

ELT 2 Final assignment – Lesson series

Preparing for the Model UN

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Part A

1. Description of context

This lesson series is geared towards a VWO5 class, consisting of 20 students, at Hondsrug College, Emmen. The particular class I have in mind is a class taught by my colleague, that I have observed several times. My colleague confirms my observation that this is a class of ambitious, serious students who like to be challenged.

Additionally, this lesson series is part of a project in which *maatschappijleer* and English work together to familiarize students with the content, language and cultural aspects of the United Nations. Students work towards taking part in the actual MUN (Model United Nations) taking place in Arnhem in October 2017. *Maatschappijleer* will concern itself with the content, whereas English will focus on language (academic writing and debating) and intercultural competence. During this project, students work on writing a position paper and a resolution, on which they will be graded for both subjects. *Maatschappijleer* will grade them on content; English will grade them on use of language and argumentation. Students work on these texts in both courses and revise them based on what they learn in both courses. They are aware that they must have an up-to-date version of their draft with them whenever they enter class. Their final grade for English is made up of two elements: writing (as discussed above) and speaking: their performance in the formal debate (lesson 4) will decide their grade for speaking skills. They will not be graded on intercultural competence, since this is a skill that gradually develops and cannot be expected to significantly increase over a series of 4 lessons in which there are no real cultural differences to speak of. Instead, students will write a reflective report after having participated in MUN, discussing how they feel they have developed when it comes to intercultural competence.

At the start of this lesson series, students have already had several classes on the UN in *maatschappijleer*, and have studied it quite extensively. They have familiarized themselves with the basic organization of MUN, and have been assigned countries. They have familiarized themselves with their countries to such an extent that they know their country's location, political views, and have a general sense of its culture. They do not yet know what will be expected of them as delegates at the actual conference, or how to prepare for it; that is partly what these lessons are for. Over the course of this school year, they have studied academic vocabulary and given 5-minute presentations, but have not yet started academic speaking and writing, studied argumentation, or trained pronunciation – incidental teacher feedback excepted, of course.

This lesson series will be taught entirely in English, since students are used to speaking only English in class.

2. ELT: vision, design and theoretical background

Vision and theoretical background

We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.

T.S. Eliot, Four Quartets.

This is the quote that heads D.A. Kolb's article on experiential learning, and he could have chosen no better quote to capture his definition of learning: "Learning is the process whereby knowledge is created through the transformation of experience." (Kolb, 38). Learning, in this view, is not characterized by memorizing a certain amount of information and reproducing it in a test, but is an ongoing process, in which experience is key. Byram shares this view, and places a focus on skills, attitude and critical cultural awareness, rather than just knowledge. Certainly, knowledge is important, but especially when we are focusing on culture and developing intercultural competence, knowledge is not our primary focus. Indeed, it is impossible to anticipate what knowledge students may need, and the teacher does not necessarily have to be the sole source of knowledge. What is more important than teachers pouring facts onto students is students developing "the skills of acquiring knowledge and integrating it with what they already have (Byram, 8).

For this assignment, I too have chosen to place my focus on culture, and more specifically, intercultural competence, because this theme aligns with my personal vision of what ELT should be; a forum for students to develop their identities as citizens of the world, who can interact successfully with people from different cultures, being open and understanding when it comes to otherness and being able to compare and analyze those differences, rather than dismissing them. In this, I agree with Byram, Jauregi, Kwakernaak and the other experts in this field that the language classroom is an ideal place for this, because culture is in large part expressed through language, and language, in turn, is more than merely the spoken or written word. A more extensive focus on culture in the classroom would therefore, in my view, be in order, if we want students to develop in this area as well. I do not mean that culture should be the main focus and gain priority over learning the actual language, but I feel culture should be embedded in as many parts of traditional language learning as possible, so that this skill is gradually developed over a number of years, as Byram advises. A 2009 study by SLO confirms the importance of students developing intercultural competence, but also shows that it is not yet a significant element of foreign language teaching in the Netherlands as teachers are still primarily focused on transferring knowledge on the countries whose language they teach (Fasoglio, 29).

To combine my wish to address intercultural competence with the reality of the secondary school curriculum and its focus on language skills, I have decided to seek the cooperation of one of my colleagues and develop a joint project. Together with *maatschappijleer*, this project will prepare students to take part in the Model United Nations conference that will be held at the Lorentz Lyceum in Arnhem in October 2017. This benefits both *maatschappijleer* and English: students will learn what the United Nations does and how it works through experiencing a simulation of it (*maatschappijleer*) and develop their writing, public speaking and pronunciation skills (English).

The Model United Nations is an “authentic simulation” that has been used for years to help students in their development towards becoming “global citizens”. It is a conference in which students, as delegates of various countries or NGOs, debate current issues, learning to “draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the UN’s rules of procedure”, attempting to come up with solutions for the problems at stake (quotes stem from United Nations Association of the United States of America website, see bibliography). As students will be confronted with various nationalities and cultures and will have to learn how to interact with them successfully, it is a form of experiential learning that seems perfect for developing intercultural competence, as well as for developing writing and speaking skills. As acknowledged above, intercultural competence is obviously not something students can master in a four-lesson series, but the series can serve to inspire and lay the foundation for development in that area, especially since students will work towards a real-life situation in which they will require these skills; the MUN conference in October. Byram mentions several times that experiential learning is a powerful tool and the best way of developing intercultural competence (Byram, 10, 14).

As said, I feel that ELT should create opportunities for students to develop their language skills as well as intercultural competence, but what does that mean on the level of the lessons? To me, a successful ELT lesson is a lesson in which there is a lot of interaction between the teacher and the students, but also between students – as long as it is related to the topic at hand, of course. When this is the case, learning is not merely something the teacher controls and deals out, but something that arises as students respond to each other, take other views into account and compare them to their own views. I think this can be achieved by teachers asking questions that promote interaction and promoting activities in which students work together (Ebbens & Ettekoven, 89-116, 138).

Additionally, I feel that in a good lesson, both the teacher and the students actively use the target language (Kwakernaak, 47-49). I feel it increases the interactive learning element just mentioned, because lower-level students can draw inspiration from higher-level students and students can help each other out when they get stuck. Additionally, it helps to make students’ learning visible: you know where they stand and you can give them adequate feedback (Ebbens & Ettekoven, 103).

Aside from active use of the language in class, I think teachers should provide lots of authentic input from outside the classroom, as it reminds students of ‘why we’re doing this’, bridging part of the gap between the foreign language lesson and the real world, and giving them additional examples of the language in use (Kwakernaak, 217-219). To me, it would be a waste not to do this, as you can show examples of impressive language use, or, as I have done for the homework for lesson 2, show students examples of erroneous use of language in a fun(ny) way. Authenticity is important to me in all materials used in class, as we are training students’ language skills for the real world, and so the exercises training them to do so should resemble the real world as closely as possible. In the same vein, relevance is important. I feel and have experienced that when you discuss the real-life relevance of the things you cover in class, students are more attentive, interested and motivated to participate.

Finally, and this is one of the most important areas to me, I feel that, in a good lesson, the teacher has created an atmosphere where students feel safe to give and receive feedback, both to each other and the teacher, ask questions to each other and the teacher and feel that their input will be appreciated. I think an atmosphere such as this improves the situation for all involved (Teitler, 90-91, Ebbens & Ettekoven, 27).

Design and theoretical justification of choices

To create a lesson series that helps to work towards the Model UN and that can reinforce the lessons taught in *maatschappijleer*, I looked at which skills students would have to possess at the actual conference, aside from intercultural communication skills. Writing and speaking jumped out at me immediately, since students will have to draft resolutions and position papers, and will have to debate these publicly. And although vocabulary would have been a likely third candidate, I did feel that in reading, watching, listening and writing on the issues at stake, vocabulary would largely come naturally. Also, I felt the lessons would be most efficient and effective if the communal time was spent on domains students could not develop as well individually as in a class setting. As such, vocabulary would have to be done individually, at home, and/or in later lessons.

However, the domain not yet mentioned and often overlooked, in my view, is pronunciation. After all, if students wish to effectively communicate and make a professional impression, their pronunciation would have to be such that it does not cause misunderstanding. What is more, studying pronunciation will likely train students to look at their text through the perspective of presentation; practicing stress patterns and intonation will make them consider how best to present their subject matter, which will help them in their debate and eventually the conference. Kwakernaak actually confirms the usefulness of focusing on pronunciation in speaking assignments in the more advanced levels of the curriculum (Kwakernaak, 113). Since focusing on this element will help students feel more secure and give them an opportunity to practice their presentation, it would create a natural bridge from the written argument to the spoken argument.

In determining the order of topics and activities in my lesson series, I wanted as much as possible to create an order that was natural; a series of activities that would reinforce each other and give students the basics they need to proceed to the next lesson; moving towards free production in the form of a debate (Staatsen, 31). As I had decided to focus on three language skills and intercultural competence, I had the option of integrating intercultural competence in all lessons or dealing with it individually. For this project, I chose the latter. I feel the topic lends itself well to introducing the rest of the series, and the activities in which students gradually explore culture together will lay a foundation for the rest of the activities preparing students for this intercultural conference. After all, the lesson on intercultural competence teaches openness and interaction, and the activities in the subsequent lessons are of similar character. As the entire project as well as the conference itself is based on students' understanding of the culture of the country of which they are delegates, developing intercultural competence from the start is vital.

For the activities and materials in this lesson, I have based myself primarily on the ideas of Byram and Karmanova and Van Loo, as the former provides procedural ground rules for classroom activities exploring culture, the latter provides ideas for classroom activities and both show that studying one's own culture should precede studying another (Byram, 9, Karmanova & Van Loo, 24). I decided it would be best to start by showing the relevance of the subject matter by linking it to MUN and showing students how intercultural competence is vital in participating in such a conference. Once made aware of this, students need to know the rules they should adhere to during these lessons, and so the procedural ground rules are explained. Then it is time to get started. Karmanova and Van Loo indicate that it is useful to first discover what students associate with the word 'culture', which is why I decided to start with a wordweb (Karmanova & Van Loo, 23). I recognized the added benefit of this, as it would activate students' pre-existing knowledge (Ebbens & Ettekoven,

29). And as said, students should have an idea of their own culture before studying another, which is why I decided to have them study their own culture, and then the culture of the country for which they will be a delegate. The reason I let these exercises follow each other directly without discussing anything in between is that I want to implement as much experiential learning as possible, so I want students to be triggered to keep inquiring, rather than wait for me to provide missing information (Kolb, 27). By working in pairs, they can stimulate each other's curiosity and inquiry, and compare and contrast ideas. Although the bulk of the lesson should be introductory, I want the last part of it to relate to MUN already, so students will be able to see the link to MUN and the lesson's usefulness. This is why I end the lesson by having them take a side on an issue, forcing them to get into the cultural frame of mind of the country for which they will be a delegate. The fact that they will divide into two groups will cause them not only to think about their own country's views, but about which other countries agree with them and why that is the case, preparing them for lobbying time and finding co-submitters for their resolutions later. I based this idea on Byram's and Kolb's descriptions of experiential learning; as students will learn the above by doing it.

The next logical step in preparing students for the conference, and, more specifically, for the debate, is teaching them to set up an argument. But as writing is often a solitary and lengthy process, not always suitable for the classroom, I attempted to find a way to deal with it so that students would be able to do their writing elsewhere. This is why I decided to 'flip the classroom' and ask students to study the subject matter beforehand, and use it to write a position paper and resolution on their own. The added benefit of a communal lesson is then that there is a teacher and there are classmates present who can help improve each other's work. As the video of Donald Trump's 15 fallacies in 3 minutes is probably the most appealing of the material, I decided it would be the best topic to start with: since it is authentic, current and on topic, it would direct students' attention to the objectives of the lesson (Ebbens & Ettekovén, 50). Reproducing the fallacies in the video will make sure students are largely on the same level and able to proceed to the next exercise too. Where they only had to understand and remember the fallacies in the video, they have to be able to find them and identify them in the next assignment; asking them to move from lower-level thinking to higher-level thinking (Ebbens & Ettekovén, 29). As students then know what not to do, it follows to discuss what they should do. For variety, I have opted to discuss this rather than have students work individually again, more so since they will be able to study each other's argumentation in the next assignment. Once again, I want the lesson to be introductory but also useful in their MUN preparation, so the final assignment of the lesson consists of students peer critiquing each other's argumentation in their position papers and revising their work based on the feedback they get. Within this lesson, I have tried as much as possible to guide students from lower-level thinking activities to higher-level thinking activities (Ebbens & Ettekovén, 29).

As said, I wanted to create a transition from written to spoken argumentation, from training specific elements in a guided fashion to free use, and decided a focus on pronunciation, stress and intonation would be an appropriate stepping stone from writing to speaking, as it gives students the tools they need to move towards free use (Kwakernaak, 117). As these students had not yet experienced specific pronunciation training and as such would not know what to focus on, I decided starting with a few tongue twisters would shift the focus towards their personal difficulties in pronunciation, or would make them see that they are already quite fluent. Additionally, it would direct students' attention to the objectives of the lesson (Ebbens & Ettekovén, 50). I would have liked to integrate activities in which students started forming an image of their ideal language selves, but found this to be unrealistic in the scope of this lesson series. It is something that will follow in the weeks

after this series. As Kwakernaak states, when it comes to pronunciation, students profit most from good quality input, which is why I decided to instruct them on pronunciation first, modeling the pronunciation of the items I discuss in an exaggerated manner and asking specific students (the ones I know won't be uncomfortable) to copy me (Kwakernaak, 272). Then, they can practice in pairs, to create a safe environment, and have the opportunity to identify the items with which they struggle and can ask for individual help (Kwakernaak, 272). The reason for this is that this way, students are responsible for their own learning process and can once again learn inquiringly, through experience (Kolb, 27). Again, I wanted this lesson to relate to MUN as well as being a linguistic training, so as a transition to the actual debate, for which they might be nervous, I have them practice their resolutions in groups. As they now know where their areas of improvement lie, they can assign topics to other students to get feedback on.

For the fourth lesson, there is not much to justify: I wanted to conduct the debate in the same way as will be done at the actual conference. To be sure each student's performance can be properly assessed, they are instructed to ask and answer several questions during the debate. The assessment will be done according to the rubric in the assessment, which I will discuss with the *maatschappijleer* teacher, determining the scores together. This form of assessment was chosen because it covers both linguistic skill, debating skill and mastery of content.

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Part B – attachments

I.

[Unfortunately, it is not possible to copy the entire booklet into this file. Please find it at <http://www.lmuna.eu/> -> choose 'Guidelines for Beginning Delegates'.]

II. Lesson plan Lesson 1 + Materials for Lesson 1 – Intercultural Communication



**rijksuniversiteit
groningen**

faculteit gedrags- en
maatschappijwetenschappen

lerarenopleiding

ELT 2 Final assignment – lesson series

Lesson 1: Culture – lesson plan

Lesvoorbereidingsformulier

Naam student	Maike Timmerman	Lokaal	M213
Klas	V5g	Naam coach	Henk van der Schors
Datum	19-06-2017	e-mail coach	h.vanderschors@hondsrugcollege.nl
Aanvang	08.30	Adres school	Emmalaan 25
Duur	60 minutes		Emmen

Beginsituatie / kader

voorkennis, plaats van de les en belang van leerinhoud voor leerlingen

This lesson series is geared towards a VWO5 class, consisting of 20 students, at Hondsrug College, Emmen. The particular class I have in mind is a class taught by my colleague, that I have observed several times. My colleague confirms my observation that this is a class of strong, serious students who like to be challenged.

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At the start of this lesson series, students have already had several classes on the UN in *maatschappijleer*, and have studied it quite extensively. They have familiarized themselves with the basic organization of MUN, and have been assigned countries. They have familiarized themselves with their countries to such an extent that they know their country's location, political views, and have a general sense of its culture. They do not yet know what will be expected of them as delegates at the actual conference, or how to prepare for it; that is partly what these lessons are for. Over the course of this school year, they have studied academic vocabulary and given 5-minute presentations, but have not yet started academic speaking and writing, studied argumentation, or trained pronunciation – incidental teacher feedback excepted, of course.

This lesson series will be taught entirely in English, since students are used to speaking only English in class.

There are 5 minutes that are not accounted for in the planning, because I wish to leave room for further discussion when it arises.

Lesdoelen

- Students become aware of their own cultural identity
- Students become aware of their own prejudice and stereotypes
- Students develop the beginnings of the attitudes, knowledge, skills and critical cultural awareness required for successful intercultural communication

Leskern

Students watch a youtube clip, write down their associations with the word 'culture', discuss their own cultural identity and that of the country of which they will be a delegate, and discuss their views and findings with a fellow student and the entire class.

Persoonlijke leerdoelen

Making students aware of their cultural perspective and teaching them to see things through another cultural perspective.

Tijd	Lesfase	Leerinhoud	Leerlingactiviteiten	Docentactiviteiten	Overgangs- signalen	Media / materialen
08.30	Lesson start	Teacher welcomes students into the classroom	Students enter, greet their teacher and each other, take their seats.	Teacher welcomes students into the classroom, greeting them individually and waiting until everyone is present to close the door and head towards the front of the class.	'Good morning! Come on in!'	Classroom
08.32	Introduction of the lesson series, MUN and procedural ground rules	Teacher provides an introduction of MUN and explains the procedural ground rules for the lesson series and the consequent lessons that will be spent on preparing for MUN and MUN itself.	Listen to their teacher, ask and answer questions, study the booklet and procedural ground rules they have been given.	First gives an introduction of MUN, then hands out the booklet and goes through it with students; asks them questions to check their understanding and answers possible questions. Secondly, teacher explains that preparing for this conference means getting confronted with different nationalities and cultures, and critically reflecting on your own culture as well. As such, we agree on a number of behavioural and procedural ground rules up front, to be sure that everyone feels safe to express themselves and we create a safe space altogether. Then goes through the rules individually and asks each student to agree.	'Alright, now that everybody's here, let's get started with our lesson!'	Booklet MUN, procedural ground rules handouts
08.40	Introduction of culture	Creating a wordweb on 'culture' and discussing it afterwards	Get out their iPads, fill in all their associations with the word 'culture', peruse all the other associations and discuss them as a class. Point out the words they find most striking at the teacher's request and answer her other questions too.	Teacher asks students to go to www.tagxedo.com and fill in all their associations with the phenomenon 'culture'. When students are done, teacher invites them to explain the words they've chosen and asks other students to respond. Teacher explains that culture is much more than literature or art, and gives examples of all it embodies.	'So, in order for us to get an idea of who and what we are dealing with, we first need to figure out what culture actually is. So, what I'd like you to do is...'	Computer, smartboard, iPads
08.45	Stereotypes – The Dutch	Students explore stereotypes by describing the	Students listen to the assignment, possibly ask questions, and then start doing the assignment;	Teacher instructs students to take what has just been discussed into account in the following assignment: creating an image of the stereotypical Dutch person, focusing on looks/attitudes/views,	'So, based on what we have just discussed, I would like you to think	Notebooks, pens, pencils, iPads, cultural

		stereotypical Dutch person.	creating an image of the stereotypical Dutch person and comparing and contrasting with their neighbour.	etc., in whatever way suits their own learning style (writing, drawing, looking up pictures on the internet, YouTube clips, etc.). While explaining this, teacher hands out the assignment. They can do so until they feel they have a representative image, after which they can compare and contrast with their neighbour, discussing their views and in how far they consider themselves to be a typical Dutch person.	about your own culture: the Dutch culture, and decide what that really entails.'	stereotypes assignment
08.55	Stereotypes – Other countries	Students explore stereotypes by describing a stereotypical inhabitant of the country for which they will be a delegate.	Students listen to the assignment, possibly ask questions, and then start doing the assignment; creating an image of a cultural stereotype and comparing and contrasting with their neighbour.	After 10 minutes, the teacher asks them to quit their discussion and without evaluating, pairs them with their neighbouring countries and asks them to – individually – create a stereotypical inhabitant of the country for which they will be a delegate, and put the two stereotypes next to each other. When they are done, they should turn to their neighbor and compare and contrast.	'Alright, ladies and gentlemen, before you can share your views on the stereotypical Dutch person, I'd like you to find a delegate of a country right next to yours, and...'	Notebooks, pens, pencils, iPads, cultural stereotypes assignment
09.05	Cultural frame of reference	Students explore cultural identity and cultural frame of reference by formulating their MUN country's view on a human rights issue and explaining it to their classmates.	Students formulate their MUN country's view on the death penalty by looking up information about it and combining that with the information about the culture that they have just learned. Then they stand on the side of the classroom that represents their view and present and defend their stance on the issue. They ask and answer questions from both the	Teacher lets students know that, now that they have an idea of their own cultural identity and that of their MUN country, they are asked to formulate their MUN country's view on the Death Penalty. They can do so individually or together with their neighbouring country, but they must be able to defend their stance at the end of the class. Tells students they have 10 minutes, then puts them to work, and after 10 minutes, asks them to get up and stand on the left side of the classroom if they are in favour of the Death Penalty and on the right side if they are opposed to it. Then asks each student to present and defend their nationality and their stance on this issue, allowing other students to ask questions or respond, and asking questions when students are unclear or not	'I hope you now have an image of your MUN country's cultural identity, because for this next and final part of the assignment, I'd like to ask you to...'	Notebooks, pens, pencils, iPads, cultural stereotypes assignment

			teacher and fellow students.	elaborate enough. When done, tells students to sit back down and evaluate what they have learned in this lesson and in particular, in this assignment. Teacher asks them to share how they think cultural perspective is shaped and how it shapes views on political matters.		
09.29	Conclusion	Teacher rounds off by specifying homework	Write down their homework assignment, then pack their things and wait for the bell.	Teacher asks students to sit back down, write down their homework assignment (write a position paper and a resolution, watch the speech samples on Google drive and read the basics on rhetoric and argumentation), then wait for the bell.	'That was really impressive, thank you for your participation! For tomorrow's lesson, please...'	Notebooks, whiteboard, pens, iPads

Materials:

- Procedural Ground Rules
- Tagxedo webpage: www.tagxedo.com
- Cultural Stereotypes assignment

Procedural ground rules need to be established and adopted for discussion and debate in class. Whether the context is pair work, group work or whole class discussions, agreements such as the following apply:

1. Participants are expected to listen to each other and take turns.
2. Where a discussion is chaired, the authority of the chair is respected.
3. Even heated debates must be conducted in polite language.
4. Discriminatory remarks, particularly racist, sexist and homophobic discourse and expressions are totally unacceptable at any time.
5. Participants show respect when commenting on and describing people portrayed in visuals or texts.
6. All involved have the responsibility to challenge stereotypes.
7. A respectful tone is required at all times.

Source: Byram, M., Gribkova, B., & Starkey, H. (2002) Developing the intercultural dimension in language teaching. A practical introduction for teachers. Language Policy Division, Directorate of School, Out-of-School and Higher Education, Council of Europe, Strasbourg.

Cultural Stereotypes Assignment

For this assignment, you are going to focus on stereotypes. This seems like the opposite of what you are supposed to be doing when you are focusing on culture, right? Right! But, in order to be culturally open to differences, it helps to first make those differences really big, like; over the top big. Still, as the procedural ground rules indicate, we are going to do so in a respectful way.

So, what are you going to do?

Part 1: Dutch stereotype

1. Create an image of what a stereotypical Dutch person is like, in your opinion. Focus on their looks, attitudes, views, whatever you think is typically Dutch. You can do this in any way you want; by writing things down, drawing images, looking up images on the internet, or finding representative YouTube clips. However, keep in mind that you should write down your main points on paper, so that you can proceed to step 2:
2. When you are done, check in with your neighbor and compare your stereotypes.

You have 10 minutes for this part of the assignment.

P.S. If you have some time left and want to learn about cultural differences, check out this video: <https://www.youtube.com/watch?v=UTE0G9amZNk>.

Part 2: Your MUN country's stereotype

Hey, I applaud your enthusiasm, but stop reading for now and only proceed with this part when your teacher tells you, okay? Cool.

1. Do the same thing again, but this time, for the country of which you'll be a delegate at MUN; get to know what the inhabitants of this country are like; what do they look like, what do they like to eat and drink, how do they interact with each other, who are their neighboring countries and what are their relationships with them, what religion do they have; anything you can think of that would inform a stereotype. Again, do it in whatever way you want, but write down the most important points on paper.
2. Put your Dutch stereotype and your MUN country's inhabitant's stereotype next to each other. What strikes you?
3. Turn to your neighbor and compare and contrast. Your countries are neighbors, but how alike are they?

You have 10 minutes for this part of the assignment.

III. Lesson plan Lesson 2 + materials for Lesson 2 – Argumentation



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ELT 2 Final assignment – lesson series

Lesson 2: Argumentation – lesson plan

Lesvoorbereidingsformulier

Naam student	Maïke Timmerman	Lokaal	M213
Klas	V5g	Naam coach	Henk van der Schors
Datum	20-06-2017	e-mail coach	h.vanderschors@hondsrugcollege.nl
Aanvang	08.35	Adres school	Emmalaan 25
Duur	60 minutes		Emmen

Beginsituatie / kader

voorkennis, plaats van de les en belang van leerinhoud voor leerlingen

The beginning situation is the same as it was for the previous lesson, except that students have now explored culture and cultural identity. This lesson, students will turn their focus towards argumentation. They will learn how to properly set up an argument and how to recognize and identify bad arguments or fallacies in their work and the work of others.

Whereas the previous lesson was introductory and very much about interaction as students explored and compared elements of culture, this lesson will give students a chance to focus on the academic side of preparing for MUN; they will still interact as they peer critique each other's work, but they will also be able to apply what they have learned to the work they will actually use at the conference itself.

To make the lesson time most effective, I have 'flipped the classroom' and asked students to prepare quite extensively: they have written a position paper and a resolution on the death penalty, according to the rules in their Beginning Delegate Booklet, they have read up on how to build an argument and have watched 'Analyzing Trump: 15 Logical Fallacies in 3 Minutes'.

Lesdoelen

Students are able to identify bad arguments/logical fallacies in other people's work
Students can identify and rewrite bad arguments/logical fallacies in their own work

Leskern

Teacher and students discuss the video and the occurring fallacies, students identify fallacies themselves, teacher and students discuss properly built up argument, students peer critique each other's work and revise their own.

Persoonlijke leerdoelen

Helping students see through faulty logic and helping them set up arguments using proper logic. Making them see that this will help them immensely in their MUN activities but also in their (academic) future.

Tijd	Lesfase	Leerinhoud	Leerlingactiviteiten	Docentactiviteiten	Overgangs- signalen	Media / materialen
08.30	Lesson start	Teacher welcomes students into the classroom	Students enter, greet their teacher and each other, take their seats.	Teacher welcomes students into the classroom, greeting them individually and waiting until everyone is present to close the door and head towards the front of the class.	'Good morning! Come on in!'	Classroom
08.35	Fallacies: discussing homework	Teacher introduces topic, discusses homework with students	Take their homework out of their bags, listen to teacher, give feedback on the homework assignments they had to do and the materials they've studied. Reproduce the fallacies they remember from the video and respond to it as well as to the questions the teacher asks. Respond to each other's utterances as well, adding to other students' answers, agreeing or disagreeing with them, etc.	Teacher asks students to get their homework out of their bags, introduces topic, referring to the materials students have studied and watched, and asks them for feedback on it. Teacher asks students to reproduce the fallacies they encountered in the video, and writes them down on the whiteboard as they mention them. When most or all of the fallacies are on the board, teacher discusses them with students by asking them questions, such as 'Were you familiar with any of these fallacies before/Why are they (not) effective/Which other examples of these fallacies can you think of/Where have you encountered fallacies before, etc.' Throughout, teacher responds to students' answers by asking questions like the following to promote interaction: "A, what do you think of B's answer?", "C, could you give an example of what D is saying?", "E, how can you combine the answers we've heard in one sentence?".	'So, yesterday we talked about culture, but as you may have seen from the homework, we're talking about something else today.'	Homework assignments, notebooks, pens, whiteboard, whiteboard markers
08.45	Fallacies: recognizing them yourself	Students analyse a text, identifying fallacies	Students listen to the instruction, then get to work on the text, which they do on their own at first, and possibly together afterwards. Then, they take part in the class discussion and revise their answers if need be.	Teacher hands out copies of the Book of Bad Arguments and a text containing a number of fallacies (does not tell the students that the text contains fallacies). Asks students to keep the book closed for now, and study the text, identifying the argumentation in it. Instructs students to work as follows: "work individually, mark the arguments and identify them. If you get stuck, discuss with	'So, now it's time to see how well you guys can identify fallacies!'	Smartboard, homework assignments, notebooks, pens, copies of lesson materials

				your neighbour first, and try to come to a consensus on the kind of argument/fallacy you're dealing with. If you still get stuck, use the book and homework materials. If you still get stuck, you can ask me for help." Then puts students to work, telling them they have 10 minutes, after which we will discuss as a class. After 10 minutes, teacher discusses the text, asking students to participate in the same way as in the homework discussion.		
09.00	Argumentation	Teacher and students analyse a text, based on its argumentation	Students go through the text with the teacher, and take part in the discussion, asking and answering questions. They take notes if they need to.	Teacher shows students the same text on the smartboard, but argued well, and walks students through the argumentation, discussing with them the differences between the two text and asking them to argue what makes one type of argument better than another and what it is that makes this text more reliable. At the end, the teacher summarizes the dos and don'ts of argumentation.	'Now that we know what <i>not</i> to do, let's look at what you <i>should</i> do.'	Smartboard, homework assignments, notebooks, pens, copies of lesson materials
09.10	Peer critiquing and revising	Students peer critique each other's work and revise their own	Students peer critique and discuss each other's work and revise their own. Possibly ask questions.	Puts students to work with what they've learned: they are instructed to present their position papers to each other, peer critique each other's work, discuss their comments and criticisms and revise their work accordingly. Explains that they can use the rest of the lesson for this, and finish it as homework for their <i>maatschappijleer</i> lesson. Teacher walks around to help if it is needed.	'It's time to take another look at your own arguments.'	Homework assignments, notebooks, pens, copies of lesson materials
09.28	Conclusion	Teacher summarizes the lesson and assigns homework	Write down their homework assignment, then pack their things and wait for the bell.	Teacher announces the end of the lesson, summarizes it and assigns homework for the next lesson by putting it on the whiteboard. Thanks students for their input and tells them to wait for the bell.	'Alright, ladies and gentlemen, it's almost time'	Whiteboard, whiteboard markers

Materials:

- Trump's 15 fallacies in 3 minutes:
<https://www.youtube.com/watch?v=w2CxDu7jiyE>
- Building an Argument
- Sample text: fallacies and proper argumentation
- Book of bad arguments

Building an Argument



Presenting and handling opposing arguments is the most frequently neglected part of student critical arguments... it is the hardest part of the paper, and as such, it will be the most valuable component of your grade.

Introduction

Appeals to *emotion* are extremely effective in swaying public opinion. Why else do you think so many inarticulate "TV personalities" and dim-witted supermodels become spokespersons for commercial products and political causes? Many public relations campaigns are intelligent and well-researched, but marketers and politicians care about motivating a reader to do something -- buy this brand of soap, or vote this way on this issue.

As **critical thinkers**, however, we should be equipped with the necessary intellectual skills to test the strength of an argument to see where it collapses. Critical thinking helps us **build a complex case**, especially in those situations where more than one answer is plausible.

The Structure of a Classical Argument [\[more\]](#)

- **Introduction: State your thesis.**
 - Don't mistakenly provide a topic instead of a thesis.
 - Topic: "Public safety in Collegetown." (far too vague for a thesis)
 - Thesis: "The City of Collegetown should install additional lights on University Avenue."
 - Don't waste your reader's time by arguing an overly simple thesis.
 -  "Drug abuse is a bad thing." (By definition, "abuse" is bad.)
 -  "Just as student athletes must regularly submit to drug testing, student scholars should also prove that they are drug-free in order to enroll in college." (A much more complex issue, and therefore a much more interesting argument.)
 - (The Greeks also used the "introduction" to gain the trust of the listeners... that was very important for oral arguments, such as the Greeks used, but it is less central to an academic paper.)
- **Narration: Think of this as "quick background."**
 - Provide context or background information that lays the foundation for your argument. What is at stake? Why are you bothering to argue it?
 - This section should be brief and subtle.
 - Do not treat this section as an opportunity to puff up the size of your paper.

- If you overstate your case here, your reader will be more likely to reject your arguments.
- **Stating Your Thesis: Confirmation:** Lay out the evidence that supports the position you wish to defend.
 - Assemble all the supporting evidence.
 - Divide your argument into main points and sub-points. Provide an overview to ensure the reader knows how you plan to proceed.
 - Present and defend each point in turn. Quote experts, cite facts, define criteria, analyze data, provide examples.
- **Handling the Opposition: Refutation and Concession.** Present a thorough summary of opposing arguments that refute the claims you want to make. If you are writing an academic paper, or if you simply want to be as thorough as you can, you should quote experts, cite facts, analyze trends, give examples, and, in short, work just as hard in this section as you did when laying out your supporting evidence.
 - State the opposing argument fairly and thoroughly.
 - It is not sufficient to spend two pages confirming your thesis, and then pretend to introduce an opposing argument by writing, "Some people hold a different opinion; however, those people are stupid/racist/sexist/anarchists/left-wingers/right-wingers/fence-sitters/brainwashed."
 - For each opposing point you raise, you must either refute or concede.
 - **Refutation:** You present enough additional evidence to counter the opposing claim.
 - **Concession:** You admit that the opposing claim is valid; however, you demonstrate how it is possible to accept it without rejecting your whole argument.
- **Summation:** Not a simple *repetition*, but an *amplification*.
 - In the oral Greek culture, the summation was the message that the speaker wanted to linger in the listener's mind once the speech was over.
 - For an academic essay, you want your grader to finish a paper with a clear understanding of what you feel your paper has accomplished.
 - Please do not write, "Therefore, my paper has proved [original thesis]."
 - You should address the refutations and concessions you have made, showing how slight modifications in your original claim easily handle even the strongest opposition.
 - At the same time, you show that your thesis, as you originally proposed it, is really the best solution to the problem.

If You Change Your Mind While Writing

If, during the course of your writing, you find your opinion changing (intensifying, lessening, or even flip-flopping), wonderful! It means you are employing the principles of [Hegelian dialectics](#), also known as the "thesis-antithesis-synthesis" method.

Other Argumentation Models

[Formal Logic](#)

Reduces an argument to a series of equations: "Socrates is a man; all men are mortal; therefore, Socrates is mortal." This style presumes that anything worth arguing can be turned into such an equation.

[Rogerian Argument](#)

Less confrontational; focuses more on locating common ground, rather than disproving the other side. Useful when dealing with values and ethics, when polarized emotions threaten to cloud an issue (for example, abortion, racial politics, sexual politics, or religion). In order to

work, you must not merely tolerate, but embrace the opposing viewpoint, putting yourself in the mind of the other person, in order to determine whether there is an underlying problem that both sides could work to support.

- For example, you might start with "pro-abortion vs. anti-abortion" or "Right to Life vs. Right to Choose." The **neutral, parallel phrasing** is important (helping your reader to understand whether you think the core issue is abortion or rights). A Rogerian argument, or indeed any fair argument, should never skew the issue thus: "baby killers vs. protectors of the innocent unborn" or "heroic women's healthcare advocates vs. misogynist Bible-thumping fascists"). Further, no group identifies itself as "Anti-Choice" or "Pro-Babykilling." To use such biased terms is to stack the deck unfairly (and to miss the whole point of logic). A politician wants to "win" and will stretch logic in order to do so; as a scholar, you're supposed to demonstrate that you won't let your emotions cloud your understanding of the issue; you're supposed to prove you can use evidence to support a non-obvious position on a complex topic.
- A **Rogerian thesis does not incite conflict**, but rather emphasizes shared values: "Regardless of whether the fetus is entitled to legal protection, society as a whole will benefit if we treat a high abortion rate as symptomatic of a greater social illness. Identifying and addressing that illness will do more practical good than endlessly pitting the rights of a woman against the rights of her fetus."

Toulmin Argument

This one is a bit complex. Whereas classical formal logic depends upon equations (**Socrates = man; man = mortal; therefore Socrates = mortal**), Toulmin logic zooms in on that final "=", and examines the "therefore" as well. [\[more\]](#)

Sample text with fallacies and proper argumentation respectively:

Fallacies:

The feminist argument that pornography is harmful has no merit and should not be discussed in college courses. I read "Playboy" magazine, and I don't see how it could be harmful. Feminists might criticize me for looking at porn, but they shouldn't talk; they obviously look at it, too, or they couldn't criticize it. Many important people, including the Presidents, writers, and entertainers who have been interviewed by the magazine and the women who pose in it, apparently agree. Scientific studies so far have not proved that pornography is harmful, so it must not be harmful. Besides, to be harmful, pornography would either have to harm the men who read it or the women who pose in it, and since they both choose these activities, they must not be harmful. Feminists should take a lesson from my parents—they don't like loud music and won't have it in their house, but they don't go around saying it's harmful to everyone or trying to prevent others from listening to it. Ever since feminists began attacking our popular culture, the moral foundation of our society has been weakened; the divorce rate, for example, continues to rise. If feminists would just cease their hysterical opposition to sex, perhaps relationships in our society would improve. If feminists insist, instead, on banning porn, men will have no freedom and no pleasure left, and large numbers of women will be jobless and will have to work as prostitutes to support themselves. In light of these consequences, feminists shouldn't be surprised if their protests are met with violence. Truly, the feminist argument is baseless.

Proper argumentation:

The feminist argument that pornography is harmful lacks adequate support. First, the feminist argument typically alleges that pornography increases men's willingness to rape women, or at least to think of them only as sex objects. But this argument ignores the fact that the print pornography industry alone earns more money each year than the entire "legitimate" bookselling industry. For that to be true, there must be many, many men and women who read pornography regularly. And yet crime statistics suggest that not many men rape women. Furthermore, most men today believe in women's equality, as a study by Dr. Knowitall and her research group at the Institute on the Status of Women demonstrates. Feminists acknowledge that scientific studies have failed to show that porn harms women. If there had been only a few such studies, or if we had reason to believe they were unreliable, we should conclude that nothing has yet been shown about whether porn harms women. But I think that when reliable studies have repeatedly failed to show a relationship, that fact constitutes some evidence that the relationship doesn't exist. So it seems unlikely that porn is harming women in the way the feminist argument alleges.

In the absence of positive evidence from studies, we have to rely on common sense. Can people distinguish between the sometimes-degrading scenarios they see in porn and real life? I believe they can. I think pornography is a lot like television and movies—it presents images that, while they certainly do have some impact on us, we all realize are nothing more than fiction. Young children may have difficulty distinguishing between fantasy and reality, but they are not often exposed to pornography. Men and women who look at porn should know better than to think that it gives a realistic picture of sexual relationships between men and women. If porn cannot be shown to harm women as a class by making them more vulnerable to sexual violence or causing men to think of them as inferior, how else might it be harmful? Feminists have often argued that the porn industry is harmful to the women who work within it—that many of them are abused and exploited. I agree with them that if an industry is mistreating people, it needs to be reformed, and they are doing a public service by pointing out such abuses. But what sort of reform are feminists proposing?

One suggestion I know about has been made by Catharine MacKinnon and Andrea Dworkin, who argue that there should be a civil rights statute that allows anyone who has been harmed by porn to seek civil damages from pornographers. My concern about this proposal is that although it will not legally be censorship, since the law would not empower the government to stop anyone from producing material based on the ideas it contains, the civil rights statute will have the same effect as censorship. Pornographers may be so afraid of facing lawsuits that many of them will stop producing porn—and a situation where people are afraid to put forward certain kinds of writing or pictures because they will face legal consequences seems to violate the spirit, if not the letter, of the first amendment. Porn, like books, may express certain ideas about men, women, and sex, and those ideas may have political ramifications—but just as controversial books are protected, porn should be. It may even do more good than harm by provoking thoughtful discussion and debate about men, women, and sexuality.

[Unfortunately, it is not possible to copy the entire Book of Bad Arguments here.
Please find it at: <https://bookofbadarguments.com/>]

IV. Lesson plan Lesson 3 + materials for Lesson 3 – Pronunciation



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ELT 2 Final assignment – lesson series

Lesson 3: Pronunciation – lesson plan

Lesvoorbereidingsformulier

Naam student	Maike Timmerman	Lokaal	M213
Klas	V5g	Naam coach	Henk van der Schors
Datum	21-06-2017	e-mail coach	h.vanderschors@hondsrugcollege.nl
Aanvang	08.35	Adres school	Emmalaan 25
Duur	60 minutes		Emmen

Beginsituatie / kader

voorkennis, plaats van de les en belang van leerinhoud voor leerlingen

The beginning situation is the same as it was for the previous lessons, except that students have now explored culture and argumentation. For this lesson, they will be focusing on pronunciation, as this is an area students claim to struggle with. They have also indicated that this is an area not usually covered by their teacher, and that their strong Dutch accents and lack of knowledge when it comes to pronunciation makes them question how professional and convincing they will come across when arguing a point, especially when they will have to speak at the actual conference.

To meet their request to practice pronunciation without spending an entire lesson parroting a recording or me, I decided to focus on the element of coming across professionally. I decided to include stress and intonation, and have students focus not on imitating a native speaker or their teacher, but on finding their authentic L2 selves while being sure their pronunciation is what it should be. This lesson is meant as a basis towards that end.

Lesdoelen

Students can pronounce difficult elements of the English language, selected by their teacher.
Students understand stress patterns.
Students can make informed decisions about where they place stress.
Students understand intonation and can use it to improve their speech.
Students can apply what they have learned to their own text to improve it.

Leskern

Students learn about several pronunciation elements, practice them, and practice presenting their resolution to their peers, getting feedback and advice from them on elements they have selected themselves.

Persoonlijke leerdoelen

Making students see that creating an ideal L2 self is just as important as being linguistically correct and helping them lay the foundation for developing that image.

Tijd	Lesfase	Leerinhoud	Leerlingactiviteiten	Docentactiviteiten	Overgangs- signalen	Media / materialen
08.30	Lesson start and introduction	Teacher welcomes students into the classroom and introduces topic of pronunciation	Students enter, greet their teacher and each other, take their seats. Listen to their teacher, try to pronounce the tongue twisters, applaud.	Teacher welcomes students into the classroom, greeting them individually and waiting until everyone is present to close the door and head towards the front of the class. Then opens http://www.uebersetzung.at/twister/en.htm and challenges students to give these tongue twisters a try. When students do, teacher encourages applause and gives feedback. Then, teacher explains that today's lesson is about pronunciation, as they expressed a wish to work on that. Explains that pronouncing things correctly is only one part of coming across professionally, and that in order to be convincing in your speech, you need to feel like you can be yourself, which is why the following months, as we prepare for the conference, we will be focused on developing an authentic, ideal L2 self. But to lay the foundation, we will dedicate today's lesson to pronunciation, which includes stress and intonation.	'Good morning! Come on in!'	Classroom, computer, smartboard
08.40	Instruction : pronunciation	Teacher discusses specific elements of pronunciation	Students listen, take notes, imitate the teacher when asked and answer questions on the subject matter.	Teacher acknowledges that most of this is old news, but for today's purpose it's good to be reminded of these elements; then explains the following pronunciation elements: voiced/voiceless consonants, silent letters, silent final e, minimal pairs, stress patterns and intonation. Explains these by writing samples on the board and models the differences in an exaggerated manner. At times, teacher asks individual students to repeat, and asks them to share how they feel the sounds differ.	'We are going to cover some ground that will be familiar to most of you already, but it is important that you know what to look out for'	Whiteboard, whiteboard markers
08.50	Pronunciation practice	Students practice said elements in pairs	Students take in the exercises and then work on them in pairs, pronouncing the words and sounds in the	Teacher makes sure that students are clear on all that she has discussed, then hands out exercises and instructs students to work on them and practice them in pairs, listening to the other student's pronunciation and giving them feedback. Tells them that it is up to them how much they want to practice, and that	Starts handing out exercises	Copies of exercises, pens

			exercise and giving each other feedback. When they are done, they ask for the teacher to come over and help them with the elements they still struggle with.	they should raise their hands when they are done, so they can get some personalized feedback from the teacher. If they are done before the fifteen minutes are up, they can already start with the next assignment. As students work, teacher walks around and checks on them.		
09.05	Pronunciation choices	Students apply what they've learned to their own work	Listen to their teacher and then start doing what she has told them to do. Raise their hands when they have additional questions.	Teacher explains that students should now have a general idea of the pronunciation elements that they personally struggle with, and that they can now start applying what they've learned to their MUN resolution. Tells them that they have 10 minutes to mark their pronunciation issues in their resolution text and to make choices on stress and intonation, as they will have to put that into practice afterwards.	'Time's up, and I have already heard that you are doing very well!'	Resolutions, pens
09.15	Peer critique	Students practice their work in groups, peer critiquing each other's work	Listen to their teacher and then start doing what she has told them to do. Raise their hands when they have additional questions.	Puts students in groups of 4, in which each student has a different resolution. Explains that each student will present their resolution, and assign each other student with one specific pronunciation element to look out for and give them feedback and advice on afterwards. They will take turns, and afterwards discuss the effects of the choices on stress and intonation.	'So, now that you have all formed a plan, I'd like you to form groups of four'	Resolutions, pens, notebooks
09.29	Conclusion	Teacher summarizes the lesson and assigns homework	Write down their homework assignment, then pack their things and wait for the bell.	Teacher announces the end of the lesson, summarizes it and assigns homework for the next lesson by putting it on the whiteboard. Thanks students for their input and tells them to wait for the bell.	'Alright, ladies and gentlemen, it's almost time'	Whiteboard, whiteboard markers

Materials:

- <http://www.uebersetzung.at/twister/en.htm>
- Exercises for pronunciation practice

Exercises for pronunciation practice:

Voiced/voiceless consonants exercise + answer sheet:

VOICED OR VOICELESS FINAL CONSONANTS EXERCISE

Take this list of words and decide if the final consonants are voiced or voiceless.

1. washed
2. traveled
3. coats
4. gloves
5. shells
6. watched
7. started
8. changed
9. books
10. wheels
11. lived
12. dreams
13. seats
14. dropped
15. exchanged
16. globes
17. phones
18. carts
19. listened
20. organized

EXERCISE ANSWERS

1. washed - voiceless
2. traveled - voiced

1. coats - voiceless
2. gloves - voiced
3. shells - voiced
4. watched - voiceless
5. started - voiced
6. changed - voiced
7. books - voiceless

8. wheels - voiced
9. lived - voiced
10. dreams - voiced
11. seats - voiceless
12. dropped - voiceless
13. exchanged - voiced
14. globes - voiced
15. phones - voiced
16. carts - voiceless
17. listened - voiced
18. organized - voiced

Minimal pairs:

students choose minimal pairs at <http://www.home-speech-home.com/minimal-pairs.html> and practice them.

Stress patterns:

Students place three-syllable words in the following table:

<u>1</u> - 2 - 3	1 - <u>2</u> - 3	1 - 2 - <u>3</u>

Students look up the words in the texts they have read themselves; that way the words are level-appropriate and the exercise works two ways; they have to determine the number of syllables as well as the stress placement.

Intonation:

Students practice the examples on the following web page:
<http://usefulenglish.ru/phonetics/practice-intonation-rhythm>

V. Lesson plan Lesson 4 + materials for Lesson 4 – Formal Debate



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ELT 2 Final assignment – lesson series

Lesson 4: Debate – lesson plan

Lesvoorbereidingsformulier

Naam student	Maike Timmerman	Lokaal	M213
Klas	V5g	Naam coach	Henk van der Schors
Datum	22-06-2017	e-mail coach	h.vanderschors@hondsrugcollege.nl
Aanvang	08.35	Adres school	Emmalaan 25
Duur	60 minutes		Emmen

Beginsituatie / kader

voorkennis, plaats van de les en belang van leerinhoud voor leerlingen

The beginning situation is the same as it was for the previous lessons, except that students have now explored culture, argumentation and pronunciation. This lesson is their first opportunity to combine what they have learned and developed in the previous lessons in the form of a debate. The debate will be conducted in the same way as will be done at MUN in October 2017 (see Beginning Delegate Booklet). As such, all the same rules apply as well. However, since this debate is also assessed, all debates are open, and students are instructed to ask and answer questions during the debate, whether or not they are main submitters.

In their *maatschappijleer* lessons, students have used what they have learned in English and have written several other resolutions and developed points of information, which will now be used to inform the debate. They have also lobbied in that lesson. Finally, resolutions have been checked and approved in *maatschappijleer* class too, and the chair and the main submitters have been appointed.

As specified before, I will be grading students during this debate. As such, I have asked my colleague to be present, so that if a teacher's interference is absolutely necessary, she can do so while I can focus on assessing students. A video recording of the debate will also be made, so that students can review their performance or discuss their grade. The *maatschappijleer* teacher will use the recording to assess students' grasp of the content.

Students have studied the Beginning Delegate Booklet and practiced the debate as homework. As such, they are now familiar with the procedure.

To make sure enough time is available to debate all resolutions, the subsequent *maatschappijleer* lesson is reserved so the debate can go on. In that case, students will pack up and move there, and the roles will be reversed (English teacher will base the rest of the assessment on the recording).

Lesdoelen

Students can formulate their views in speech, in front of their classmates
 Students can spontaneously ask questions on familiar subject matter
 Students can answer spontaneous questions on familiar subject matter
 Students can take part in a formal debate

Leskern

Students take part in a formal debate

Persoonlijke leerdoelen

Making sure the procedure of the formal debate is clear to students and allowing students carry out the debate, only interfering when it is absolutely necessary.

Tijd	Lesfase	Leerinhoud	Leerlingactiviteiten	Docentactiviteiten	Overgangs- signalen	Media / materialen
08.20	Preparation	Teacher sets up the room for the debate	Come in, take their seats in alphabetical order and prepare for the debate.	Teacher sets up the room for the debate.	Teacher opens the door	Classroom
08.30	Instruction	Teacher reminds students of the rules and procedure of the debate	Listen and take rules into account. Students who still have questions ask them now.	Teacher reminds students of the rules and procedure of the debate. Teacher asks the chair to come forward.	Teacher closes the door	Classroom
08.35	Debate	Students move through the stages of the formal debate	Students move through the stages of the formal debate	Colleague keeps track of time and adherence to rules. Interferes if necessary. English teacher assesses students' performance in the debate.	'If nobody has any further questions, I will ask the chair to...'	Classroom
09.25	Conclusion	Chair closes debate	Chair closes debate, students listen to teacher concluding lesson, then evaluate together, waiting for the bell.	Waits for chair to close meeting, then gives general feedback on performance, engages in evaluation with students.	Chair closes debate	Classroom

Materials: rubric for assessment:

Classroom Debate Rubric

Criteria	5 points	4 points	3 points	2 points	1 point	Total Points
Respect for Other Team	All statements, body language, and responses were respectful and were inappropriate language	Statements and responses were respectful and used appropriate language, but once or twice body language was not	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks	Statements, responses and/or body language were consistently not respectful	
Information	All information presented in this debate was clear, accurate and thorough	Most information presented in this debate was clear, accurate and thorough	Most information presented in the debate was clear and accurate, but was not usually thorough	Some information was accurate, but there were some minor inaccuracies	Information had some major inaccuracies OR was usually not clear	
Rebuttal	All counter-arguments were accurate, relevant and strong	Most counter-arguments were accurate, relevant, and strong	Most counter-arguments were accurate and relevant, but several were weak	Some counter arguments were weak and irrelevant	Counter-arguments were not accurate and/or relevant	
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples	Every major point was adequately supported with relevant facts, statistics and/or examples	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable	Some points were supported well, others were not	All points were not supported	
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	
Understanding of Topic	The team clearly understood the topic in depth and presented their information forcefully and convincingly	The team clearly understood the topic in depth and presented their information with ease	The team seemed to understand the main points of the topic and presented those with ease	The team seemed to understand the main points of the topic, but didn't present with ease	The team did not show an adequate understanding of the topic	
Total Points:						
Comments:						