Taking a Stand (using Debates) in the Foreign Language Classroom

Roser Salavert, Ed.D., RBE-RN-Fordham University
Annual Citywide World Languages Conference (LOTE)
June 9, 2016
Taking a Stand (using Debates) in the Foreign Language Classroom

Debates are excellent to prepare your students for the New York State Seal of Biliteracy!

Roser Salavert, Ed.D. NYC RBE-RN, Fordham University
The New York Board of Regents adopted the Seal of Biliteracy program & criteria effective May 2016!
How can I earn the NY State Seal of Biliteracy?

<table>
<thead>
<tr>
<th>Criteria for Demonstrating Proficiency in English</th>
<th>Point Value</th>
<th>Criteria for Demonstrating Proficiency in a World Language</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.</td>
<td>1</td>
<td>Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.</td>
<td>1</td>
</tr>
<tr>
<td>ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).</td>
<td>1</td>
<td>Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.</td>
<td>1</td>
</tr>
<tr>
<td>Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.</td>
<td>1</td>
<td>For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.</td>
<td>1</td>
</tr>
<tr>
<td>Achieve the following scores on the examinations listed below: 3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or 80 or higher on the Test of English as a Foreign Language (TOEFL).</td>
<td>1</td>
<td>Score at a proficient level on an accredited Checkpoint C World Language assessment (See “Checkpoint C World Language Assessments and Minimum Scores” on the following page.)</td>
<td>1</td>
</tr>
<tr>
<td>Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.</td>
<td>2</td>
<td>Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.</td>
<td>2</td>
</tr>
</tbody>
</table>

See copy in folder (Appendix 1, p. 12)

Criteria:
1. Meet Graduation requirements
2. Demonstrate English proficiency (3 points)
3. Demonstrate proficiency in a World Language (3 points)

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Debates are:

- Participatory and engaging communication activities that help students practice their speaking and listening skills in the new language.

Most importantly, debates foster opportunities to use the three types of Communication skills we want our students to develop: Interpretative, Interpersonal and Presentational skills in the foreign language. How?

Reflection:

Why are debates well suited to prepare students for the New York State Seal of Biliteracy?
Debates based on well-designed questions, help students:

- understand challenging texts and/or research new topics (interpretative skills)
- Prepare and use meaningful answers that help make an opinion about the topic (interpersonal skills), and
- Use presentational skills (actual debate) in a stimulating classroom environment.

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The purpose of today’s session is to delve into the Depth of Knowledge (DOK) cognitive scale, and use it to develop well-designed questions for a debate strategy lesson plan to further students’ communication skills in a FL.

By the end of this session, you will have:
a.- Written and discussed well-designed questions to help your students understand a text that otherwise they may find challenging to read,
b.- Taken the role of the student and ask each other the Qs you wrote to ‘test’ them, and
c.- Consider your position in relation to the debate topic based on your own questions and input from your colleagues.

By the end of the session, you will have a lesson plan that you can easily adjust to the needs of your FL students.
Debate Strategic Lesson Template

Taking A Stand (Debate)

Topic/ Issue:______________________________________________________________

Purpose:_______________________________________________________________

Content Objective:________________________________________________________

Language Objective:________________________________________________________

Key Vocabulary, Expressions:_____ (language specific)_______________________

Lesson Implementation:
Step 1 - Students research/learn about the topic through questions (that the teacher prepared in advance).

Step 2 - Students exchange ideas (Q/A) about the topic, and take notes (they may include sketches, drawings and words written in a language other than the FL of the lesson).

Step 3 - Students reflect, take a stand and prepare for the debate.

Step 4 - Students engage in the debate based on notes /ideas taken during steps 1-3. Then, they assess their Learning.
### Implementing the Lesson

<table>
<thead>
<tr>
<th><strong>WHAT THE TEACHER DOES</strong></th>
<th><strong>WHAT THE STUDENT/S DOES/DO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Purpose)</strong> Introduces the topic/issue: ___________________________?</td>
<td>At least two volunteers explain what the issue is in their own words.</td>
</tr>
<tr>
<td>States <strong>Content Objective and Language Objectives.</strong></td>
<td>Students turn to their partner and explain the content and language objectives to each other. Some share out using the ‘I can’ statements, or their own words.</td>
</tr>
</tbody>
</table>

**Step 1**
- Distributes the questions he/she prepared about the topic, OR shares them on the blackboard. Leads a brief practice.
- (Optional) Teacher reads the text that students will use as their basis for the debate, e.g. summaries of the two books that are the basis of the debate.
- Encourages students to answer as many questions as possible to understand and interpret the text or texts that will help to prepare for the debate (analysis & interpretative skills).

- Interactively students practice reading some of the questions.
- Students (independently or with a partner) answer as many Qs as possible as means to investigate, analyze, and interpret the text.
<table>
<thead>
<tr>
<th>What the Teacher does</th>
<th>What the Student/s does/do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Step 2)</strong></td>
<td></td>
</tr>
<tr>
<td>• Teacher asks students to change partners, OR have 2 pairs come together in groups of 4 students.</td>
<td>• Students engage in a Q/A session to help better understand the text, practice the vocabulary and expressions using the Teacher questions as model, and form their opinion about the topic.</td>
</tr>
<tr>
<td>• Encourages students to discuss what they have learned, through the same Qs, others or just through conversation while taking notes (interpersonal skills)</td>
<td>• Students take notes.</td>
</tr>
<tr>
<td><strong>(Step 3)</strong></td>
<td></td>
</tr>
<tr>
<td>• Teacher asks students to individually reflect on their topic and prepare pros/cons.</td>
<td>• Working individually, students reflect on the topic and make a list of the Pros and Cons.</td>
</tr>
<tr>
<td>• (OPTIONAL) Teachers provides a two column template with headings: Reasons ‘Pro’ &amp; Reasons ‘Con’</td>
<td></td>
</tr>
<tr>
<td><strong>(Step 4)</strong></td>
<td></td>
</tr>
<tr>
<td>• Teacher sets desks for debate and assigns teams.</td>
<td>• Students join assigned team</td>
</tr>
<tr>
<td>• Congratulates both teams, encourages self-assessment through the Exit slip, and adjourns class.</td>
<td>• Students engage in the debate using their notes (presentational skills).</td>
</tr>
<tr>
<td></td>
<td>• Students complete Exit Slip to assess their own learning.</td>
</tr>
</tbody>
</table>
Work plan for our session:

1. Large Group: Review the DOK scale and practice with it.

2. In Pairs (same FL): Plan the lesson incorporating DOK questions at different levels. Each partner reads and prepares questions for one of the two readings.

3. Try out the questions (role play the Qs your students will use in class) Engage in a Q/A exchange about the topic, and take notes.

4. Individually: Decide your stand on the topic, and prepare your arguments.

5. Large Group Sharing

6. Individual reflection, next steps
What does “Depth of Knowledge” really mean?

Depth of Knowledge (DOK) is a scale of cognitive demand. Thus, it enables teachers (and students) to incorporate the expectation of rigor in the classroom.

Levels of rigor:

Level 1 Recall: Name a fact, information, or procedure.

Level 2 Skill/Concept: Use information or conceptual knowledge, two or more steps, etc.

Level 3 Strategic Thinking: Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer.

Level 4 Extended Thinking: Requires an investigation, time to think, initiative, and multiple steps.
1. Let’s practice!

See handout

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Level 1 Recall: Name a fact, information, or procedure.
- What is the title of the story? (recognize)
- Who are the main characters? (identify)
- Is the colonel a young person or an old person? (identify, telling type Q.)

What are examples of Level 1 questions? ...with who?, what?, when?, where, how, why?

See handout
Level 2 Skill/Concept: Deals with information and/or conceptual knowledge, two or more steps, etc.

- Review your work, *Where should you use punctuation marks?* (modify), or as telling Q: Review your work, *Should you use a period or a comma here, what do you think?*

- Why do we need to compare ___ and ___ (compare/contrast)

What are examples of Level 2 questions? ...
with who?, what?, when?, where, how, why?

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**EXAMPLES- DOK Questions**

<table>
<thead>
<tr>
<th>DOK Level 2: WHO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who run faster the green team or the blue team? (compare; telling)</td>
<td></td>
</tr>
<tr>
<td>Look carefully at the pictures, Who is going to ____? (make observations)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOK Level 2: WHAT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is best way to organize these __________? (organize)</td>
<td></td>
</tr>
<tr>
<td>What do you notice about ______? (interpret)</td>
<td></td>
</tr>
<tr>
<td>What steps do we follow to ____? (identify patterns)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOK Level 2: WHEN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When would you use a graph to ________? (graph)</td>
<td></td>
</tr>
<tr>
<td>When will you finish the project? (estimate)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOK Level 2: WHERE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where would you include a picture to better illustrate this idea? (show)</td>
<td></td>
</tr>
<tr>
<td>Review your work, where should you use punctuation marks? (modify)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOK Level 2: HOW</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you classify the types of ______? (classify)</td>
<td></td>
</tr>
<tr>
<td>How can you determine the meaning of ______ in this sentence? (use context clues)</td>
<td></td>
</tr>
<tr>
<td>How would you say it in two words? (summarize)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOK Level 2: WHY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need to compare ______ and ______? (compare)</td>
<td></td>
</tr>
<tr>
<td>Why do we use an umbrella when it rains? (cause and effect)</td>
<td></td>
</tr>
<tr>
<td>Why did I put the yellow cubes in the yellow box and not in the blue box? (classify)</td>
<td></td>
</tr>
</tbody>
</table>

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See handout

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Level 3 Strategic Thinking: Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one possible answer.

- **Who should clean up this mess?** (assess)
- **How do you think the story will end?** (draw conclusions)
- We read that Mary was ahead in the race, but Luis was running very fast. **How do you think the story will end?** (draw conclusions; telling Q.)

What are examples of Level 3 questions? …with who?, what?, when?, where, how, why?
Level 4 Extended Thinking: Requires an investigation, time to think, initiative, and multiple steps.

- If you were to write a sequel, how long might it take for ____________? (connect)
- How can we build ____________? (create)

What are examples of Level 4 questions? ...with who?, what?, when?, where, how, why?

See handout
Session Work plan:
2. Plan the lesson: In Pairs: Develop the lesson incorporating DOK questions at different levels. Write as many as possible.

Lesson Template

Taking A Stand (Debate)

Purpose: ____________________________________________________________

Content Objective: ____________________________________________________

Language Objective: _________________________________________________

Key Vocabulary, Expressions: _____ (language specific) ______

Lesson Implementation:
Step 1 - Students research/learn about the topic through questions.
Step 2 - Students exchange ideas (Q/A) taking notes that will help reflect and decide their position on the topic.
Step 3 - Students reflect, take a stand and prepare for the debate
Step 4 - Students engage in the debate. Assess their own learning.

You will prepare questions to help students research and learn about the topic of the debate.
Purpose of today’s lesson: To expand students listening and speaking skills through a debate on this topic:

Which of the following novels should we read in our FL class? No One Writes to the Colonel by Gabriel Garcia Marquez, or Charlotte’s Web by E.B. White?

Content Objective: ‘I use focus questions to research and learn about a topic and/or understand a complex text.’

Language Objective: ’I ask and respond to focus questions to prepare for a classroom debate.’

No One Writes to the Colonel, a short novel written by a Nobel Prize winner who considers it his best book,

or, Charlotte’s Web, a classic of children's literature, that is enjoyable to adults as well as children?
Summaries are available in Spanish, French, Italian, German and English.

Select the language and find a working Partner.
Based on the novel summaries, develop DOK questions at Levels 1, 2, and 3 to enable your students to read and understand the summaries of the novels.

- Write these questions in the templates provided. Use the DOK examples to guide your work.

- Develop at least 2 questions at each of the Levels 1, 2, and 3.

- You do not need to write questions at level 4 at this time.
Work plan:

3. ’Test’ your questions (role play the Qs your students will use in class) Engage in a Q/A exchange about the topic, and take notes.

In Partners (Same Language)

Try out your questions by engaging in a Q/A working with a different partner.

- Do these questions help you access the text and understand the gist of the story?

- Do these questions provide you with enough information to decide what is the book you favor to read in your FL class?

Edit them, if necessary.
Work plan:

4. Individually: Decide your stand on the topic, and prepare your arguments.

5. Large Group Sharing

Which novel should we read in our Foreign Language class? *No One Writes to the Colonel* or *Charlotte’s Web*? Why? Why not?

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Lesson Template

Taking A Stand (Debate)

Purpose: ____________________________________________

Content Objective: ___________________________________

Language Objective: __________________________________

Key Vocabulary, Expressions: _______(language specific)_____

Lesson Implementation:
Step 1 - Students research/learn about the topic through questions.
Step 2 - Students exchange ideas (Q/A) taking notes that will help reflect and decide their position on the topic.
Step 3 - Students reflect, take a stand and prepare for the debate
Step 4 - Students engage in the debate. Assess their own learning.

Let’s not skip the most important step: What did I learn through the debate?

exit slip

Name:
One thing I learned:
One thing I still want to know:

Emoji Exit Ticket
Circle the Emoji(s) that reflects how you got on today in the lesson. Explain your reasons why...
<table>
<thead>
<tr>
<th>Day</th>
<th>WHAT THE TEACHER DOES</th>
<th>WHAT THE STUDENT/S DOES/DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>• Introduces the topic/issue</td>
<td>• At least two volunteers explain the debate topic is in their own words.</td>
</tr>
<tr>
<td></td>
<td>• Content &amp; Language Objectives</td>
<td>• Share with partner lesson Objectives</td>
</tr>
<tr>
<td></td>
<td>• Practice with the Questions</td>
<td>• Practice questions independently, with a partner and with class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>• Distributes Text 1, and set of questions corresponding to this text.</td>
<td>• In partners students use the questions to access, analyze and interpret the text.</td>
</tr>
<tr>
<td></td>
<td>• Leads a class sharing</td>
<td>• Students participate in sharing what they have learn in large group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>• Distributes Text 2, and set of questions corresponding to this text.</td>
<td>• In partners students use the questions to access, analyze and interpret the text.</td>
</tr>
<tr>
<td></td>
<td>• Leads a class sharing</td>
<td>• Students participate in sharing what they have learn in large group.</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>• Engages students in a Q/A while taking notes (interpersonal skills)</td>
<td>• In partners or in groups of 4, students practice the vocabulary and expressions</td>
</tr>
<tr>
<td></td>
<td>• Provides time for individual reflection and preparation.</td>
<td>using the Teacher questions as model to form an opinion about the topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prepare their ‘Pros’ and ‘Cons’.</td>
</tr>
<tr>
<td>Friday</td>
<td>• Teacher sets desks for debate, assigns teams, facilitates debate.</td>
<td>• Students join assigned team, and engage in the debate using their notes.</td>
</tr>
<tr>
<td></td>
<td>• Congratulates both teams, and encourages self-assessment.</td>
<td>• Complete Exit Slip to assess their learning.</td>
</tr>
</tbody>
</table>
Did we meet our purpose?

- Delve into the Depth of Knowledge (DOK) cognitive scale, and use it to develop well-designed questions?

- Write and discuss questions designed to help students understand a text that otherwise they may find challenging to read?

- Take the role of the student and ask each other the Qs you wrote to ‘test’ them, and consider your position in relation to the debate topic?, and

- Do you have a lesson plan that you can easily adapt and use in your FL class?

Encourage your Students to earn the New York State Seal of Biliteracy.

They deserve it!