



SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Arguing in English - For all Secondary Schools (especially vocational school)

Das komplette Material finden Sie hier:

School-Scout.de



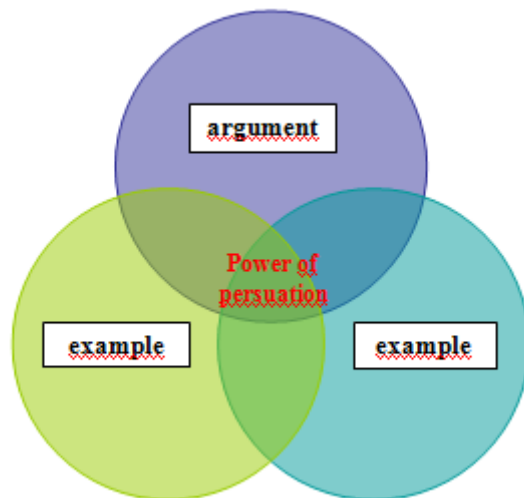
Introduction

„Argumente können Erfolg haben, Erfolge sind Argumente.“ (Manfred Hinrich)

This quotation shows how important it is to know how to argue. The ability to argue is a skill that helps everybody - from salesman to manager and also from child to grandfather. People who are able to argue accomplish more, thus they are more successful.

In some way we utter our point of view every day. We stand up for our opinion and try to convince people that we are right. And a good quality of reasoning and arguments enables us to convince others. This ability is especially helpful while working in a company, although it is quite useful for everyone who wants to advance and become successful in the work place in general. Therefore one has to be able to discuss certain topics, convince customers, colleagues or the head of the business by presenting strong arguments.

The usual process of arguing is:



Your argument:

You want to deliver the information in a credible way.

Your example(s):

A good argument cannot come without a matching example. Give examples in connection with your argument by putting them in a “story” that is understandable and believable.

You can also start with an example and later on combine it with your argument. Maybe this catches the attention of the audience even more.

For instance:

Your argument is that more and more young kids get criminal. Either people believe you or not. But you can persuade them by adding the following examples: Statistics say that in the last two years, about 20 % more of the kids between the age of ten and fourteen has turned to crime (this is a cognitive example – it is more about the information). You could also say: Even my little brother and his friends became criminals, because they were caught stealing sweets in the supermarket (this is an emotional example – it is more about the feelings).

Probably the most important thing in arguing is the wisdom from the old German saying: “Der Köder muss dem Fisch schmecken und nicht dem Angler.” So, keep in mind while arguing that you have to show the use of your argument to your respondent.

A good argumentation...

- ...is aimed at your audience.

Your discussion partner should be enabled to understand and relate to your arguments. Therefore you have to use an appropriate language directed at your partner: seniors and teens tend to talk differently than adults. Before you start talking try to imagine what your conversation partner might be interested in and what likes and dislikes he or she may have. Use examples which fit to your listener.

- ...is carefully planned.

If you want to convince someone, you will have to prepare your argumentation. It is advisable to write down a list of arguments as you can thereby refresh your memory during the discussion. Try to imagine which arguments and examples of your list may be adequate or inadequate in the situation. As your opponents will also come up with arguments, you should think about cons as well. You could make a list of pro and con arguments to the topic which will be discussed.

- ... reacts to counter arguments.

It is important to react to the counterarguments of the opponents during the debate. In doing that you can show interest in their arguments and understanding. It would be best to show a limited or a qualified comprehension of their position. For example, you could agree to their argument but immediately introduce your counterargument

➔ (“I totally agree when you say that... but I stress again that...“).

- ...anticipates counterarguments.

As already pointed out above in the section “carefully planned“, counterarguments of your opponents should be thought of in advance. Name them yourself and immediately contradict them with an argument of yours. By anticipating the counterarguments of your discussion partner, you take away his or her arguments and weaken him or her. It gives the impression that you are far-sighted and sympathetic. In rare cases you could even mention a counterargument your opponent did not have in mind. Formulate counterarguments to your position like this:

➔ “You could say that...”, “But I think that...”

- ...is well structured

Structure your arguments in advance. Rank the arguments according to their strengths and feebleness. In the discussion, you start with your chief argument, as it is the most convincing, and go on with a more feeble one. Towards the end of the discussion you should again come up with a rather good argument to close your argumentation.



SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Arguing in English - For all Secondary Schools (especially vocational school)

Das komplette Material finden Sie hier:

School-Scout.de

