

Dialogue 01: Bilingual-Bicultural Model Defense

Person A	Person B
<p>SOME ARGUE ORAL-ONLY BETTER. RESPONSE? HISTORICAL OUTCOME SHOW WHAT? COUNTERPOINT THEY USE COST ARGUMENT. LONG-TERM SOCIAL IMPACT? FINAL POSITION?</p>	<p>HISTORY SHOW LANGUAGE DEPRIVATION HARM. BILINGUAL MODEL SUPPORT IDENTITY + ACADEMIC GROWTH. COST SHORT-TERM, BUT LONG-TERM BENEFIT HIGHER. STRONG LANGUAGE FOUNDATION IMPROVE MENTAL HEALTH. THEREFORE BILINGUAL-BICULTURAL MOST ETHICAL MODEL.</p>

Dialogue 02: Cochlear Implant Ethical Debate

Person A	Person B
<p>PARENT CHOOSE IMPLANT ONLY. COMMUNITY REACTION? IS CHOICE ENOUGH? ROLE OF CULTURE? IF CHILD DENIED ASL, CONSEQUENCE?</p>	<p>CHOICE IMPORTANT BUT INFORMED CONSENT CRITICAL. WITHOUT ASL, RISK LANGUAGE DELAY. CULTURE PROVIDE BELONGING. BALANCED APPROACH STRONGEST PATH.</p>

Dialogue 03: Language Deprivation Discussion

Person A	Person B
DEFINE LANGUAGE DEPRIVATION. EVIDENCE SUPPORT? SYSTEM RESPONSIBILITY?	LACK ACCESSIBLE LANGUAGE DURING CRITICAL YEARS. RESEARCH SHOW COGNITIVE + SOCIAL DELAY. SYSTEM MUST ENSURE EARLY ASL EXPOSURE.

Dialogue 04: ADA Legal Analysis

Person A	Person B
HOSPITAL REFUSE INTERPRETER. LEGAL FRAMEWORK? POSSIBLE DEFENSE THEY CLAIM? HOW REBUT?	ADA TITLE III REQUIRE EFFECTIVE COMMUNICATION. THEY CLAIM COST BURDEN. BUT LAW CLEAR — COST NOT EXCUSE.

Dialogue 05: Oralism Historical Critique

Person A	Person B
WHY ORALISM DOMINATE PAST? IMPACT ON DEAF EDUCATION?	MILAN CONFERENCE 1880 SHIFT POLICY. DEAF TEACHERS LOST JOBS, ASL SUPPRESSED.

Dialogue 06: Public Policy Persuasion

Person A	Person B
LAWMAKER SKEPTICAL ABOUT FUNDING. HOW PERSUADE?	PRESENT DATA + PERSONAL STORIES. SHOW ECONOMIC BENEFIT OF ACCESS.

Dialogue 07: Interpreter Neutrality Debate

Person A	Person B
NEUTRALITY ALWAYS POSSIBLE?	TRUE NEUTRALITY COMPLEX. INTERPRETER STILL HUMAN, NEED ETHICAL FRAMEWORK.

Dialogue 08: Minority Language Preservation

Person A	Person B
WHY PRESERVE ASL? GLOBAL CONTEXT?	ASL PART OF CULTURAL HERITAGE. MANY SIGN LANGUAGES ENDANGERED WORLDWIDE.

Dialogue 09: Medical Ethics Scenario

Person A	Person B
DOCTOR DISCUSS SERIOUS DIAGNOSIS WITHOUT INTERPRETER. ETHICAL VIOLATION?	YES PATIENT CANNOT GIVE INFORMED CONSENT.

Dialogue 10: Technology vs Cultural Access

Person A	Person B
AI CAPTION REPLACE INTERPRETER?	CAPTION HELP BUT LACK CULTURAL MEDIATION. INTERPRETER ROLE MORE THAN WORDS.

Dialogue 11: Intersectionality Discussion

Person A	Person B
DEAF + RACE EXPERIENCE DIFFERENT?	YES LAYERED DISCRIMINATION. NEED INCLUSIVE ADVOCACY.

Dialogue 12: Sociolinguistic Variation

Person A	Person B
WHY SIGN DIFFER REGION? STANDARDIZE OR NOT?	LANGUAGE NATURALLY EVOLVE. STANDARDIZATION RISK ERASING IDENTITY.

Dialogue 13: Research Proposal Defense

Person A	Person B
YOUR STUDY PURPOSE WHAT? METHODOLOGY? ETHICAL SAFEGUARDS?	EXAMINE EARLY ASL EXPOSURE IMPACT. MIXED-METHOD APPROACH. DEAF COMMUNITY PARTNERS INVOLVED.

Dialogue 14: Educational Equity Debate

Person A	Person B
EQUALITY VS EQUITY DIFFERENCE?	EQUALITY SAME FOR ALL. EQUITY ADJUST BASED NEED.

Dialogue 15: Leadership Vision Statement

Person A	Person B
FUTURE GOAL FOR DEAF EDUCATION?	INCREASE DEAF ADMINISTRATORS. EXPAND ASL-FLuent TEACHER TRAINING.

Dialogue 16: Global Deaf Community

Person A	Person B
INTERNATIONAL COLLABORATION BENEFIT?	SHARE BEST PRACTICE. SUPPORT EMERGING SIGN LANGUAGES.

Dialogue 17: Legal Precedent Case Study

Person A	Person B
PAST COURT RULING IMPACT TODAY?	SET STANDARD FOR EFFECTIVE COMMUNICATION.

Dialogue 18: Academic Conference Debate

Person A	Person B
AUDIENCE CHALLENGE YOUR CLAIM.	RESPOND WITH DATA. ACKNOWLEDGE LIMITATION, RESTATE CORE ARGUMENT.

Dialogue 19: Disability Rights Movement

Person A	Person B
DEAF PART OF DISABILITY FRAMEWORK?	COMPLEX — BOTH CULTURAL + DISABILITY IDENTITY.

Dialogue 20: Language Standardization Debate

Person A	Person B
CREATE OFFICIAL ASL STANDARD GOOD?	HELP EDUCATION BUT MAY LIMIT VARIATION.

Dialogue 21: Ethical Research Question

Person A	Person B
CAN HEARING RESEARCHER STUDY DEAF CULTURE?	YES IF COLLABORATIVE + RESPECTFUL.

Dialogue 22: Higher Education Access Reform

Person A	Person B
UNIVERSITY SYSTEMIC BARRIER?	LATE INTERPRETER APPROVAL. NEED PROACTIVE POLICY.

Dialogue 23: Public Representation Critique

Person A	Person B
TV SHOW USE HEARING ACTOR PLAY DEAF ROLE.	PROBLEM AUTHENTICITY. CAST DEAF ACTOR INSTEAD.

Dialogue 24: Community Power Dynamics

Person A	Person B
WHO CONTROL NARRATIVE?	OFTEN HEARING INSTITUTIONS. SHIFT POWER TO DEAF LEADERSHIP.

Dialogue 25: Future of ASL Education

Person A	Person B
ONLINE LEARNING LIMITATION?	LACK IMMERSIVE ENVIRONMENT. COMBINE WITH COMMUNITY INTERACTION.

Dialogue 26: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 27: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 28: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 29: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 30: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 31: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 32: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 33: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 34: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 35: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 36: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 37: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 38: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 39: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)

Dialogue 40: Create Your Own Extended Academic Dialogue

Person A	Person B
(Line 1)	(Line 1)
(Line 2)	(Line 2)
(Line 3)	(Line 3)
(Line 4)	(Line 4)
(Line 5)	(Line 5)
(Line 6)	(Line 6)
(Line 7)	(Line 7)
(Line 8)	(Line 8)