

Débattre et présenter ton point de vue

Adapted from [Corbett's 10.6 [Debate on blood sports] and 12.3 [Political debate]
in Corbett (2010) *Intercultural Language Activities*

Presenter: Mireille Maalouf

FLT 815 Culture ~ Dr. Lanier

April 22

Activity Overview

Overview

- **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
- **Class Time:** 2 hours block, a total of 120 minutes .

Objectives

Students will be able to **interact, negotiate, and debate** on a wide range of social issues.

Students will be able to **objectively communicate**, and **transfer messages** read and heard to the debate and **mediate** perspectives (between messages heard in the French audios and own cultural perspectives) by using supporting arguments.

Students will be able to draw cross cultural comparisons; **recognize** and **evaluate** differences and similarities in behaviors among cultures and select the appropriate points of view that support their side. .

Expectations

I - Teacher's expectations

1- Communiquer pendant un discours et un échange à l'improviste sur un sujet spécifique en utilisant un français développé et précis.

2 -Utiliser des stratégies langue seconde (étudiées en classe) pour supporter la communication en français pendant la lecture et à l'écrit.

Expectations

II – Ministry expectations (Ontario)

Ministry expectations

Listening:

- A1.1 Using listening comprehension
- A1.2 Demonstrating Understanding
- A2.1 Using interactive listening strategies
- A2.2 Interacting
- A2.3 Metacognition
- A3.1 Intercultural Awareness
- A3.2 Awareness of sociolinguistic convention

Speaking

- B1.1 Using oral communication strategies
- B1.2 Producing oral communication
- B1.3 Speaking with fluency
- B1.4 Applying language structures
- B2.1 Using speaking interaction strategies
- B2.2 Interacting
- B2.3 Metacognition
- B3.1 Intercultural awareness
- B3.2 Awareness of sociolinguistic conventions

Rationale

- 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.

Materials

- Instructions and the Audio recordings of the chosen topics (B1 level)
- Vocabulary of the debate (B1 level)
- Analytic rubric
- Students' tablet
- Handouts (audio sheet, argument sheet to record their research findings and peer feedback sheet, student reflection sheet)

Preparation

The teacher will:

- 1- work on a class unit related to social challenges. (Girls education in some villages of Africa, polygamy, patriarchal societies etc.)
- 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.
- 3- The teacher will introduce the vocabulary of debate.
- 4- Linguistic features that was included in the selected passages and excerpts are: the subjunctive, conditional, B1 connectors

Procedures

Period 1:

- 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.
2. Student A will be in favor of (POUR) the issue that will hear about and should jot down in the TL all the pro-arguments that were presented in the recording.
3. Student B will be against (CONTRE)the issue and will jot down in the TL the anti-arguments that were presented.
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)

Period 2:

- 1.The formal debates start.
- 2.The teacher will video record the debates and take notes on the rubrics.
- 3.The students will fill in a peer feedback sheet while they are watching the participants debating. (60 min)
- 4.Students answer a **reflection in L2**

Activity Demonstration

Before the day of..

Students will be provided with two things:
1- A study sheet “Quoi étudier?”



**Microsoft Word
Document**

2- A document that highlights the structure of the day.



Microsoft Word Document

Conclusion

- 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.
- 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.
- The audio-recordings that are used as stimulator for the debates and the researching the arguments against and in favor will increase students' *Savoirs* and *Savoir comprendre*, and the debates will improve students' *Savoir s'engager*.

Recommendations

A writing component can be added to this debate where the audience can express their own opinion about a particular topic that was debated.

Next steps

Reflection

- To add a few questions to the student reflection sheet

e.g: when you researched about your topic and worked on your arguments whether it was FOR or AGAINST were you personally convinced why? Or why not?

- Do you approve or disapprove the points that were mentioned in the assigned audio

Changing the groupings

Divide the class to 2 groups

1- PRO

2- ANTI

References & Resources

Corbett, J. (2010). *Intercultural Language Activities*. Cambridge: Cambridge University Press.

Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Malden, MA: Wiley.

Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the Intercultural Dimension In Language Teaching*. Council of Europe 42.

Griffin, H., Braunsch, W., Bruneel, K., & Paturel, A. (2012). *The Common European Framework in the Context of Ontario's Schools*. 84.

Ontario Ministry of Education. (2014). *The Ontario Curriculum Grade 9 to 12 French as a Second Language*.