

2023年度高英研英語ディベート審査員研修会

English Debate Workshop for Judges and Teachers 2023

2023 Debate Topic

Resolved: "That the Japanese government should legalize gestational surrogacy."



期日: 2023年9月23日(土)

Saturday, September 23, 2023

会場: Kumamoto Nishi High School

熊本県立熊本西高校

主催: 熊本県高等学校教育研究会英語部会

Kumamoto Prefecture Senior High School

English Education Society

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1. 研修会日程 Workshop Schedule

①講義編 Lecture Part

- 9:00 受付・アクセス開始 (参加者は対面のみ)
registration/ ZOOM access open
- 9:30 開会 Opening
- 9:40 ①今年度の論題解説 This year's topic
- 10:00 ②予想される AD/DA Probable AD/DA
- 10:20 ③審査基準解説 フローシートの取り方
Judging Standard, Judging Form, Flowsheet
- 10:40 休憩 Short Break
- 10:50 ④模擬ディベートによる審査演習と質疑応答
Judging Practice and Q&A
- 12:00 熊本県ジャッジ連絡 Information for Kumamoto Judges
- 12:15 講義部門終了

②練習試合ジャッジ演習

- 13:00 アクセス開始 ZOOM access open
- 13:30 (1) 第1試合 1st Round
- 15:00 (2) 第2試合 2nd Round
- 16:30 終了予定 Closing



令和5年度ディベート審査員研修会参加者一覧

専門部

1	坂田 壮史	第二高等学校
2	中田 智子	熊本高等学校
3	井元 裕介	熊本高等学校
4	戸高 大樹	熊本高等学校
5	森木 陽子	第二高等学校
6	鶴濱 正悟	玉名高等学校
7	宮口 とみ	玉名高等学校
8	芝 二郎	八代高等学校
9	平井 和仁	人吉高等学校
10	野添 雄太	球磨中央高等学校
11	柳本 拓志	南陵高等学校
12	吉田 美香	南稜高等学校
13	阿部 直樹	牛深高等学校
14	吉田 祐一	真和高等学校

本部ジャッジ

1	濱 寛明	高校教育課
2	龍宮 伸隆	心清会
3	高野 里紗	教育センター
4	Matthew Mihelic	熊本高等学校
5	川崎 征之	大津高等学校
6	田中 かおり	やまと高校

第3回練習会参加校

チーム数

1	熊本商業高校	1
2	真和高校	2 (A・B)
3	第二高等学校	2 (A・B)
4	水俣高等学校	2 (A・B)
5	東稜高等学校	1
6	熊本高等学校	2 (A・B)
7	熊本北高等学校	2 (A・B)

事務局・理事

1	豊田 陽子	八代中学校
2	荒木 博之	天草工業高等学校
3	宮内 辰実	熊本西高等学校
4	林 恵子	熊本西高等学校
5	高野 尚美	熊本西高等学校
6	柴垣 まりあ	熊本西高等学校
7	永井 夏樹	熊本西高等学校
8	塚本 佳宏	第二高等学校
9	松永 志野	翔陽高等学校
10	村上 房親	湧心館高等学校
11	連川 郁子	熊本信愛女学院高等学校

参加校帯同ジャッジ

1	ウイリアム ラブ	熊本商業高校
2	安井オラ	熊本高校
3	ジョン ホードエー	熊本高校
4	川元 隆一	鹿本高校
5	リアム ブレンナン	鹿本高校
6	フィールズ・クリスティン	済々黌高等学校
7	松田隆治	真和高校
8	前島新	真和高校
9	佐藤 直美	尚綱高等学校
10	ケイトリン・サンドレ	第二高校
11	マイケル・ヘンダーソン	第二高校
12	坂本麻美	水俣高校
13	マシュー・ミッチャム	熊本北高校
14	ローズ・デ・グルート	東稜高校
15	ショウナ・リップスコム	東稜高校

3. 講師紹介

三仙真也（さんぜんしんや）
福井県立藤島高校 英語科



一般社団法人 全国高校英語ディベート連盟（HEnDA）広報委員会副委員長・普及委員会委員

2008年4月より福井県立若狭高校に勤務し、2016年4月より現職。福井県教育委員会により授業名人に任命(2019年)。

2009年より教科指導の傍ら英語ディベート指導に従事し、福井県内での大会運営に携わる。2015年に若狭高校を同校史上初の県大会優勝・全国大会出場に導く。2016年に現任校勤務後、指導者として現在まで藤島高校を準備型県大会6連覇、即興型同4連覇。同校最高順位は準備型全国大会準優勝（2018年、2021年）、即興型全国大会優勝（2018年）。

「英語によるコミュニケーション能力・論理的思考を強化する指導改善の取組」拠点校事業に関する文部科学省実践報告会において実践報告（2014年）。文部科学省「Let's start English Debate! 高校生が英語で考え、伝え合い、高め合う！『授業で行う英語ディベート』YouTube 動画シリーズ」に授業動画が掲載（2020年）。その他学会での実践発表や英語教育（大修館）等に寄稿。



4 ディベート審査の基本 Standards for Judging English Debate

(1) 特に注意が必要な点 The most important things that debate judges need to bear in mind are:

①英語の流暢さより論理を重視する

In making decisions a large emphasis should be put on the logic rather than the fluency of English.

②反駁での new argument の禁止

During the summary speech, adding new plans or advantages is prohibited. Any such plans or advantages should be ignored by the judges as “New Arguments.”

(2) 審査全般について

【Judges】 勝敗は審査員の投票数で決まります（話し合いでの決定ではありません）

Each match should have a team of three judges. Each judge should consider their decision *individually*, without discussing their scoring with fellow judges. Each judge must fill in an ‘Official Judging Form’ for each team, and vote for the team they believe is the winner. There can be no draws or tie games. The team that the majority of judges vote for will win the round. Judges should decide who the winner is by: rationally deciding whether the debate topic has been ultimately affirmed or negated, comparing both teams’ arguments fairly and objectively. During the speeches, judges should avoid directly commenting on or questioning the arguments’ content. Judges are not expected to give oral comments; however, they can give some advice *after* the round if the debaters so wish.

【Judging】 フローシートに記録した根拠をもとに勝敗を決めます

Judges are expected to make a decision, by rationally judging if the topic is affirmed or not. This should be done by fairly and objectively comparing the contents argued within the round, especially comparing the substantial *arguments*. For example, if you are convinced by the debaters’ arguments that the proposition given in the debate will have more advantages than disadvantages, then you would vote for the Affirmative team. On the contrary, if you feel sure the disadvantages outweigh the advantages, then you would vote for the Negative team. When the remaining advantages and disadvantages are close, judges should not call it a “tie”, but should consider even small differences to separate the teams. In very exceptional cases, when judges consider the advantages and disadvantages to be perfectly equal, they should vote for the Negative team.

The judges must take notes by using the ‘Flow Sheet’ given. This sheet is needed to review the procedure of each debate match. Some elements that must be reviewed and carefully understood by the judges are: how each team’s advantages and disadvantages were shown, how these advantages and disadvantages were supported, and how each team refuted the opponent team’s arguments. In conclusion, these notes should be effectively used in filling out the ‘Official Judging Form’.

【Treating “New Arguments” that appear late in the game】 新しい議論の扱いについて

Essentially judges should ignore “New Arguments” that appear for the first time in the rebuttal and summary speeches. They should not include such arguments in the reasons for their decision. This should be done regardless of whether the opponent has refuted the argument or not.

“New Arguments” are any new plans, new advantages, new disadvantages or their equivalents, that appear in the summary speeches. New attacks in the summary speeches, and using evidence against the opponent’s advantages or disadvantages, are also treated as “New Arguments”. In particular, the judges should absolutely ignore “New Arguments” in the summary speeches, to which the opponents have an unfairly limited opportunity to respond.

However, if for instance a new piece of evidence is presented to make deeper comparison and to resolve the previous arguments of both teams, such new evidence should not be ignored as a “New Argument”.

【Other Remarks】

聞き取れない議論は採点されません

Speaking too rapidly is discouraged and may count against the speaker’s team no matter how well their English may be pronounced. This is because the judges may not be able to understand everything, or may fail to catch important arguments in speeches. Thus, it is recommended that each debater pay careful attention to speed and pronunciation when speaking.

採点結果のコピーは出場チームすべてに手渡されます

At the end of each match, the judges' 'Official Judging Form' must be handed in to the debate headquarters. After recording the results, the organizers will photocopy the forms (or make PDF files of the forms) and give them to each team's leader or accompanying teacher.

(3) スピーチについて

Affirmative Constructive Speech (1)

【Structure】 The affirmative constructive speech should explain the current problems, propose a plan, and present the advantages of their proposition.

【Plan】 "Plan" is what the Affirmative side proposes as their definition of the topic and their concrete policy. The affirmative team must propose a "Plan" in the Affirmative Constructive Speech. After the constructive speech, adding to or changing the plan is forbidden. In the case that the affirmative team does not propose any plans in the affirmative constructive speech, the judges will consider that the Affirmative side is supporting a vague standpoint with a minimum plan of action. The affirmative side is not allowed to propose plans that are irrelevant to the topic. Irrelevant affirmative plans will be ignored by the judges.

【Advantage: Limits on the number of Advantages. Proving an Advantage】 An advantage is defined as a solution presented. Debaters should present no more than two advantages of their proposition. Each advantage should contain the following information:

(A) Present situation: why the present situation, without the plan, is inadequate.

(B) Effect: how the advantage is possible under the proposed plan.

(C) Importance: how important or valuable the advantage is.

If two independent issues are within seemingly one advantage, the issues should be divided and treated individually as separate advantages. Even if a team present seemingly only two advantages in their constructive speech, but actually there are more than two implicit advantages, the judges will ignore all except the two advantages mentioned in the constructive speech. Alternative English expressions for the analysis of the (A) Present situation are "inherency" or "(analysis of)the present situation." For (B) Effect, expressions such as "solvency" or "effect" are also used. For (C) Importance, expressions such as "significance" or "importance" are also used. In any case, to prove all three sub points is strongly recommended.

Negative Constructive Speech (3)

【Structure】 The negative constructive speech must explain the topic clearly and argue against the chosen topic. The speech must prove why the topic or measure being debated should not be approved. The most important purpose of the negative constructive speech is to present disadvantages caused by the topic or plan.

【Disadvantage: Limits on the number of Disadvantages. Proving a Disadvantage】 A disadvantage is defined as a problem caused by the topic or plan. The Negative team may present no more than two disadvantages. Each disadvantage should contain the following information:

(A) Present situation: why the present situation, without the plan, is adequate.

(B) Effect: why the disadvantage exists under the plan proposed by the opposing team.

(C) Importance: how important or valuable the disadvantage is.

If two independent issues are within seemingly one disadvantage, the issues should be divided and treated individually as separate disadvantages. Even if a team present seemingly only two disadvantages in their constructive speech, but actually there are more than two implicit disadvantages, the judges will ignore all except the two disadvantages mentioned in the constructive speech. The negative constructive speech is not required to attack the proposed plan. That task should be taken care of during cross-examination. However, if the debater has time left, and has fulfilled the requirements outlined here, he or she may attack the opposing team's plan. Alternative English expression for the analysis of the (A) "Present situation" is "uniqueness", (B) "effect" expressions such as "link" or "effect" are also used. For (C) "importance", expressions such as "significance" or "importance" are also used. In any case, to prove all three sub points is strongly recommended.

Questions and Answers against Constructive Speech (2), (4)

【Verification of Confirmation or Proof】 In the Questions and Answers sections, the questioner can ask questions on the opponent's ambiguous constructive speech, confirmation on evidence reliability, meaning of ambiguous words and terms.

【Progression】 In the Question and Answer sections, the questioning team has the right to proceed. That means that the questioners have the right to interrupt the opponent's answer and move on to the next question if the answer is taking too much time, or the answer does not correspond to the question. It is expected that the questioner be polite when prompting the opponent to move on.

【Attitude】 In the Question and Answer sections, the debaters are expected to give speedy and precise answers in order to allow as many questions as possible to be asked.

Negative Attack (5)

【Role】 The role of the Negative Attack speech is to attack the fallacies in the affirmative team's proofs of the advantages. Examples are as followed:

- (A) Even without the plan, the claimed advantage can be gained, so the plan is not necessary. (attacking the analysis of the present situation)
- (B) The advantage cannot be expected to be caused by the plan. The plan will not solve the present problem. (No effect: attacking the effect of the plan)
- (C) The advantage does not have any objective value. (Not important: attacking the importance of the advantage)

【Prohibition】 The negative side is not allowed to introduce new disadvantages in this speech. If a new disadvantage was introduced in the attack speech, judges should ignore the newly-added disadvantage. For example, an argument such as "it costs a lot" is in fact an added disadvantage, so it should not be mentioned in the Attack speech. However, the Attack speech should be related properly to the opponent's Advantages. For instance, an argument like "The plan cannot solve the problem effectively because it costs too much" is a valid attack.

Affirmative Attack (7)

【Role】 The role of the affirmative attack speech is to attack the fallacies in the Negative team's proofs. Examples are as followed:

- (A) Even without the plan, the situation similar to the disadvantage will happen, so the disadvantage is not unique to the plan. (attacking the analysis of the present situation)
- (B) The disadvantage cannot be expected to be caused by the Plan's effect. ("No effect". Attacking the effect of the plan.)
- (C) The disadvantage does not have any objective negative value. ("No importance". Attacking the importance.)

【Prohibition】 The affirmative attack speaker is not allowed to refute the attack of the negative attack speech. Such rebuttal should be done in the defense speech. If such rebuttals are apparently seen, judges should ignore them. Only when the negative constructive speech contains attacks to the affirmative advantages (such as may happen when the negative constructive speaker has extra time), is the affirmative attack speaker allowed to attack the constructive speech.

【Prohibition ②】 The affirmative side is not allowed to introduce new advantages in this speech. If a new advantage was introduced in the attack speech, judges should ignore the newly added advantage.

Questions and Answers against Attack speech (6), (8)

【Verification of Confirmation or Proof】 The **【progression】** and **【attitude】** of questions to the Attack is essentially the same as the questions and answers against the opponent's constructive speech.

Specifically, the questions can either be examinations on arguments or evidence, or confirmations on ambiguous words and terms. In principle, the questioner must ask questions on the opponent's Attack.

Affirmative Defense(9)

【Role】 The role of the affirmative defense is to defend against the negative attack's refutations and reconstruct (reprove) the affirmative advantages that they think will be gained from the plan proposed in the constructive speech.

【Complement】 The defense speech should concentrate on being defensive. Basically, the defense should only invalidate the negative attacks provided against the advantages in the affirmative constructive speech. In addition,

if the opponent did not attack the advantages, the affirmative side may explain and emphasize their issues again.

【Prohibition】 It is not allowed to add new plans or arguments equivalent to new advantages. Also, it is not allowed to add new attacks against the negative constructive speech. Such new plans, advantages, or attacks should be ignored by the judges as “New Arguments”.

【Recommended Comparison】 Unless it is a new direct attack, the defense speech can add some points concerning the comparison of the presented arguments from each side.

Negative Defense (10)

【Role】 The role of the negative defense is to defend against the affirmative attack’s refutations, and at the same time, reconstruct (reprove) the negative disadvantages that were presented in the constructive speech, that they think will be caused by the affirmative plan.

【Complement】 The defense speech should concentrate on being defensive. Basically the defense should only invalidate the affirmative attacks provided against the disadvantages in the negative constructive speech. However, if the opponent did not attack the disadvantages, the negative side may explain and emphasize their issues again.

【Prohibition】 It is not allowed to add arguments equivalent to new disadvantages. Also, it is not allowed to add new attacks against the affirmative constructive speech. Moreover, it is not allowed to attack the affirmative defense speech which comes directly before this speech. Such new disadvantages or attacks should be ignored by the judges as “New Arguments.”

【Recommended Comparison】 Unless it is a new direct attack, the defense speech can add some points concerning the comparison of the presented arguments from each side.

Affirmative Summary (11)

【Role】 The role of the affirmative summary is to show that the affirmative issues outweigh those of the negative by summarizing the issues. Speakers should summarize the previous arguments, considering both 1) negative disadvantages (including refutations) and 2) affirmative advantages (including refutations), and then 3) finally compare both arguments in sum.

【Prohibition】 It is not allowed to add new plans or advantages. Also it is not allowed to add new attacks against the negative constructive speech. Such new plans, advantages, or attacks should be ignored by the judges as “New Arguments.”

【Recommended Comparison】 It is permitted to show microscopic comparison of conflicting evidence (for example, re-refutations against the negative defense), or macroscopic comparison concerning the whole debate. For example, it is crucial and strongly recommended to show some value criteria to resolve that the Advantages outweigh the Disadvantages. It is not permitted to attack the Disadvantages that were not attacked in the Affirmative Attack. But macroscopic comparison is still allowed, such as “Even if we grant on their Disadvantage argument, it still would never outweigh our Advantages.”

Negative Summary (12)

【Role】 The role of the negative summary is to show that the negative issues outweigh those of the affirmative by summarizing the issues. Speakers should summarize the previous arguments, considering both 1) affirmative advantages (including refutations) and 2) negative disadvantages (including refutations), and then 3) finally compare both arguments in sum.

【Prohibition】 It is not allowed to add new disadvantages. Also, it is not allowed to add new attacks against the affirmative constructive speech. Such new disadvantages or attacks should be ignored by the judges as “New Arguments.”

【Recommended Comparison】 As with the Affirmative Summary, it is permitted to show microscopic comparison of conflicting evidence (for example, re-refutations against the Negative Defense), or macroscopic comparison concerning the whole debate. For example, it is crucial and strongly recommended to show some value criteria to resolve that the disadvantages outweigh the advantages. Also, it is not permitted to attack the advantages that were not attacked in the negative attack, but macroscopic comparison is still allowed, such as “Even if we grant on their advantage argument, it still would never outweigh our disadvantages.”

【2023年 高校生英語ディベート 論題 proposition】

The topic for the 18th All Japan National Debate Tournament

Resolved: That the Japanese government should legalize gestational surrogacy.

「日本政府は、代理出産を合法化すべきである。是か非か。」

BACKGROUND OF THIS TOPIC

Due to the advance of medical technology concerning fertilization and childbirth, gestational surrogacy was made possible in the 1980s. It has several forms, but the major form goes like this: In-vitro fertilized embryo (体外受精された胚) from commissioning parents' sperm and egg (卵子 ovum) is planted into the womb of a surrogate (代理母 host mother). Children born from the process will be connected genetically to the commissioning parents, not the surrogate. (Specific definition of “gestational surrogacy” for the National tournament will be explained below.)

This process allows females who cannot get pregnant or deliver (due mainly to medical conditions of their uterus 子宮) a chance to have children who are genetically connected. Also, this can be an option for same-sex couples to have children who are genetically connected to one member of the couple.

Gestational surrogacy (or surrogacy in general) has always been controversial. Quite a few countries explicitly ban surrogacy in any forms. On the other hand, there are a few countries where even commercial surrogacy (with monetary compensation) is legally permitted.

Legally, Japan does neither legalize nor ban surrogacy at this moment. However, surrogacy in Japan is practically impossible as hospitals/doctors follow the medical guidelines of especially the Japan Society of Obstetrics and Gynecology (日本産科婦人科学会, in 2003 and renewed in 2022), which clearly condemns surrogacy. In 2022, it has been reported that the leading Liberal Democratic Party started considering the possibility to legalize surrogacy.

(<https://www.asahi.com/articles/ASQ8Y645BQ8YUTFL018.html>). But there is very little realistic prospect for this to take place in a short time.

Quite a few cases of surrogacy had been carried out in Japan before the medical guideline, and quite a few parents seek surrogates abroad (where commercial surrogacy is legal). However, the current Japanese civil laws do not acknowledge parentage of genetic children through surrogacy (the person who bore the child will be acknowledged as the legal mother). So, parents often have to adopt their children born through surrogacy.

This year's HEnDA debate topic focuses on whether the Japanese society should legalize gestational surrogacy, including commercial surrogacy, and acknowledge parentage of genetic children. Students are encouraged to study foreign cases. HEnDA hopes this topic will enable studies and debates on legal, medical, technological, ethical, economic, social issues that surround mothers and childbirths.

Definitions (定義について問題となりうる争点)

“Surrogacy” in this debate topic, should mean a legally contracted arrangement that a female (“surrogate”) agrees to bear children of a married couple (“commissioning parents”), and after childbirth, hand over the children to the couple. Surrogates can either be altruistic (Noncommercial surrogacy, such as siblings/mothers of the commissioning parents being the surrogates) or commercial (surrogacy for fee). It should be assumed that surrogacy can be legal only under the following conditions:

1a) Surrogacy should be arranged between two legally eligible parties, without any coercion.

1b) Both surrogates and commissioning parents should be explained of the risks and conditions before the contract and should be helped by legal experts (such as lawyers/scribblers).

1c) Surrogates should be provided with adequate health/mental check and care, health insurance.

1d) Surrogates should retain the right to abort the surrogate pregnancy.

“Gestational” in this debate topic, should be limited to medically necessary cases in which commissioning parents transplant their own in-vitro fertilized embryo to the surrogate (donation of sperms, eggs are not included in this topic). In concrete:

2a) Married couples with a female (wife) who is diagnosed to have conditions (mainly of the uterus) that makes pregnancy/delivery impossible or extremely dangerous may request gestational surrogacy.

2b) Surrogacy requests from unmarried couples will not be legal. Surrogacy for same-sex couples is not part of this topic (as there is no same-sex marriage law in Japan, at least, at this moment.) Surrogacy requests from single male/female are not legal.

2c) All gestational surrogacy surgery should be done by proper medical institutions/doctors.

“Legalize” in this debate topic, should mean that the necessary amendments to the relevant civil laws and medical guidelines would be enacted to allow the gestational surrogacy agreements defined above.

Also, necessary laws that concern parentage would be amended, so that the legal parents of the children born through the above gestational surrogacy would be the genetic parents that made the implanted in-vitro fertilized embryo, not the surrogate mothers who bore the children.

Note here, that the above definitions do not ban commercial gestational surrogacy carried out abroad (It would still be allowed).

No additional plans: Debaters should not add any plans that are not mentioned above or directly relevant to gestational surrogacy. The following are bad examples (not an exhaustive list):

4a) Excluding or limiting the conditions of commercial surrogacy (like limiting the fee).

4b) Limiting or expanding the medical conditions eligible for surrogacy.

4c) Regulating the matching agencies for surrogacy. (The agencies should be regulated by current laws)

4d) Changing social welfare systems in favor of surrogacy (like public health insurance coverage).

4e) Changing the marriage system itself (for example, same-sex marriage).

Affirmative (AFF)/Negative (NEG) side positions: The AFF should defend the position that legalize gestational surrogacy defined above.

The NEG should support a policy that keeps the current Japanese legal/medical guidelines that practically make surrogacy in Japan impossible, and the current civil laws that do not acknowledge parentage of genetic children through surrogacy (as of March 1st, 2023).

The NEG should not propose the position to illegalize surrogacy (They should defend the current ambiguous legal status of surrogacy).

The above definitions will not change even if the actual Japanese government announce or amend/establish laws concerning surrogacy or parentage of genetic children (before the National tournament).

Revisions (4 JUL 2023)修正点

Added “after childbirth, handover the children to the couple” to the definition of “Surrogacy” contract.

Corrected the Japanese translation of “In-vitro fertilized embryo” to be 体外受精. Tentative version had some mistranslations and typos (人工・人口受精).

Changed the expression of “compensational surrogacy” to “commercial surrogacy”. The word “compensation” is ambiguous in the sense that even altruistic surrogacies often involve some compensation. To avoid unnecessary ambiguity, non-altruistic surrogacy is now referred to as “commercial surrogacy.”

Changed the expression of “intended parents” to “commissioning” This follows the suggestion that the former is not exactly a value-neutral expression that should be used in scientific/policy debates (The former is often found in promotions of surrogacy brokers.) There is no change in the Japanese translation 依頼する両親.

Avoided the rather ambiguous verb “provide” and changed it to “transplant” in case such as “commissioning parents transplant their own in-vitro fertilized embryo.” This is to avoid such misconception that embryo can be provided from 3rd parties (which should not be the case in this definition.)

Vocabulary List (2023)					
	English	日本語		English	日本語
1	adopt	養子にする	51	ethical concerns	倫理的な懸念
2	allergic reaction	アレルギー反応	52	expect	予期する
3	altenative	別の方法	53	expectant mother	妊婦
4	altruistic	利他的な	54	expense	費用
5	altruistic surrogacy	利他的な代理出産	55	experiences of surrogacy	代理出産の経験
6	analysis	分析	56	exploit	搾取する
7	anxiety during pregnancy	妊娠中の不安	57	exploitation	搾取
8	artificially	人工的に	58	exploitative	搾取的な
9	assisted reproductive treatment(ART)	生殖補助医療技術	59	face criticism	批判に直面する
10	aware of	~であることを知っている	60	factors	要因
11	ban	~を禁止する	61	family formation	家族形成
12	best interests of the child	子供の最善の利益	62	family planning	家族計画
13	biological parents	生物学的な親	63	fatigue	疲労
14	biologically-related child	生物学的に関係のある子ども	64	fears	恐怖
15	bleeding	出血	65	fertility challenges	不妊治療の課題
16	blood clot	血栓	66	fertilized eggs	受精卵
17	bonding with the fetus	胎児との絆	67	financial issues	経済的問題
18	cash	現金	68	foetus	胎児
19	challenging	きつい	69	genetic connection	遺伝的なつながり
20	characteristics	特徴	70	genetic link	遺伝的なつながり
21	cheaper medical costs	安価な医療費	71	gestational	妊娠中の
22	child custody	子の保護権	72	gestational surrogate	妊娠代理母
23	child welfare	子供の福祉	73	get along	円滑な関係がある
24	commercial surrogacy	商業代理出産	74	give up	あきらめる
25	commission	委託	75	global phenomenon	グローバルな現象
26	commodification of women's bodies	女性の体の商品化	76	grief	深い悲しみ
27	commodify	商品化する	77	guardian	保護者、後見人
28	compell	強制する	78	harm oneself	自分を傷つける
29	compensation	補償	79	health care provider	医療提供者
30	concern	懸念	80	high blood pressure	高血圧
31	conceive	妊娠する	81	hire	雇う
32	consent	同意	82	hormonal changes	ホルモンの変化
33	constitutional rights	憲法上の権利	83	hypertension	高血圧
34	contain	~を含む	84	illegal	違法の
35	contract	契約する	85	implement	(計画などを)実行する
36	contractual agreements	契約上の合意	86	in vitro fertilization (ivf)	体外受精
37	couples	夫婦	87	income	収入
38	criticism	批判	88	infant	乳児
39	deliver	出産する	89	infertile	不妊の
40	depression during pregnancy	妊娠中のうつ病	90	infertility treatment	不妊治療
41	desire	欲求	91	injection	注射
42	diabetes	糖尿病	92	instead of	~のかわりに
43	educational status	学歴	93	insurance	保険
44	embryo	胎芽	94	intended parents	依頼者夫婦
45	emotional attachment	感情的な愛着	95	interaction	相互作用
46	emotional bonding	感情的な絆	96	involve	関係する
47	emotional connection with the fetus	胎児との感情的なつながり	97	issue	問題
48	emotional stability	感情の安定	98	Japan Society of Obstetric and Gynecology	日本産婦人科学会
49	ethical	倫理的な	99	lack of social support	社会的なサポートの不足
50	ethical approval	倫理承認	100	legal	合法の

Vocabulary List (2023)					
	English	日本語		English	日本語
101	legal challenges	法的な課題	151	relinquish	(所有物などを)放棄する、手放す
102	legal framework	法的枠組み	152	relinquishment	譲渡
103	long-term	長期の	153	reproductive autonomy	生殖の自己決定権
104	loss of appetite	食欲不振	154	reproductive organ	生殖器
105	low social class	低い社会的地位	155	reproductive rights	生殖権
106	medication	医薬	156	responsibility	責任
107	match	一致する	157	right of self-determination	自己決定権
108	mediator	仲介者	158	right to the pursuit of happiness	幸福追求権
109	medical	医療の	159	self-harm	自傷行為
110	medical advancements	医学の進歩	160	service	サービス
111	medical ethics	医療倫理	161	side effects	副作用
112	mental health problems	精神的健康の問題	162	social acceptance	社会的な受容
113	mental illness	精神疾患	163	social isolation	社会的な孤立
114	miscarriage	流産	164	socio-economic status	社会経済的地位
115	misunderstand	誤解する	165	spouse	配偶者
116	misuse	悪用	166	stillborn	死産
117	mood swing	気分のむら	167	strengthening social support	社会的なサポートの強化
118	morning sickness	つわり	168	stress	ストレス
119	mortality	死亡率	169	struggle	(...を求めて [...しよう]) 奮闘する
120	motivation	動機	170	support during pregnancy	妊娠中のサポート
121	naysayer	反対 [否定] 論者	171	surrogacy	代理出産
122	obligation	義務	172	surrogacy arrangement	代理出産の手続き
123	parental rights	親権	173	surrogacy laws	代理出産に関する法律
124	parenting roles	親の役割	174	surrogacy market	代理出産市場
125	payment	支払い	175	surrogacy regulations	代理出産の規制
126	personal choice	個人の選択	176	surrogate compensation	代理母の報酬
127	physical	身体の	177	surrogate mother	代理母
128	poverty	貧困	178	swelling	はれ、膨張
129	power differentials	権力の格差	179	symptoms	症状
130	pregnancy	妊娠	180	temporary	一時的
131	pregnancy complication	妊娠の合併症	181	terms and conditions	利用規約
132	pregnant	妊娠中	182	traditional family values	伝統的な家族の価値観
133	prenatal bond	出産前の絆	183	translation	翻訳
134	pressure	圧力	184	treatment	治療
135	procedure	手続き	185	trimesters	3ヶ月間
136	process	過程	186	troublesome	問題
137	profitable	儲かる	187	uncomfortable	心地よくない
138	prohibition	禁止	188	unethical	非倫理的な
139	protection	保護	189	unfavorable	推奨されていない
140	provide	提供する	190	uterus	子宮
141	psychological counseling	心理カウンセリング	191	violate	(法などを)犯す
142	psychological distress	心理的苦痛	192	vulnerable people	弱い立場の人々
143	psychological well-being	心理的な幸福	193	wealthy	裕福な
144	pursuit of happiness	幸福追求権	194	weight gain	体重増加
145	quality of life	生活の質	195	welfare	福祉
146	rationally	合理的に、理性的に	196	womb	子宮
147	regardless of	~にかかわらず			
148	regulate	[法律などで~を]規制する、制限する			
149	relationship	関係			
150	relationship issues	関係の問題			

The 19th Kumamoto High School English Debate Contest Rules

1. General rules

- 1 This contest is open to all the students who belong to public and private high schools, middle schools, or high technical colleges (ranging from 10th to 12th graders) in Kumamoto Prefecture. A team should consist of 4 to 6 members. 4 members from among the enrolled members are allowed to take part in each round. A team is allowed to change its members in each round, but members cannot switch to a substitute member after the round has started.
- 2 Basically, the debate topic, the role of each speaker, and the judging criteria will be the same as for this year's HEnDA national tournament. If there are any discrepancies between this Rulebook and the HEnDA Rulebook, then this Rulebook will be used to organize the contest.
- 3 We will have four preliminary rounds, and the semifinal and final round.

2. Rounds and Awards

- 4 Each team will compete in four rounds: two rounds as an affirmative side, two as a negative side. During the 1st and 2nd round, the teams that have already debated against each other, and teams from the same school, will not debate against each other.
- 5 The Contest Organizer will decide the 1st and 2nd round matches at random. The 3rd and the 4th round, matches will be allotted according to the results of the previous rounds, using the "Power-pairing system". This Power-pairing system basically matches teams that have won the same number of votes. Under this system, we will adopt the so-called "high-low" rule, in which if several teams have the same number of votes, the team that is higher in rank among the group with the same votes, will be matched against the lower team in the same group. Each round will have two judges. The two judges will decide the winner independently and will vote separately. Each judge's vote has equal value. (If the judges' votes are split, the round will be a "tie")
- 6 The top four teams will be decided by the following criteria: (In case of "bye round" the Organizer will calculate the vote. For further information, please refer to Supplementary 1)
 - ① The 1st criterion: Teams who won the most votes will be in the upper ranking.
 - ② The 2nd criterion: For each team, the total number of votes of the opponent teams will be totaled. Among the teams with the same number of votes, the team with the higher total opponent votes will be in the upper ranking.
 - ③ The 3rd criterion: If both the number of votes and the total opponent votes are the same, the team getting the higher communication points will go to the upper rankings.
 - ④ The 4th criterion: If the above three criteria are all the same, the teams which get the more 'best debater awards' will go to the upper ranking.
 - ⑤ The 6th criterion: If all of the above criteria are the same, only if the teams with the same score played each other in the preliminary round, the team that won the preliminary match between the two teams will be ranked higher.
 - ⑥ The 6th criterion: If all of the above criteria result in a tie, the student leaders of the tied teams will be required to do a "Janken" (Rock, Scissors, Paper) in front of the judges. The winner of the "Janken" will be ranked higher among the tied teams.

- 7 The top four teams will play in the semi-finals, and the teams that won the semi-finals will play in the final. The team that wins the final is the champion, the team that loses take the second place, and the two teams that lose the semi-final are third. The winner of each final match will be determined by the votes of an odd number of judges consisting of 3 or more people, and the team with the most votes will be the winner.
- 8 The first to third prizes are awarded to the top four teams. A plaque and certificate will be given to each team. Also, the best debater award will be given to excellent individuals. This will be decided by consultation among the votes from all rounds.
- 9 The top two teams will qualify for the Kyushu High School English Debate Competition sponsored by Kyueiren. Also, higher teams will have priority to participate in the HEnDA national tournament. The number of the teams are not decided yet.

3. Teams and its Members

- 1 0 Each member on a participating team in this contest should belong to the same high school, middle school or high technical college in Kumamoto Prefecture. Each team should consist of 4 to 6 students. A team with only 3 students or less is not allowed to register. (In exceptional circumstances, such as an enrolled member's sickness, the Organizer may allow a 3-member team.) Also, each team member must meet the conditions below.
 - ① English native speakers are not allowed to participate in this tournament.
 - ② Where one or more of the following conditions apply, up to 2 members are allowed to register in each team.
 - (1) A student with more than 12 months' experience staying in a country where the first language is English. (If the stay was before entering primary school, the stay need not be counted)
 - (2) A student from countries where English is not the mother language, but is one of the official languages. (If the student left the country before entering primary school, the stay need not be counted)
 - (3) A student who mainly uses English at home.

*Exchange students are allowed to participate in the debate if he/she doesn't come from an English speaking country.

*If any team is suspected of having breached the above conditions, then the tournament organizer will conduct an investigation.
- 1 1 Basically, teams are not allowed to change their members after the enrollment. In case a team lacks a member because of an unavoidable accident, for example sickness or a traffic accident, the Organizer will decide whether it would be appropriate for them to substitute the member.原則とし
- 1 2 In each match, the non-debater students of the team will act as assistants of the Organizer. As for assistants, if your team is on the affirmative side, they play the role of cahirperson, and if they are on the negative side, they play the role of timekeeper. (The Organizer will secure assistants for teams with only 4 members on the day due to illness or other reasons.)
- 1 3 Basically, all participating teams should have a School Judge. A School Judge should be a person who has experience coaching debate teams at his/her school with the same proposition as this contest, and has attended the judge training seminar held by the Kumamoto prefecture

English teachers' association. A teacher in charge of his/her school teams can be a School Judge.

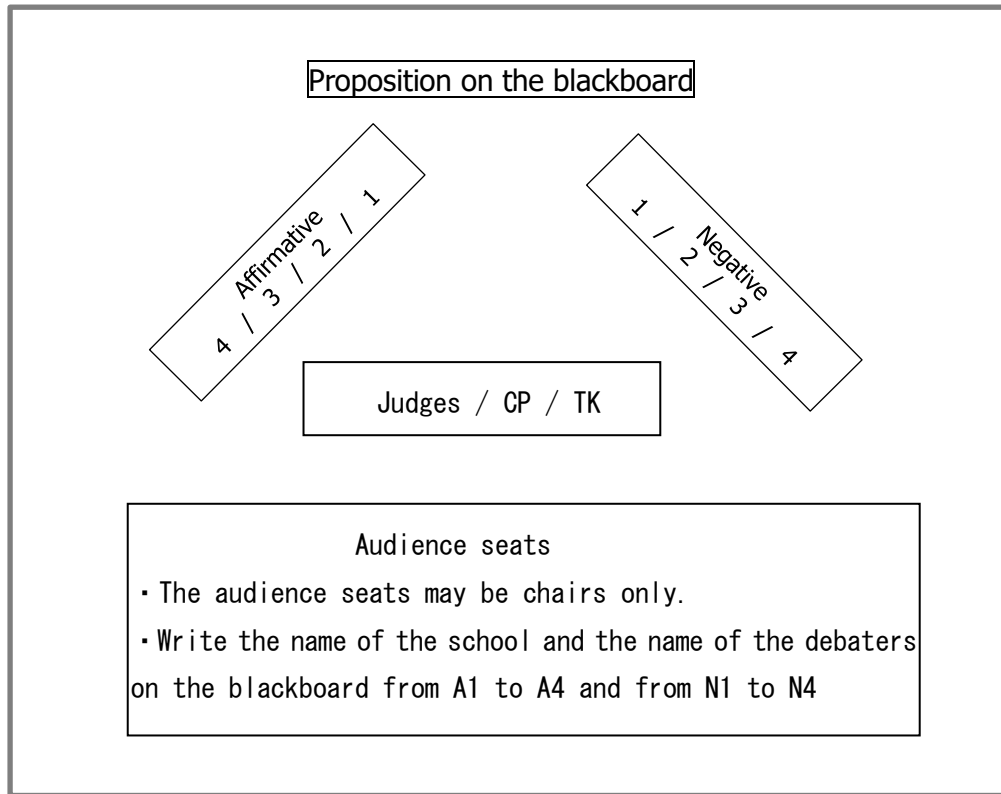
- 1 4 Teams, their teachers, and school judges are required to cooperate with the instructions given by the Organizer. If the students, coaches, or judges violate the instructions, or violate rules 10 and 11 during the contest, the team will be penalized. If the violation was judged as malicious, all matches that the team partook will be considered as being lost, and further participation will not be permitted and they will lose the chance to qualify for the finals. If violations are discovered after the tournament, any awards given will be cancelled and prizes must be returned.

4. Procedure of the Rounds

- 1 5 Each round proceeds as follows;
- (1) [Preparation (5 minutes before)] a Chairperson (CP, hereafter) and timekeeper (TK, hereafter) will be seated 5 minutes before. Students who will be participating in the game (debaters, hereafter) enter the game venue 5 minutes before the game and start preparing for the game. Debaters should put their school name cards on the blackboard. Also, write your name on the chalkboard so that the judges can see it.
 - (2) [Preparation of the round (2 minutes before)] Two minutes before the start of the game, CP asks the debaters to take their seats. When facing the judges, the affirmative side will be seated on the left, and the negative side will be seated on the right.
 - (3) [Announcement (60 seconds before)] TK starts announcement.
 - (4) [Start of the round] When the time comes, CP starts the game. During the game, debaters cannot change their roles.
 - (5) [For each speech] Each speech will be given on the spot. Also Please follow the HEnDA Rules for the role of each debater. In addition, considering the impact on the examination and manners, please refrain from speaking or leaving your seat during the speech. If it's too bad, the judges will warn you
 - (6) [Evidence] The definition of evidence and viewing by the opposing team will be the same as the HEnDA Rules.
 - (7) [Chairperson/Timekeeper] CP announces the start of each speech, and TK starts counting the time after each speaker's self-introduction. TK also shows time to the debaters.
 - (8) [Recording] Basically, the preliminary rounds cannot be recorded or videotaped in consideration of portrait rights and the implementation of fair matches. This must be announced before each match and also in the opening ceremony. However, if both teams in a round agree to being recorded or the Organizer records for management purposes, it may be permitted. If recording takes place without the permission of both teams, the team concerned may not be allowed to participate in the final tournament. Teachers of the participant teams should inform students of this rule to make sure that the tournament is managed fairly.
 - (9) [After the round] After the round, all the debaters shake hands with all of their opponents.
 - (10) [Result announcement] Each judge individually decides which side wins, and fills in and submit a judge sheet by FORMS. Then, Judges individually tell debaters the following statements; ① The result of the game, i.e. the winner, ② a brief statement to explain the reason for the decision. The judges will think independently and announce them

individually. (When the number of the judges are even, and if the votes are split, the game is even.)

- 1 6 The competition venue will be as shown in the diagram below. However, if there are restrictions such as being unable to move the desk in the classroom, please follow the instructions of the Organizer. From the farthest from the judges, sit in order of constructive speaker (1), attack speaker (2), defense speaker (3), and summary speaker (4). CP and TK sit at the same place as the judges.



5. Judges and Judging

- 1 6 Judges make decisions by themselves, independently. They decide the winner by focusing on the content and persuasiveness of the speeches. While they are judging, they should prepare for the brief comments at the announcement time. In the comments, judges will briefly tell the debaters which was the most persuasive argument (AD1, AD2, DA1, or DA2) with reason(s). Also, the following should be noted:
- (1) Judgement must not be made based on a judge's own belief or expertise knowledge; rather, they must make the judgement based on the speeches. It must also be noted that the decision should not be based only on the debaters' English skills, such as pronunciation.
 - (2) After all the speeches, judges will vote for the winner, choosing the most persuasive argument from AD1, AD2, DA1, and DA2. They must also choose the best debater in the round. The best debater is not necessarily chosen from the team that the judge voted for.
 - (3) Judges can kindly ask or gesticulate for speakers to speak louder or more slowly when it is too difficult to understand the speech. If the situation continues despite such attempts, judges should advise students about proper speech during the comment time at the end of the debate, and tell the debaters if it has influenced their decision making.
 - (4) Basically, the judges will be the head office judges requested by the Organizer and the School judges of each team. Basically, the head office judges should have experience as judges at prefectural competitions, etc., three times or more. The School judges must be approved by Koeiken (see Rule 13). School judges cannot judge their own school. If you are assigned to a judge for such a match, please notify the Organizer as soon as possible.

- (5) There will be two judges for the preliminaries. The number of judges for the final tournament shall be an odd number of 3 or more, and will be announced separately by the Organizer.
- (6) No objections can be raised regarding the results determined by the judges of this tournament.

Supplementary

1 Supplement 1: vote number by default

If a team cancels or drops out in the preliminary rounds, the vote will be calculated using the formula below.

(1) The vote of the team (the win by default):

There are four rounds, so the average vote will be used as the vote of the win by default. If the votes of other rounds are 2,1,2, the average will be 1.66. This number is rounded up and 2 votes go to the team (To sum up, the number of votes awarded to the team in the four rounds is 2+1+2+2=7.)

(2) The vote of the opponent team

As for the opponent team's vote, basically one vote will be given as the vote number of the team that canceled. So if Team X canceled and Team Y had the default game, the opponent votes that Team Y will be added 1 vote. However, if the situation is too critical, at that time, the Organizer will adjust the vote number taking into considering fair management of the game.

Time allocation

affirmative 4 members	Speech	minutes	negative 4 members
A 1	①Affirmative Constructive Speech	4	
	Preparation Time	1	
A 1	②Questions from the Negative	2	N 4
	③Negative Constructive Speech	4	N 1
	Preparation Time	1	
A 4	④Questions from the Affirmative	2	N 1
	Preparation Time	2	
	⑤Negative Attack	3	N 2
A 3	⑥Questions from the Affirmative	2	N 2
A 2	⑦Affirmative Attack	3	
A 2	⑧Questions from the Negative	2	N 3
	Preparation Time	2	
A 3	⑨Affirmative Defense	3	
	⑩Negative Defense	3	N 3
	Preparation Time	2	
A 4	⑪Affirmative Summary	3	
	⑫Negative Summary	3	N 4

Total 4 2 min.

第19回（2023年度）熊本県高等学校英語ディベート大会規則

1. 大会全般

- 1 本大会には熊本県内すべての高等学校、中等教育学校および高等専門学校（高校1年～3年に該当する生徒）が参加することができます。スピーチ役割分担は4人制とし、参加登録人数は5名もしくは6名とします。試合ごとにメンバーを入れ替えることができますが、試合開始後にメンバーが途中で入れ替わることはできません。
- 2 論題や各ディベーターの役割、審査の判断基準等についてのルールは原則として、全国高校英語ディベート連盟(HEnDA)の全国高校英語ディベート大会と同じとします。ただし、本ルールと全国大会のルールが異なっている場合には、本ルールを優先します。

2. 試合と表彰

- 3 大会は上位4校を決める予選を行い、準決勝、決勝を行います。
- 4 予選はすべてのチームが肯定側と否定側の両方に割り当てられ、合計4試合行います。原則として予選では、予選第2試合までは対戦済みのチームや同じ学校のチームが対戦しないように配慮します。
- 5 予選での組み合わせは、第1試合、第2試合は、事務局が無作為に決定します。第3、第4試合目は、その前の試合までの順位を元に、なるべく獲得票数が同じチーム同士が対戦する方式であるパワー・ペアリングで対戦相手を決定します。パワー・ペアリングにあたっては、いわゆる「ハイ・ロー原則」を採用します（同じ票数をあげているチーム集合の中では、順位の上位のチームが、できるだけ下位のチームと対戦する原則）。また各予選試合は、2人のジャッジにより審査されます。2人のジャッジは独立して審査し、それぞれが勝ちと判断したチームに一票ずつ投じることになります。どのジャッジの票も全て等しい価値を持ちます。（仮に、二人の票が割れた場合は、その試合は事実上「引き分け」と見なします。）
- 6 予選通過チームは、以下の基準にしたがって全体の順位を決め、上位4チームとします。ただし不戦勝があった場合は、大会事務局で票数を決定します（補足事項1）。
 - 第1基準 票数の多いチームは、順位が上となります。
 - 第2基準 同じ票数の場合、予選で対戦した相手チームの獲得票を合計した数が多いチームの順位が上となります。
 - 第3基準 票数・相手チーム勝数が同じ場合、コミュニケーション点の合計が高いチームの順位が上となります。
 - 第4基準 以上の三基準全てが同じ場合、そのチームに所属するディベーターをベスト・ディベーター候補とした票の数が多いチームの順位が上となります。
 - 第5基準 以上の条件の全てが同じ場合、もし同点のチーム同士が予選内で対戦していた場合に限り、その両チームの予選対戦での勝者となったチームを上位とします。
 - 第6基準 以上の条件の全てで同順位となる場合、審査員の立ち会いの下、該当するチームの代表同士のじゃんけんを行い、勝者がより高い順位とします。
- 7 本選では、準決勝で勝ったチーム同士で決勝を行います。決勝で勝ったチームが優勝、負けたチームが準優勝となり、準決勝で負けた2チームが3位となります。本選各試合における勝敗は、3人以上で構成された奇数の審査員の投票により決定し、投票数の多いチームを勝ちとします。
- 8 1位～3位チームに賞状及び盾を授与します。また、個人賞としてベストディベーター賞を数名に授与します。決勝戦における審査員の投票を参考に、決勝戦後の審査員の協議により選出することとします。
- 9 上位2チームは九英連主催の九州高校生英語ディベート大会の出場権を得ます。また、上位チームから順にHEnDA主催の全国高校生英語ディベート大会出場優先権を得ます。

3. チームと参加制限

- 10 同一高校に在籍する生徒4名もしくは6名により構成され、3-4名以下でのチーム登録は原則認められません（メンバーの当日病欠など、不可避の事故的理由がある場合に限り、大会事務局の判断で3名でのチーム登録を許可することもあります）。各チームに登録できるメンバーには以下の制

限があります。

①英語のネイティブ・スピーカーである生徒の参加は禁止します。

②以下の条件に該当する生徒は、チームに2名まで登録ができます

(1)英語を第1言語とする国で12ヶ月以上滞在経験のある生徒（就学前の滞在は不問）

(2)英語を第2言語とする国の出身である生徒（就学前の滞在は不問）

(3)家庭で常用的に英語を使っている生徒

*留学生であっても、英語圏からの留学生でないならネイティブ・スピーカー扱いとする必要はありません。原則としては自己申告ですが、明らかに英語がネイティブに近い人間が複数いる場合、クレームが他校や審査委員から出てくる可能性があります。そうしたチームが勝った場合は、大会の公平性を鑑み、やむをえず大会中に精査することもあります。

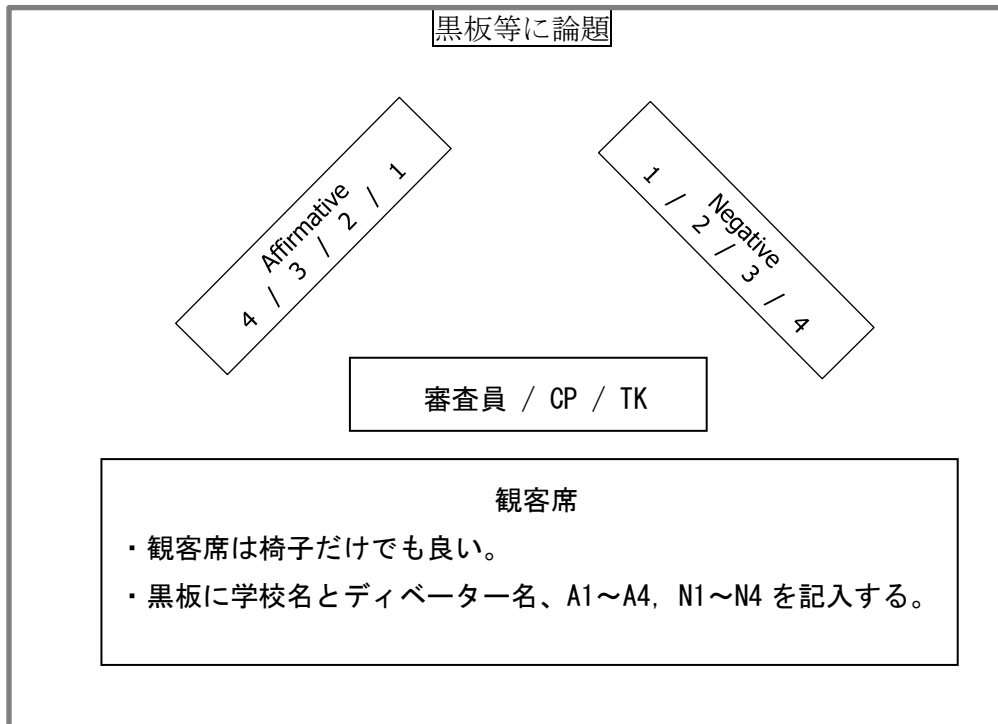
- 1 1 原則として、大会参加チームが確定した後の登録メンバー変更は一切禁止です。複数チームが出場している学校も、チーム間のメンバーの移動を禁止します。登録時点でのメンバーの当日病欠など、不可避の事後的な理由がある場合のみ、大会事務局で協議します。
- 1 2 各対戦において、チームのディベーター以外の生徒は大会運営補助員となります。補助員については、自分のチームが肯定側の場合は進行の役割を、否定側の場合はタイムキーパーの役割を担います（病欠等で当日4名しかいないチームの補助員は大会事務局が確保します）。
- 1 3 申し込みの際には、1チームにつき1名の帯同ジャッジを書いて申し込むことを原則とします。帯同ジャッジは、県大会で2回以上のジャッジ経験者、もしくは、高英研が開催する審査員研修会に出席しジャッジの研修を受けた者とします（ALT含む）。顧問教師（引率教師）が帯同ジャッジを兼ねてもかまいません。
- 1 4 上記の10、11の規定に違反することが大会中に判明し、故意であり悪質であると判断された場合、そのチームの行った試合はすべて相手チームの勝ちとし、以降の試合をすべて放棄させるとともに、予選通過資格も剥奪します。また大会後に判明した場合も、賞の返還等を求めます。

4. 試合進行

- 1 5 各試合は以下のようにして行います。予め添付資料1を練習してきてください。
 - (1) [準備（5分前）] 進行およびタイムキーパーの係は5分前に着席。試合に出る生徒（以下、出場者）は、5分前には試合会場にはいり、試合準備を始めます。出場者は、校名カードを黒板に貼ってください。また、審査員に見えるように自分の名前を黒板に書きます。
 - (2) [試合の開始準備（2分前）] 試合開始2分前に進行役の生徒は、出場者に席に着くように促します。なお、座席は審査員から向かって肯定側は左、否定側は右とします。
 - (3) [アナウンス（60秒前）] 試合の60秒前にタイムキーパーはアナウンスを始めます。
 - (4) [試合の開始] 時間になったら、進行役は試合を開始します。試合中は、チーム内の役割を交代してはいけません。
 - (5) [各スピーチについて] 各スピーチはその場に立って行います。また、各スピーチの役割については、全国大会のルールを参照します。なお、審査への影響とマナーを考慮し、スピーチ中にスピーカー以外の方が話したり、席を立ったりすること控えてください。あまりにひどい場合は審査員が注意します。
 - (6) [証拠資料] 証拠資料の定義や相手チームによる閲覧などについては、HEnDAの大会ルールと同じとします。
 - (7) [進行・タイムキーパー] 進行は各スピーチの始まりを宣言し、各スピーカーの自己紹介の後からタイムキーパーは時間を計り始めます。タイムキーパーは時間を掲示で伝えてください。
 - (8) [録音・録画等] 原則として、予選は、肖像権やフェアな対戦の実施を考慮し、原則として録音・録画をすることはできません。このことは試合前に必ずアナウンスします。ただし、互いのチームが認めた場合と大会役員の記録目的の場合はその限りではありません。許可を受けずに録音・録画をしていることが分かった場合は、関係するチームの決勝トーナメントへの出場を認めないこともあります。各学校の指導者は大会をフェアに実施することを念頭に、生徒への指導をお願いします。
 - (9) [試合終了後] 試合が終わったら、出場者は互いに対戦相手全員と握手します。
 - (10) [審査結果発表] 各審査員は自己の審査結果を大会本部へ報告します。その後、①試合の勝敗と②その理由（簡潔に）を述べます。この①②については、審査員は独立して考え、個

別に発表します（審査員の数が偶数で肯定側と否定側で票が割れた場合は、事実上、その対戦は引き分けとなります）。

- 16 対戦会場は下の図のようにします。ただし、教室などによって机が動かせない等の制約がある場合は、大会事務局の指示に従ってください。審査員から遠い方から、コンストラクティブスピーカー(1)、アタックスピーカー(2)、ディフェンススピーカー(3)、サマリースピーカー(4)の順に座ります。進行(CP)、タイムキーパー(TK)は審査員と同じところに座ります。



5. 審査

- 17 審査は各審査員が独立して行います。内容を重視し、説得力がある方を勝ちとします。また、試合終了後に勝敗を決めた理由をわかりやすく簡潔に出場者に示すことができるようにしておいてください。基本的には、最も説得的だった主張を、その理由とともに簡潔に述べます。また、以下の点を確認してください。
- (1) 審査の際には、自分の信念や専門知識等で勝敗を決めるのではなく、あくまでも出場者の発言をもとにして審査を行います。特に英語面（発音等）だけを重視して決めないように注意してください。
 - (2) 審査では、勝ちと思われるチームへの投票、およびもっとも説得的であった主張の選択を行います。また各対戦でのベスト・ディベーターを一人選びます。ベスト・ディベーターはチームの勝敗を考慮して選ぶ必要はありません。
 - (3) 審査員は審査以外に、例えばスピーチの声が小さ過ぎる時やスピーチが速過ぎる時、スピーカー以外が話している場合などは、ジェスチャーや短い発言で改善するように求めることができます。その上で、発言の理解が難しい状況が続く場合は、対戦後に教育的に示すと同時に、審査に影響が出た場合はそのことも告げることができます。
 - (4) 審査員は原則として、大会事務局が依頼する本部ジャッジと各チームの帯同ジャッジとします。本部ジャッジは、原則として3回以上県大会等の審査員を務めたことのある経験者とします。帯同ジャッジは、高英研が認めた者（ルール13を参照）とします。帯同ジャッジは、自分の学校の審査はできません。もしそのような対戦の審査員に割り振られた場合は速やかに大会事務局に伝えてください。
 - (5) 予選の審査員は2名とします。決勝トーナメントの審査員の人数については3名以上の奇数とし、大会事務局が別途示します。
 - (6) 本大会の審査員によって決定された結果について、異議の申し立てはできません。

補足

1 不戦勝、不戦敗があった場合

やむを得ない事情により当日棄権等があった場合は、以下のようにします。

(1) 第1基準の不戦勝のチームの得票数は、そのチームの他の試合の平均得票を四捨五入した数字をそのチームの不戦勝の試合の得票数として計算します(例: 不戦勝が1回あった場合、該当チームの他の予選の対戦の得票数が「2, 1, 2」であれば平均が1.66になります。他の試合の得票数 $2 + 1 + 2 = 5$ に1.66を四捨五入した2を加えて、そのチームの予選での全得票数は「7」となります)。

(2) 第2基準にある対戦相手チームの得票数については、不戦敗のチームの出なかった試合数を考慮して、不戦勝のチームが不利にならないように大会事務局は計算します(原則としては、出なかったチームがその試合で1票獲得していたものとして計算します)。

試合時間

肯定4 人 チーム		スピーチ	時間	肯定4 人 チーム
A 1	①	肯定 立論(Affirmative Constructive Speech)	4分	
		準備時間(Preparation Time)	1分	
A 1	②	否定 質疑(Questions from the Negative)	2分	N 4
	③	否定 立論(Negative Constructive Speech)	4分	N 1
		準備時間(Preparation Time)	1分	
A 4	④	肯定 質疑(Questions from the Affirmative)	2分	N 1
		準備時間(Preparation Time)	2分	
	⑤	否定 アタック(Negative Attack)	3分	N 2
A 3	⑥	肯定 質疑(Questions from the Affirmative)	2分	N 2
A 2	⑦	肯定 アタック(Affirmative Attack)	3分	
A 2	⑧	否定 質疑(Questions from the Negative)	2分	N 3
		準備時間(Preparation Time)	2分	
A 3	⑨	肯定 ディフェンス(Affirmative Defense)	3分	
	⑩	否定 ディフェンス(Negative Defense)	3分	N 3
		準備時間(Preparation Time)	2分	
A 4	⑪	肯定 総括(Affirmative Summary)	3分	
	⑫	否定 総括(Negative Summary)	3分	N 4

計 4 2 分