

This house believes that developing countries should drop local languages in favor of a world language as the primary medium of instruction in schools.

Summary

Proposition	Opposition
<p>Framing</p> <p>Status quo :</p> <ul style="list-style-type: none">The barrier of language stands as a mile high wall - reality that systematically blocks people from prosperity and upliftment by the conditions of birth - individuals in developing countries are isolated in communities that are homogenous to their language deprived of the choice to speak and engage beyond a predestined bubble - the bubble is popped on propositions side <p>Stance/Mechanism :</p> <ul style="list-style-type: none">Prop advocates for the adoption of a language that is spoken by the majority of people (likely english but open to other languages) which would be mandated by schools across the board (ie; singapore education/language system) <p>Clarification :</p> <ul style="list-style-type: none">The most likely result or iteration in prop's world are that most people are highly likely to be bilingual - there are a lot of cultural incentives to continue speaking your native language at home the same way people maintain traditions when they move abroad - culture is not lost when people are taught an additional language in prop's worldNote that on side opposition - wealthy, international and private educational institutions already do this because it is a huge part of how they market themselves - the wealthiest people in countries with emerging economies already access world languages and the opportunities that they bringThe change on prop side is then whether more accessible institutions adopt these curriculum and whether the majority of people in these nations are able to learn from them	<p>Framing</p> <p>Status quo :</p> <ul style="list-style-type: none">Proposition's world, doesn't exactly look like Singapore, because singapore is a vast minority and had a bunch of other good stuff going for it , instead it looks more like India or Sri Lanka that through an attempt to create unity by engaging in foreign language impositions has created a stark divide between the urban and rural communities, thus locking the vast majority of people out of access of education at allOpposition's status quo looks more like Vietnam or China - countries that have gone ahead with the imposition of a national language have gone and been able to develop and pull the poorest of people out of rural areas and into areas where they can gain rural education. This can only happen in a world where people are not structurally locked out through a linguistic barrier which Prop says is a mile high. <p>Stance/Mechanism :</p> <ul style="list-style-type: none">Opp takes the most widely spoken language in the nation and make it the primary medium of education - it is what non language subjects are taught on the basis off <p>Clarification</p> <ul style="list-style-type: none">Note that the local language is extremely important because it governs your work, your government, your society and etc - As a result, Opp thinks focusing on a language that is completely unfamiliar to the majority of people is extremely harmfulStudents can learn world language as an additional subject - the same way most schools already mandate you study a foreign language - it's just not the main medium of educationFor example in large countries like India, Opp is happy to have divisions where the northern side can take Punjabi or Hindi as their language medium in education and for the south of India, they could maybe have Tamil or Telugu - Opp believes this is much

	better than imposing one big world language throughout the nation
BOP : <ul style="list-style-type: none"> Implementing a world language as the main medium in a developing nation's education system equips people with a tool that allows them to pursue better opportunities 	BOP: <ul style="list-style-type: none"> Implementing a local majority language provides people with more access to opportunities and quality education + reduces class divides
A1 : Economic benefit of teaching world language <ul style="list-style-type: none"> Individual social mobility - in status quo, people are stripped of autonomy - their language barrier locks them out of the opportunity to seek new opportunity - when you only know the language locale speaks, you are unable to get out of your hometown - you become unemployable - not only to other countries + also to major city centers in your nation which have been dominated by foreign owned companies - prop's side removes this barrier, thus empowering individuals to move within their capacity to do so to search for opportunities whether in the country or abroad Influx of opportunities - more lucrative careers come into the area on prop's side - there is an employment basis and labor force that foreign owned companies can access - important when these companies are decided where to locate - companies have an incentive to expand, especially internationally - this can only be done when they can easily market to the people in an area and hire people in said areas they move into (ie - singapore - has many international companies and a big international finance market because the people there are very accessible to international companies to establish themselves) - leads to less volatile and more lucrative jobs + disincentivises things like brain drain and increase stability in developing countries because people now have access to new opportunities Tourism - world language makes areas more accessible to tourist - huge capital influx towards developing areas and this money can fuel development in these nations 	A1 : Proposition's side reduces access to education <ul style="list-style-type: none"> In developing countries, many people are already dropping out of schools due to the prevalence of child labor - even though developing nations focus on education, the sheer scale of poverty means there is still a large cost to parents - basic things like the cost of buying uniform and stationery is massive for people in developing countries compared to people in developed countries Why then does the incentive to enter and continue school reduce on the Prop side? 4 structural reasons : <ol style="list-style-type: none"> There is a massive time lag - world languages are massively foreign especially to rural areas - the problem is then that children must be taught the foreign language first before entering school and learning anything else like numeracy + you have to wait much longer to learn any useful skills - causing parents to pull their kids out of school because they feel that their kids can gain more from working in the field The burden on parents is much greater - in all education fields, children rely on parents to teach them the basics - the problem is, that up to this point, parents have studied in the local language - higher burdens on the poorest of parents who now have to send their children to after school tuition to be able to gain some of the benefits It hurts late beginners - in developing countries, most people start school very late - because parents have to save up money to be able to afford sending their children to school - the problem now is for these people who started late

	<p>- they are unlikely to have any exposure to foreign languages making them have a constant disadvantage where they cannot progress and are undermined</p> <p>4. It undermines poorer children - because even if they are good/smart, they will never feel as good because they do not have access to the world language in their everyday life - they will not even attempt going to school at all</p> <ul style="list-style-type: none"> • On the comparative, the local language is far more accessible - as it is already spoken by people, even minorities + there is linguistic similarities - it is much easier to learn similar languages (ie; Hindi and Sinhalese) compared to learning a whole new syntax and vocabulary of a foreign language from across the world + there is more likely to be migration within the country that gives you access to opportunities compared to migration abroad • It is much easier to access and complete school on Opps side - Opp believes that companies are more willing to give people jobs when they have a complete education and speak limited english as compared to not finishing your education but being able to speak fluent english thus more people can get jobs on Opp's side
<p>A2 : Promoting social unity</p> <ul style="list-style-type: none"> • Due to arbitrary colonial borders - emerging economies are quite heterogeneous as they have populations of a variety of ethnicities, cultural backgrounds and a variety of native languages spoken (ie - india - india has hundreds of dialects and it is actually not the case that all of the people know all of these languages that everybody else speaks) - leads to two scenarios existing <ol style="list-style-type: none"> 1. Fragmentation as a result of linguistic nationalism - each region rallies around their own language - can be very divisive - for example, in India, the Mongolian Tamil people push for self rule making it difficult to get along and come to compromise - Proposition believes that language is the main reason for these divisions rather than other factors is because it prevents intermingling in a very concrete way - people cannot talk or understand other people making it easy to demonize them and single them out - on prop's side, 	<p>A2 : Quality of education</p> <ul style="list-style-type: none"> • In developing nations, educational resources are given on the basis of merit - the education ministry and government wants to get positive incentives among school - the preference or performance in public exams becomes something numerical and can very easily be used to justify trade offs • The problem then is richer urban students have more access to world languages - they historically have been more privileged because of colonialism in these areas + their parents probably also went to an international school - creates a vicious cycle where the already privileged students get most of the government budgets funneled into their school, thus continuing to get better and better • In opp - rural students can easily access local language and local resources more than they can access a foreign language and foreign resources - there will always be people around them that speak that local language as opposed to importing foreign teachers from urban

<p>communication can exist</p> <p>2. A strong majority population with a strong majority language but there's a small ethnic minority being sideline - when there is a sizable majority, they use their language to lock minorities out of jobs and capitals - in these cases, governments always want to standardize - on a convenient basis, they will print signs and release memos in standardize languages which defaults in the majority language - these small minorities who are very important are then persecuted and shut out of access to institutions - the majority dominates through their linguistic supremacy</p> <ul style="list-style-type: none"> • Prop solves these problems because - Prop provides a common basis for communication which fosters goodwill by allowing these people to talk to each and other and coexist in a way that was less concrete means that they are able to form reasonably good relations + greater equality which is important because - adoption of a world language means minorities feel less persecuted - they are not uniquely being shut out by standardization to a majority language • Ultimately - leads to a culture that fosters growth and development rather than fracturing and stagnation - ethnic and linguistic tension is really harmful for economies trying to build themselves up 	<p>areas - Opp believes they give a more usable education panel/system and that they do not structurally discriminate</p>
<p>A3 : Better education quality and better resource for schools</p> <ul style="list-style-type: none"> • Two reasons <ul style="list-style-type: none"> 1. Schools that operate in local language have limited resource available - often means that schools do not have standardized materials - usually up to the school community and the teachers to produce the syllabus - puts high burdens to teachers who are often underpaid + children don't have access to things like textbooks + hard to mass produce textbooks and educational material - on Prop side , these massive world languages already solve for those costs - all the resources already exist and are readily available for students to 	

<p>learn from</p> <p>2. More external funding - on prop, schools are able to partner with international universities (ie; Vin University partners with Cornell) - because they have a common language they can work through and similar educational paradigms</p>	
<p>Reply :</p> <ul style="list-style-type: none"> • Access to local language opportunities are symmetric with foreign language ones because people are most likely to be bilingual • Class divide - non unique • Real difference - majority and minority divide - (ie; an ethnically hindi speaker was always able to speak Hindi better than languages like Tamil) - prop is able to standardize this because now everyone is speaking the same world language 	<p>Reply :</p> <ul style="list-style-type: none"> • Proposition misunderstands what developing countries actually are - they have a massive class disparity • Propositions priorities are skewed - getting into big universities and MNCs don't matter to as much as being able to get any education at all + being able to survive locally • Opposition - the prerequisite of getting any sort of foreign investments is having an educated workforce - the fundamental benefit on opp side • In terms of ethnic division - for ethnic minorities, the most important thing to prevent them from being locked out of society is being able to communicate in the majority language • Prop concentrates resource in urban areas - creates an incentive to pull all resources in the hand of already rich cities