Listening Lesson Plan

Title: Our Country a Great Country? A-OK! NO WAY! Debate!			
INSTRUCTOR	**LEVEL / AGE**	**STUDENTS**	**LENGTH**
Mark Wilson	Advanced / Adult	7	50 mins

Materials:

- Whiteboard/Whiteboard markers/erasers
- Audio file of "Why America is NOT the Greatest Country in the World Anymore" from the Newsroom television series.
- PC with audio file/internet capabilities
- Debate Question worksheet
- Words/phrases of interest sheet (audio file and generated language)
- Stopwatch/Stopwatch phone app

Aims:

- First and foremost, this lesson is to **improve the students' listening comprehension.** During the Pre-Task they will focus their abilities to comprehend and discuss an audio file. During Task Realization, students will put their listening abilities into true practice as they listen to a fellow student of an opposing party, and must be ready with a counter response. (e.g., Party A-OK debates with Party No Way, Party A-OK must fully understand Party No Way's argument before they can make a successful counterargument.) This will be a really great opportunity for the students to listen and respond to authentic language from each other.

- **Functions** will be huge in this lesson. Students will practice the ability to successfully debate, argue and critique each other in a simulated political/cultural debate. This will help strengthen their language outside the classroom whenever they are in a similar real-life situation. (e.g. A foreign friend debates with the student about a political issue, and the student can successfully state his/her views with

the accompanied by the proper language generation.)

- Culturally speaking, students will have a chance to listen to a different description of what a "Great America" is, and they will be able to share their own opinions on the matter. They will then get a chance to speak and debate about their opinions on their own country/situation (in this case The Republic of Korea). This will further strengthen their ability to **improve and practice their overall cultural dynamics**. (e.g., A student being able to describe their opinion about their home country in detail. Or agreeing or disagreeing with another student's view in a proper/fun manner that both displays their language and response skills whilst respecting the other's opinion/response as well.)

Language Skills:

Listening: Listening to an audio file, students will use their comprehension skills in a Top-down model. Students will then be asked concept checking questions about the audio file. During Task Realization they will practice their comprehension what a fellow student says, and only if they fully understand what they heard, can they create a proper debate.

Speaking: Speaking will be used in response and insight of the audio file in the Pre Task. Speaking will take a major role in the Task Realization, as they must express their opinions on certain matters brought up during the debate. Students will also use spoken response of ICQ questions during the Task-Prep and CCQ questions during the Post task.

Reading: Students will be given a worksheet with questions for the Task Realization. They will read and comprehend together in their respective party to prepare spoken responses. These questions will then be addressed during the debate.

Writing: Students will be encouraged to write on the worksheets stated above for the Task Realization. However, grammar or accuracy is no key, as the writing will mainly be used as a tool for the students to express their responses during Task Realization. They will also be encouraged to jot down important notes as the opposing party speaks, so they may prepare a counterargument.

Language Systems:

Phonology: Though an advanced class, phonology will be emphasized when speaking during a debate. In order to state a view/opinion and to allow the opposing party to counter argue, the proper phonetic sound is important.

Lexis: During the Pre Task, key vocabulary/phrases will be written on the board. During the post task, some will be addressed through CCQ. At one point, will lexis focus be entirely created by the students unbeknownst to them. As they debate in the Task Realization, the teacher wi write down words of interest on the whiteboard. During the post task the lexis will be discussed and what their meanings are. The teacher wil also present similar or more usable words.

Grammar: As an advanced course, students should have a fairly good handle on grammar. This lesson is mainly focused on listening and

speaking, but students will have to address the past, present and future tenses when giving a successful argument/rebuttal.

Discourse: Discourse is essential during the debate. Students will practice their sentence relationship to properly get their ideas/opinions across.

Functions: The Task Realization will be impossible without the proper use of functions. As a debate, students will practice their opinion, argument and possibly emotional language functions. Especially if they want to debate successfully.

Assumptions:

- Our class is an advanced class with a very high grasp in the English language. They have a near native fluency with a very large lexis capacity and an excellent handle grammatically and phonetically.

- Though language generation is a bit easier for them, it makes teaching them new things/ideas that much more challenging.

- A small group, though some speak more than others, if encouraged enough they all can speak and generate comfortably with each other.

- A high level of listening comprehension, also a fairly good amount of knowledge on different political standpoints.

Anticipated Errors and Solutions:

- **Fast Dialogue/Advanced English:** The Pre Task audio clip is quite fast, so the students will have to listen carefully, probably at least twice to hopefully pick up on what the speaker is saying. The level of English is also quite advanced, so there is a chance that there will be a handful of expressions and terms the students may be new to, despite them being at an advanced level.

- Solution: If they still have a hard time, I will personally read key parts of the monologue at a slower pace to make sure the students full understand the message being said, enough to respond and generate language about what they heard.

- **Voicing honest opinions/Mood:** Sometimes Korean students have hard time truly voicing their opinions, especially when it comes to political/social issues, and other times they subconsciously (or consciously) agree unanimously to avoid any confrontation/ill image on themselves. Also, speaking about politics can bring bit of a solemn mood depending on the status/collective view of the country. Or perhaps students could become too passionate about a topic in politics, so every student's feelings must be considered.

- Solution: Hopefully the inclusion of Party "A-OK!" playing as Devil's advocate will help spark some debate. Surprisingly, students enjoy playing the 'bad guy' even if it's against their own true beliefs. Because they are just playing the 'bad guy' they can really get into character, as their real opinions/schema are so opposed to the character they're playing, they can make some excellent and stimulating arguments. As a result, they can also bring a fun/insightful mood to the activity as a whole.

- **Possible political controversy:** Because this is the subject of both politics and opinions I really need to be careful where I decide to

use this lesson plan. In some countries this material may be a bit risky, as well as classroom dynamics as some students may feel incredibly strong about their opinion their political affiliation, also in a mega conglomerate, students are a bit wary of sharing their political views.

- Solution: If it's a bit risky debate about Korea (eg. in major Korean conglomerate) the USA will be used instead. Most L2 students would have an opinion about the USA so both Parties of the debate could role-play both sides.

References:

- The Newsroom (U.S. TV series) audio file, http://www.youtube.com/watch?v=q49NOyJ8fNA

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Notes:

SOS if moving along too quickly during Task Realization:

- Prepare some 'secret questions' the parties did not plan/prepare for. This will take up more time, but more importantly this will force students to generate language and create discourse on the fly.

- Have the debate parties switch roles from the "A-OK" Party to the "NO WAY" party. This should take up more than enough time as well as allow the students to feel what it's like to act on both sides of the coin in a debate. Students who played the more liberal party member may enjoy having time acting on the conservative party and vice versa.

Cut off Plan:

- If task is taking longer than expected, inform the students that we will continue the debate at a later date. Suggest that they plan their arguments for the next class and to find the definitions of their vocabulary using an English-English dictionary.

Plan B/Potential technical issues for audio file in Pre Task:

- Use the website link: http://www.youtube.com/watch?v=q49NOyJ8fNA if audio file does not load.

- If there is no internet or audio/computer simply cannot work, I will read the monologue/script myself. I will make sure to use TPR and facial expressions to emphasize what I am reading to help with the students' comprehension.

Pre Task

Title: What makes a great country?	**Aims:**	**Materials:**
Description: An exercise using both the schemata, comprehension and responses of the students by listening to an audio file.	- Students will practice their listening comprehension of an opinionated monologue. - They will also improve their schemata as they see the question on the whiteboard. - Students will also practice their speaking/giving opinion capabilities, as they will discuss with one another in groups and then to the class as a whole.	- Audio file of "Why America is NOT the greatest country in the world anymore" from the Newsroom. - Whiteboard/Whiteboard markers/erasers

Time	Set Up	Students	Teacher
10 mins	Whole class	- Students will be asked to look but not discuss the question on the whiteboard, "What makes a great country?" The same goes for key words from the audio file. This is solely for the purpose to activate schemata. - Students will then listen to the audio file, "Why America is NOT the greatest country in the world anymore." - As a whole class the students will discuss what the speaker meant by saying that America was NOT the greatest country in the world.	- Write the question, "What makes a great country?" and dialogue keywords on the whiteboard. - Moderate/manage during group during discussio (e.g. make sure they're on task/ask stimulation questions if they are struggling) - Ask the question "So why doesn't the speaker think America is the greatest country in the world?" - Make sure Pre Task is moving along in a timely fashion

Notes:
- Make sure the students can hear the audio file clearly.

- ****Important**** The audio file must be started at the 3:18 mark of the video, then skipped ahead to the 4:35 mark of the video. This is due to the other parts of the video being redundant.

- Cut off Plan: If taking too long, inform the students too keep in mind what we discussed up to that point to use in the Task Realization.

Task Preparation

Title: Debate Prep	**Aims:**	**Materials:**
Description: The 'A-OK' Party vs. The 'No Way' Party will be situated and prepped for the Task Realization	- For the students to use their listening comprehension to understand what will happen in the Task Realization in its entirety. - For the students to use a bit of speaking to become situated and acquainted with their appointed Parties - Have the students continue to activate schemata before the Task Realization	- Whiteboard/Whiteboard markers/erasers - Question worksheet

Time	Set Up	Students	Teacher
10 mins	2 groups - 1 group of 3S - 1 group of 4S	- Students will be arranged into one of 2 opposing parties. The "A-OK" Party and the "NO WAY" Party. - The "A-OK" Party will represent the side that feels the ROK is absolutely fine the way it is. They must act/believe that whatever the ROK is doing right now is absolutely fine the way it is. - The "NO WAY" Party will represent the side that disagrees with how the ROK is currently handling	- On the whiteboard, add the words "South Korea" to the still written question from the Pre-Task to create the new question, "What makes South Korea a great country?" (schemata purposes) - ****Must be done in chunk instructions. Same goes for ICQ questions.** - Divide the groups into 2 Parties, the "A-OK" Party and the "NO WAY" party

		each topic presented in the debate/Task Realization.	- Hand out question worksheet, 1 per party
		- Students will be encouraged to ask questions about the instructions during this time as well as answer ICQ questions to make sure everyone is on the same page.	- Observe as the opposing parties prep/discuss amongst their group. Jot down errors or words ⌐ interest to be address during the Post Task.
		- The parties will be given a question from the worksheet and must give their stance according to their party's simulated belief.	- Make sure the students understand the directior clearly as it is terribly important for them to comprehend to make a successful debate for th⌐ Task Realization
		- Within their Parties they will speak and make notes/responses to the questions on the sheet, as they will be the same questions addressed in the debate.	- Moderate/manage during group during discussic (e.g. make sure they're on task/ask stimulation questions if they are struggling)
		- Students will have to be prepared for a counter argument for their answer, as the opposing party will/may refute their response.	- Give time cues to allow the students enough space to be fully prepared for the debate.
			- Inform the students that during the debate that a students must speak.

Notes:

- Chunk instructions cannot be emphasized enough. It is imperative that the directions are given in sections and are clear for the Task Realization to work successfully.

- Shy away from too many ICQ questions as they are adults, and ICQ risks patronizing them.

- Timing is also important, as this can easily go over the time limit if not monitored. It's also important for the students to know how much time they have left. Teacher must make sure to inform the parties how much time is left.

- When they are discussing in their parties, interact very little and allow them to generate English. Only help if they're looking for a word/vocab/phrase, or if there is a lull within the group. Just make sure they generate language and get their points across.

Task Realization

Title: The Debate!	**Aims:**	**Materials:**
Description: After preparation, the two opposing Parties will debate on different issues given by the moderator.	- For the students to fully use their listening/comprehension capabilities as they hear the opposing team express their opinion/counterargument. - For the students to successfully use discourse as they debate and argue about each debate topic. - To help boost students' confidence in their language generation. - For students to role play (eg. In truth a student may disagree with the stance of his/her party, but he/she will act as someone who does believe in that party's view.)	- Whiteboard/Whiteboard markers/erasers - Stop watch/phone app

Time	Set Up	Students	Teacher
20 mins	2 groups - 1 group of 3S - 1 group of 4S - The two teams will be standing opposite of each other. A simple rock/paper/scissors game will decide which party will respond	- In no particular order, a topic/question is given to one party and they will have around 60-90 seconds to give their response. - The opposing party will have 60-90 seconds to give their rebuttal and argue against the initial party's response. - After each party has expressed their view, around 90 seconds will be given to a full on debate between the two parties. - This will continue until all the questions/issues are addressed. - The opposing parties will then shake hands and	- The main role of the teacher is the moderator/time keeper. Absolutely no opinions from the teacher during the debate. - It's important to speak as little as possible during the debate, allowing the students to generate language. - Write down words of interest/phrases spoken by the students on the whiteboard. They will be addressed later during the Post-Task. - Have the stopwatch ready to make sure each party has the appropriate amount of time to speak.

first.	congratulate each other on a task well done.	- Try to make sure everyone speaks and take notes on who speaks/argues more and who less

Notes:

- Ask the questions in no particular order to allow full language generation.

- If a topic is hot and there is a lot of language generation it's okay to be a little more liberal on the allotted times, that's why 'around 60 seconds' is said in the lesson plan, as language generation is key.

- Guide the students only when necessary or there are long lulls in the debate.

- Absolutely NO opinion from the teacher on the debate responses. Do not laugh or joke at any of the responses, as they are adults and you also risk insulting them. If and only if the rest of the class is laughing as well.

- Don't be afraid to throw a 'hidden question' at the students for comprehension and language generation practice.

Post Task

Title: Debate Reflection	**Aims:**	**Materials:**
Description: Post debate, class as a whole will discuss how they felt and what they did well and what they could improve upon. Also will discuss new	- For the students to use schema recently obtained from the Task Realization. - Introduce any keywords/vocabulary generated by the students during the Task Preparation or Task Realization. - Language/opinion generation from the students on how they felt the debate went as a whole.	- Whiteboard/Whiteboard markers/erasers - Words/phrases of interest sheet (audio/generated)

lexis introduced during the debate and by the teacher.			

Time	Set Up	Students	Teacher
10 mins	Whole class	- Students will express how they felt their party fared during the debate. - Students will reflect on which areas they felt they did well in and in which areas they struggled. - Students will be asked what the opposing party did well, to use positive reinforcement/constructive criticism. - They will discuss as a whole the words of interest/phrases written on the board by the instructor during the debate. - Students will answer CCQ questions on some of the vocab initially written on the board.	- Hand out Words/phrases of interest sheets - Only asks the initial questions pertaining to how they felt they did on each topic. Don't speak too much and allow them to generate responses. - Addresses the keywords written down during the Task Realization. Gives definitions if need be. - Make sure the criticism is constructive and really let them know what they did well on. - Have the CCQ questions prepared for the audio file vocab ahead of time.

Notes:

- Cut off Plan: If running out of time ask the students to define the terms in the Hand out Words/phrases of interest sheet using an English-English dictionary for next class.

- Make sure to be positive and congratulate the students for achieving such a task.