,2016 from: www.kent.ac.uk
- Zhdanov, P. (2009). *Debaty. Iskusstvopobezhdat*, Novosibirsk: Sib. univ.izd-vo.