



2023-2024

**FULBRIGHT TAIWAN
DEBATE PROGRAM**

ANNUAL REPORT



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Program Introduction

ABOUT FULBRIGHT TAIWAN

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government. With its goal to “increase mutual understanding between the people of the United States and the people of other countries,” Fulbright has provided almost 300,000 participants — chosen for their academic merit and leadership potential — with the opportunity to study, to teach, to conduct research, to exchange ideas and to contribute to finding solutions to shared international concerns.

Over the past 60+ years, Fulbright has financed over 1,700 Taiwan Grantees to the U.S. and over 2,100 U.S. Grantees to Taiwan through the Foundation for Scholarly Exchange, FSE. Fulbright Taiwan Grantees include government officials, university presidents and professors, artists, researchers, teachers, and language assistants. All Grantees come with predesigned programs and responsibilities. This is the best way for them to add to the stock of knowledge, gain access to local environments, and share their perceptions of the United States and Taiwan across international borders.



ABOUT FULBRIGHT TAIWAN DEBATE PROGRAM

In 2014, the Taiwanese Ministry of Education (MOE) announced a new set of National K12 Education Curriculum Guidelines. With the revised curriculum, the MOE sought to educate the next generation of students “to be capable to understand issues, to analyze information logically, to criticize the situation with systematic thinking, to take action through self-examination, and to solve problems to live effectively.” With the new Guidelines came new opportunities for Fulbright to carry on the 75 year history of educational exchange between the United States and Taiwan.

In response to the increasing role of Taiwan on the global stage and the new curriculum, Fulbright sought to help connect Taiwanese students linguistically and culturally with the rest of the world. Foreign language education should pay more attention to critical thinking. This gave rise to the Fulbright Taiwan Debate Coach/Trainer Award in 2020, the first ever debate award in Fulbright history.

Debate teaches participants how to persuade, how to present clearly, and how to connect with an audience, exactly the skills necessary for excelling in business, law, politics, academia,

and many other fields. This makes debate an ideal vehicle for helping students enhance both their English language education and critical thinking simultaneously.

By encouraging the development of American-style debate in Taiwan, the Fulbright Taiwan Debate Program is an incubator for youth talent in Taiwan.

Debate offers a unique chance to build the skills required of a modern citizen, including critical thinking, communication, collaboration, and creativity. These traits make debate a perfect extension of the Fulbright mission to forge lasting connections, to counter misunderstandings, and to help people and nations work together toward common goals.

The Fulbright Taiwan Debate Program aims to increase international awareness of domestic and foreign policy questions between the United States and Taiwan, to share mutual democratic values, and to provide a mechanism for Taiwan’s goal to become a bilingual nation. The Fulbright Taiwan Debate Program advances all three through training the next generation of Taiwanese leadership

OUR PROGRAM GOALS

- Train students in critical thinking and research skills
- Improve students’ foreign language communication abilities
- Offer training to teachers in debate education and instruction
- Increase students’ international awareness of policy-focused, philosophical, societal, and ethical questions
- Collaborate with local teachers to incorporate debate pedagogy into the classroom
- Assist Taiwan in its mission to become a bilingual nation



2023-2024 FULBRIGHT TAIWAN DEBATE COACH/TRAINER PROFILE



Maya Rubin

B.A.,
Wellesley College, MA

Originally from New York City, Maya received a BA in Philosophy in 2022 from Wellesley College. Maya has been participating in debate as a competitor and coach since 2015. Over the past eight years, she has competed in and/or coached five different debate formats at the middle school, high school, and collegiate levels. While competing in American Parliamentary debate for Wellesley, Maya reached the elimination rounds of over 20 collegiate debate tournaments, including the national championship, and was ranked as one of the top-10 debaters in the US. Before coming to Taiwan, Maya worked at a public interest law firm in Washington, DC while volunteering as a debate coach at a local charter school and coaching debate at her alma mater. After the termination of her Fulbright grant, Maya plans to stay in Taiwan to pursue an MA in Foreign Languages and Literatures at National Taiwan University while continuing to coach debate part-time.



Kelly Anderson

B.A.,
Georgetown University, DC

Kelly Anderson is a Fulbright Taiwan Debate Coach. He received his bachelor's degree in International Politics and a certificate in Diplomatic Studies from Georgetown University's School of Foreign Service. Kelly was a member of Georgetown's policy debate team, where he debated in the elimination rounds of the most competitive intercollegiate tournaments and was a two-time qualifier to the National Debate Tournament. Kelly has coached students in public forum and policy debate since 2019. In his free time, he enjoys cooking, cycling, and attending concerts.

2023-2024

LOCAL PARTNER HIGH SCHOOLS

By city and in alphabetical order

Number of Students



TAIPEI

Taipei Municipal Lishan High School
臺北市立麗山高級中學

33

Lishan High School is Taiwan's first school to prioritize "science education" as its development focus. Since its establishment, the faculty and staff of Lishan have been dedicated to being leaders in the field of fundamental science education in Taiwan.

Lishan High School is committed to nurturing students with "Scientific Literacy," "Goal-Reaching skills," "Cross-Disciplinary skills," and "Citizenship Awareness," ultimately becoming individuals of Lishan

who possess "Critical Thinking Skills", are "Well-Mannered", are "Competent", and have a "Global Mindset."

Specialties:

- Developing of a Refined School-based Curriculum
- Deepening Literacy-led Teaching
- Creating holistic education and learning
- Creating an international exchange platform

”

This year, I went from being afraid of English debates to enjoying the process. The teachers started with simple methods and gradually guided us to a real debate. For me, the purpose of debating isn't about competing; it's about how to logically persuade others.

– Amy Chan

”

I learned a lot about both debate skills and improved my English ability, and the class made me think more logically and learn to persuade others in a proper fashion. Besides concrete acquisition, grown of mindset was another essential capability I learn from the class. "Don't afraid anything and attempt everything even if it's unfamiliar" was an attitude I gained, and also "Keep improving even if I am already better than before" was another thing I learned. There is no perfect constructive speech or flawless plan, and we had to keep making it better. Our coaches taught us a lot of valuable skills and knowledge about debate, and additionally gave us energy and encouragement when we couldn't do it well initially. So I feel joyful about the memorable experience of debate.

– Yanghsuan Hsu

”

Even though I didn't win the championship in the end, I won because I learned a lot. I don't feel like practices during that time were meaningless; the debate practices made me more substantial and more persuasive, assisting me in thinking critically and persuading others logically. I immensely appreciate that.

– Chiehling Chan

”

English debate sharpens linguistic abilities through research, analysis, and argumentation, fostering clear communication and eloquence. Collaboration with peers enhances teamwork and adaptability, which is vital for success in any field. Moreover, the journey instills resilience and self-assurance, empowering me to face the future with confidence. It really changed my whole life, and I am very glad can take this courses!

– Iling Chang



2023-2024

LOCAL PARTNER HIGH SCHOOLS

By city and in alphabetical order

Number of Students



TAIPEI

Taipei Private Tsai Hsing High School
臺北市私立再興高級中學

22

With a history that spans over 70 years, Tsai Hsing has cultivated a unique culture and spirit that continues to grow. Forever looking forward, we continually challenge ourselves to innovate while carrying on the rich tradition of excellence that is associated with our name.

From preschool to Grade 12, Tsai Hsing students are active, curious, and engaged as they learn, explore, and collaborate. Besides attaining high standards in their studies, students enthusiastically participate in a wide range of sports games, extracurricular activities, student council and diverse elite projects, to name a few. With the support from their teachers and parents, Tsai Hsing students are encouraged to challenge themselves and exploit their potential.

Every Tsai Hsing student receives individual attention from faculty and staff members. Whether it is introducing kindergarteners to English conversation, modeling advanced math topics for fifth graders, facilitating middle school students' exploration of digital tools, or guiding high school students through the college application process, Tsai Hsing has a team of caring professionals that work with each and every student.

With their efforts, Tsai Hsing is able to provide students with a variety of quality courses, gifted projects, distance learning classes, and international exchange programs. By promoting teachers' professional development, our teachers are always ready to help students achieve higher aims.

”

During this course, I have learned a lot of valuable debating skills and continuously improved my abilities. I really enjoyed the content of the teacher's classes, as there are always new debate techniques to learn. Each lesson introduces different strategies, which keeps the course engaging and educational. Although debating is a significant challenge for me, I am very grateful to the teacher for encouraging me to take it seriously and helping me overcome my difficulties. Through the teacher's guidance, I have not only become a better debater but also developed critical thinking and public speaking skills. I look forward to continuing to improve and applying these skills in future debates and other aspects of my life.

– Vivian

”

This is my second year in debate. In retrospect, what a fascinating journey I've had! I learned a lot more advanced skills in class this year and got to be more familiar with debate. Not only did I have better strategies to apply in a debate round, I am also more confident in standing in front of audience and finishing a debate. Teacher Kelly and Maya really made me enjoy the class so much by creating a joyous and professional learning environment. I really had a great time this year in debate.

– Nick

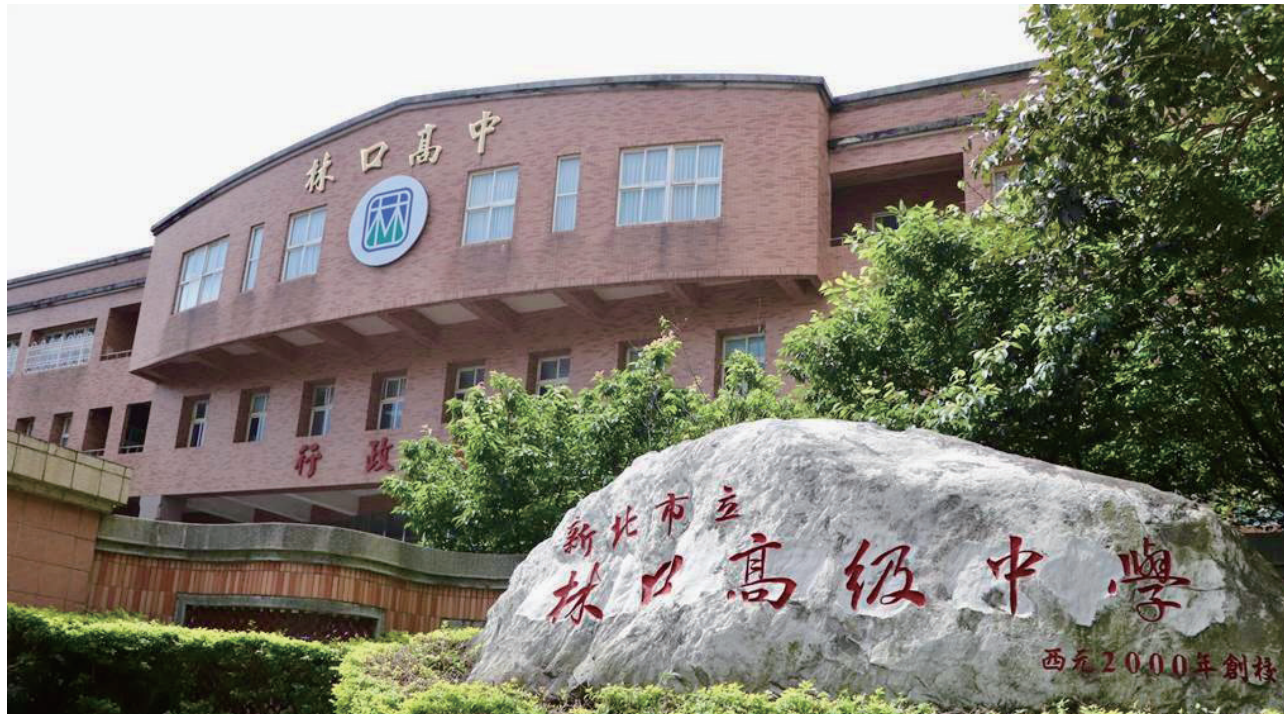


2023-2024

LOCAL PARTNER HIGH SCHOOLS

By city and in alphabetical order

Number of Students



NEW
TAIPEI

New Taipei Municipal Linkou High School
新北市立林口高級中學

15

Linkou Senior High School is a green-powered school with world-class modern classrooms. The 5-hectare campus has a PU track, 8 basketball courts, tennis and badminton courts, football and baseball fields as well as an observatory and an astrology center.

Every classroom comes with an 86-inch touch screen and has full Wi-Fi capacity. We provide students with diverse courses and various extracurricular activities, such as SAT Math, Fencing, GIS Programming, Tea Art, etc.

In addition, we offer an International Joint Degree Program in collaboration with our partner high school, Maine Central Institute (MCI). Upon completion of all online courses

and participation in a 4-week overseas summer program, students can earn dual degrees from both institutions.

And what sets Linkou apart from other public high schools is our outstanding performance in the Multi-Star Project. Each year, we help more than a hundred students enter their ideal universities or colleges through this program, consistently ranking among the top 5 schools nationwide in terms of admissions.

Our school's mission is to assist students in discovering their passions, cultivating their interests, and pursuing their dreams with confidence.

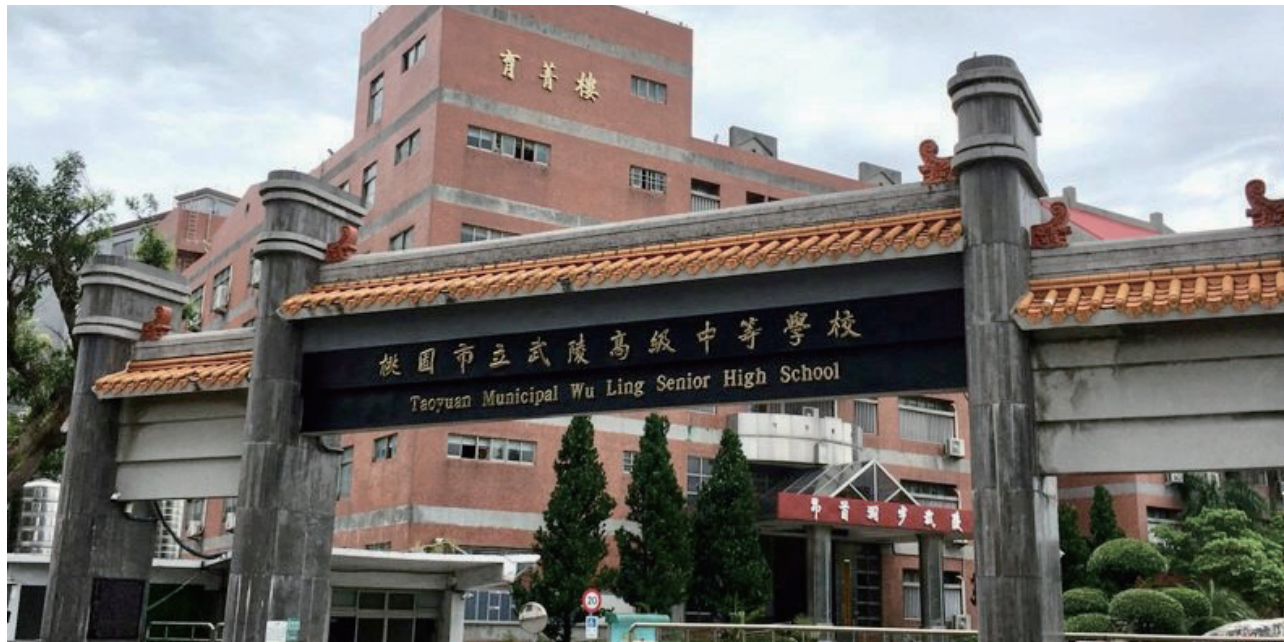


2023-2024

LOCAL PARTNER HIGH SCHOOLS

By city and in alphabetical order

⑧ Number of Students



TAOYUAN

Taoyuan Municipal Wu-Ling Senior High School

桃園市立武陵高級中等學校

⑧ 20

Taoyuan Municipal Wu-Ling Senior High School is a comprehensive three-year public high school with about 2,200 students in grades 10-12 enrolled, all of whom are in the top 10% of the Comprehensive Assessment Program for Junior High School Students in Taoyuan. The school was founded in 1955 as a coeducational general senior high school in Taiwan. In addition, it has established special education classes: one math and science-gifted class, one language-gifted class, one music-gifted class, and one special admissions science class (in cooperation with National Central University). To meet the needs of students, a series of required compulsory courses, courses for deepening and broadening content, as well as diversified elective courses, are provided for them. The required compulsory courses also include advanced study of mathematics and science, and courses of liberal arts, vigorous and

diverse club events, and adaptive planning for autonomous learning.

Wu-Ling Senior High School has been working with Fulbright Foundation and provided debate courses for freshman and sophomore students since fall, 2022. In addition, the English debate club, which has been around for more than five years, also provides students with debate-related extracurricular activities, such as friendly games with debate teams from other schools in Taiwan and overseas countries. As for debate tournaments, Wu-Ling Senior High School has been a regular participant and the north district tournament organizer in the National High School English Debate Tournament held by National Taiwan Normal University.



2023-2024

LOCAL PARTNER HIGH SCHOOLS

By city and in alphabetical order

📍 Number of Students



TAICHUNG

Taichung Municipal Feng Yuan Senior High School
臺中市立豐原高級中學

📍 31

Established more than half a century ago, Feng Yuan Senior High School is committed to providing quality education to its students. The school offers four special programs: Bilingual Program, Math Program, Applied Science Program, and Social Studies

Program, as well as an Art-Gifted Class. The Bilingual Program collaborates with prestigious initiatives such as the Fulbright Debate Program, aiming to enhance students' language proficiency and broaden their educational experiences.

”

I started taking a debate course for the first time last semester, which was quite unfamiliar and challenging for me. Although I found it somewhat difficult at times, the process not only deepened my understanding of international issues but also helped me build confidence in public speaking. I am very glad I had the opportunity to take this course.

– Yingting Chen



2023-2024

LOCAL PARTNER HIGH SCHOOLS

By city and in alphabetical order

⑧ Number of Students



TAICHUNG

Taichung Municipal Shi-Yuan Senior High School
臺中市立西苑高級中學

⑧ 36

It has been a great honor for SYSH to join the Fulbright Debate Program for 4 consecutive years.

In the beginning, we only had 7 students with Shanna in post-pandemic times. Then, we had Saxon. Later, we met Charles, who has the same name as my son; now, we have 35 students learning speech, debate, and critical thinking together. This year, we are so lucky to have Kelly and Maya, and the other 36 students working on debate together. Amazingly, this won't be a common scene in local public high schools in Taiwan. Thanks to Fulbright, we have made Speech and Debate rooted in central Taiwan. So far, we've won 3 titles and cultivated 4 honorable-mentioned

debaters in the NTNU national high school debate tournament within three years. For us, friendship and culture go far beyond the debate program itself. We value the friendship with these talented coaches, and we usually take every chance to promote cultural exchange between the USA and Taiwan. For example, we had a winter solstice introduction to Saxon, had a field trip in Dajia with Charles, and had a moon festival party with Kelly. Thank you, Fulbright. Thank you, coaches. We promise we will keep working hard on promoting debate in central Taiwan and keep increasing the relationship between the USA and Taiwan.



2023-2024

LOCAL PARTNER HIGH SCHOOLS

By city and in alphabetical order

Number of Students



CHANGHUA

Ching Cheng High School

彰化縣私立精誠高級中學

108

Located in central Taiwan, Ching Cheng High School (CCHS) is a private, coeducational high school with a robust curriculum in Natural Science, Technology, and Humanities. To boost international competitiveness and bilingual education, CCHS focuses on improving language skills and fostering a global perspective. A key initiative at CCHS

is its collaboration with the Fulbright Taiwan English Debate Program. The primary goal of this partnership is to strengthen students' independent thinking and debating abilities in English. Through this program, CCHS aims to equip its students with the skills needed to overcome language barriers and succeed as global citizens in the future.

”

I think participating in this course made me feel that I have a variety of ideas, and I think that after this course, it has become easier to express my ideas without being influenced by other people's ideas. Not only that, but it also strengthened my logical ability, from the logical chaos at the beginning of the year to the present logical clarity, which has benefited me a lot.

– Anting Xiao

”

Participating in the English debate course has been both challenging and rewarding. Each class taught me how to build strong arguments, refute opposing views, and express my thoughts quickly. Through mock debates, I improved my speaking skills and learned to stay calm under pressure. The course also emphasized teamwork, showing me the importance of trust and communication. Overall, this course has greatly enhanced my debating, speaking, and teamwork abilities, providing valuable experiences for my future.

– Yiching Huang

”

I started learning English debate from scratch, and the most important thing is to have confidence. Believing in yourself and your ability to perform well on the debate stage is crucial. I realized that I could reach this high level, too. I also found that these skills have helped me in many aspects of my life. I can now converse more fluently in English with others, and my vocabulary has increased significantly. I am very grateful for my choice and the opportunity to take a course I might never have encountered otherwise. It has broadened my horizons and enhanced my abilities, enabling me to approach everything with enthusiasm in the future. I will continue to work hard and learn in English debate!

– Cindy Shih

”

I had never thought I would have such a meaningful debate class in my school life. I deeply appreciate Teacher Kelly and Maya for making the debate class more enjoyable and introducing me to the field of English debate. Despite the difficult process of preparing for a mini-debate, I overcame the challenges thanks to their encouragement. Without their assistance, I wouldn't have developed an interest in English debate or completed the course.

– Candice Shih



2023-2024

LOCAL PARTNER HIGH SCHOOLS

By city and in alphabetical order

Number of Students



KAOHSIUNG

Kaohsiung Municipal Hsin Chuang Senior High School
高雄市立新莊高級中學

20

Established in 1995, HCHS offers a diverse selection of curriculums, which include 12 regular tracks, one physical education track, one music track, and one bilingual education track available at each grade level. The acronym 'HCHS' reflects our four core visions: humanity, creativity, horizons, and science. Our curriculum is designed to instill key values and skills, including initiative-taking, active engagement, and a commitment to the common good. We prioritize foreign language education to cultivate global perspectives and nurture global citizens.

When I learned about this program, I applied immediately, recognizing it as a great opportunity for our students to engage with

the world. Generally, our students are shy and lack confidence in speaking English, so the introduction of the debate coach is a game-changer. The coaches systematically teach debate knowledge, delivery skills, and issue analysis, empowering our students in numerous ways. We are truly grateful for this program.

This year, our school offers a debate elective for 10th graders. Anyone interested in learning public speaking or engaging in debate is welcome to enroll in this course. Although we offer a beginner course, this program provides our students with the opportunity to stand out and prove themselves.

”

I have participated in this debate program for three years, and it has truly made my high school experience the most unique time of my life. The skills and knowledge I have gained through this program are invaluable. The lessons my coach gave on topics such as economics, politics, and philosophy during training for the National Tournament have been instrumental in broadening my understanding and ability to construct arguments. My coach's ability to break down complex concepts and relate them to real-world scenarios has helped me develop a more nuanced perspective on various issues. This deeper understanding has not only improved my debating skills but also enriched my overall knowledge base. I am especially grateful for the time and effort my coaches invested in training me. Their voluntary dedication over the past months has been truly inspiring and has made a significant impact on my preparation and confidence.

– Jessie

”

I was very nervous about public speaking when I first got into the course. After a year of practice, I have more confidence in public speaking, also, I can add some body language and eye contact, which was difficult for me to do before. While I have more ability in speaking, my listening also got better, which gives me a sense of achievement. When I'm more confident in speaking, I can have more efficient discussions with my teammates, which helps me better in teamwork.

– Dora

”

The course has also strengthened my sense of teamwork. Working with my classmates has taught me the importance of listening to different opinions and understanding what others are trying to say. This experience has helped me appreciate different viewpoints and improved my ability to work well in a team. My coaches' guidance, patience, and encouragement have been key to my development as a debater. I am truly grateful for their support.

– Audrey

”

Before taking the course, I knew nothing about English debate. Teachers Maya and Kelly taught us everything from the basic elements and process of debate to the strategies, as well as giving us a lot opportunities to answer, discuss, and write. This course was really not easy, but that's why I gained a lot from it. I enjoyed learning English debate and often shared what I learned with my family. Through the course, I got to know English debate, and I want to get better in this field. If there is another debate course in the future, I would like to take it again.

– Wendy



2023-2024

LOCAL PARTNER HIGH SCHOOLS

By city and in alphabetical order

👤 Number of Students



KAOHSIUNG

Kaohsiung Municipal Kaohsiung Senior High School
高雄市立高雄高級中學

👤 36

Kaohsiung Senior High School (KSHS), located in South Taiwan, was originally a boys-only school with around 2800 students. In the 1980s, three special classes—sports, music, and science—began admitting female students, although the total number was fewer than 100.

KSHS has excelled in scientific education, with many graduates attending universities known for their strengths in STEM and medicine. However, the school has also

devoted itself to non-science education, with students demonstrating excellent performance in subjects such as literature and art.

The school participated in the Fulbright Debate Program in 2023, offering students the opportunity to register for multiple-selection courses. These courses are scheduled during the third and fourth periods every Friday. Currently, around 35 to 40 students are enrolled in the program.

”

The English-medium instruction and the content, which is not readily available outside of the classroom, allowed me to learn new concepts in addition to improving my English speaking skills, which had been neglected in my classroom education. Debate learning has helped me to think more logically and to become more accustomed to thinking and speaking in English, and I have benefited greatly from the study of this vital subject that was neglected in other parts of my education.

– Weichun Wang

”

I think the course was very informative and different from the English debate course I had imagined at the beginning. I learned a lot in the classroom, not only about debating skills, but also about each topic and the process of conducting research. I also was able to practice working with my teammates, which helped me learn different ideas or insights from other people. Debate allowed me to practice my English speaking skills in a way that I usually don't have the chance to in my other language classes, so now I feel much more willing and confident to speak English.

– Likai Chen

”

Participating in Debate class has been an enriching experience. It has helped improve my critical thinking skills, strengthened my ability to articulate arguments effectively, and enhanced my confidence in public speaking. Through engaging in structured debates on various topics, I've learned to consider multiple perspectives, conduct thorough research, and construct compelling arguments backed by evidence. Additionally, the opportunity to engage in respectful discourse with peers has fostered a deeper understanding of complex issues and has taught me the value of listening and empathy in communication. Overall, Debate class has not only sharpened my communication skills but also broadened my understanding of the world.

– Chiehmin Wang



2023-2024

LOCAL PARTNER HIGH SCHOOLS

By city and in alphabetical order

Number of Students



HUALIEN

National Hualien Girls' Senior High School
國立花蓮女子高級中學

17

Participating in the Fulbright Debate program for the first time, we had an absolutely wonderful experience with both coaches and the Fulbright team. Fulbright offers highly experienced coaches who not only dedicate significant time and effort to course preparation but are also very enthusiastic about assisting students with their questions. Our class comprised

15 students, each of whom was given the opportunity to express their opinions while also strengthening their English oral and writing skills. Thanks to our two amazing coaches, Maya and Kelly, we were able to welcome students and coaches to have lunch together after class, leading to higher class participation.

”

This semester in English debate has been a period of significant personal and intellectual growth. I am grateful for the opportunity to learn and develop these essential skills, which I am confident will benefit me in future academic and professional endeavors. I look forward to continuing my journey in debate and applying the lessons learned to other areas of my life.

– Elle

”

My coach was kind and patient, guiding us carefully and encouraging us to be creative and confident. I learned a lot about teamwork, making arguments, and learning from failure. I am thankful for this opportunity and look forward to improving my skills. Can't wait for the next class!

– Jennifer



SYLLABUS OVERVIEW

This year, we created three rough curriculum outlines for three levels of classes. These guidelines were meant to ensure that all classes of similar levels were progressing at roughly the same speed and to guarantee that all students learned the essentials of debate for their level. These curricula were not meant to be followed exactly, and were modified in collaboration with teachers at each of the schools to ensure students' needs were met. In every class, each semester culminated with a series of in-class practice debates where the students could demonstrate what they had learned.



1 Beginner

The Beginner curriculum is intended for students with lower levels of English proficiency and no prior debate experience. Beginner classes focus on more general skills with applications to competitive debating, and move at a slow pace to accommodate students who are less confident speaking English. Beginner classes are intended to provide students with a basic knowledge of debate and to improve critical thinking, speaking, research, and writing skills.

First Semester Topics

- Public Speaking
- Persuasion - Ethos, Pathos, Logos
- Introduction to Public Forum Debate
- Argument Structure
- Topic Introduction
- Rebuttal and Block Writing
- Flowing (Debate Note-taking)
- Crossfire (question-and-answer period)
- Research Strategies and Case Writing

Second Semester Topics

- Offense and Defense
- Logical Fallacies
- Refutation and Block Writing II
- Debate Evidence Preparation ("cutting cards")
- Generating Arguments Extemporaneously
- Logical Fallacies
- Summary and Final Focus
- Extemporaneous Speaking Practice
- Weighing II
- Case Writing II

2 Intermediate

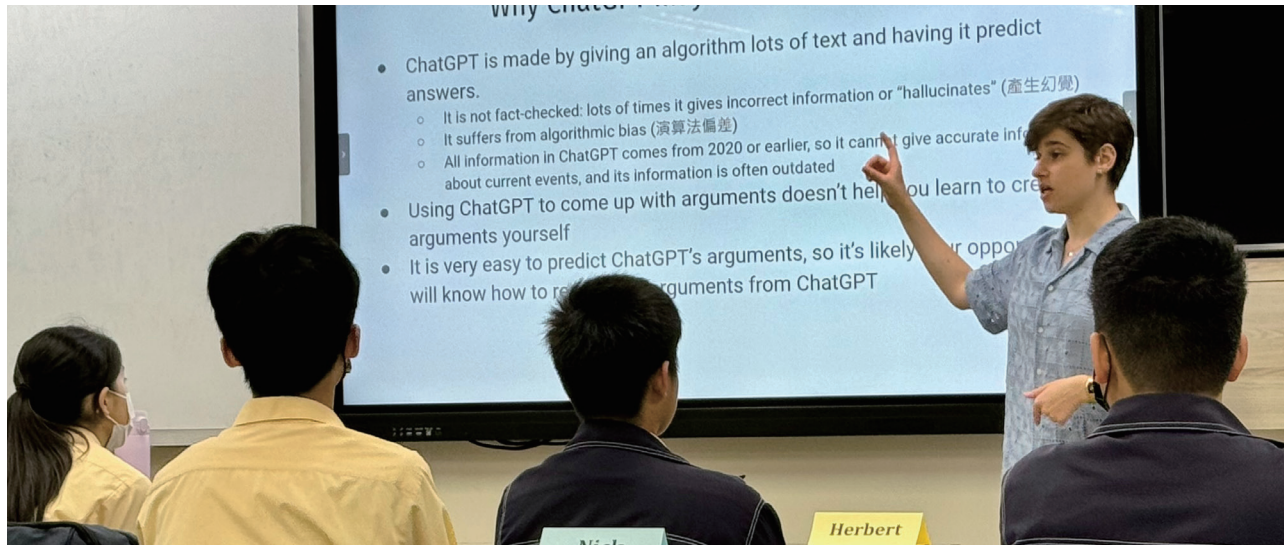
The Intermediate curriculum is intended for students with a moderate to high level of English proficiency and/or students who have some prior debate experience. Intermediate classes cover all debate basics, but move at a faster pace and go into more depth than beginner classes. During the second semester, depending on classes' specific needs, some classes pivot to mostly tournament preparation while others continue to hone debate skills through lectures and exercises.

First Semester Topics

- Public Speaking
- Persuasion - Ethos, Pathos, Logos
- Introduction to Public Forum Debate
- Argument Structure
- Topic Introduction
- Rebuttal and Block Writing
- Flowing (Debate Note-taking)
- Crossfire (question-and-answer period)
- Research Strategies and Case Writing
- Debate Evidence Preparation ("cutting cards")
- Logical Fallacies
- Offense and Defense
- Logical Fallacies
- Summary and Final Focus

Second Semester Topics

- Framework and Advanced Strategy
- Philosophy and Ethics in Debate
- Generating Arguments Extemporaneously
- Refutation and Block Writing II
- Intro to Policy Debate and Technical Argumentation
- Intro to Formal Logic
- Case and Block writing II
- Spar debates for tournament preparation
- Half-time debates



3 Advanced

The Advanced curriculum is intended for students with higher levels of English proficiency who have some debate experience, particularly students who have participated in the Fulbright debate program in the preceding year. During the first semester, advanced classes focus on deepening and refining skills learned in previous years and introducing more technical and advanced debate skills. During the second semester, advanced classes focus on directly preparing students for competition at debate tournaments.

First Semester Topics

- Public Forum and Policy Debate formats
- Topic Introduction
- Rebuttal and Block Writing Workshop
- Flowing Practice
- Weighing Practice
- Crossfire Practice
- Research Strategies and Case Writing
- Debate Evidence Preparation ("cutting cards")
- Logical Fallacies
- Offense and Defense
- Half-time debates
- Summary and Final Focus

Second Semester Topics

- Advanced Argumentation
- Framework and Advanced Strategy
- Intro to Formal Logic
- Logical Fallacies
- Topic Research Workshop
- Case Writing Workshop
- Blocks, Crossfire preparation, and prewritten weighing
- Spar Debates
- Preparing for a Tournament
- Post-Tournament reflection and speech redos

Program Activities

Timeline

Number of Participants

FALL SEMESTER

Debate classes began on September 12, just as students were returning to school from summer vacation. The fall semester concluded on January 19. Students reviewed key concepts from the first 15 weeks of classes before going on break for Lunar New Year.

FULBRIGHT CONFERENCES

1. The debate coaches gathered with all Fulbright grantees in Taipei on September 2-3 to do introductions and meet the cohort. Kelly and Maya shared their debate and educational backgrounds as well as their plans for the upcoming year of classes.
2. On January 15-16, the coaches participated in the mid-year conference, held at a beachside resort in Yilan County. During this meeting, Kelly and Maya discussed the progress of their students over the fall semester as well as their objectives for the second half of the year.

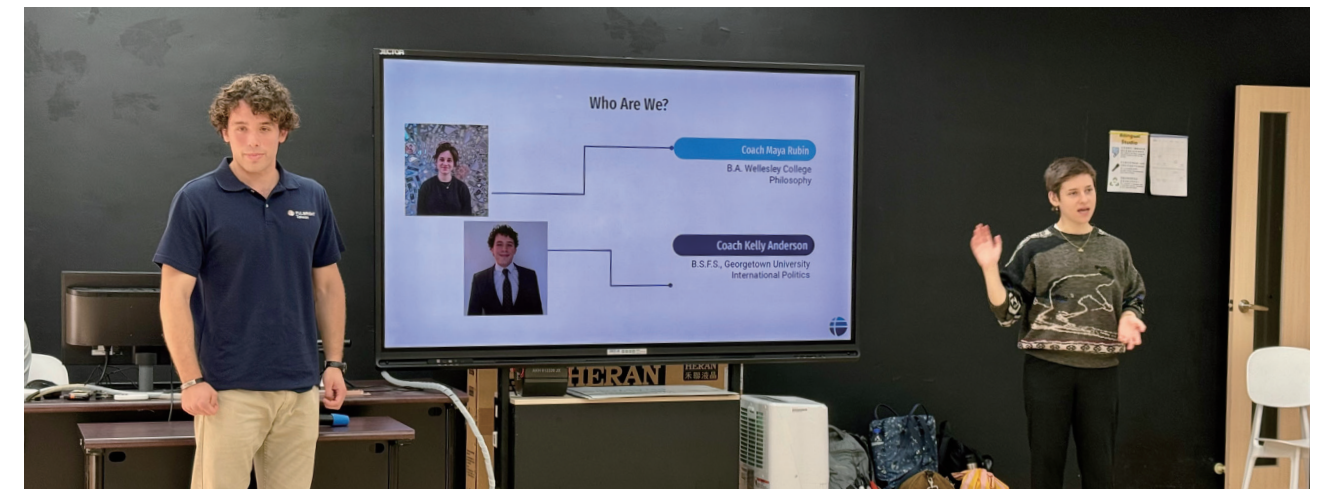
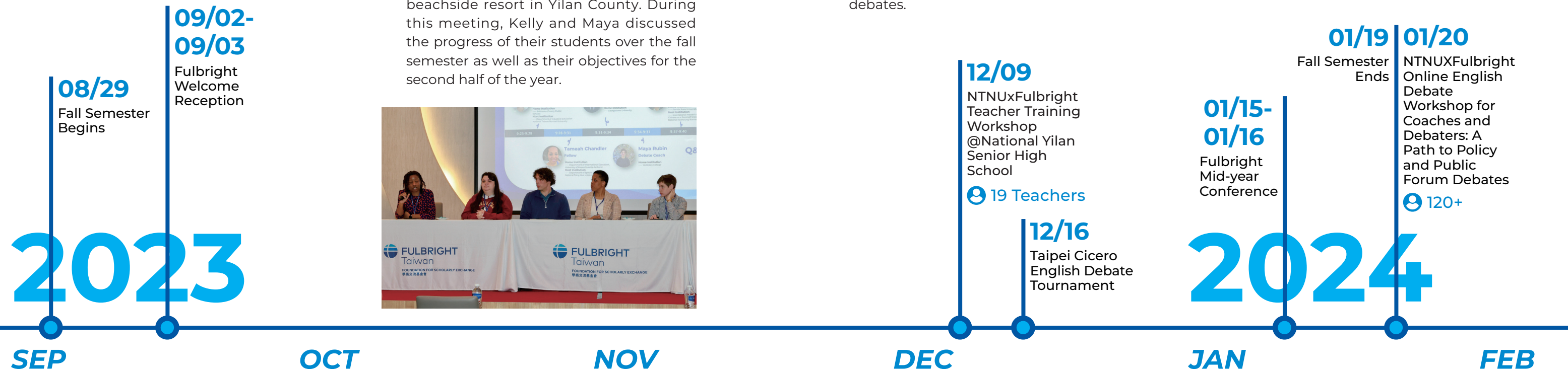


FALL TEACHER TRAINING

The coaches dedicated a one-day workshop to explaining the fundamentals of debate instruction to teachers from across eastern Taiwan. The coaches covered basics of argumentation, rebuttal, and debate strategy. They also went over important pedagogical concepts, such as how to encourage beginner students, guide teams through their first debate tournament, and basics of judging debates.

WINTER TRAINING

The coaches held an online winter training to supplement the fall semester's material for especially motivated debate students. Kelly and Maya provided instruction on the offense/defense paradigm of debate, conducted practice exercises on advanced rebuttal techniques such as turns and mitigation, and went over strategies for preparing to debate on a new topic.



Timeline

 Number of Participants

SPRING SEMESTER

The spring semester began on February 19, when the coaches began to transition from teaching debate basics to helping prepare students for inter-scholastic tournaments and the rigor of competitive debate. The semester finished on June 21, with all students having made tremendous progress on their debate and English-learning goals since the beginning of the academic year.

NSDA TRAINING

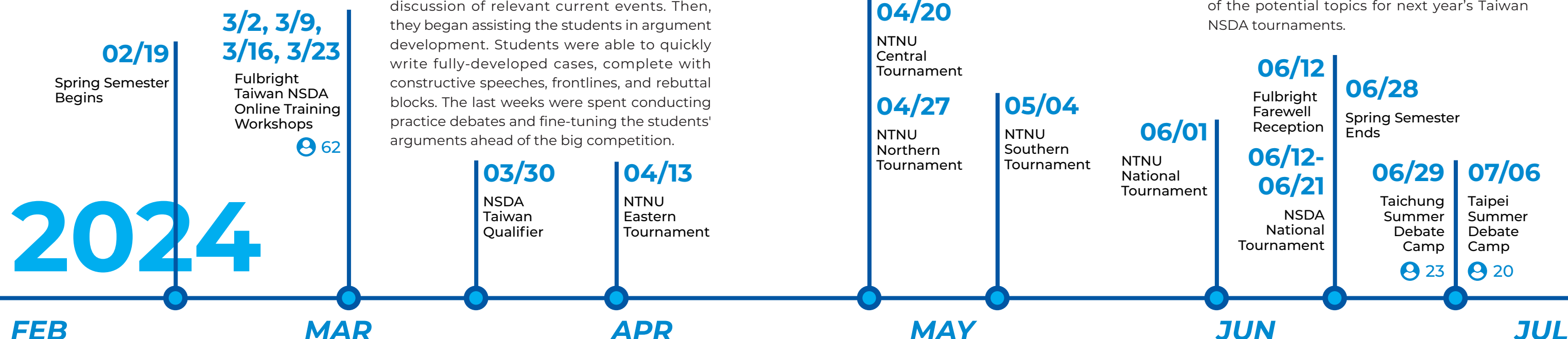
The coaches held weekly training sessions outside of regular class hours for Fulbright students to help them prepare for the NSDA Qualifier in Taipei. These sessions, which were held each week in the lead-up to the tournament, focused on equipping students with the topic knowledge and technical ability to excel at the qualifier. The coaches began by reviewing the topic, which dealt with veto power on the United Nations' Security Council, by providing historical background and a discussion of relevant current events. Then, they began assisting the students in argument development. Students were able to quickly write fully-developed cases, complete with constructive speeches, frontlines, and rebuttal blocks. The last weeks were spent conducting practice debates and fine-tuning the students' arguments ahead of the big competition.

FULBRIGHT CONFERENCES

On June 12, the coaches attended the Fulbright farewell reception. They thanked Dr. Nadeau, Ms. Dalia Chang, and FSE for their support throughout the academic year while saying their goodbyes to the other U.S. grantees.

SUMMER CAMPS

The two summer camps -- held in Taichung and Taipei, respectively -- aimed to help students prepare for next year's debate classes and competitions. The coaches conducted drills that built on core concepts from this year's classes, such as weighing, flowing, and line-by-line rebuttals. They also began previewing more advanced topics, such as crossfire strategy and signposting, to help students continue building their debate skills. The camps also concluded with a preview of the potential topics for next year's Taiwan NSDA tournaments.



Debate Tournaments & Student Accomplishments



Taipei Cicero English Debate Tournament

24 Teams

Dec 16, 2023

The Cicero tournament, a local tournament primarily catering to Taiwanese schools, is hosted each year by Wego Senior High School. The tournament chooses its own topic and uses a unique 3-on-3 debate format.

- **Location:** Taipei Wego Senior High School
- **Number of Rounds:** 3
- **Debate Format:** 3-person debate
- **Topic:** Resolved: That the Taiwanese government should stop the implementation of EMI (English as a Medium of Instruction) courses for college students as stipulated in The Program on Bilingual Education for Students in College.

Student Accomplishments

Taipei Municipal Lishan High School

李瑋儒 (Taipei Municipal Lishan High School)

2 Winning Teams

Honorable Mention debater



NSDA Taiwan Qualifier

38 Teams
(20 Fulbright teams)

Mar 30, 2024

Hosted by the Taiwan Speech and Debate Association, this was the qualifying tournament for Taiwanese teams to enter the National Speech and Debate Association tournament in the US. The tournament brought together students from American schools, international schools, and Fulbright partner schools.

- **Location:** Taipei American School
- **Number of Rounds:** 4 preliminary rounds, plus 4 single-elimination rounds.
- **Debate Format:** Public Forum
- **Topic:** Resolved: The United Nations should abolish permanent membership on its security council

Public Forum Debate Accomplishments

Taipei Private Tsai Hsing School	4 Teams
National Hualien Girls' Senior High School	2 Teams
Ching Cheng High School	11 Teams
Taichung Municipal Shi Yuan Senior High School	1 Team
Kaohsiung Municipal Kaohsiung Senior High School	1 Team
Kaohsiung Municipal Hsin-Chuang Senior High School	1 Team

Hsin Chuang won 3/4 rounds and advanced to the Quarterfinal round. They were the only non-American school team to advance to the elimination rounds.



National High School English Debate Eastern Tournament

8 Teams

Apr 13, 2024

This was the first year that National Taiwan Normal University has organized a regional tournament for schools in eastern Taiwan. The NTNU Eastern tournament, the first of the NTNU regional tournaments, allowed schools in the area to more easily access debate competition.

- **Location:** Luodong Senior High School
- **Number of Rounds:** 3
- **Debate Format:** Public Forum
- **Topic:** Resolved: Media outlets bear a greater responsibility than viewers in combating sensationalism.
- **Participating Partner Schools:** National Hualien Girls' Senior High School, New Taipei Municipal Linkou High School

National High School English Debate Central Tournament

Public Forum
12 Teams;
Policy
8 Teams

Apr 20, 2024

- **Location:** Taichung Municipal Shi Yuan Senior High School
- **Number of Rounds:** 3
- **Debate Format:** Public Forum, Policy
- **Topics:** Resolved: Media outlets bear a greater responsibility than viewers in combating sensationalism (Public Forum); Resolved: The Taiwanese government should institute the mental health leave for secondary school students (Policy).
- **Participating Partner Schools:** Taichung Municipal Feng Yuan Senior High School, Taichung Municipal Shi Yuan Senior High School, Ching Cheng High School, Taipei Municipal Lishan High School

Public Forum Debate Accomplishments

Ching Cheng High School	Winning Team
戴紀本 (Ching Cheng High School)	Best Debater
Taichung Municipal Shi Yuan Senior High School	Judges' Choice Award
陳柔甄 (Taichung Municipal Shi Yuan High School)	Best Debater
毛宥鈞 (Taichung Municipal Shi Yuan High School)	Honorable Mention Debater

Policy Debate Accomplishments

Taipei Municipal Lishan High School	Winning Team
Taichung Municipal Shi Yuan Senior High School	Winning Team
鄭安廷 (Taichung Municipal Feng Yuan Senior High School)	Best Debater



National High School English Debate Northern Tournament

Public Forum
14 Teams;
Policy
16 Teams

Apr 27, 2024

- **Location:** Taoyuan Municipal Wu-Ling Senior High School
- **Number of Rounds:** 3
- **Debate Format:** Public Forum, Policy
- **Topics:** Resolved: Media outlets bear a greater responsibility than viewers in combating sensationalism (Public Forum); Resolved: The Taiwanese government should institute the mental health leave for secondary school students (Policy).
- **Participating Partner Schools:** Taipei Municipal Lishan High School, Taipei Private Tsai Hsing School, Taoyuan Municipal Wu-Ling Senior High School, Taichung Municipal Shi Yuan Senior High School, New Taipei Municipal Linkou High School

Public Forum Debate Accomplishments

Taipei Private Tsai Hsing School

李湘芸 (Taipei Private Tsai Hsing School)

Taipei Municipal Lishan High School

黃柏彥 (Taipei Municipal Lishan High School)

Winning Team

Best Debater

Judges' Choice Award

Honorable Mention Debater

Policy Debate Accomplishments

Taipei Municipal Lishan High School

Taoyuan Municipal Wu-Ling Senior High School

Winning Team

Winning Team



National High School English Debate Southern Tournament

Public Forum
8 Teams;
Policy
8 Teams

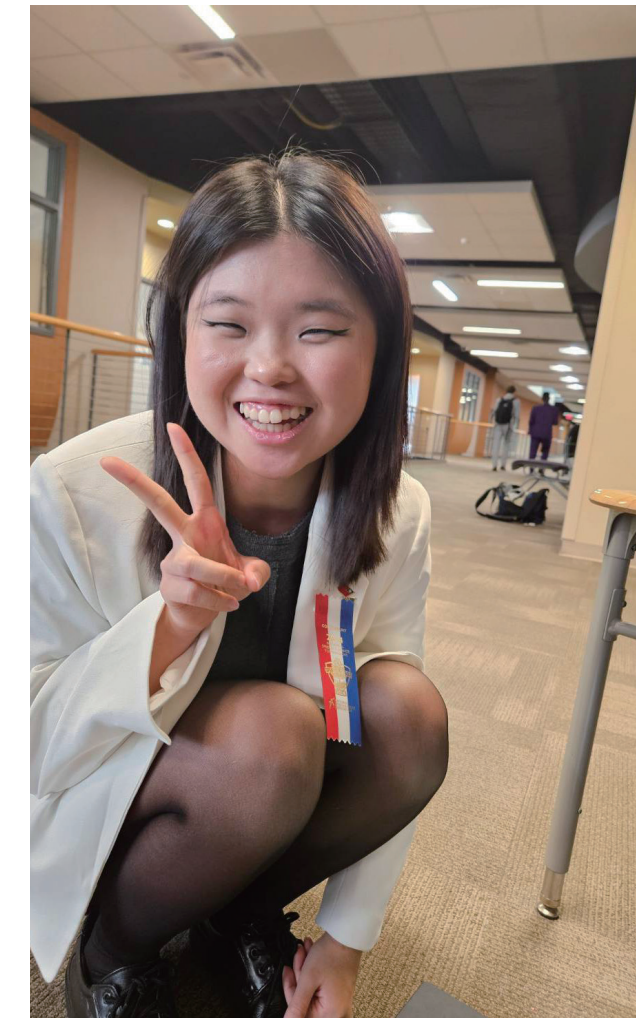
May 4, 2024

- **Location:** National Tainan Girl's Senior High School
- **Number of Rounds:** 3
- **Debate Format:** Public Forum, Policy
- **Topics:** Resolved: Media outlets bear a greater responsibility than viewers in combating sensationalism (Public Forum); Resolved: The Taiwanese government should institute the mental health leave for secondary school students (Policy).
- **Participating Partner Schools:** Kaohsiung Municipal Hsin-Chuang Senior High School, Kaohsiung Municipal Kaohsiung Senior High School

Public Forum Debate Accomplishments

Kaohsiung Municipal Hsin-Chuang Senior High School

Judges' Choice Award



National High School English Debate National Tournament

Public Forum
16 Teams;
Policy
12 Teams
Jun 1, 2024

The NTNU National tournament was the culmination of the NTNU English Debate program. At this tournament, the top teams from each of the regional tournaments competed for the title of national champion.

- **Location:** Taichung Municipal Shi Yuan SeniorHigh School
- **Number of Rounds:** 4
- **Topics:** (Same as regional tournaments)
- **Participating Partner Schools:** Taipei Municipal Lishan Senior High School, Taipei Private Tsai Hsing School, Taoyuan Municipal Wu-Ling Senior High School

Public Forum Debate Accomplishments

Taipei Private Tsai Hsing School
虞舒涵 (Taipei Private Tsai Hsing School)
Ching Cheng High School
戴紀本 (Ching Cheng High School)
羅翊嘉 (Ching Cheng High School)

Winning Team
Honorable Mention Debater
Winning Team
Best Debater
Honorable Mention Debater

Policy Debate Accomplishments

Taipei Municipal Lishan High School
張宜鈴 (Taipei Municipal Lishan High School)
Taoyuan Municipal Wu-Ling Senior High School

Winning Team
Honorable Mention Debater
Judges' Choice Award

NSDA National Tournament

World Schools
198 Teams;
Extemporaneous
1,000 Teams
Jun 16-21, 2024

After a history-making performance at the NSDA Taiwan Qualifier, one student from a Fulbright partner school was selected for the World Schools Debate team representing Taiwan. She traveled to Des Moines, Iowa to participate in the American National tournament.

- **Location:** Des Moines, Iowa, USA
- **Number of Rounds:** 6 preliminary rounds plus 7 single-elimination rounds (World Schools), 4 preliminary rounds plus 10 single-elimination rounds (Extemporaneous)
- **Debate Formats:** World Schools Debate, Extemporaneous Debate
- **Topics:** This House believes that economic sanctions do more harm than good; This House regrets the celebrity status of reality TV participants; plus impromptu motions.
- **Participating Partner Schools:** Kaohsiung Municipal Hsin-Chuang Senior High School (Jessie, Tsai: 3-3 record in World Schools)

Future goals



Building the debate programs at partner schools.

With the Fulbright Debate program entering its fifth year, we hope to continue to work with longtime partner schools to build support networks and resources for English debate at those schools, thereby ensuring the longevity of those schools' debate programs.



Attending more tournaments.

Attending tournaments is the best way for students to hone their debate skills. The Fulbright Debate program hopes to help students access more competitive opportunities and increase our presence in the Taiwan English debate community.



Continuing our collaborations with valuable partners.

The Fulbright Debate program deeply appreciates our many partners in the English debate community in Taiwan, and hopes to continue to strengthen those relationships in the coming years.



Bringing debate to more schools.

As interest in English debate grows around Taiwan, the Fulbright Debate program hopes to add more schools to its roster in order to bring English debate coaching to new schools.



Increasing the number of coaches.

Additional coaches will enable the Fulbright Debate program to expand to more partner schools, as well as allowing coaches to give more individualized attention to students and expose students to a broader range of coaching styles, debate styles, and areas of expertise.



Coaches' Reflection

Maya Rubin

This year's Fulbright debate program was transformative both for me and, I hope, for the many students who participated in this year's debate classes. Teaching debate in Taiwan reinforced the idea that no matter how students engage with competitive debating – whether it is in a voluntary afterschool program in one's native language, as I first experienced it, or whether it is in a foreign language in a more formal classroom setting – debate is an invaluable opportunity for personal, intellectual, and academic growth.

The Taiwanese education system is heavily test-based, and as such tends to emphasize skills like rote memorization, reading, and writing over skills like critical thinking and

oral communication. As I learned more about typical secondary school education in Taiwan, I began to see debate education as an important complement to the typical curriculum. Students were often afraid of public speaking – even in their native languages – and reluctant to question the arguments of teachers or fellow students. Rather than explaining concepts or definitions in their own words, students tended to repeat verbatim the definitions or explanations I had supplied when teaching the material the first time. To overcome some of these discomforts, I challenged the students with targeted activities including impromptu public speaking practice and logic puzzles, in addition to practices designed to help students learn classic



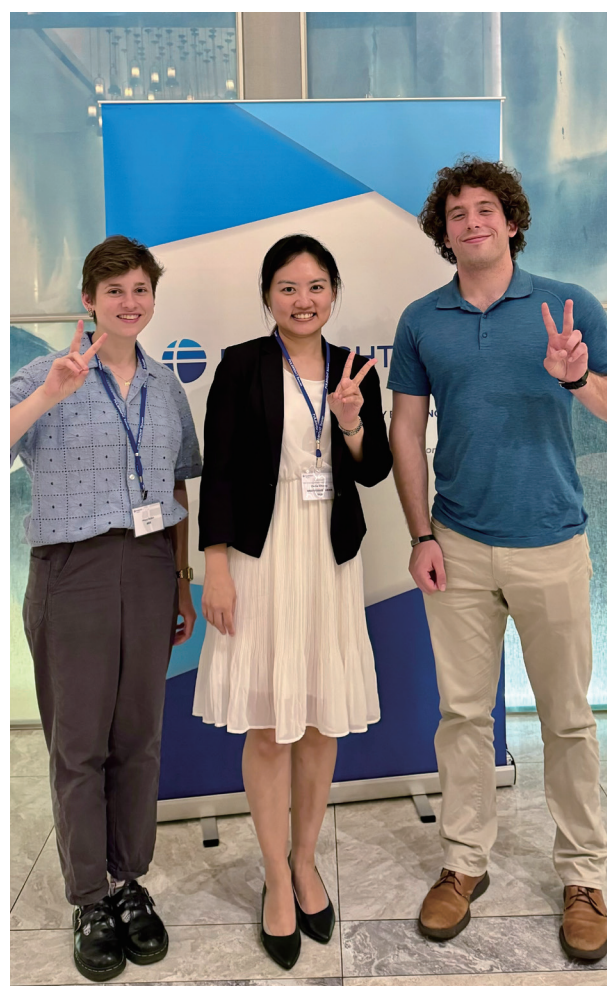
debate skills like crossfire or case writing. The success of each class was also dependent on the involvement of the local teacher in charge of the class: the schools with teachers who were active teaching partners, who had debate experience as a competitor or coach, or who motivated students to work on debate outside of class tended to make the most progress and were most likely to be ready for competition.

To that end, the aims of each class depended on the composition and English-language ability of the class. It became clear from the outset that participation in debate tournaments was likely infeasible or undesirable for many students due to their English proficiency or personal confidence, which forced me as a teacher to reevaluate the way I could structure a debate class to contribute to their learning. A challenge I often faced was student willingness to participate in debate class: at many schools, a significant portion of the students in the class had been assigned to the class regardless of their interest level in debate, which led to some issues with disengagement or inattention in some classes. However, even for students who did not end up competing in tournaments, it was valuable to learn research skills, English writing skills, critical thinking skills, and increase their comfort speaking English in front of groups of people. Based on my informal surveys of students at the end of each semester, nearly every student felt that participating in debate class had improved their English ability or other skills.

Finally, having arrived in Taiwan with little knowledge of Taiwanese history, languages, politics, or pop culture, I really enjoyed the opportunity to learn from students about life in Taiwan. My role as a debate coach – especially given that I am younger than most of their teachers – positioned me as someone somewhere between a peer and an authority figure, allowing me to get to know some of the more engaged students on a personal level. These students shared their opinions on the presidential election that occurred during my Fulbright year, their perspective on the state of their education system, and recommended books, music,

and other media popular among young people in Taiwan. This supplemented my personal effort to learn about Taiwanese history and culture through books, museum visits, and informal research. Getting to work with Taiwanese students and teachers every day helped me feel more immersed in the culture of Taiwan and avoid being socially contained in the “foreigner bubble” of Taipei. I also was able to share my American culture with the students through presentations on American culture and by answering many of the students’ questions about America and its cultural difference from Taiwan.

I am so grateful to FSE for making the Fulbright Debate Program possible, and for giving me the chance to introduce so many students to the great activity of debate.



Kelly Anderson

After a year of teaching high school debate in Taiwan, I can say confidently I've learned just as much from my students as they learned from me. This may sound strange considering the language barrier and skill differential between us. But I think anyone who understands the power of competitive debate and intercultural exchange can understand just how transformational the learning process is for both students and teachers.

I arrived in Taiwan knowing very little about the country, its culture, or its people. As a seasoned debater and debate teacher, I had lots of experience with instructing public speaking, attending competitive tournaments, and preparing to debate. But

my experience with Fulbright has shown me that debate has the power to connect people and forge important cross-cultural dialogue in ways that I never could have imagined.

One of the most special parts of the Fulbright Debate Program is the diversity of its students. I've taught classes to over 150 students across the country, from schools in the biggest cities like Taipei and Kaohsiung, to rural schools located in Hualien and Changhua. My students have included complete novices, who had no prior debate experience and only beginner English-language skills, as well as much more advanced students who had previously competed in debate.



It's been nothing short of inspiring to watch the incredible determination and perseverance that students bring to their debate work. Coming up with arguments, doing research to support your ideas, and then debating against other students is challenging enough if you're doing it in your first language. Debating in your second or third language – like my students do – is nothing short of incredible. And despite the difficulty that comes with that, all of the classes I worked with were super focused and always eager to learn.

I saw firsthand how debate can be a vehicle for teaching English, sharing cultures, and truly changing the lives of students. While basic English instruction -- such as teaching grammar classes or doing exercises out of a textbook -- is immensely important, I think the work of Fulbright Debate is uniquely impactful. Teaching students about the fundamentals of argumentation and rhetoric is so important to helping them strengthen their ability to communicate in English, but it also makes them more effective advocates who are empowered to stand up for what they believe and play a crucial role in Taiwan's vibrant democracy.

My favorite experiences teaching came when I was able to help students who started off the class feeling a bit shy or timid come out of their shells and gain the confidence to voice their opinions with conviction. I think that competitive debate -- which rewards research, critical thinking skills, and hard work -- is such an effective way to show students that they have the ability to do whatever they put their minds to. There were countless occasions when I got to see students realize that firsthand, which was an incredible experience.

One of my favorite parts of my Fulbright experience has been forming connections with students and teachers in the schools I've worked at across Taiwan. During one of my first weekends in the country, one of the teachers I worked with in Kaohsiung invited me to stay with her family for a few days so they could show me around the city. Over the course of three days, I got an incredible tour of Kaohsiung, visiting Qijin Island, Pier

2 Art Center, the 85 Sky Tower, and tons of great restaurants. This experience really helped me feel welcome in Taiwan, and I was blown away by this teacher's kind hospitality in hosting me in her apartment only a few weeks after meeting me for the first time.

My students were always so eager to show me around different parts of Taiwan. The 10th graders from one of my classes in Taichung loved asking me before class each week what new Taiwanese foods I had tried recently and whether I liked them. I always shared my honest thoughts with them – Stinky tofu? Thumbs up. Pig's blood cake? Not so much. Then, one week in November, some of the students insisted on bringing me to the local night market so they could supervise my eating firsthand and ensure I tried all the local delicacies. So, after class one Wednesday afternoon, we set out together and walked through Fengyuan Night Market as a group, sampling tanghulu, braised pork rice, scallion pancakes, and many more incredible dishes. It was such a cool experience to get a taste of life in Taichung – and it wouldn't have been the same without the help of my students.

A few days before the Mid-Autumn Festival in September, I mentioned to another one of my classes in Taichung that I had never heard of the holiday. The next week, they came to class prepared with a lesson for me to teach me about the holiday and how it is celebrated in Taiwan. The students spent an entire class period sharing with me the history and origins of the Moon Festival. I learned about lantern lighting, and even got to try some traditional food that are used to celebrate the holiday. By the end of the class I was stuffed with pomelo and moon cakes.

Fulbright gave me the opportunity to connect with the students and teachers I worked with in such amazing ways. I think that debate provided me the ability to teach so many invaluable lessons and life skills that wouldn't have been possible with any other type of class or language instruction. I'm incredibly grateful to FSE, Dalia Chang, Maya, and all of the students and teachers I worked with for making this possible.



