

## 111 學年度【英文辯論比賽】辦法 111.8

一. 宗旨：鼓勵學生使用英語、培養思辯能力。

二. 時間：報名時間：即日起至 9 月 2 日止，一律網路報名。

說明會：9 月 14 日午休，綜合五教室。

日期	節次	年級	地點
初賽 10/26	第七節	高一	綜合五、分組 C、分組 D
	第八節	高二	綜合五、分組 C、分組 D
複賽 11/2	第七節	高一	分組 C、分組 D
	第八節	高二	分組 C、分組 D
決賽 11/9	第七節	高一	分組 C
	第七節	高二	分組 D

三. 對象：高一 7 組、高二 7 組，共 14 組。

每班報名四位辯士，每場三位比賽，如晉級可辯士輪替。

(每一場次未參賽的辯士，僅有觀賽權，比賽過程中，不可發言或提供隊員任何協助。)

四. 題目：Resolved: That the Taiwanese government should abolish the regulations governing preferential treatment of indigenous students on entrance exams.

五. 抽籤：9 月 14 日抽籤決定正反方，抽籤結果將公告於無聲廣播。

10 月 24 日於無聲廣播公告賽事班級配對，亦會通知英文老師。

六. 注意事項：

1. 辯論題目、背景文件：請各班英文老師告知參賽者。

2. 辯論流程：煩請英文老師指導。

正方 1st Constructive speech: 4 minutes

反方質詢 Negative Cross exam: 3 minutes

反方 1st Constructive speech: 4 minutes

正方質詢 Affirmative Cross exam: 3 minutes

正方 2nd Constructive speech: 4 minutes

反方質詢 Negative Cross exam: 3 minutes

反方 2nd Constructive speech: 4 minutes

正方質詢 Affirmative Cross exam: 3 minutes

討論時間 Time to Organize: 2 minutes

正方 Affirmative rebuttal: 1 minute

反方 Negative rebuttal: 1 minute (followed by)

反方結辯 Negative Closing Statement: 3 minutes

正方結辯 Affirmative Closing statement: 3 minutes

3. 證據卡：Evidence Card/Fact sheet

此次辯論無需繳交，但請務必印出並帶到比賽會場，

對手隊伍可要求提供證據，當確認完畢，需立即歸還證據卡。

4. 參加比賽發給參加證明。

5. 高一冠、亞軍隊伍必須負責組隊代表學校參加南區公共論壇賽事及全國賽，不得異議。

6. 高二冠、亞軍隊伍必須負責組隊代表學校參加南區政策性辯論賽事及全國賽並選修下學期彈性課程選手培訓，不得異議。

## Study Guide for 2022 Debate Propositions

### Resolved: That the Taiwanese government should abolish the regulations governing preferential treatment of indigenous students on entrance exams.

In Taiwan, preferential treatment of indigenous students on entrance exams has long been an important but controversial educational policy. The regulation was adopted in order to alleviate the past unequal treatments of the indigenous people. During the fifty years of authoritarian dictatorship, the Kuomintang (KMT) inaugurated a number of political socialization programs, trying to assimilate the Taiwanese society into its Chinese origin, causing language death, loss of identity, and even a sense of shame within the indigenous community.

After transforming into a democracy in the 1990s, the Taiwanese government has been modifying its regulations governing preferential treatment of indigenous students. The latest version of the “Regulations Regarding Secured Admission for Indigenous Students and Government Scholarships for Indigenous People to Study Overseas” (原住民學生升學保障及原住民公費留學辦法) indicates that indigenous students who achieve a 60 percent pass on the Indigenous Languages Proficiency Test will be given a 35 percent bonus increase in their admission exams. Many sociologists, interest groups, educators, and students regard the regulation as a crucial way to serve social justice. However, many others hold different opinions and believe that to create true equality the government should abolish the regulation. Can the policy ameliorate the social disadvantage and further promote economic and social equality? Will the treatment enable the indigenous community to keep their cultures sustainable? What are the potential impacts on redressing racial imbalances? Do the benefits of this policy outweigh its costs, or the other way around? This debate offers an opportunity to reason through this controversial but pressing issue.

**As this is a policy debate, both the affirmative and the negative should address a comprehensive policy involved or conceived for this proposition.** Here is a word of caution: This debate tournament, aligning with “traditional” policy debate, prioritizes use of logic and evidence, as well as arguments from the pragmatic perspective, (i.e., the benefit-and-cost analysis of the policy itself), instead of something purely philosophical or derived from advanced debate theories or strategies. Thus, a case containing only arguments that challenge a certain mindset or assumption made by the opposing team, often from the perspective of a critical theory (called a kritik) is strongly discouraged, and the negative counterplan, if the negative decides to run one, has to be non-topical (meaning the counterplan cannot affirm the proposition) and non-conditional (meaning the negative cannot ditch their counterplan during the debate).

Following is a list of references meant to serve as groundwork for debaters, which means it is by no means comprehensive or flawless. Many of them also contain information or arguments that may not be directly relevant and thus warrant closer examination. Students are still encouraged to find and learn from additional materials to help in the preparation for their debate rounds.

註：本賽事的政策性辯論，不希望辯士仿效國外政策性辯論比賽，在論點中使用許多非基本之辯論專有名詞，造成對方辯士理解困難。若因使用該些專有名詞，導致辯論過程中大量時間耗損在澄清其意義上，評審可酌情予以扣分。

## References:

“Regulations Regarding Secured Admission for Indigenous Students and Government Scholarships for Indigenous People to Study Overseas” (原住民學生升學保障及原住民公費留學辦法)

<https://law.moj.gov.tw/LawClass/LawAll.aspx?PCode=H0020031>

Does the Affirmative Policy for Higher Education Admission Turn Indigenous Students Further Away?

<https://insight.ipcf.org.tw/en-US/article/165>

What you should know about being Indigenous in Taiwan

<https://www.taiwannews.com.tw/en/news/4017174>

Policy Debates and Indigenous Education: The Trialectic of Language, Culture, and Identity

[https://link.springer.com/chapter/10.1007/978-94-017-9355-1\\_2](https://link.springer.com/chapter/10.1007/978-94-017-9355-1_2)

Is Affirmative Action for Indigenous Taiwanese Fair?

<https://ketagalanmedia.com/2018/06/14/affirmative-action-indigenous-taiwanese-fair/>

Resilience for Whom? A Case Study of Taiwan Indigenous People's Struggle in the Pursuit of Social-Ecological Resilience

<https://www.mdpi.com/2071-1050/12/18/7472>

Aboriginal Students on Preferential Culture and Language Proficiency Examination (*This article surveys on city indigenous students' attitude towards the Indigenous Languages Proficiency Test and the preferential treatment.*)

<http://thuir.thu.edu.tw/handle/310901/284>

Taiwan's President Tsai apologizes to indigenous peoples on behalf of government

<https://english.president.gov.tw/NEWS/4950>

A Study of Affirmative Action Policy for Aboriginal Students in Taiwan (Chinese)

<https://ndltd.ncl.edu.tw/cgi-bin/gs32/gswweb.cgi/login?o=dnclcdr&s=id=%22094NTPTC576041%22.&searchmode=basic>

Should the indigenous students be given bonus points on entrance exams? (Chinese)

<https://a107010057.wixsite.com/indigenouspeopledu>