

Using Broadcast Monitoring System for Foreign Language Teaching

Ten Lesson Plans

Introduction

The Broadcast Monitoring System program (BMS) records live television feed in a number of foreign languages including Arabic, Chinese, Farsi, Russian and Urdu. This document consists of ten lesson plans that use the program for foreign language teaching. What makes BMS unique is that it offers not only the ability to record and save foreign language audiovisual clips for use in the language classroom, but that it also automatically transcribes what is recorded in the foreign language, and automatically generates an English translation. Further, both the foreign language transcript and the English translation are fully searchable. Therefore, while it is common for foreign language teachers to use the internet to find listening and reading texts for use in the classroom, BMS combines audiovisual, transcription and translation to offer a much more powerful tool. The lesson plans presented in this document are designed to be used for the teaching of any foreign language that BMS currently records, and may be repeated over and over using a different text each time. Most of the plans are aimed at intermediate-high to advanced learners, but the level may change depending on the type of text selected. The plans are designed to cover a 90 minute class period, but parts of each plan may be extended or cut short to accommodate different schedules. For teachers of Arabic, each lesson plan is accompanied by an audiovisual clip and corresponding written texts. These are already stored on BMS, and may be accessed by any teacher with an account. For all languages, the hope is that as teachers use these lesson plans and save more and more clips on BMS that work well with each plan, the respective teaching communities will share their clips with their colleagues and let them know which lesson plan from this document to use with each clip.

General principles

The lesson plans presented here all utilize at least one of BMS's unique features, whether it be searchability, the provision of a foreign language transcript to accompany an audiovisual clip, or the availability of an English translation. In addition, the plans rest on the following set of pedagogical principles.

a) Extraction and activation of language

Texts are treated not just as objects to be passively consumed and understood, but as linguistic resources. Many of the lesson plans train students to notice useful words, phrases and expressions in a text, and then given them the opportunity to activate this new language by using it in their own linguistic production. Noticing new language and then making a conscious effort to use it is an important study habit which enables students to continue developing as independent language learners outside the classroom.

b) Analysis at the clause level

In both reading and listening, the ability to analyze a difficult part of a text to unlock its meaning is a crucial skill. Reading and listening for main ideas and details remain important, but in doing this students are encouraged to identify areas of a text that they do not fully understand and then to engage with these at the clause level, analyzing the words used and the grammatical relationships between them to formulate hypotheses about meaning.

c) Working with familiar content

Frequently in these lesson plans students are presented with information in one way, and they then experience the same information, either in a different language, or through a different media. For example, students may be given parts of an English translation and asked to order them as they listen to a foreign language audiovisual clip. Alternatively, they may listen to a clip and then read the foreign language transcript. This approach allows students to build up a more rounded understanding of the material that they are dealing with. Reading a transcript provides students an opportunity to notice both information and language use that they may have missed during the preceding listening activity. Working with a translation requires students to think about how the ideas conveyed are expressed in the foreign language.

d) Listening to stay on track

Some lesson plans finish with an exercise where students listen to an audiovisual clip with the sole aim of staying on track. Usually during a listening activity students are required to extract certain details, make inferences, or determine the main ideas expressed. Staying on track comes after this type of listening, and after students have focused on analyzing some of the language used. When students listen to stay on track they pull together everything they have done with the text used in a given lesson, and they string together all the parts they now understand. Listening to stay on track at the end of a lesson where students have engaged with a text in different ways is extremely motivating, and students leave with a real sense of achievement.

e) Level and task

It is important to note that students are not expected to understand everything in a text that they read or listen to, and that completing the task they are given is more important. For example, students may be asked to pick out certain words from a news broadcast that they are not expected to understand fully. While language teachers are aware of this, it seems to be instinctive for learners to want to completely understand something, and they can become demotivated and feel that they have failed if they do not achieve complete comprehension. Some of the lesson plans aim to train students to cope with not understanding everything, but it is important that the teacher also reinforces this by being clear about his or her expectations, and by praising guesswork and strong analytic skills.

How to use these plans

Account access

To use these lesson plans with BMS, you first need to establish a BMS account by contacting the relevant authority. Some of the lesson plans require account access for students with the CAMMI Program Coordinator, Edlyn Walsh at elwalsh@tamu.edu.

Searching

For most lesson plans, the first step is to find a text you would like to use, and create and save an audiovisual clip. You can search for a text using a word or words related to a topic you have in mind. You can type in the search box in English or in the foreign language that you teach. Set the dates that you wish to search between (for example, from Today – back one week, or over rest of archive), and set the language you are using for your search. When you get your search results, click on any result to begin playing.

Saving a clip

To save a clip, click the “clip” button on the right of the screen. Choose where you want the clip to start, and click on the first word of the foreign language transcript, then click “select start”. Choose where you want it to finish, then click “select end”. Now click “save” and name your clip. Your saved clips will appear under “clips” in the lower left of your screen.

Correcting and printing texts

Once you have saved a clip, you will need to check and correct the foreign language transcript (if you plan to use it in your lesson) and the English translation. You can do this directly by clicking into the text as you would with a word processor. To display and hide either the English translation or the foreign language transcript, use the “display” button just above the foreign language transcription. To print the text you need for your class, hide what you don’t need (for example, hide the English translation if you only want to print the foreign language transcript), and then click “export text” on the right. You can save this as a Word file and then print it.

Sharing clips with colleagues

As mentioned in the introduction, we hope that as teachers of different languages save more and more clips for use with the different lesson plans provided here they will share them with their colleagues, and let them know which clips work well with which lesson plans. To share a clip, choose “copy clip” on the right, and then select the users you would like to share it with.

Existing clips for teachers of Arabic

For teachers of Arabic who wish to use the example clips referred to in the lesson plans below, under the clips menu, go to “options” and click the arrow to expand the options menu. The clips (and its components) accompany these lesson plans.

Catching the headlines

Summary:

This is a great lesson to introduce students to foreign language news broadcasts without overwhelming them. For more advanced students the lesson can be made more challenging by focusing on greater amounts of more sophisticated language in the second part of the lesson. At the beginning, students form groups, and each group is provided with several slips of paper, each containing an English translation of a news headline from a foreign language broadcast found on BMS. The students are then played four different headline broadcasts in the foreign language (each containing three or four headlines), and they have to decide which clips their assigned headlines were translated from. One of the clips is then chosen for more detailed listening and language work. At the end, students produce their own headline broadcasts and present them to the class.

Rationale:

Providing the students with the English translation of several headlines makes this a much easier activity than it would be otherwise. They only need to recognize one or two words from the foreign language headline to match it with its translation, so this is a low stress activity that gets them listening to the news in the foreign language. The expansion of the listening activity to include further details enables the students to build on what they have already understood. The final activity when students create their own headline broadcasts provides an opportunity for them to speak using some of the new language they have gleaned from the listening, and to imitate the formal register that they have just been exposed to.

Aims:

- Familiarize students with the foreign language news format.
- Give practice in recognizing words in a spoken text.
- Give practice in following the news headlines.
- Provide an opportunity to speak in a formal register.

Step-by-step:

Before class:

- Search for a summary of the news headlines on BMS and save it as an audiovisual clip. Print one copy of the English translation. The headlines need not be current.
- Do the same thing three more times, so that you have four different clips of headlines, and one copy of the corresponding English translation.

- Cut the translations up, up that you have multiple slips of paper, each containing one headline in English. You should aim to have about three headlines per student in your class, so you may need more clips depending on class size.

In class:

- Lead in by asking students what is in the news today. What are the big stories? What have been the big stories this year? Students can discuss this in groups, and then one student from each group can tell the class what his/her group talked about.
- Teach the word for ‘headline’ in the foreign language, and ask students to propose headlines for some of the stories they discussed.
- Now tell students that they are going to listen to some headlines. Divide the students into groups of three, and give each group about nine of the English headlines you prepared.
- Play the different clips you prepared. You should present them as clip 1, clip 2, and so on. Students listen, and decide which clips their headlines belong too.
- Now choose one clip to focus on in more detail (students can vote on this).
- Play the clip, pausing after the initial greeting (if there is one), and after each headline. Get feedback from the class on what words and expressions they recognize. Display the foreign language transcription to show them when they are right. Then focus them on parts that they didn’t get, and ask them to guess what they mean (remember that someone has the English translation).
- When you have been through the clip headline by headline and focused on some of the language used in each headline, hide the foreign language transcription, and play the clip one last time. Students just listen, relax, and focus on picking out chunks they understand.
- Now in groups, students prepare to present the headlines. This can be based on what they heard in the listening activity, or based on today’s news, or it can be completely invented. Each group presents their headline summary to the class at the end.

Example lesson for Arabic:

For an intermediate-mid to advanced Arabic lesson, follow the steps above using the clips “Headlines 1”, “Headlines 2”, “Headlines 3”, and “Headlines 4”.

Retelling Reading

Summary:

In this lesson students encounter an English translation of a text before reading the original in the foreign language. They are required to explain the English text to a partner who hasn't read it, using the foreign language. Once they have prepared to explain the English text, they are given the foreign language text and a little more time to prepare. Students then pair up and exchange the information that they have read. After this exchange, the grouping is changed, and students work together to reconstruct a text that none of them have read, but all of them have heard about. The lesson ends with a listening segment, where students listen to the texts they have been working on.

Rationale:

Asking students to prepare to summarize a text that they have only read in English highlights gaps in their linguistic knowledge, and creates a need for the language to be provided by the foreign language text, giving them a compelling reason to read. For example, when preparing to summarize the English text, a student may realize that s/he does not know certain key vocabulary in the foreign language, or does not know how to express a certain grammatical structure. These gaps function almost as a set of questions when the student is given the foreign language text, and s/he will read the text with the aim of figuring out how to say what s/he could not say before. The information exchange activity gives the student a chance to activate this new language by using it in his or her own spoken production. The listening activity at the end of the lesson provides students with a chance to hear a genuine listening text intended for native speakers, not only on a familiar topic, but also using familiar language. Because they only have to listen and follow along, this is low-stress, and it is highly motivating when they realize how much of it they understand.

Aims:

- Train students to recognize, extract, and use useful language found in a written text.
- Give practice of preparing and delivering an oral summary.
- Give practice of listening and staying on track.

Step-by-step:

Before class:

- Use BMS to find two different texts on a topic that you think will interest your students. Save them as audiovisual clips. Check, correct and print the English translation of each text.

Label them text A and text B. Half the students in your class will get one copy each of text A, the others will get one copy each of text B. Print the foreign language transcription of each text too. Again, half the class needs text A, the other half needs text B.

In class:

- Lead in to your topic by asking students what they know about it, or perhaps by asking if anyone has a story related to it, and so on. Students can talk about the topic in pairs for two minutes, then one or two of them can tell the whole class what they talked about.
- Now tell them that they are going to read more about this topic. Divide students into A and B. The As form groups of 3, and so do the Bs. Distribute the English texts (A to A; B to B), and have them read them quickly.
- Working together, each group must create an oral summary of the text they just read. The summary should be in the foreign language. As they prepare their summaries, students should note areas that are giving them trouble, either because they lack the vocabulary, or because they are not sure how a particular idea is expressed in the foreign language.
- When students have prepared their summaries and noted any problems, provide each group with the foreign language transcription that corresponds to the English translation they have been working with. They now get 10 minutes to use the foreign language transcription to fix the problems they encountered in preparing their summaries.
- When students are ready, pair one student A with one student B. Each student delivers the oral summary prepared earlier. The student listening asks questions to clarify and check his/her understanding.
- The original groups now reconvene and compare the information they heard from their partners in order to reconstruct the other group's text.
- Now play both audiovisual clips. Students listen, relax, and estimate how much of it they understood.

Example lesson for Arabic:

For an advanced Arabic lesson, follow the steps above with texts "Saudi Driving" and "Saudi Campaign Enforcement".

Listening for details

Summary:

This lesson consists of a speaking segment followed by a listening activity in which students listen for details that they are already aware of. For the speaking, students watch an audiovisual clip without sound, and brainstorm what it is about and the kind of language they expect to hear. They then watch it again, still with no sound, and in pairs they provide a voice-over. Following this, each student is given a slip of paper containing a piece of information from the listening. Students move around the room exchanging this information (in the foreign language), and they note down what they learn. They then watch the audiovisual clip with the sound turned on and tick the information in their notes (from the previous activity) as they hear it. Finally, the sound is turned off again, and students watch the clip and provide a more accurate voice-over using the information they now have.

Rationale:

The initial speaking activity in which students invent a voice-over provides them with the opportunity to speak at the paragraph level while at the same time stimulating their curiosity in preparation for the listening activity to follow. The information exchange activity introduces some of the language they will hear, giving them time to get used to it and practice using it before they listen. The information that is exchanged also provides some structure on which they can build as they listen. The final activity where students provide a more accurate voice-over is an opportunity for them to use the new language they have learned while recounting what they have understood. The images from the audiovisual clip provide a structure to help them remember what was said, and to keep them on track.

Aims:

- Give practice of speaking at the paragraph level.
- Give practice of recognizing familiar details in a listening, and building on these.
- Give practice of recounting an event using appropriate, relevant language.

Step-by-step:

Before class:

- Find a text on BMS on a topic you think will interest your students, and save it as an audiovisual clip. Print one copy of the foreign language text.

- Choose pieces of information from the text and put each piece on a slip of paper. You need one slip of paper per student in your class. Depending on the level of your students, you can copy sentences directly from the foreign language text, or simplify them.

In class:

- Lead in to the topic of the listening, either by asking students what they know about it, perhaps if they have any personal experience with it, and so on.
- Divide the students into pairs. Play the audiovisual clip with the sound turned off. At the end of the clip, students tell each other what they think it is about, what kind of information is included in the clip, and how this information is ordered. They also discuss the kind of vocabulary they expect to hear in the clip. Each pair should produce a possible outline for the clip, showing the information they think is presented.
- Now play the clip without sound again. As they watch, each pair uses the outline they made to provide a voice-over for the clip. Pause the clip at regular intervals to give students time to catch up.
- Get feedback from the whole class by playing the clip again, pausing it, and asking different pairs to provide the voice-over.
- Now give each student a slip of paper with a piece of information on it. Students stand, and move around the room exchanging their information. Students should note down what they are told.
- At the end of the activity, get feedback from the whole class by asking some of the students what information they gathered.
- Now tell students that they are going to hear the clip. Students listen and tick off the information in their notes (from the previous activity) as they hear it.
- Now ask students to amend the outlines that they created earlier, based on what they just heard. When they have done this, tell them that they are going to provide a more accurate voice-over, and play the clip twice again so that they can prepare for this.
- Now play the clip with the sound off again. Students provide a new voice-over using what they can remember from what they heard when they listened to the clip. If you need to, you can display the foreign language transcription to help with this.

Example lesson for Arabic:

For an advanced Arabic lesson, follow the steps above using the clip “Weather events”.

Jigsaw Reading and Listening

Summary:

In this lesson students each read different parts of a foreign language text. They then work in groups, firstly to present what they have read, and then to figure out how what they have read can be pieced together to form a larger text. This is followed by a listening activity in which students listen to extracts from the text, and try to identify in where in the text they belong. When they have worked on piecing together these extracts, students listen to the entire clip.

Rationale:

The reading activity requires students to present what they have read, and they therefore need to decide what the main point of their section of the text is, and to decide which other information is relevant, how it relates to the main point, and how all this information should be ordered. When the students work together to put all the information together, they communicate in the foreign language, speaking, listening, asking for clarification, and cooperating to complete the task. The initial listening activity requires them to recognize details and relate these to what they already know. When they listen to the entire clip, they are required to follow along and stay on track, but this is structured, as they already know much of the information they will hear.

Aims:

- Give practice of reading to summarize.
- Give practice of summarizing, listening, and asking for clarification.
- Give practice of listening for familiar details.
- Give practice of following a longer listening and staying on track.

Step-by-step:

Before class:

- Use BMS to search for a long text that can be divided into sections.
- Print the foreign language transcription of the text, and cut it into sections. Label the texts (text A, text B, and so on) and make one copy of each text per group of four students in your class.

In class:

- Lead in to the general topic of your chosen text by asking students what they know about that topic, or perhaps by putting a relevant picture on the screen and asking students to talk

about it. Students can do this in pairs for two minutes, and then you can ask one or two pairs to tell the class what they talked about.

- Now tell students that they are going to read more about the topic. Divide them into groups of four. Each group consists of one student A, one student B, one student C, and one student D. Give each student a text (text A to student A, text B to student B, and so on). Students now have ten minutes to read the text and prepare an oral summary for their group.
- At the end of ten minutes, students take turns to tell the other members of their group what they read about.
- Now tell students that they need to figure out how the texts that they read come together to create a larger text.
- At the end of the activity, ask all students to put away any texts or notes they have, and to just keep a sheet of paper and a pen. When they have put the texts away, tell them that you will play them short extracts from each of the four different texts. They need to listen, and write down the text that the extract is from (A,B,C,D).
- Play a number of short extracts (at the sentence level) from the different texts, then have students check their answers together at the end, and then confirm where the extracts came from.
- Now play the text in its entirety. Students should listen and follow along.

Example lesson for Arabic:

For an example lesson for advanced students of Arabic, follow these steps with an appropriate amount of text (perhaps 8 minutes?) from the clip “Turkey Israel”.

Word Bingo

Summary:

This lesson consists of a listening activity which begins with a focus on language and then moves on to focus on meaning, before returning to language again. Students are given bingo cards containing familiar words that appear in the clip that they are about to listen to. They listen to the clip, and tick off the words as they hear them. This is followed by a discussion on what the clip is about, and another round of listening to build on this. Students are then given the foreign language transcription and the English translation that correspond to the clip, and they work in groups to identify useful language. They then listen again to hear this language used in context. The lesson finishes with a group writing activity in which students use the new language they have just identified.

Rationale:

The bingo activity represents a low-stress task that introduces students to the listening text without overwhelming them. They are asked to pick out certain words from what they hear rather than whole chunks of information. Once they have completed the bingo activity, students will have a general idea of the shape of the text, and will be ready to work on constructing meaning based on what they hear. The provision of the foreign language transcript and the English translation allows them to approach the text in a different form, and to extract useful language that they may not have noticed during the listening activity. The final listening gives them a chance to recognize the language that drew their attention in the written text, and the writing activity provides an opportunity for them to produce this language themselves.

Aims:

- Train students to cope with not understanding every part of a listening text.
- Train students to recognize individual words in a stream of foreign language.
- Develop the study habit of noting useful language in spoken and written texts.
- Provide an opportunity to activate newly acquired language in written work.

Step-by-step:

Before class:

- Use BMS to find a text containing some vocabulary that students have studied recently.
- Print the English translation and the foreign language transcription and make one copy of each for every student in your class.

- Make a set of bingo cards containing familiar vocabulary from the listening. You need one card per student. To make things easier, you can make all the cards the same, and add one word that the students know, but which doesn't appear in the text you found. These cards will not win. On one of the cards, replace this word with a word that does appear in the listening. This will be the winning card.
- Make sure you have some large sheets of paper (white board sheets) and some marker pens.

In class:

- Show the students a picture related to the topic of your listening (or a still from the audiovisual clip) and have them brainstorm what it is about and the vocabulary that they think will be used.
- Distribute the bingo cards, one per student.
- Play the audiovisual clip. Students listen and tick off the words on their cards as they hear them. The first student to tick off all the words on his or her card shouts "bingo" and wins. You may need to play the clip more than once for students to hear all the words on their cards.
- Once there is a winner, ask students to work in pairs to tell each other what they understood from the listening text. Then play the clip again for them to check and glean more information if possible.
- Now distribute both the foreign language transcription and the English translation. Students work in groups of three to choose useful language in the transcription. Each group should come up with as much new language as possible.
- Take examples of useful foreign language words and phrases and their English equivalents from the students (one or two per group), and write them on the board. Play the clip again, pausing and repeating instances of this language in use.
- In their groups students now use the white board sheets and marker pens to produce a piece of writing in which they incorporate the new language they have noticed. They present these to the class at the end of the lesson.

Example lesson for Arabic:

For an intermediate to advanced lesson in Arabic, follow the steps above using the clip "AbdulHakeem Bilhaaj". Suggested Bingo cards are provided below.

عام	أكثر	1986	درس
كان	آخرين	شارك	رجال
مرأة	منطقة	خمسة وعشرين	بقي

The winning card:

عام	أكثر	1986	درس
كان	أخرين	شارك	رجال
شهر مارس	منطقة	خمسة وعشرين	بقي

Dictation challenge

Summary:

This lesson consists of a listening skills activity with a dual focus. First, students identify areas in an audiovisual clip that they understand, and build on these to come to a more rounded understanding of the text. Second, a section of the listening is chosen for a dictation exercise where students aim to write down what they hear word for word. For the dictation, the shorter clip is played over and over on low volume at the front of the room. The printed English translation is posted at the back. Students sit in the middle of the room and move to the front to listen to the clip, and to the back to check the translation when necessary. Their pens and paper however, cannot leave their desks. At the end of the dictation, the foreign language transcription is displayed so that students can check their work.

Rationale:

The initial listening activity trains students to build up meaning when they listen by determining which chunks of a text they are able to understand, at least partially, and then pushing them to refine and expand their understanding by listening for further details, and to begin to link chunks together. The dictation exercise moves the focus from meaning at the level of the text, to meaning at the clause level. Focusing on a short section of a text word for word trains students to recognize word boundaries; to think about the grammatical relationship between words and bound morphemes; to distinguish between similar sounds; and to use context as a cue to guess meaning. The audio clip is played at the front of the room so that students will listen to a section and repeat it in their heads as they return to their desks to write it down. This gives them time to think about whether or not what they think they have heard makes sense. The English translation is provided to give them a nudge in the right direction when they get stuck.

Aims:

- Give practice of listening for main ideas and details.
- Give practice of listening at the clause level.
- Train students to recognize word boundaries in a spoken text.

Step-by-step:

Before class:

- Find a text on BMS on a topic you think will interest your students, and save it as an audiovisual clip.

- Choose a short section of the clip you made (between 30 seconds to one minute in length), and make this section into a clip too. Print one copy of the English translation of this shorter clip.

In class:

- Lead in to the topic of the listening, either by asking students what they know about it, perhaps if they have any personal experience with it, and so on.
- Now play the longer audiovisual clip. As they listen, students should focus on what the clip is about, and any supporting details they can glean.
- Have students tell you what they understood from listening, and any questions they have, or things they are not sure of. For example, a student may say “He said something about negotiations, but I am not sure if they happened, or if they are planned for the future”. Write the information on the board as the students give it to you.
- Now identify some of what you wrote on the board as things to listen for and expand on. Circle the things on the board that students should aim to grasp more information about. Listen twice more, and get feedback from the students each time, expanding on what they heard initially.
- Now tell students that they are going to write down a section of the clip word-for-word. Divide them into pairs, and sit each pair in the middle of the room. With one blank sheet of paper per pair.
- At one end of the room, take the English translation of the shorter clip you prepared and tape it to the wall. At the other end, set up a laptop with the corresponding shorter audio clip playing on a loop at a low volume. Make sure no transcription or translation is visible on the laptop.
- The students come to the front of the room and listen to the clip. They cannot bring any paper or pen with them. They return to their desk and write down what they heard, then they come back and listen again, return to their desk and write, and so on. When they need to, they can also go to check the English translation at the other end of the room, but again, they cannot write anything down until they return to their desks. The activity continues until the students have either finished, or feel that they cannot go any further.
- At the end of the activity, display the foreign language transcription for students to check their work against.
- When you do this activity for the first time, it can be followed up with a discussion about difficulties students encountered, and the strategies that they used to overcome them. For example, students may not recognize a string of sounds as three separate words, but checking the English translation and then knowing what to listen for may have helped them to do this.

- If time allows, the activity can be repeated with another clip.

Example lesson for Arabic:

For an intermediate-high to advanced level Arabic lesson, follow the steps above with the clip “Arms ships”.

Reading and Analysis

Summary:

This lesson begins with a standard reading skills activity, where students read to find the main idea of the text, and to extract details. Following this, they revisit areas of the text that they did not understand during the initial reading, and analyze them in greater depth, focusing on unknown vocabulary and unfamiliar grammatical structures, and forming hypotheses about their meaning. Students then work in pairs to justify their analyses, before being provided with the English translation in order to check how accurate they were. Working with both the foreign language text and the English translation, students identify useful new language and this is written on the board. At the end of the lesson students listen to the corresponding audiovisual clip and focus on catching the new language that they identified in the written text, and then work in pairs to use it in a conversation.

Rationale:

The initial reading activity gives students practice in reading for main ideas and details. It also allows them to find their current limits with a given text. Revisiting problem areas in the text pushes students to work past those limits, and trains them to focus on language (both individual words and the relationships between words) to build meaning from the bottom up. Asking students to choose useful language teaches them to approach foreign language texts not simply as a challenge to be understood, but as a linguistic resource that they should use to continue their linguistic development. Listening for this new language in the audiovisual clip provides an opportunity to recognize and process this language, and the speaking activity at the end is a chance for the students to actively use it, moving from recognition to production.

Aims:

- Give practice in reading for main ideas and details.
- Train students to identify problem areas in a text and to move on without getting bogged down.
- Train students to focus on the language of these problem areas and to formulate hypotheses about its meaning.
- Develop the study habit of using a text as a language resource.
- Provide an opportunity to recognize newly acquired language, and then to produce it.

Step-by-step:

Before class:

- Find a text on BMS on a topic you think will interest your students and save it as an audiovisual clip. Print one copy per student of the foreign language transcription.

In class:

- Lead in to your topic by asking students what they know about it, or perhaps by playing part of the audiovisual clip without sound, and having students guess what it is about. Students can discuss this in pairs, and then one or two students can tell the class what they talked about.
- Now tell students that they are going to read about this topic. Distribute the text, one copy per student, and set a time limit of 10 minutes (or less, depending on the text) for silent reading. During this time, students should produce a bulleted-list outline, in English, that summarizes the basic shape of the text (main ideas, a few supporting details). Point out to students that in order to complete this task in the allotted time, they should skip over any parts in the text that they do not understand.
- At the end of the allotted time, put the students in groups of 3 or 4, and have them compare their outlines and resolve any differences by referring to the text again.
- Now ask each student to choose (at least) two places in the text that they skipped during the initial reading. These should be areas in the text that they were not able to immediately understand.
- Each student must now attempt to analyze the passages s/he chose in the following way (write these steps on the board):
 - Read the passage again.
 - Identify unknown vocabulary which is an obstacle to understanding.
 - Figure out the subjects of any verbs that appear, and what any adjectives and pronouns refer to.
 - Hypothesize on the meaning of the passage, and be ready to explain your hypothesis to a partner.
- Working in pairs, students now explain how they analyzed their individual passages. For example, a student might say “I understand that the government is doing something to the protesters, and I know it is negative, because the protesters are angry about this, so I took a guess that this verb means something like ‘arrest’, or maybe ‘abuse’....”
- Now either distribute copies of the English translation from BMS, or display it on the screen. Students check their guesses, and correct them as necessary. They should note any new language that they consider to be useful.
- Now put the students into groups of 4. Each student explains to the group a hypothesis s/he made, whether or not s/he was right, and the new language that s/he has learned from this exercise.

- When the group work is over, take about eight examples of new language from the class and write them on the board.
- Now play the audiovisual clip. Students listen, and decide the order in which the language items on the board appear.
- At the end, students work in pairs, using the new language to talk about what they have just read and heard, or to talk about another topic of their choice.

Example lesson for Arabic:

For an advanced Arabic lesson, follow the steps above with the clip “Mursi sworn in”.

Treasure Hunt

Summary:

This lesson may be used to introduce a new grammatical structure in the foreign language, or as a review lesson (perhaps before an exam) covering several grammatical structures that the students have studied. Students are given a 'treasure hunt' list of English equivalents of the targeted grammar, and they use BMS (either as homework, or in a lab class) to find out how these are expressed in the foreign language. They then think of their own examples of the targeted grammar, and search for these in the foreign language to check that they are correctly formed. The lesson concludes with a group writing activity where students use the grammar from the treasure hunt.

Rationale:

Having students search for the target grammar using the English equivalent, and then asking them to search in the foreign language for further examples, trains them to notice patterns in the foreign language and to generalize these patterns to expand their linguistic repertoire. For example, if the treasure hunt contains a list of past tense verbs in English, students will search for these in the foreign language, and then examine their search results to see how past tense verbs are formed in the foreign language. Then they use what they have noticed in order to create, then and search for, further examples of past tense verbs in the foreign language. The writing activity at the end provides an opportunity for students to activate the new language they have learned by using it in their own written production.

Aims:

- Introduce or review a grammatical structure or structures.
- Train students to notice grammatical patterns in the foreign language.
- Train them to generalize these patterns to produce new language.
- Provide an opportunity to activate new language in written work.

Step-by-step:

Before class:

- Identify the grammatical structure or structures you want to teach or review, and think of some commonly occurring examples in the foreign language, and how these are expressed in English. For example, you may decide you want to teach or review comparative adjectives; the passive; adverb formation; and so on.

- Type out a list of some commonly occurring English equivalents, such as “bigger than”; “was written”; “quickly”. Search for these on BMS and make sure that your English equivalents bring up the foreign language grammar that you are aiming for. Think of some different examples if what you have doesn’t work.
- The list of English terms that successfully bring up your target grammar when typed into BMS will be your treasure hunt list, and you need one copy per student in your class.
- Make sure you have some large sheets of paper (white board sheets are good) and some marker pens.

In class (lab class):

- If this is a review session before an exam, ask students the kind of grammar they have studied so far, and what they expect to be on the exam. If this class is being used to introduce a new grammatical structure, ask students some questions that require them to respond using the target grammar (even though they may not be able to), in order to prime them for the activity.
- Give out the treasure hunt and explain how it works. Each student works at a computer on BMS, typing in the English item on the treasure hunt, examining the search results, listening to the language in use in order to be sure of the pronunciation, and noting down the foreign language target phrase. Do the first one or two items on the list together as a class so that students are sure of what to do. Then let the activity run, monitoring as needed.
- When most students have finished, have them compare their answers with a partner, then get feedback as a whole class, by asking different students to tell the class their answers.
- Now students work in pairs again. Each pair has to come up with two new foreign language items that exemplify the language in the treasure hunt, and check them on BMS to make sure they exist. For example, if the treasure hunt asks students to find the foreign language equivalent of “bigger than”, the pairs should now come up with two new comparative adjectives in the foreign language, and find examples of them on BMS.
- Students now change pairs, and each student shows his/her new partner the new language s/he has just searched for.
- Now put the students in groups of 4, and distribute the white board sheets and markers for a group writing activity. Each group writes on a topic of their choice (or you can provide a topic). They must use the largest number possible of the grammatical items from the treasure hunt. At the end, each group presents their writing to the class.

Example lesson for Arabic:

For an example lesson for intermediate-high to advanced students of Arabic, follow the steps above using this treasure hunt to introduce التمييز. Ask students to set the ‘content’ option on

BMS to 'al-jazeera'. If they don't do this they will get results from many different languages, not just Arabic.

Treasure Hunt

Use BMS to find out how these English phrases are expressed in Arabic. Write down what you find.

Less effective: _____

Better off: _____

Getting worse: _____

Increasingly complex: _____

Worse off: _____

Better educated: _____

Less dangerous: _____

More widespread: _____

Pooled resource reading

Summary:

In this lesson students are required to use BMS to search for foreign language words or phrases that appear in a text they will read later. This may be completed as part of a lab class, or as a homework assignment. Each student then teaches the other members of his or her group the set of words s/he researched. The text is then distributed, and the students work on it in groups, helping each other to understand it, and producing an outline of the main points. This is followed by a group writing activity where students use the new language they searched for. At the end of the lesson the students watch the audiovisual clip that corresponds to the written text they have been working on.

Rationale:

Having the students search for the foreign language words and phrases on BMS before they read not only prepares them for the reading, but interpreting the search results and preparing to explain their words to the members of their group also trains them to pay attention to context when assigning meaning to a vocabulary item. Reading the text as a group effort requires students to process the text, make connections and guess meaning as they go along, negotiating with each other and explaining their conclusions. This contrasts with the usual process where students read individually and then compare their answers. With this approach, students get to see how other readers are processing the text, and are forced to convince others of their own interpretations or abandon them before they go too far off track. The group writing activity provides an opportunity for students to activate the new language they have learned by using it in their own written work. The final listening is a chance for students to listen and stay on track as they hear the information that they have already read.

Aims:

- Highlight the importance of context for interpreting vocabulary.
- Build student vocabulary and provide an opportunity to activate new language.
- Give practice of reading for main ideas and details.
- Focus students on their own reading processes.

Step-by-step:

Before class:

- Find a text on BMS on a topic you think will interest your students, and save it as an audiovisual clip. Print one copy per student of the foreign language text.

- Identify key vocabulary, phrases, and grammatical constructions in the foreign language text, and copy these onto slips of paper. You should aim for about 12 of these. You need one set of 12 slips of paper for every group of 4 students in your class (the sets can be identical, so you need 12 language items total).
- Make sure you have some large sheets of paper (white board sheets) and marker pens.

In class (lab class):

- Ask students to tell each other what different strategies they use for studying vocabulary, and get some feedback from one or two students as a whole class.
- Tell students that they are going to use BMS to build their vocabulary, and that they will be teaching each other. Put the students in groups of 4 and give each group the 12 slips of paper. They should divide these between them, and then each student works alone to search for his or her words or phrases on BMS. (This part can also be assigned as homework).
- From the search results, the student should choose some examples of the word or phrase in context, and should save these or write them down.
- Now students return to their groups to teach each other their word or phrase in the foreign language. They should explain it, and then present it in the context they chose from the BMS search results.
- Now distribute the foreign language text. Students have 5 minutes to quickly scan the text and find examples of the new language they learned in the previous activity.
- Now students read the text again, but this time they focus on meaning. In their groups, they agree on what the text is about as they read it, stopping regularly to confer before moving on. They produce a bulleted list of the main points presented.
- For whole-class feedback, each group offers one or two points from their lists.
- Each group now produces a short piece of writing using as much of the new language from the previous activity as possible. If possible, this can be written with markers on large white-board sized sheets of paper. Each group presents their summary to the class at the end.
- Finally, play the audiovisual clip. The students listen to stay on track.

Example lesson for Arabic:

For an advanced Arabic lesson, follow the above steps with using the clip “Saudi Labor 1”. Please note that the English translation for this text has not been corrected as it is not used in this lesson plan.

Supported Listening

Summary:

In this activity students are provided with a cut-up English translation of a listening segment before they hear it. They listen to the recording in the foreign language and put the English translation in order as they listen. They then identify areas in the English translation and listen again to focus on how these are expressed in the foreign language. This is followed up with further language work aimed at building vocabulary and analytic abilities. Students then use the new language they have learned in their own spoken production.

Rationale:

This type of supported listening allows students to engage with a high-level listening text without feeling frustrated that they do not understand it. To order the translation, they only need to pick out individual words and phrases, without worrying about how these relate to each other. At the end of the ordering exercise, students know the general shape of the listening text, and are ready to work on recognizing larger chunks of language within it. This type of listening does not train students to listen for main ideas or specific details. Instead, it provides these in the English translation, and focusses students on breaking down the language into comprehensible chunks, both at the word level and clause level. The ability to do this is crucial in understanding any text, and this activity allows students to isolate and practice this skill.

Aims:

- Train students to engage with high-level listening texts without feeling like they need to understand *everything*.
- Train students to pick out individual words and phrases from a listening, and to use these in their spoken language production.
- Train students to build meaning from the bottom up, by identifying the language that they understand in a listening text.
- Train students to recognize word boundaries in a listening.

Step-by-step:

Before class:

- Identify a listening text on BMS that you would like to use and save it as a clip for use in class.
- Check, correct and then print the English translation of your clip. You need one copy for each group of 2-3 students in your class. Cut each translation into paragraph-sized chunks.
- Identify language in the listening text that you think would be useful for your students to know.

In class:

- Lead in to the topic of the listening by asking students what they know about it, or perhaps by putting a relevant picture on the screen and asking them to talk about it. Students can talk in groups for 2-3 minutes, and then one or two students can tell the whole class what they talked about.
- Tell students that they are going to hear some more information about this topic, and play them the listening clip from BMS, making sure that no transcription or translation is visible on the screen. Get feedback from the class about what they heard.
- Now put the students in groups of 2-3, and give each group a cut-up translation. Tell them that they have to order the translation. Give them 2 minutes to do this.
- Play the listening clip again. Students listen and check if they have ordered the translation correctly.
- Monitor the groups to see if they have completed the task. Play the clip again if necessary.
- Get feedback from the whole class by asking students to say which part of the translation is first, second, and so on. To do this, they should use the foreign language, even if this is only a few words. You can now display the English translation on the screen.
- Now each group reads over the English translation, and identifies a number of words or phrases that they would like to listen for in the foreign language. If students are not good at this, point them to the language that you identified as part of your preparation for class. Before they listen, they should identify the language that will come directly before their chosen items.
- Play the clip twice, and have students listen for their chosen language.
- Get feedback from each group by asking students for the new language they listened for, and what they think they heard.
- Now display the foreign language transcription on the screen, and play the clip, pausing it regularly and pointing out some of the language that students were listening for in the previous step. Limit this to 7-8 items, and make sure to write them on the board.
- In their groups, students now retell what they heard in the listening activity, from start to finish. They can use the English translation to jog their memories and order the information, but make sure you remove the foreign language transcription from the screen. As they

retell what they heard, students must use the new language items that they learned from the listening.

- During whole-class feedback, go around the room taking sentences from various students to build up a detailed narrative of what they heard. Have the English translation on the screen behind you to guide them, but do not stick to it too closely, as this is not a translation exercise.
- At the end, tell students that they are going to hear the clip for one final time. Their job is to relax, listen, and compare what they understand this time with what they understood the first time they heard it. Get feedback on this, as it will help you in choosing a text next time.

Example lesson for Arabic:

For an Arabic lesson with advanced students, follow the steps above with the clip “Headaches”.