**Week 12**

Module 9. **Facilitating Discussions and Debates**

**Welcome Message**

Good morning dear trainees! Are you ready to power up your English class?

Today, we will learn about discussion activities and facilitating debates. Also, we will explore how discussions and debates can strengthen students’ language proficiency and confidence. Finally, we will design ways we plan to integrate learning activities that support a communicative approach for language learning in your classroom.

**Objectives**

I can describe the benefits of communicative language teaching through discussions, debates and how to use them in the EFL classroom

I can explore various cooperative learning and interactive language tasks and strategies that build language proficiency.

I can design ways I plan to integrate and manage learning activities that support a communicative approach for language learning in the classroom.

**Lesson Plan**

| **MODULE 9: Facilitating Discussions and Debates** | | | **Date:**  **Time: 2 hours (120 minutes)** |
| --- | --- | --- | --- |
| **By the end of the module, participants will be able to:**   * describe the benefits of communicative language teaching through discussions, debates * explore various cooperative learning and interactive language tasks and strategies that build language proficiency. * design ways they plan to integrate and manage learning activities that support a communicative approach for language learning in the classroom. | | | |
| **Language Point:** Discussions and debates | | | |
| **Skills:** Speaking, Listening, Writing  **Material:** Videos, handouts, flipcharts | | | |
| **Stage/timing**  **Interaction** | **Activity type** | **Procedure** | |
| **3-5 min**  ***Individual work*** | **Warm-up** | Gain the trainees’ attention with a quote: *"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."*  *‒ Nelson Mandela*  Elicit answers about the given quote means. | |
| **8 min**  ***Pair work***  ***Turn and Talk*** | **Preview**  **Brainstorming** | Participants share their experience about the strategies of facilitating discussions and debates in their classroom.  Tell the participants to discuss some questions with *elbow partners*:   1. How will you explain the instructions to your students in a comprehensible way? 2. What activity materials need to be prepared in advance? 3. How will you monitor student performance? 4. How will you check for student understanding? 5. How will you manage transitions during discussions and/or debates in your classroom? | |
| **20 min**  ***Group work*** | **Conceptualize**  **Video discussion** | **Video 1. Discussion Activities**  Tell the participants that this video will introduce some ideas for stimulating discussions and setting expectations for these activities in the language classroom.  **Link to YouTube:** <https://www.youtube.com/watch?v=Is2Occp53nk>  **Video 2. Debates in the Language Classroom**  Tell the participants that this video will introduce you to some ideas for organizing and facilitating debates in the language classroom, such as Bucket of Prompts and Mock Debates.  **Link to YouTube:** <https://www.youtube.com/watch?v=NBf3pkHwY1Y>  Divide the participants into *smaller groups* and ask them to list topics for creating Discussion questions. ***(Handout 1)***  ***Note:*** *Trainees can count numbers from 1 to 4 and form Group 1, Group 2, Group 3 and Group 4.* | |
| ***15 min***  ***Team work*** | **Experience –**  **Mock Debate - Graphic Organizer activity** | * Tell the participants to act the role of school students to practice *Mock debate* activity. Topic: *Should schools require students to wear uniforms?* * Begin by explaining to students that the purpose of the *Mock debate* activity is to stimulate a real debate, but situated in the classroom. Tell students that you will divide them into two teams (Team A *For* and Team B *Against*). * Present a graphic organizer and explain that students can plan out their claim, reasons, evidence, counter arguments, and closing statement in advance to say in a classroom debate ***(Handout 2)*** * Students in Team A and Team B participate in the debate. Facilitate the debate discussion. | |
| ***5 min***  ***Individual work*** | **Reflection** | * Ask the participants to reflect on the sample activity they have experienced by answering the following questions:   1. Did you like this activity? Why?  2. How did you feel during the activity?  3. What have you learned from the activity? | |
| ***30 min***  ***Group work*** | **Conceptualize**  **Jig-saw Reading** | *Home group - Guest Group – Home group*  Group 1. **Article 1:**[Navigating Discussions and Debates in the EFL Classroom](https://drive.google.com/file/d/1uEuXBHagpDB0pNxAtZtZspryKfELm7Gf/view?usp=sharing)  Group 2. **Article 2:** [Critiquing Questions](https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2F06_etf_53-3_6_tt_zimmerman.pdf&sa=D&sntz=1&usg=AFQjCNFSK12uVNchwubvpI7jAhx6DtEW2g)  Group 3. **Article 2:** [Bring it On: How to Get Students Fired Up about English with ESL Debates](https://drive.google.com/file/d/1RYdtSYStHK-F4UEsQgtNNDJz8eYCOtGG/view)  Divide the participants into three groups. Tell them that this is their Home group. They will read the assigned article and discuss it in their groups. They should take notes in the table. (15 minutes)   * Number the participants from 1 to 3. Tell them to show their number with fingers and keep their fingers up to find their group. All the participants who are number one will form one group, all the twos will form group two, so on. * When group members meet in the guest group (new group) they share the information they discussed in their host groups. Tell the participants to take notes in the table. (10 min) **(*Handout 3)*** * Ask the participants to go back to their home groups with their notes and share their findings. (10 min) * Ask the groups to share what they have learned about discussions, debates and critiquing questions. Elicit random responses. (5 min) | |
| ***15 min***  ***Pair work*** | **Reflect/ Experience**  **Mingle around activity** | Ask the participants to discuss the following questions by referring to the videos and articles they discussed. Read the questions and tell them to write the answer in their notebooks. (1 minute)   * *What do “discussions” and “debates” look like for you? How about in your classroom instruction?* * *How do you usually get students interested in discussing a new topic in your class?* * *How do you generally select the topics of discussion for class? Do students have any choice or input in selecting topics?* * *What are your challenges and possible solutions for facilitating discussions and debates in your language classroom?*   When you see the participants are ready, tell them:   * “Now, walk around the room to find a partner to share what you wrote. Please, talk at least to two peers” * “As you listen, write down what your partner said in your notebook.”   As you mingle around the room and listen to their conversations, you can check for participants’ understanding of the session videos and articles.  Remind the trainees that a ***mingling is a short activity*** *where learners walk around the classroom and talk to each other. It is an excellent activity routine to help everyone use more English in the classroom. Mingling is one of the most popular activities for language teachers and students because they are flexible. Mingling also provides more student talk time, while reducing teacher talk time. Plus, mingling allows shyer students to speak to their peers without feeling pressured to speak in front of a large class.* | |
| ***15 minutes***  ***Individual work***  ***Think- Pair- Share*** | **Conceptualize**  **Reflection** | * Invite the teachers to watch the video that introduces the steps for developing higher order thinking questions that encourage critical thinking.   Link to YouTube: <https://www.youtube.com/watch?v=FE8wW9jLk3g>   * After they watch the video ask them to analyze the activity they had in the previous stage. * What was the purpose the activity? * Do you think that interacting with your partner has helped you understand the concept better?   Elicit random answers using random name calling protocol such as picking random names written on small sheets of paper or [wheel of names](http://wheelofnames.com/). | |
| ***5 min***  ***Pair or group work*** | **Wrap-up** | For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing. Your reflective wrap-up questions can be:  *• What is one thing that you learned today?*  *• What is one question that you still wonder?*  *• What discussion or debate activity you will apply in your class?* | |
| ***5 min***  ***Homework assignment*** | **Telegram group discussion** | 1. Create a ***“Bucket of Prompts”*** activity by listing 8-10 debate or discussion topics that align with your curricula. There may already be many topics embedded in your textbook and curriculum that make for excellent debate topics. Take a look and find some!  2. Create your discussion/debate-based activity using the template ***(Handout 4)***.  Post in the Telegram group. Read your peers’ posts and comment at least to two posts by using ‘reply’ function in the Telegram chat. | |