

**Activity Design [2]: Débattre et présenter ton point de vue  
 (debating and expressing your own opinion)**

Name: Mireille Maalouf

**Communicative Modes:** Interpersonal Speaking, Listening

*Interpersonal Speaking    Presentational Speaking    Writing    Reading    Listening*

**Intercultural Elements:** *Interpreting & relating, Knowledge &/Reflection, Critical cultural awareness, Discovery & interaction*

*Knowledge/Reflection    Attitudes    Interpreting & relating    Discovery & interaction    Critical cultural awareness*

<b>Overview:</b>	
Source Activity:	[10.6 Debate on blood sports] and [Political debate] (Corbett, 2010, p.193-196 and 223-226)
Description:	Students will listen to a recording related to their debate topic and then they will research the assigned topic and debate. While they hold their opinion for or against the topic being debated, they are required to improve their persuasive skills by researching and understanding the values hold by their opponents.(Corbett, 2010)
Context:	This activity is designed for students who are currently in the advanced level of French core (4U), who are working on their B1 level (CEFR) and they are in grades 11 and 12 (16-17 years old) at Appleby College
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>➔ Students will be able to <b>interact, negotiate, and debate</b> on a wide range of social issues.</li> <li>➔ Students will be able to <b>objectively communicate, and transfer messages</b> read and heard to the debate and <b>mediate</b> perspectives (between messages heard in the French audios and own cultural perspectives) by using supporting arguments.</li> <li>➔ Students will be able to draw cross cultural comparisons; <b>recognize</b> and <b>evaluate</b> differences and similarities in behaviors among cultures and select the appropriate points of view that support their side.</li> </ul>	
<b>Plan:</b>	
Class Time:	2 hours block, 120 minutes
Materials:	<ol style="list-style-type: none"> <li>1. Instructions and the Audio recordings of the chosen topics (B1 level)</li> <li>2. Vocabulary of the debate (B1 level)</li> <li>3. Analytic rubric</li> <li>4. Students' tablet</li> <li>5. Handouts (audio sheet, argument sheet to record their research findings and peer feedback sheet, student reflection sheet)</li> </ol>
Preparation:	<ol style="list-style-type: none"> <li>1. The teacher will work on a class unit related to social challenges. (Girls education in some villages of Africa, polygamy, patriarchal societies etc.)</li> <li>2. Discussion and 'table ronde' with the class and among groups about these topics where students compare a few communities that they learned about with their communities in Canada.</li> </ol>

	<ol style="list-style-type: none"> <li>3. The teacher will introduce the vocabulary of debate.</li> <li>4. Linguistic features that was included in the selected passages and excerpts are: the subjunctive, conditional, B1 connectors</li> </ol>
<p>Procedure:</p>	<p><b>First period:</b></p> <p>Step 1- students will sit in pairs and each student will receive 4 handouts (Audio sheet, argument sheet and peer feedback sheet). (5 min)</p> <p>Step 2:</p> <ol style="list-style-type: none"> <li>1. the teacher will assign each pair a different audio recording that present a different social issue which they will research and prepare a mini debate about it.</li> <li>2. Student A will be <i>in favor of</i> (POUR) the issue that will hear about and should jot down in the TL all the <i>pro</i>-arguments that were presented in the recording.</li> <li>3. Student B will be <i>against</i> (CONTRE)the issue and will jot down in the TL the <i>anti</i>-arguments that were presented.</li> <li>4. Each student will manage the recording on their tablet and will write on the audio sheet the arguments that match their position (whether they are for or against) (15 min)</li> </ol> <p>*explain to learners that they don't necessarily need to believe the arguments that they need to make. The class will judge them on how well they made their case (Corbett,2010, p194)</p> <p>Step 3: Students will submit their audio sheets and will use their tablets to research the topic assigned to them. They need to find statistics, facts, points that support them when they debate. They are allowed to use the online dictionary and the Besherville (conjugation book). (45 min)</p> <p>Step 4: to review their points and to get ready . (10 min)</p> <p><b>Second period:</b></p> <ol style="list-style-type: none"> <li>1. The formal debates start.</li> <li>2. The teacher will video record the debates and take notes on the rubrics.</li> <li>3. The students will fill in a peer feedback sheet while they are watching the participants debating. (60 min)</li> <li>4. To end with a student reflection</li> </ol>
<p>Assessment:</p>	<p>The debate will be used as a summative assessment</p> <p>A rubric can be used to assess students' Knowledge, Thinking, Communication and Application</p> <p>A peer feedback can be provided at the end of each debate</p> <p>The debates will be recorded to allow constructive and descriptive feedback from the teacher.</p>

Dr. Amanda Lanier

<p>Recommendations / Variations:</p>	<p>A writing component can be added to this debate where the audience can express their own opinion about a particular topic that was debated.</p>
<p><b>Rationale:</b></p>	
<p>I chose this interpersonal activity because it relates to the task that I normally do with my students during the December time and after finishing a unit on social challenges (les défis sociaux). What I liked about Corbett’s activity (on page 194), is that the websites were given to the students as a start point for their research. In the future, I will be doing the same by suggesting a list of websites where students can look up the information that they need to use for their debate. Moreover, expressing own opinion and using persuasive vocabulary and arguments in the target language will help them with shifting their perspectives and will give them a voice.</p> <p>In this task, students are not only interpreting and relating to messages they hear but it also gives them the opportunity to interpret messages accurately while interacting in French, negotiating meaning ideas and information, and using persuasive tools that they have learned in class.</p> <p>Finally, the audio-recordings that are used as stimulator for the debates and the researching the arguments <i>against</i> and <i>in favor</i> will increase students’ <i>savoirs</i> and <i>savoir comprendre</i>, and the debates will improve students’ <i>savoir s’engager</i>.</p>	