



Discourse organization of argumentative speeches: Implications for teaching argumentative writing

Marie Claire Timbreza Duque

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Corresponding author

**Marie Claire Timbreza
Duque**

*Department of English,
Foreign Languages, and
Linguistics
College of Arts and Letters
Polytechnic University of the
Philippines
claire_duque@yahoo.com*

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Manila, The Philippines

Abstract

This paper examines the discourse organization of argumentative speeches of the debaters of Ateneo de Manila University (ADMU). A total of 20 constructive speeches were used as sources of data for this study. These speeches were taken from the following debate programs: ANC Square Off: The Philippine Debate Championships; ANC Square Off: The AUDC; and ANC Frank-ahan: The Drilon Debates. Frequency and percentage distributions were used to determine the discourse organization found in the argumentative speeches. Findings revealed that the debaters use two-move patterns in the orientation, exposition, and summation blocks of their speeches, namely, “orientation” and “focusing,” “inquiry” and “response,” and “rounding-off” and “final stance,” respectively. This study offers a more detailed explanation on how argumentative essays may be structured through studying spoken discourse. Thus, student writers may benefit from a more specific instruction in the discrete elements of an argument, including how to formulate an effective claim, how to support a claim with evidence effectively, and how to reach the requirements of the argumentative genre.

Keywords: Discourse organization, argumentative speech, debate, argumentative writing, moves and steps in writing

1. Introduction

Writing has a prominent role in second language teaching and learning. When writing, students have the opportunity to be adventurous with the language, to take risks, and to go beyond what has been taught; they become involved with the language, with themselves, and with their audience. In fact, the act of writing not only reflects one’s thinking but also helps create a new line of arguments.

Thus, the need for teaching argumentative writing should be underscored. For one thing, the value of an open and rational debate on issues of national concern is becoming

increasingly apparent. Also, many aspects of people's lives need to be reflected on or revised largely because of the inevitable demands of the changing times. Very often, people have varied opinions on each issue. However, be it as it should be, for the sake of moving forward, they need to forge among themselves some kind of consensus or agreement. This is made possible by a reasoned debate which will lead them to a deeper and broader understanding of the issue at hand. Moreover, a course in argumentation and debate seeks to train students in developing the skills necessary in a democratic society: critical and analytical thinking, clarity of thought, open-mindedness, active listening, coherent and concise articulation of arguments, and teamwork.

There is no doubt that argumentation is so much a part of a person's life. One is involved in argumentation daily both as a receiver and sender of ideas, thoughts, and expressions. Argumentation represents a special type of communicative transactions in all cultures, and in the Filipino culture, many of the most important executive, legislative, and judicial decisions are made via argumentation. As a public activity, argumentation may be considered the lifeblood of a democratic society. It takes place in both public and nonpublic occasions such as political assemblies, business and formal meetings of organizations and clubs, problem-solving discussions, classroom discourse, and informal social gatherings.

Argumentation is also an important tool in the academic setting. It is, in fact, essential for improving classroom success by consciously developing activities that use advocacy and argumentation. As Wade and Zorwick (1999) assert, argumentation and debate transform the classroom environment into an intellectually challenging and engaging world where ideas are explored through discourse and argument. In the process, students develop their abilities to identify, support, and articulate ideas.

In the Philippines, teachers use argumentation as an instrument to develop comprehension and analysis of content materials through teaching argumentative writing. However, Filipino students, being second language learners, seem to have difficulty utilizing organizational strategies despite having relatively profound thinking skills. This was revealed in Regala-Flores's (2007) study on the argumentative essays of college freshman students. She concluded that "students seem to have difficulty with written argumentation, but the students appear to have similar responses to the task and exhibit some development of logical reasoning and somewhat elaborated arguments" (p. 43).

Considering the paramount importance of determining an outline or a pattern which teachers could use as a guide in teaching students how to develop ideas in argumentative writing, this research was conducted with an attempt to follow Mei Lin Ho's (2004) framework in her study on the discourse features and strategies of students' argumentative essays.

Ho's framework on argumentative essays was generally based on John Swales's early work in 1990 which focused on the research article, particularly the introduction section of the said genre. He named his model "Creating a Research Space," more popularly known as CARS. Since then, this model has become a widely used framework in analyzing the ways academic writers justify and highlight concepts and ideas in linguistics, literary studies, and rhetoric. This is done by identifying the moves and the steps present in written texts.

Genre, according to Swales (1990), is a class of communicative events that share some set of communicative purposes. He views genre as consisting of a series of moves and steps. It should be noted that Swales describes moves as parts that occur in a predictable order. It is a semantic limit related to the speaker's purpose. Each one is motivated and characterized by a specific purpose and has a particular pragmatic function in the overall rhetorical organization of the speech. A move, therefore, is a pragmatic, not a syntactic unit. Each move, in turn, is seen to comprise a number of steps. The submoves or steps, which comprise the moves, can be described in terms of interactional speech acts.

Swales's genre-based approach in teaching writing has proved to be successful, for much of mainstream English teaching is based on its principles (Sidaway, 2006). Hyland (2008), in agreement, claims that genre is a robust pedagogical approach perfectly suited to the teaching of academic writing in many contexts as it serves a key instructional purpose, that is, illuminating the constraints of social contexts on language use. In addition, he claims that there are potential advantages of genre-based writing instruction since genre teaching could be explicit, systematic, needs-based, supportive, empowering, critical, and consciousness-raising.

Although Swales's framework is used in analyzing written outputs, the researcher attempts to use it in discovering the discourse features of a spoken discourse since debate speeches are, in fact, written first before they are delivered verbally (Phipps et al., n.d.).

Thus, this study was conducted to investigate the discourse organization embodied in the argumentative speeches of the debaters of the Ateneo de Manila University (ADMU). This investigation aims to integrate this discourse organization in the teaching of writing to improve students' ability in composing argumentative essays since debate, in fact, is a mixed medium. In this speech genre, speaking and writing are mutually dependent. The debaters are given 30 minutes to prepare for the speech; thus, ideas or arguments verbally expressed are first organized in writing.

Specifically, this study aims to answer three main concerns:

1. What are the moves present in the structure of the orientation, exposition, and summation blocks of the argumentative speeches of the following speaker roles?
 - a. Prime Minister (PM)
 - b. Deputy Prime Minister (DPM)
 - c. Leader of the Opposition (LO)
 - d. Deputy Leader of the Opposition (DLO)
2. What are the steps present in the structure of the orientation, exposition, and summation blocks of the PM, DPM, LO, and DLO speeches?
3. What are the implications of the discourse organization analyses for second language writing and teaching?

1.1 Theoretical Framework

In her genre-based analysis of the discourse structure of the General Paper (GP) essay, a compulsory paper for all students taking the General Certificate of Education (GCE) “A” level examination in Singapore, Ho (2004) identified the common features and patterns of organization that characterize the GP essay as a distinct genre. She indicated in her study that GP essays contain three blocks, namely, Orientation, Exposition, and Summation, and each of these blocks consists of specific moves and sequences of steps. Ho theorized that the discourse structure of a typical GP essay may be represented by the following model.

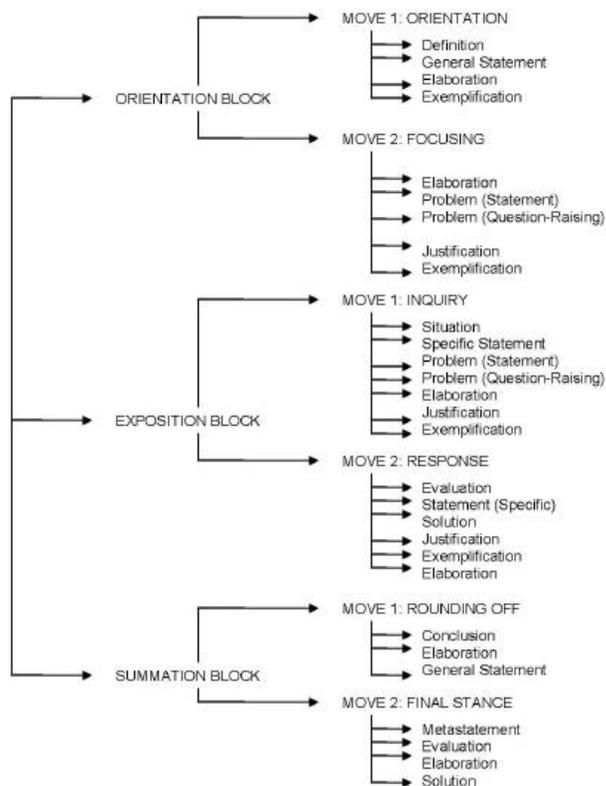


Figure 1. Ho’s (2004) model of a possible discourse structure for a GP essay

According to Ho, the Orientation Block serves the function of mapping or signposting for the reader by explaining the thesis of the essay—what the writer is going to do and how the structure of the essay will be laid out. As shown in Figure 1, the Orientation Block comprises moves that enable students to *feel their way around the topic*. This is followed by moves that focus on a specific area for discussion, labeled as Focusing.

The second block, termed Exposition, through a basic pattern of two moves (Inquiry and Response), develops the writer's main ideas in the essay. This basic two-move pattern is realized in different forms, namely, Statement of a Claim/Counterclaim; Problem Raising/Resolving problem; Gap-Raising/Gap Filler. The Exposition Block, according to Ho, is less predictable than the Orientation and Summation blocks in terms of its length and number of sequence of moves and steps.

Ho claims that the closing block, Summation, is made up of moves that serve to round off the essay where the main points or key concerns raised are summarized (Rounding Off) and/or where the writer's main stand or thesis is reiterated (Final Stance), paralleling what was stated in the Orientation Block.

As shown in the model, each block is seen to be made up of moves. According to Dudley-Evans (2004 as cited in Ho, 2004), moves are parts that occur in a predictable order. McKinlay (2004 as cited in Ho, 2004) defines a move as a semantic unit which is related to the writer's purpose. Ho explains that each move is motivated and characterized by a specific purpose and has a particular pragmatic function in the overall rhetorical organization of the discourse. She concludes that a move is a pragmatic, not a syntactic unit.

Finally, the model of Ho shows that each move, in turn, is seen to comprise a number of steps. Citing Swales (1990) and Tirkkonen-Condit (1996), Ho (2004) stresses that the submoves or steps comprising the moves can be described in terms of interactional roles that correspond to speech acts. The following terms were adopted by Ho to describe the steps in her model (See Appendix A for their meanings.): General statement, Specific statement, Definition, Situation, Problem, Justification, Elaboration, Exemplification, Evaluation, Solution, Reformulation, Conclusion, and Metastatement.

In this study, the speeches were divided into three parts—orientation, exposition, and summation—which were then subdivided into moves and steps.

2. Method

2.1 Study Corpus

A total of 20 constructive speeches were used as sources of data for this study. These speeches were taken from the following debate programs: ANC Square Off: The Philippine Debate Championships; ANC Square Off: The AUDC; and ANC Frank-ahan: The Drilon Debates. The motions used in these competitions mostly dealt with sociopolitical issues, like banning public zoos, banning direct media attention to terrorist groups, and using military forces against Somali pirates. These debates all took place in 2007 to 2009. During these years, the Ateneo De Manila University Debate Society (ADS) dominated almost all debate competitions nationwide (i.e., Philippine Intercollegiate Debating Championships, National Debate Championships, Philippine Schools Debate Championship, and several other invitational debates).

These constructive speeches were delivered by members of the ADS. The ADS was founded in 1991 and is the most-awarded debate institution in the Philippines, winning eight out of ten National Debate Championships and eight out of nine Asian Championships. In addition, ADS was named one of the Ten Accomplished Youth Organizations in the Philippines by President Gloria Macapagal-Arroyo.

The ADMU debaters, who have been winning and receiving major awards in several prestigious debate competitions of national and international caliber, could be considered competent debaters and, therefore, good models for aspiring debaters. Thus, the researcher used the speeches of the ADMU debaters as the study corpus. These argumentative speeches could be analyzed to draw the underlying structure upon which the strength of these debaters lies.

These speeches were classified into constructive (or substantive or opening) and reply (or closing) speeches. Each of the two debaters (Prime Minister or PM and Deputy Prime Minister or DPM for the government side and Leader of the Opposition or LO and Deputy Leader of the Opposition or DLO for the opposition side) delivered a constructive speech, and only one of the two from each side delivered a reply speech. Only the constructive speeches of the speakers were analyzed in this study. This study excluded the speeches of the Member of the Government (MG), Member of the Opposition (MO), Government Whip (GW), and Opposition Whip (OW) since this paper focuses mainly on constructing and building cases. Given that rebuttals are also present in the speeches of the PM, DPM, LO, and DLO, the researcher opted to disregard the speeches of the MG, MO, GW, and OW.

2.2 Research Procedure

The study analyzed, both quantitatively and qualitatively, the discourse organization of the argumentative speeches. The quantitative analysis determined the frequency and percentage distributions with regard to the number of times the debaters used the moves and the steps in their speeches. Qualitative analysis, on the other hand, involves coding the data in terms of its discourse structure. The speeches were first transcribed verbatim and were divided into three parts: orientation, exposition, and summation. Each part was analyzed to identify the moves and the steps present in the speeches. The moves and the steps were identified using the definitions provided by Ho (2004). The researcher examined the speeches and looked for signposting expressions, such as “My first argument is...,” “Before I begin with my arguments, let me first tell you the context of this debate,” and “What have I been telling you so far, Mr. Speaker...” as marks for the identification of the specific moves and steps.

Speeches were distributed to four graduate school teachers who served as intercoders of the study. These teachers are doctorate degree holders who teach linguistics. They reviewed the transcription, suggested improvements, and validated the results to ensure accuracy and reliability.

3. Results and Discussion

3.1 Discourse organization of the speech blocks

3.1.1 Moves

Table 1 shows the frequency and percentage distributions of the moves used in the argumentative speeches. It is shown that 20 or 100% of the speeches analyzed in the study follows the two-move pattern (i.e., Orientation Block: Orientation/Focusing; Exposition Block: Inquiry/Response; Summation Block: Rounding Off/Final Stance). This is further illustrated in the excerpts shown in the steps used in each block.

Table 1
Frequency and percentage distributions of the moves used in the argumentative speeches

| Move | Frequency | Percentage |
|---|-----------|------------|
| <i>Two-move pattern</i> (i.e., Orientation Block: Orientation/Focusing; Exposition Block: Inquiry/Response; Summation Block: Rounding off/Final Stance) | 20 | 100% |
| <i>Non-two-move pattern</i> | 0 | 0% |
| Total | 20 | 100% |

3.1.2 Steps used in the orientation block

By the Prime Minister

Table 2 shows the frequency and percentage distributions of the discourse organization of the orientation block of the prime ministers' speeches. Table 2 reveals that the orientation block contains the following steps: 13 (or 28.26%) specific statements; 8 (or 17.4%) elaborations; 5 (or 10.9%) situations; 5 (or 10.9%) justifications; 4 (or 8.7%) exemplifications; 3 (or 6.52%) general statements; 3 (or 6.52%) definitions; 3 (or 6.52%) problem statements; and 2 (or 4.34%) metastatements.

Table 2
Frequency and percentage distributions of the steps used in the Prime Ministers' orientation block

| Steps | Frequency | Percentage |
|--------------------|------------------|-------------------|
| General Statement | 3 | 6.52% |
| Situation | 5 | 10.9% |
| Definition | 3 | 6.52% |
| Problem Statement | 3 | 6.52% |
| Specific Statement | 13 | 28.26% |
| Justification | 5 | 10.9% |
| Elaboration | 8 | 17.4% |
| Exemplification | 4 | 8.7% |
| Metastatement | 2 | 4.34% |
| Total | 46 | 100 % |

The following extract shows how the steps general statement, specific statement, elaboration, and situation are used in one PM Speech:

| Block: Orientation | Move | Step |
|---|----------------------------|--------------------------|
| <i>Many of the objections with the practice of torture have to do with fears of abuse and its no visibility as a difficulty in monitoring.</i> | Move 1: Orientation | General statement |
| <i>But, right now, the US legislative faces a dilemma. They can either choose to have a rigid allegiance to traditional norms of prisoner treatment or they can break free of these straight jackets in order to combat terrorists who will stop at nothing to harm innocent civilians.</i> | | Situation |

| | | |
|--|--------------------------------|----------------------------------|
| <p><i>We, on the government side, believe that torture is an ethical necessity, and we want the US legislative to enact it into a law, a model proposed by Harvard law professor, Dirsovitz, a civil liberties lawyer, that authorizes judicial torture.</i></p> | <p>Move 2: Focusing</p> | <p>Specific statement</p> |
| <p><i>Basically, under this model, the FBI and the CIA will present individual cases to state judges and apply for torture warrants. Judges will decide each application on an individual basis based on the following criteria. A) that the person involved is a high level terrorist. How can we know this? There should be a probable cost that the person has valid, valuable information. So, this person should have probably proclaimed, that he is a head or the spokesperson for terrorist groups, has actively threatened the public, there's concrete proof that he has appeared in videos and issued directives to other terrorists.</i></p> | | <p>Elaboration</p> |

By the Deputy Prime Minister

Table 3 reveals that the deputy prime ministers' orientation block contains the following staeps: 27 (or 27.84 %) specific statements; 22 (or 22.68%) problem statements; 18 (or 18.56%) elaborations; 10 (or 10.31%) metastatements; 9 (or 9.28%) exemplifications; 7 (or 7.22%) justifications; 6 (or 6.19%) reformulations; 3 (or 3.09%) general statements; and 1 (or 1.03%) situation.

Table 3
Frequency and percentage distributions of the steps used in the Deputy Prime Ministers' orientation block

| Steps | Frequency | Percentage |
|--------------------|-----------|------------|
| General Statement | 3 | 3.09 % |
| Specific Statement | 27 | 27.84 % |
| Situation | 1 | 1.03% |
| Problem Statement | 22 | 22.68% |
| Justification | 7 | 7.22% |
| Elaboration | 18 | 18.56% |
| Exemplification | 9 | 9.28% |
| Metastatement | 10 | 10.31% |
| Reformulation | 6 | 6.19% |
| Total | 97 | 100 % |

The following extracts show the steps used in one DPM speech:

| Block: Orientation | Move | Step |
|---|----------------------------|---------------------------|
| <i>We think, absolutes are dangerous when you need to protect people.</i> | Move 1: Orientation | General statement |
| <i>The first thing he said was, well, you create abuse because the judges are prone to pressure.</i> | | Problem statement |
| <i>We say judges are unelected.</i> | Move 2: Focusing | Specific statement |
| <i>They are accountable to people who appoint them, both democrats and republicans. And mind you, both democrats and republicans are very cautious about torture.</i> | | Elaboration |

By the Leader of the Opposition

Table 4 shows the frequency and percentage distributions of the discourse organization of the orientation block of the leader of the oppositions' speeches. The Leaders of the Opposition's orientation block contains the following steps: 20 (or 29.41%) specific statements; 12 (or 17.65%) problem statements; 9 (or 13.23%) justification; 9 (or 13.23%) elaborations; 7 (or 10.29%) exemplifications; 5 (or 7.35%) general statements; 5 (or 7.35%) metastatements; and 1 (or 1.47%) reformulation.

Table 4
Frequency and percentage distributions of the steps used in the Leaders of the Opposition's orientation block

| Steps | Frequency | Percentage |
|--------------------|-----------|------------|
| General Statement | 5 | 7.35 % |
| Specific Statement | 20 | 29.41 % |
| Situation | 12 | 17.65 % |
| Problem Statement | 5 | 7.35 % |
| Justification | 9 | 13.23 % |
| Elaboration | 9 | 13.23 % |
| Exemplification | 7 | 10.29 % |
| Metastatement | 1 | 1.47 % |
| Reformulation | 68 | 100 % |
| Total | 97 | 100 % |

The use of the steps general statement, specific statement, elaboration, and exemplification are seen in the following LO speech:

| Block: Orientation | Move | Step |
|--|---------------------------|--------------------------|
| <i>Good evening everyone. Granting that the MILF has committed acts of violence and granting that some factions of the MILF still have not abandoned their secessionist aims, we say that the group is very diverse right now and ideally, we do not want to reward violence at all.</i> | Move 1:Orientation | General statement |

| | | |
|--|-----------------------------|---------------------------|
| <i>But, we say that given the complex situation where things are not as black and white as they make it out to seem, what we need is a more calibrated response.</i> | Move 2: Focusing | Specific statement |
| <i>To respond to what the first speaker said, we do have promising developments in the status quo. There are certain factions of the MILF that dominant hierarchy, actually, that are very open to peace talks, and that are disassociating themselves from the splinter groups or the rebel groups that carried out these attacks on US Marines or that resort to extortion, banditry, kidnapping and hostage taking.</i> | | Elaboration |
| <i>If for example, the chief negotiator of MILF, the current peace talks said that they weren't responsible for the mutilation and for the killing of fourteen marines.</i> | | Exemplification |

By the Deputy Leader of the Opposition

Table 5 shows the frequency and percentage distributions of the discourse organization of the orientation block of the deputy leaders of the oppositions' speeches. Table 5 reveals that the deputy leaders of the opposition's orientation block contains the following steps: 28 (or 0.28%) specific statements; 25 (or 0.25%) problem statements; 14 (or 14%) elaborations; 13 (or 0.13%) justifications; 8 (or 8%) exemplifications; 6 (or 0.6%) metastatements; 4 (or 0.4%) general statements; and 2 (or 0.2%) reformulations.

Table 5
Frequency and percentage distributions of the steps in the Deputy Leaders of the Opposition's orientation block

| Steps | Frequency | Percentage |
|--------------------|-----------|------------|
| General Statement | 4 | 0.4 % |
| Specific Statement | 25 | 0.25 % |
| Situation | 28 | 0.28 % |
| Problem Statement | 6 | 0.6 % |
| Justification | 13 | 0.13 % |
| Elaboration | 14 | 0.14 % |
| Exemplification | 8 | 0.8 % |
| Metastatement | 2 | 0.2 % |
| Reformulation | 100 | 100 % |
| Total | 97 | 100 % |

The following shows how DLOs present their speeches using these steps:

| Block: Orientation | Move | Step |
|--|----------------------------|--------------------------|
| <i>This is La Salle's principle debate at its best. You expect us to defend the shabby conditions in Manila zoo, which of course, we smartly did not do, and we have every right as opposition to discuss a better counterproposal that has never responded to by this side.</i> | Move 1: Orientation | General statement |
| <i>Basically, when you propose a ban, you're asking the government to legislate against itself committing any action in the future, you want the government to ban itself from managing zoos again, in the future.</i> | | Problem statement |

| | | |
|--|------------------------------------|----------------------------------|
| <p><i>The argument is, there is something intrinsically wrong with government's ownership of zoos. And we're saying that we do not agree with the ban because there is nothing intrinsically wrong with the government owning zoos.</i></p> | <p>Move 2: Focusing</p> | <p>Specific statement</p> |
| <p><i>And sometimes, in certain instances, there is a value to government ownership of zoos, not all the time not in every area, but in certain areas, there is a role for the government ownership of zoos or there is something for the government to gain in owning zoos in that particular area.</i></p> | | <p>Justification</p> |

A closer look at the preceding tables on the orientation block of the debaters may lead one to infer that the introduction of a debater's speech is not only intended to arouse interest and attention among listeners, announce the purpose of the speech, and preview content and organization (Elizabeth, 2003). Rather, it is so constructed in such a way that it helps the debater perform his speaker role as a prime minister (PM), deputy prime minister (DPM), leader of the opposition (LO), or deputy leader of the opposition (DLO) as the case may be.

As the first member of the Opening Government (OG) team, the PM has the duties and responsibilities to: define the motion; set the parameters; forward the government's case; state the team split; and signpost the DPM. To accomplish these tasks, the PM has to make his listeners *feel their way around the topic* and focus on a specific area for discussion. As a result, the orientation and focusing moves are present in the orientation block of his speech. The PM uses the move orientation to state in general terms what the debate is about, thus, defining the motion. He then moves on to contextualize the motion by setting the parameters and stating the team split, thus, the use of the focusing move.

To further achieve his tasks, he is duty-bound to perform, among others, the following acts: state in broad, general terms the state of affairs or a proposition; state a specific claim or proposition; explain or interpret the meaning of a concept or term; present the facts and circumstances that provide background information and/or the setting for a full appreciation of the problem; provide reasons in support of a given statement; provide details or particulars of a preceding statement; illustrate an aspect of the state of affairs or proposition expressed, in the form of concrete data, specific examples or statistics; paraphrase or restate a preceding statement; and tell the listeners explicitly that a stand is being taken (Bauzon, 2004). As a result, the steps general statement and specific statement were used in the speeches to state the specific arguments of the case. To support these statements, the steps definition, situation, justification, elaboration, and exemplification were used to further explain arguments and validate assertions.

The LO, on the other hand, has the duties and responsibilities to: negate the motion; set own parameters; introduce opposition's case; state the team split; and signpost the DLO. To accomplish these tasks, the LO has to make his listeners understand the opposition's case and focus on a specific area for discussion (Bauzon, 2004). Therefore, just like the PM, the orientation and focusing moves are present in the orientation block of his speech.

The LO also has to state a specific claim or proposition as a member of the opening opposition. This explains why he has to use the steps general statement and specific statement to tell the listeners explicitly that a stand is being taken. He has to make clear and distinctive claims about the motion which will then be further elaborated by presenting facts and circumstances that provide background information and/or the setting for a full appreciation of the problem; reasons in support of a given statement; provide details or particulars of a preceding statement; illustrations of aspects of the state of affairs or proposition expressed, in the form of concrete data, specific examples or statistics; and paraphrase or restate a preceding statement. As a result, the steps situation, justification, elaboration, exemplification, reformulation, and metastatement are present in the orientation block of his speech.

The DPM and the DLO basically have the same patterns of speeches being the second speakers of the opening government and the opening opposition. They use the orientation move to rebuild the first speakers' cases by restating the theme of their side. They develop their speeches by using the focusing move to build their split through concentrating on a specific area of discussion.

The steps general statement and specific statement are also used in their speeches to state arguments clearly and further explain them by using the steps elaboration, justification, exemplification, metastatement, and situation.

3.1.3 Steps used in the exposition block

By the Prime Minister

Table 6 shows the frequency and percentage distributions of the steps found in the exposition block of the PMs' speeches. The data reveal that the exposition block contains 29 (or 30.2%) specific statements; 20 (or 20.83 %) elaborations; 17 (or 17.7 %) justifications; 11 (or 11.46%) problem statements; 9 (or 9.38%) metastatements; 6 (or 6.25%) exemplifications; and 4 (or 4.17%) reformulations.

Table 6
Frequency and percentage distributions of the steps used in the Prime Ministers' exposition block

| Steps | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Specific Statement | 29 | 30.2 % |
| Problem Statement | 11 | 11.46 % |
| Justification | 17 | 17.7 % |
| Elaboration | 20 | 20.83 % |
| Exemplification | 6 | 6.25 % |
| Metastatement | 9 | 9.38 % |
| Reformulation | 4 | 4.17 % |
| Total | 96 | 100% |

The following extract shows how the steps are used in the exposition block of the prime minister:

| Block: Exposition | Move | Step |
|---|-------------------------|--------------------------|
| <i>The question in today's debate is, given that the entire world has invested in the Myanmar issue, why is intervention to this extent justified and is necessary and effective? And it is consistent with the responsibility of the international community. There are two things I wanna talk to you about today. Number one, how it's crucial to ensure the sustainability of the protest, which is crucial in building long-term democracy there, and second how it's important to move forward from the stale mate in terms of dealing with Myanmar today</i> | Move 1: Inquiry | Problem statement |
| <i>Let's talk about sustaining protests.</i> | | Metastatement |
| <i>What has been the strategy of the junta in terms of dealing with the protests because we've seen similar instances in the past?</i> | Move 2: Response | Problem statement |

| | | |
|--|--|---------------------------|
| <i>What it usually does is to give tokenistic concessions to placate the international community.</i> | | Specific statement |
| <i>Okay, we'll negotiate with the democratic party, but while saying this, they also crack down on the protesters. So, when protesters disappear, and when international pressure disappears, they're back to their old ways, and this is a sustainable pattern, and we must make sure that the pattern isn't repeated this time around because track record shows us that it has happened before.</i> | | Elaboration |

By the Deputy Prime Minister

Table 7 shows the frequency and percentage distributions of the steps found in the exposition block of the DPMs' speeches. The findings indicate that there are 17 (or 26.56 %) specific statements; 12 (or 18.75%) elaborations; 10 (or 15.62%) justifications; 9 (or 14.06%) metastatements; 7 (or 10.94%) exemplifications; 5 (or 7.81 %) problem statements; and 3 (or 4.69%) reformulations.

Table 7

Frequency and percentage distributions of the steps used in the Deputy Prime Ministers' exposition block

| Steps | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Specific Statement | 17 | 26.56 % |
| Problem Statement | 5 | 7.81 % |
| Justification | 10 | 15.62 % |
| Elaboration | 12 | 18.75 % |
| Exemplification | 7 | 10.94 % |
| Metastatement | 9 | 14.06 % |
| Reformulation | 3 | 4.69 % |
| Total | 64 | 100 % |

Like the PM speeches, the DPM speeches use more specific statements in the exposition block, as shown in the following extract:

| Block: Exposition | Move | Step |
|--|-------------------------|---------------------------|
| <i>What am I going to discuss to you today, Mr. Speaker? First, I'll talk to you about how this is a necessary move for the international community to solidify its commitment to this atrocity that is happening in Burma, and second, I'll talk about how increasing the fishing of the military junta and empowering more people to join protests in the streets, make these protests sustainable and allows for democracy in the long run.</i> | Move 1: Inquiry | Problem statement |
| <i>Let's go first to establishing stakes.</i> | Move 2: Response | Metastatement |
| <i>Because, with any foreign policy tool, the real way of establishing a stake in any country is sending in their own soldiers, and sending in peacekeeper troops.</i> | | Specific statement |
| <i>and because anytime the United States or the European Union sends in soldiers to a country, it means, they're putting a stake there.</i> | | Exemplification |
| <i>Because, if that soldiers gets into trouble, if that soldier dies, that country, in this case Myanmar, knows that it's going to get into trouble with the United States, not just with Aung San Suu Kyi and their national democratic party.</i> | | Elaboration |
| <i>When we discuss this counsel, we have to look at the cracks in it. This is actually a weakening junta in the status quo.</i> | | Specific statement |
| <i>You have Shan Shue, who has a terminal illness, you have the Buddhist monks who used to be the source of their legitimacy are now their prime enemies.</i> | | Exemplification |

| | | |
|---|--|----------------------------------|
| <p><i>We say, these factions, these people defecting from the military are actually a phenomenon that is happening right now. But, it's happening very very slowly. Because these people are afraid to go against the military, because there are no military sources to back them up, see a general or a lieutenant actually goes and says, okay, I'll side with the people. Because, you need another military force to protect their families, for example, from revenge attacks from the junta. You need the military to assure them, we will protect you and safeguard your life, if let's say, Shan Shue and his lieutenants come after you because you defected.</i></p> | | <p>Elaboration</p> |
| <p><i>It's untrue that there is no viable opposition in Burma in the status quo</i></p> | | <p>Specific statement</p> |
| <p><i>We have the religious moral force, the old Burma Monks alliance, and you also have Aung San Suu Kyi's own political party.</i></p> | | <p>Justification</p> |
| <p>You have a legitimate opposition to prop up and we say, what you do now is, you do not want to reinforce the idea that like in 1988, or like in 1990, or like in 1997, you will just ignore the plight of the Burmese people. You have to prop up these opposition leaders while you have a chance.</p> | | <p>Elaboration</p> |

By the Leader of the Opposition

Table 8 shows the frequency and percentage distributions of the steps found in the exposition block of the LOs' speeches. There are 29 (or 30.21%) specific statements; 20 (or 20.83%) elaboration; 17 (or 17.71%) justifications; 11 (or 11.46%) problem statements; 9 (or 9.37%) metastatements; 6 (or 6.25%) exemplifications; and 4 (or 4.17 %) reformulations.

Table 8

Frequency and percentage distributions of the discourse organization of the Leaders of the Opposition's exposition block

| Steps | Frequency | Percentage |
|--------------------|-----------|------------|
| Specific Statement | 29 | 30.21 % |
| Problem Statement | 11 | 11.46 % |
| Justification | 9 | 9.37 % |
| Elaboration | 17 | 17.71 % |
| Exemplification | 20 | 20.83 % |
| Metastatement | 6 | 6.25 % |
| Reformulation | 4 | 4.17 % |
| Total | 96 | 100 % |

The LO follows the same pattern like that of the first two speakers, as shown in the following extract.

| Block: Exposition | Move | Stop |
|--|-------------------------|---------------------------|
| <i>Let's go on however, to my argumentation.</i> | Move 1: Inquiry | Metastatement |
| <i>First, is the idea of the democratization of media and how that is really so important.</i> | | Problem statement |
| <i>The very distinguishing characteristic of blogs is anyone with an internet connection or has the ability to read and write or participate in that discussion, blogs provide a platform to individuals who would not otherwise be heard, and that's very very important.</i> | Move 2: Response | Specific statement |
| <i>Because more blogs gain popularity, more and more individuals' voices are heard and transmitted into a larger audience.</i> | | Justification |
| <i>And their writings contain points of view that would not otherwise can get airtime, for example, due to limited space and limited interest, for example in trimedia, or because of the whims of the editors and what have you.</i> | | Exemplification |

By the Deputy Leader of the Opposition

Table 9 shows the frequency and percentage distributions of the steps found in the exposition block of the DLOs' speeches. The data show that the block has 24 (or 34.29%) specific statements; 17 (or 24.29%) justifications; 11 (or 15.71%) elaborations; 6 (or 8.57%) problem statements; 5 (or 7.14%) exemplifications; 4 (or 5.71%) metastatements; and 3 (or 4.29%) reformulations.

Table 9
Frequency and percentage distributions of the steps used in the Deputy Leaders of the Opposition's exposition block

| Steps | Frequency | Percentage |
|--------------------|-----------|------------|
| Specific Statement | 24 | 34.29 % |
| Problem Statement | 6 | 8.57 % |
| Justification | 17 | 24.29 % |
| Elaboration | 11 | 15.71 % |
| Exemplification | 5 | 7.14 % |
| Metastatement | 4 | 5.71 % |
| Reformulation | 3 | 4.29 % |
| Total | 70 | 100 % |

The following extract shows one example of the exposition block of a DLO speech.

| Block: Exposition | Move | Stop |
|---|----------------------------|---------------------------|
| <i>Basically, I wanna discuss today how the government co-ownership of zoos is integral in mobilizing resources for animal welfare</i> | Move 1: Inquiry | Specific statement |
| <i>We all agree that zoos are sources of profit especially if there is a tie-up with the government and the private sectors, and we also agree that animals is not a mainstream value</i> | | Elaboration |

| | | |
|---|-----------------------------|---------------------------|
| <i>It's very hard for the government to mobilize donations and public supports for animal rights and things like that.</i> | | Justification |
| <i>Why are zoos important?</i> | | Problem statement |
| <i>Zoos are usually a source of these donations</i> | Move 2: Focusing | Specific statement |
| <i>because when the public is at its most vulnerable and softest, that's when you have someone talk to them about animals that are sick in some regions and how you need help, and that's when they're more willing to let money out of their pockets.</i> | | Justification |
| <i>More importantly, zoos make profits as well and that's why you need government's take in these zoos, because the government needs to have access to those revenues and the government needs to have access to those donations which you do not have under your model because it has no stake or whatsoever in terms of ownership of the zoo.</i> | | Elaboration |
| <i>And we say that, the money it gets from these donations and the money it gets from these revenues will be the same money that it's gonna use to help, you know, preservations when there is no public incentives to fund the preservations.</i> | | Specific statement |
| <i>How the preservations keep running? You need revenue from elsewhere, and that's where the zoos come in, and that's where stakes in the zoos come in.</i> | | Elaboration |
| <i>And we say, that at the end of the day, private actors are not gonna help those preservations, private actors are not gonna get donations in behalf of the government, that's why you need government's stake there</i> | | Justification |

The exposition block is more unpredictable and random than the orientation block. However, when one examines this block, one may infer that the body of a debater's speech mainly performs the function of presenting well-ordered arguments to defend the case and discredit the opponent's case. In an effort to influence the beliefs, attitudes, and actions of the listeners, debaters help the latter understand an event, a process, or a concept and seek approval and acceptance of the fact or proposal they present. Knowing that listener acceptance of their ideas remains the general end of their speeches, they also realize that to gain this response from listeners, the latter's beliefs, attitudes, and inclinations to act must be changed in a significant way. Therefore, they present well-ordered arguments supported by facts and examples and make their listeners want to believe and act as they propose by providing strong motive appeals related to listeners' interests.

As members of the Opening Government OG team, the PM and DPM build a case plan that involves the defense of the motion by linking it to an issue. The approaches available to them include the discussion of the nature of the issue, the justification for the advocacy or adherence to the motion, the examination of conflicting ideas involved, and the presentation of relevant examples to prove their arguments. To accomplish these tasks, the PM and the DPM have to make a statement of claim or counterclaim, raise or resolve a problem, and raise or fill a gap. As a result, the inquiry and response moves are present in the exposition block of their speeches. The inquiry move is used to state the general issues (i.e., the team splits) to be addressed in the debate while the response move is used to answer these issues.

Subsequently, the LO and the DLO build a case plan that involves a clash with the case of the Government and discredit the latter's proposal. The approaches available to them to develop their case plan are the same as the Government's. However, they can choose from several ways to negate/clash with the case of the Government, like direct negation (simply reversing the direction of the proposal presented by the Government) or indirect negation (by simply going the "not-necessarily" way or the "not-always" way). To accomplish these tasks, the LO and the DLO have to make a statement of claim or counterclaim, raise or resolve a problem, and raise or fill a gap. As a result, the inquiry move is used to express the opposition's clash by stating the issues that they want to raise in the debate while the response move is used to forward their own take on the issues presented by both sides.

In this block, it is evident in all speeches that the steps general statement and specific statement are used to make assertions about the motion. These are usually followed by the steps elaboration, justification, exemplification, metastatement, and situation for clarification, explanation, and substantiation.

3.1.3 Steps used in the summation block

In the summation block, only two steps are used by the debaters; these are evaluation and conclusion. Table 10 shows the frequency and percentage distributions of the steps found in this block. Each step registers half of the total number of steps found in the summation block of the examined debate speeches.

Table 10
Frequency and percentage distributions of the steps used in the debaters' summation block

| Steps | Frequency | Percentage |
|------------|-----------|------------|
| Evaluation | 40 | 50% |
| Conclusion | 40 | 50% |
| Total | 80 | 100 % |

The following are examples of the summation blocks of the debaters:

PM speech

| Block: Summation | Move | Stop |
|--|---------------------------------|-------------------|
| <i>We do not want the junta being complacent, thinking that they can get away with it again this time, and if we send that strong message, and on an avenue that everyone agrees with anyway, we weaken the position of the junta and we force it to negotiate in the future, especially since the military is weakened as well.</i> | Move 1: Rounding off | Evaluation |
| <i>So, it's a calibrated response, and it's extremely necessary given with these circumstances. With that, we propose</i> | Move : Final stance | Conclusion |

DPM Speech

| Block: Summation | Move | Stop |
|---|---------------------------------|-------------------|
| <i>Maybe following him is the right thing to do, he seems to be getting the attention of the world much more than the other people because he's one being placed on TV, and we've told you that sensationalized TV is likely to get more airtime.</i> | Move 1: Rounding off | Evaluation |

| | | |
|--|--------------------------------|-------------------|
| <i>This is exactly the kind of sensationalism that we do not want to see in primetime, that we do not want to expose the general public. With that, we close. Thank you.</i> | Move : Final stance | Conclusion |
|--|--------------------------------|-------------------|

LO speech

| Block: Summation | Move | Stop |
|---|---------------------------------|-------------------|
| <i>You have to let people make a personal connection with these animals. You have to make them feel that the animals are in the direct space, and that they are, can and will interact with these animals that is important to the country and important to the government, because otherwise, why would they care with a bunch of animals they don't even see?</i> | Move 1: Rounding off | Evaluation |
| <i>And because of this, it is the public's best interest to run these zoos. Thank you.</i> | Move 2: Final Stance | Conclusion |

DLO speech

| Block: Summation | Move | Stop |
|---|---------------------------------|-------------------|
| <i>Is there a public good? There is a public good, first, giving people access at lower rates, and second, mobilizing revenues and resources, so you're able to be more effective in your animal protection campaigns elsewhere. Can the counter proposal work? Yes, it has worked in other scenarios, you have a ban if you're sure there is no space for value at all in that thing being done but that's not the case.</i> | Move 1: Rounding off | Evaluation |
| <i>We do not need a ban, we just need regulation. With that, we oppose.</i> | Move 2: Final Stance | Conclusion |

The conclusion of a debater's speech mainly performs the functions of summarizing his own case in one or two substantive sentences and signposting his second speaker (in the case of PM and LO) to prepare the adjudicators for the second half of their case or signpost his first speaker again and close their case by showing how both his and his first speaker's speeches prove their theme (in the case of DPM and DLO) (Bauzon, 2004). To accomplish these tasks, the PM, DPM, LO, and DLO have to summarize the main points or key concerns raised in their speeches or reiterate their main stand or thesis. The rounding-off move is, thus, used to summarize the debaters' case. Then, to leave a lasting impression on the audience and the adjudicators, the debaters give one-liners that encapsulate their stance.

Each move then consists of one step (i.e., rounding off: conclusion, final stance: conclusion). In these steps, the debaters discuss the worth, validity, and degree of importance of their statements; make an evaluative judgment of a given claim or proposition; present an assertion or a statement that is justified or explained by preceding statements; state the consequence of the cause specified in the preceding statement; reiterate ideas earlier expressed; and summarize main points, events, or situation (Flynn, 2006).

4. Conclusion

On the whole, the discourse organizations that characterize the structure of a debater's argumentative speech are the blocks that are composed of moves which, in turn, are comprised of steps. This structure is similar to that of Ho's possible discourse structure of a GP essay. The result of this study, thereby, adds empirical evidence that there is a possible interconnectedness between written discourse and delivered speeches. It is, therefore, safe to assume that debate speeches can be used as models for determining an outline or a pattern that teachers could use in lessons on argumentative writing.

Thus, the researcher would like to recommend that ESL teachers allow their students to construct argumentative speeches using the two-move patterns: orientation and focusing for the orientation block, inquiry and response for the exposition block, and rounding off and final stance for the summation block. This may be done by providing stimulating and interesting activities or topics that lead to the use of these patterns. Such activities may be in the form of dialogues, brainstorming, clustering, looping, idea starters, or interviewing. As Weissberg (1994 as cited in Hubert, 2011) claims, "classroom dialogues may enhance learners' use of the composition process for cognitive growth, raising their awareness of the cognitive processes involved in producing written text" (p. 172). Hubert (2011), in like manner, explains that "mixing speaking and writing within the same instructional space helps language learners to gain more conscious control over their own writing processes, strengthening their executive monitor..." (p. 172).

As for the steps, it is worth noting that there are some steps that are best used in specific blocks. General statements, for example, are best used in the orientation block since this step states in broad, general terms the proposition. Specific statements, on the other hand, are used when a debater is giving specific arguments that are usually followed by

elaboration, justification, and exemplification. Lastly, the steps, evaluation and conclusion, are best used in the summation block to round off the discussion on the topic. Hence, it is recommended that ESL teachers provide exercises that can help students develop the skill of using these steps in their argumentative speeches. This can be done by making them internalize expressions or sentences associated with these steps. Some examples of these expressions and sentences are: “We would like to operate on the theme that we should televise the execution of criminals because we need to deliver a strong message against criminality” (general statement); “Clearly, the Leader of the Opposition failed to establish televising the execution of criminals as a useless component of the fight against criminality” (specific statement); and “Before I begin with my arguments, let me first state the issues...” (metastatement).

Pedagogical implications arise from this study. In a second language classroom, like in the Philippines, argumentative writing is an essential tool for students who have to write persuasively to make other people accept their points. Studying and writing persuasive essays increase the chances that students will leave the classrooms well-trained and more thoughtful about the world in which they live.

This study offers a more detailed explanation on how argumentative essays may be structured through studying spoken discourse. Thus, student writers may benefit from a more specific instruction in the discrete elements of an argument, including how to formulate an effective claim, how to support a claim with evidence effectively, and how to reach the requirements of the argumentative genre. Such explicitness sets very clear outcomes and expectations in writing rather than obtains the knowledge from unanalyzed samples, from repeated writing experience, and from teachers’ comments and suggestions (Hyland, 2008).

Accordingly, teachers may provide exercises that help students develop the skill of using the two-move patterns in their argumentative speeches. This can be done by making them internalize expressions or sentences associated with these moves. Some examples are: “Before I begin with my case, allow me to qualify the conditions pertinent to the broadcasting of the execution of criminals”; “Before I go on to my case, let me first rebut the case of the Prime Minister”; “Allow me now to proceed to my case”; and “Televising the execution of criminals does not make anything better for the nation; it will only make things worse.”

Lastly, similar studies may be conducted to investigate the developmental patterns and discourse structures of the argumentative speeches of some of the country’s competent debaters from other colleges and universities. Since this study is not conclusive because it only used one specific debate organization in the Philippines as subject, more samples from different universities and colleges must be considered to obtain a more definite picture of the discourse organization of argumentative speeches.

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Appendix A

Steps in Ho's model

Conclusion (Con.). This step presents an assertion or a statement that is justified or explained by the preceding statement. It may state the consequence of the cause specified in the preceding statement, reiterate ideas earlier expressed, (Reiteration) or summarize main points, events, or situations (Summary).

Definition (Def.). This is a step that explains or interprets the meaning of a concept or term.

Elaboration (Elab.). This step provides details, particulars, and any other elaborations of the preceding statement.

Evaluation (Eva.). This discusses the worth of a statement, its validity, and degree of importance. It makes an evaluative judgment of a given claim or proposition – Evaluation (Qualification of Stand). It also answers the question “How successful was this solution?” Positive evaluation follows the “solution” and speculates on the feasibility or the outcome of the recommended solution. Negative evaluation usually initiates the “problem” component.

Exemplification (Exem.). This illustrates an aspect of the state of affairs or proposition expressed in the form of concrete data, specific examples, or statistics illustrated by the writer to support his arguments.

General Statement (Gen. Stat.). This is a step that states in broad, general terms the state of affairs or a proposition.

Justification (Just.). This step provides reasons in support of a given statement.

Metastatement (Meta.). This helps the reader organize, classify, interpret, evaluate, and react to the material or information about the subject of the text. Metastatement (stating a stand) is where the writer tells the reader explicitly that a stand is being taken.

Problem (Prob.). This step, which is an aspect of a situation, requires a response. It can be realized in the form of a statement – Problem (Statement) or an explicit question – Problem (Question-Raising).

Reformulation (Reform.). This step constitutes a paraphrase or a restatement of the preceding statement.

Situation (Sit.). This presents facts and circumstances that provide background information and/or the setting for a full appreciation of the problem.

Solution (Sol.). This is a step which puts forward recommendations and proposals as to how the “problem” could be solved.

Specific Statement (Spec. Stat.). This step states a specific claim or proposition.