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**Title:**

*Argumentation skills – to what extent do textbooks determine the way they are introduced?*

**Abstract**

1. Background

The presentation is a part of the research were the junior high school students (13-15 years old) and their teachers. The authors were interested in the following topics connected to the argumentation skills: national curricula and teaching goals, teachers' attitudes and (mis)conceptions, students' educational outcomes.

2. Aim

Key issues addressed by the presentation:

- What are the main teaching goals in regard to argumentation skills?
- What are the common practices in Polish schools?
- How is instruction influenced by the textbooks' content?
- What is the teaching philosophy presented in school programmes and textbooks?
- What are the main areas of development?
- What are the most important challenges and how can they be overcome?

3. Method

The presentation will be focused on the outcomes of research conducted by Magdalena Swat-Pawlicka and Kinga Białek, concerning the ways of introducing argumentation skills in the everyday practice of Polish schools, as divided into reading and writing. The query was conducted in two series of the most popular textbooks in Polish schools – „Słowa na czasie” and „Między nami”.

4. Results

Presentation will be organised according to the following plan:

- Introduction: teaching goals as stated in the national curricula, choice of the books and the programmes, main points and categories of the query;
- Reading (Kinga Białek): types of the argumentative texts introduced in textbooks, quantitative and qualitative analysis, consequences for the learning process, conclusion;
- Writing (Magdalena Swat-Pawlicka): types of the texts and procedures introduced in textbooks concerning argumentative writing, quantitative and qualitative analysis, consequences for the learning process, conclusion;

5. Conclusions

Authors will present good practices in teaching argumentation skills, while reflecting on the international research, High Impact Practices in teaching argumentation and guidelines of the educational effectiveness.