LISTEN UP: A CONTENT-BASED APPROACH
TO INTEGRATE LISTENING AND CULTURE

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CHAPTER 1:
INTRODUCTION

Problem:

In one of Ball State University’s Intensive English Institute (IEI) listening classes, few students raise their hands to answer the book’s true or false question about the listening passage: “Traditional gender roles affect how parents talk to their children” (Rost, 2002, p. 59). One student offers the correct answer but quickly changes it when asked to provide her rationale. Others cock their heads, showing either the international symbol of confusion or allowing sleepiness to creep into their eyes. These undergraduate and graduate students are among the brightest and most motivated in their countries, but the class does not bring that out, as they are not invested in this answer or this idea. Unfortunately, the next day may not change as they’ll move on to listen for answers to new questions about marriage traditions or Western ideas of multiple intelligences or fashion and status, topics that mean little or nothing to them. The problem is obviously not one of intelligence, but a lack of motivation and cultural knowledge. Although the students come to the program to study English, the questions and coursework require them to go beyond the language to understand cultural implications and make inferences based on L2 cultural knowledge, which may elude them.

More specifically, true or false questions, like the gender question and so many others included in the coursebook, are loaded with cultural and emotional implications
that are not accessible to the students. To answer the above question about traditional
gender roles, for instance, students must be familiar with U.S. culture and consider the
question from that perspective. They must be able to use that background knowledge to
make inferences and come to a conclusion. Such a question requires them not only to
know what is meant by “traditional gender roles” but also ways that U.S. parents interact
with their children, for example. Although native-speakers of American English would
know and automatically utilize the answers to these cultural questions, IEI students do
not. Rather than draw from a vast knowledge of the L2 cultural community, the students
rely on a more limited knowledge of the L2 environment and/or their own L1 cultural
knowledge in order to understand messages in the L2. They lack the kind of background
knowledge that would enable them not only to understand main ideas and feelings like
emotional overtones, but also to make inferences and identify implied meanings, all
essential skills utilized by proficient listeners (Brown, 2007, p. 308).

Using the L1 culture to understand the L2 poses problems for the students and,
depending upon the L1 culture, makes various implications in the L2 more difficult to
understand. Just to comprehend “tradition” in the gender question, students need to know
the historical roles of the mother, father, and children in the U.S., how those roles have
been perceived, and how communication manifests itself within that relationship. Those
nuances are not easily grasped by students from other cultures in which “tradition” has
different associations. In this class, for example, there are many East Asian and Arabic
students (from Korea, China, and Saudi Arabia, in particular) who are accustomed to
even more specific patriarchal gender roles than is tradition in the United States. These
students may assume that “tradition” refers to that L1 cultural distinction and make
inaccurate assumptions based on that association. On the other hand, students coming from matriarchal systems as exist in some African tribes might understand “tradition” in another way that leads to different assumptions.

These different and inaccurate interpretations based on different cultural experiences make apparent the need for students to have appropriate cultural background knowledge in order to help them interpret and understand messages. Indeed, Majhanovic (1981) argues that “an appreciation of levels of discourse which may include emotional and cultural overtones may be necessary to enable the listener to grasp the full implication of the message” (p. 2). In other words, when language learners do not have a complete grasp on the cultural framework of the L2 culture, they can miss much of what is being communicated.

Yet, though students are in need of this background knowledge, the coursebook used for this course does little to help them more fully acquire the L1 cultural background knowledge that they lack. Indeed, while the text allows students to practice functional listening skills, which are important in a U.S. university setting, its structure does not meet another important need for adult learners who, according to Longfield (1984), require relevant background knowledge to succeed in a second language. Rather than provide the students with background information about a topic, the text introduces topics only briefly before presenting a lecture about them, from which students are asked to take notes and answer questions about main ideas and details. After only minimal reflection, it moves to the next chapter and introduces a new and unrelated topic. As such, the coursebook jumps quickly from one topic to the next.
These topics, moreover, are addressed in a superficial manner that lacks challenging, in-depth exploration. In addition to boring and possibly disengaging the students, who have adult interests and levels of intelligence (Cook, 2003), the coursebook can hinder their L2 acquisition by exposing them to less sophisticated L2 use (Kasper, 1997). Rather than challenging them to move to the next level in their L2 use by providing sophisticated input and encouraging more sophisticated processing and output, the superficial nature of the materials can allow students to become stagnant in their L2 acquisition (Kasper, 1997). More in-depth materials could allow students to answer not only a true or false question about gender, for instance, but discern why such a question is controversial, to what “traditional” refers and how it may be received differently by different people, and how their own experiences and views play into their answers. Yet, this is not being accomplished through the coursebook.

**Language and Culture in the Academic Environment:**

Clearly, scenarios such as those painted above indicate that ELLs need to build on and acquire the relevant cultural background knowledge that will allow them to succeed in courses like this listening class as well as the larger academic environment. According to Brown (2007), language and culture are interrelated and cannot be separated: “The two are intricately interwoven so that one cannot separate them without losing the significance of either language or culture” (p. 133). However, as mentioned, many of the students try to understand aural messages through their L1 cultural understanding rather than the L2, which can lead them to misinterpretations in the academic environment. For example, when attending an academic class, students may hear another student disagree with a professor and misinterpret the meaning of the situation. Rather than recognizing
that people in the U.S. value individual expression, personal opinions, and “equal”
treatment between superiors and subordinates and seeing these qualities as signs of
preparation and confidence, IEI students who view the same situation through the lens of
their L1 culture may conclude that the other student is either making the professor lose
face, disrespecting a superior, and/or creating disharmony in the community.

Such misunderstanding and resulting discomfort can hinder students’ ability and
willingness to communicate appropriately in the L2. For instance, because many students
within the IEI come from collectivist cultures, in which focus is placed on belonging to
groups and shared cooperation within them, students sometimes have trouble
understanding situations through the cultural lens of the U.S. that values individualism
and self-achievements (Myers-Scotton, 2006). Therefore, students coming from
collectivist cultures may struggle with U.S. classroom norms where students are both
encouraged and expected to ask questions of the teacher and express disagreement. As a
result, these students may worry about making another person lose face or violating their
culture’s power hierarchy that places the teacher’s authority and knowledge at the top and
so refrain from communication (Jones, 1999). As Davis (2007) argues, students’ lack of
understanding may, in fact, result in aversion to the L2 community and a rejection of
acculturation and acquisition.

Even when not deterred by the L2 community’s culture, a lack of cultural
background knowledge can prevent students from wanting to participate in class. Indeed,
according to Duff (2001), who observed and interviewed ESL high school seniors taking
history courses, a lack of cultural knowledge can inhibit them from participating in class
discussions altogether. Students explained that when discussions were more related to
North American cultural issues or to popular culture, they shied away from conversation. Their lack of knowledge about the North American perspective made them uncomfortable joining the conversation and less willing to offer their own, culturally different, experiences. Similar reactions are also common among students in higher education (Jones, 1999).

On the other hand, students’ understanding of cultural underpinnings may assist them in becoming acculturated to the U.S. university classroom setting. If, for example, students explore the value system upon which the culture and L2 environment is built, they will likely understand the differences better and thus be more engaged as participants in the L2 community. Moreover, a deeper understanding of the L2 culture and community may assist the students in becoming pragmatically competent in the L2, in the sense that it will allow them to become more attuned to what is socially appropriate. Increased knowledge about the culture of the L2 community can help students to be better able to “communicate meaning in a socially appropriate manner and to interpret meaning—whether explicit or implicit—according to context” (Taguchi, 2008, p. 424). Should students learn about the ideology and values that frame the L2 culture, what constitutes social appropriateness would likely become more lucid to them. Indeed, they might gain a better understanding of U.S. social and power relations and feel more comfortable asking questions of professors or making eye contact with them.

Yet, students have few opportunities to learn more about the L2 culture. Many students taking classes within the IEI have limited or no interaction with native-English speakers besides their teachers, a trend that is common among ESL university students (Halualani et al, 2004). Indeed, IEI students often mention that they associate only with
peers from their L1 communities outside of classroom hours. As such, they have limited opportunities to absorb the cultural values and belief systems of the L2 population.

This lack of exposure and organic acculturation results in a less complete understanding of the L2 culture and requires that IEI teachers take advantage of opportunities to discuss pertinent cultural and pragmatic issues as they arise. Thus, IEI instructors often work to address cultural issues in classrooms across the skill levels, helping students understand ways to address different kinds of people, what is appropriate to wear to different events, and what a typical Western wedding is like, for example. Yet, unfortunately, the sporadic and general nature of these supplemental discussions does not present students with a deeper picture of the L2 cultural core. As a result, although they may be able to hear information and answer a question in a listening text about the effect of traditional gender roles on the way Americans talk to their children, they cannot envision the familial structure nor the societal expectations placed on different people as a result of tradition and current times. Because of that, they often miss the allusions and implications that are based on a shared value system and historical framework.

So, though students are acquiring language skills that will prepare them for other academic classes at the university, this lack of deeper cultural understanding puts them at a disadvantage in the academic classes to which they will progress and for which the IEI tries to prepare them. Professors at Queens College recognized this “incomplete acculturation” or lack of “familiarity with the belief and value structures against which America’s cultural history has unfolded” as one reason their ESL students later struggled in academic classes (Buell & Kelly, 1988, p. 1-3). The students, who were enrolled in
humanities courses at the college, missed linguistic nuances and allusions and were unable to understand emotional and intellectual backdrops of historic periods. Their understanding of the language alone did not sufficiently prepare them for coursework at the university, and many got frustrated in or failed their humanities courses or dropped out of college altogether.

It is important to prevent this kind of failure in IEI students’ futures and better prepare them for success in the L2 academic environment. Because many of the students taking courses within the IEI plan to take academic courses at the university or are taking them concurrently, and because students frequently take humanities courses like history and English, the IEI should strive to adequately prepare students by providing them with the cultural background that they need. After all, which content teachers are going to take the time to provide the cultural background knowledge?

To summarize, the cultural information that students need in order to both develop a deep understanding of the environment in which they are living and help them to figure out appropriate ways to use the language goes deeper than the surface level. From my experience, students in the IEI are being taught pragmatic appropriateness in the skills classes on a need-to-know basis. Instruction on social norms and appropriateness is provided sporadically as the need arises. For instance, when students are overly formal with their instructors via email, the instructor may provide a mini-lesson on how to achieve the appropriate balance between formality and informality. However, a deeper study of the cultural value system and how it has evolved will help students move beyond the more sporadic study of social appropriateness; they can learn why particular behaviors and language uses are considered appropriate and others are not.
So, should students learn about the U.S. perception of equality and how that translates to the existing social structure, they may better understand or infer that a less formal manner of communication is appropriate when emailing instructors. This missing element, the “why,” can make learning more meaningful to the students. For example, if students study the history of the U.S., including the search for religious freedom and the desire for a non-monarchal government, it might be easier for them to infer, understand, and/or remember that religion and politics are often taboo topics in the United States. This and other tidbits might be shared by teachers as they arise organically in the classroom, but they will be better internalized if part of an in-depth study.

Therefore, the next section explores ways in which culture can be thus incorporated into IEI classes to provide students with the deeper cultural understanding and background knowledge that they lack.

**Content-based Instruction:**

After seeing how language and culture are intertwined and that all ELLs may benefit from cultural knowledge, it makes sense for culture to be studied alongside language in the IEI. Considering the interconnectedness of language and culture, learning them together would assist students with proficiency in both. Moreover, studying culture with language is more practical for IEI purposes because students in the program are already overloaded with coursework and, for the most part, eager to finish with their English classes and continue on with their academic study. Taking an additional culture class that to them seems unrelated to language study would be frustrating, highly argued, and less efficient.
Integrating both language and cultural study would be much like the content-based language courses, in which students benefit by learning the language while simultaneously learning the content. According to Brinton, Snow, and Wesche (1989), content-based instruction is marked by “the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material” (as cited in Brown, 2007, p. 55).

Although most of the research and implementation of content-based programs incorporate more traditional content-based areas like science or math, culture has been used effectively as the area of content study (Brown, 2007; Buell & Kelly, 1988). Buell & Kelly (1988) note the success of teaching a content-based seminar course to university ESL students at Queens College, in which they taught reading and literature as well as the U.S. cultural traditions. The researchers noted that after having taken the class, students were more greatly able to understand the emotional and historical backdrop of reading texts, were better able to understand them on different levels, and expressed greater interest in taking similar courses in the future. For instance, they recognized that references to Americans in “canon” literature actually referred to only white-European Americans.

Buell & Kelly (1988) did note that while there are many ways to teach culture, it is essential that it is appropriately historicized to help students with comprehension: “The superficial similarities of post-modern global cultures make it absolutely imperative that generalizing clichés be avoided and American issues significantly historicized” (p. 19-20). Students coming to the United States have learned about U.S. culture through what they have seen on television. As such, they may understand only superficial popular
culture, which presents a generalized and often extreme portrait of U.S. culture. However, the intricacies of U.S. culture, the deeper layers of belief, and the development of the present culture is necessary for students to understand. Historicizing culture can therefore help them move beyond a superficial understanding of popular culture to a deeper understanding of value systems.

Content-based models of instruction have gained popularity since the 1990’s and have been successful in many programs and with all age levels (Brown, 2007). First, this type of instruction can foster motivation to learn the language as a means of learning the content. Because students in this approach use their language skills to learn content and vice versa, language use is meaningful to them and so they may feel more greatly empowered than if they were just focusing on learning language. Using and learning the language for content learning may also promote more advanced linguistic skills. According to Brinton et al. (1989), the reason for the success of these kinds of content-based courses is that ELLs are presented with complex ideas that are communicated in and through the L2 (as cited in Kasper, 1997).

Also, the success of content-based instruction spans age levels; it has been shown to be effective with adults as well as children. With children, content-based learning has been found to be particularly effective because they have not developed enough cognitively to be able to study language in isolation (De Ramirez, 1996). On the other hand, adults do have the cognitive ability to study language exclusively. However, doing so may not offer the benefits that are associated with content-based instruction. Studies have shown that utilizing content-based instruction in university ESL courses can lead to increased language proficiency and, consequently, success in the English-speaking
academic environment (Kasper, 1997; Song, 2006). To compare the effects of content-based ESL courses and ESL courses that were not content-based, Song (2006) analyzed the post-class performances of 770 ESL students at Kingsborough Community College from 1995 to 2000. Half of those students had taken content-based reading/writing and speech classes, in which the class was linked to an academic subject area, while the others took regular ESL classes that were not linked. Students in content-based ESL courses had higher English-language test scores (ACT), GPAs, and graduation rates. Kasper reported similar results from students taking content-based courses that were more loosely centered on academic topics (1997).

According to Song (2006), the success of the content-based courses stems from students’ both seeing how English study can serve to help them in their academic careers and needing to figure out how to use the language to understand new topics with new vocabulary. Although the content in these studies were from subject areas like psychology and biology, a content-based course in which culture and the related historical evolution of ideals should have similar success. It does have specific vocabulary and requires students to use the language to learn new topical information. Moreover, the use of the language to study culture is representative of the type of language that will be used within a history, women’s studies, literature, or philosophy course, for example. This connection may be more difficult for students to see than if they were studying psychology, and those connections may need to be made more explicit through the coursework. However, as culture can be viewed as a subject in its own right with its own set of vocabulary and skills, a cultural content-based ESL course can be expected to be similarly effective at the university level.
Types of Content-Based Instruction:

Under the umbrella of content-based learning, a couple of approaches have emerged for different purposes and have been considered to be effective. First, sheltered content instruction has become increasingly popular among ESL programs. This type of instruction is used most frequently in primary and secondary schools but is not limited to them. In sheltered instruction, content material is modified for ESL students so that they may process it as well as improve in the L2 (Brown, 2007). This approach has benefitted LEP students by allowing them to gain proficiency in both content and language so they may better perform on high stakes testing (Soller & Grabe, 1997).

One model of sheltered instruction that has become increasingly popular is SIOP (the Sheltered Instruction Observation Protocol) (Echevarría, Vogt, & Short, 2008). This model lays out how sheltered instruction may be implemented and evaluated in a principled manner. SIOP has been successful because it incorporates best practices that enhance learning by building background information, providing comprehensible input, and incorporating strategies practice and student interaction, among others (Echevarría, Vogt, & Short, 2008). More specifically, it helps students to make the link between language and content by scaffolding and outlining clear content and language objectives (Brown, 2007; Echevarría, Vogt, & Short, 2008).

According to Huang (2004), this link is crucial. After completing a five-week qualitative study of ESL high school students in a British Columbian sheltered instruction science classroom, Huang noted that students’ ability to use English for scientific purposes (as in a science report) increased dramatically. Their ability to better describe scientific information suggests that the course helped them to understand the content and
increase their proficiency in the L2. Students could see how language was used in a particular way for science, and science helped them learn ways to use the language; a language-culture link was made obvious to them.

Another content-based instructional approach that has emerged is theme-based instruction, in which language learning is the primary goal “but special attention is given to meaningful, relevant themes as a departure for instruction in language” (Brown, 2007, p. 56). Unlike SIOP and sheltered instruction models, in which both content and language are equally important objectives, theme-based instruction focuses on language-learning as the primary objective. Content areas or themes are different in different units and function mainly to contextualize the language study. This method is useful in focusing primarily on language, but it provides meaningful topics that allow students to develop background information and can incite interest and motivation to learn.

Like sheltered instruction, theme-based instruction may be used effectively with different age levels. For instance, De Ramirez (1996) recognized the effectiveness of using cultural themes based on oral stories from the L2 community to create a theme-based approach in primary and middle schools. Children related to the stories and ultimately learned “language through content” (p. 78). In this case, culture was the overarching content and each thematic unit centered on a story from a different oral tradition. In that way, authentic sources may be used as thematic centers around which units are planned. Theme-based learning may be similarly and effectively used with adults. Students at Kingsborough Community College who had taken an intermediate theme-based ESL reading course in which themes were related to several disciplines subsequently performed better in university English classes than students who had taken
an intermediate reading course that was not theme-based (Kasper, 1997). In the latter class, readings were more sporadically arranged, and students did not have sufficient time to relate topics to their experiences and knowledge (Longfield, 1984).

Overall, studies highlighting the effectiveness of content-based models of instruction have focused on their implementation with intermediate to advanced learners (De Ramirez, 1996; Huang, 2004; Kasper, 1997; Song, 2006). At this level, students are sufficiently proficient in the L2 to be able to use it as the medium in which the learning of the subject is carried out (Willett, 1995). It is possible to argue that this type of learning can be carried out in beginning levels, but beginners focus more on basic survival skills that could not be appropriately characterized as content-based learning (Brown, 2007, p. 56). Beginning students would be required to learn the most basic aspects of the content (high frequency words, etc.) and not more critical components.

**Goals of this Project:**

With the benefits of content-based instruction in mind, I set out to better meet the needs of IEI students by implementing a curriculum in which they could explore both language and culture in some depth. This would be implemented in an intermediate-advanced listening course, as I saw a particular need in this skill level and because this proficiency level has been shown to benefit from content-based instruction, as discussed (De Ramirez, 1996; Huang, 2004; Kasper, 1997; Song, 2006). Through the curriculum development, I focused on meeting three primary goals: acculturate students, motivate students, and develop students’ listening skills and strategies.

*Acculturate Students:*
First, this project strives to acculturate students by helping them to gain an understanding of culture. Although students cannot be expected to exit the course knowing every intricacy and historical detail affecting the U.S. value system and cultural ideals, they may become able to broadly identify different ways people in the U.S. might view key issues and some of the historical events that have shaped peoples’ perspectives. Students will not become experts on American history and the American psyche, but they should, after taking this course, be able to identify how religious beliefs are reflected in society and how the ideal of equality developed and manifests itself, for instance. This goal will be met through the curriculum by the use of authentic and engaging cultural texts, the exploration of cultural issues through the use of those texts, and the placement of cultural study in a historical context.

Motivate Students:

By including authentic texts, focusing on engaging and age-appropriate topics that are relevant to their lives, and providing ample time for students to become involved in the topics, this curriculum aims to meet a second goal of motivating the students. Motivation is essential because when students are motivated to learn, they may work harder inside and outside of the classroom, access their prior knowledge and make connections to their lives, and continue to explore both culture and language. Although fostering motivation is not directly achievable, by exploring culture in the aforementioned manner and creating a comfortable, interactive environment, it may be facilitated.

Develop Listening Skills and Strategies:
Finally, a third goal of this curriculum is to provide students with the listening skills and strategies they will need to succeed within the L2 environment and the L2 university setting, specifically. Because aural messages and the skills they require differ significantly, exposure to and practice with different types of listening within the classroom is necessary. Two distinct types of listening, interactive and transactional, have been identified and should be included within the course, as students will need to be proficient in both outside the IEI (Huang, 2005).

Both interactive and transactional listening skills are necessary for the students, but a larger focus in this course will be given to transactional listening. Interactive listening, in which the purpose is to communicate information between the speaker and listener who each have participatory roles, is common in day-to-day life. So, activities such as conversations, group discussions, interviews, and interactive presentations can help students gain practice in this area. However, because this type is a main focus of the speaking course that aims to improve interactive skills, more attention in this course will be paid to transactional listening. In this type, students receive information without necessarily responding to it. According to Huang (2005), this type is prevalent in many university classes and is a large determinant of international students’ success. Therefore, many transactional listening activities, involving listening to lectures, news reports, and other texts, are included in the curriculum.

With both types of listening, however, students need to be equipped with microskills and macroskills in order to interpret the aural messages being received. Microskills, including those skills pertaining to understanding language at the sentence level, may include skills such as recognizing stress patterns and reduced forms of words
Within this course, microskills are introduced through the *Sound Advice* textbook, which is completed in the lab and during the lab hour, and so is not expounded upon in this curriculum for the regular class hours (Hagen, 2000). However, skills from it, like identifying linking and reductions, are carried over into the regular coursework.

Attention must also be paid to macroskills, which are those related to speech at the discourse level. Those macroskills, such as making inferences and understanding implications, are lacking for many students at this level, indicating that focus should be given to this type of skill. In particular, this course will aim to improve one macroskill area, the development of listening strategies, as they can serve to enhance all aspects of listening comprehension (including those with which students have been found to struggle).

Strategies instruction is a key part of many content-based instructional models like SIOP and may be seen to be a principle of effective language instruction (Echevarría, Vogt, & Short, 2008). Focus on strategies development is necessary, as studies have shown that more successful learners are more adept at using listening strategies (Smidt & Hegelheimer, 2004). Matthews (1982) agrees, noting that merely listening more frequently or to more materials will not help with learning comprehension. In this curriculum, strategies to be focused upon were selected from *Sound Advice* and *Contemporary Topics 3*, each of which includes one main strategy per unit. Therefore, students practice strategies to enhance both their microskills and macroskills. The following strategies are scaffolded in the curriculum:

1. Use nonverbal cues and verbal cues like tone to interpret the meaning of the message.
2. Use grammar and context to define unknown words.
3. Identify and focus on stressed words.
4. Use the title and other information to make predictions about the content.
5. Use transition words and structure to aid in comprehension.
6. Group similar topics and ideas together.
7. Use tables and charts to organize information.
8. Identify and focus on new sounds and words or gaps in understanding.
9. Make assumptions based on known information.
10. Listen for dates and numbers.
11. Use context to identify unstressed function words.

**Principles Guiding this Project:**

In all, to meet the goals of this curriculum development, overall principles of effective language instruction were considered and followed. Part of the success shared by all types of content-based instruction can be attributed to their following specific principles. Therefore, the following principles, which are utilized in cultural content-based learning, in particular, guide the curriculum development to assure that it will meet the established goals and be maximally effective:

- Materials are age-appropriate and sufficiently challenging.
- Materials are authentic and engaging.
- Materials incorporate cultural information necessary for students to develop overall L2 proficiency.
- Cultural study is historicized.
- Students are exposed to the deeper value systems and beliefs of the L2 community.
- Topics are explored in some depth and for longer durations, allowing students to connect to prior experiences and develop essential background knowledge.
- The course explores all dimensions of language use, including pragmatic and social appropriateness.
- Input is comprehensible.
- Frequent opportunities for interaction and discussion among students are available.

**Content-based Model in this Project:**

The content-based model that I chose to implement, due to the overall goals of the program, is a combination of the sheltered instruction and thematic instruction approaches. As in sheltered instruction, both language and content objectives are focused upon. However, within that approach, units of study are thematic topics, resembling a
theme-based approach that is used in many intensive English programs at the university level (Song, 2006).

Furthermore, all texts utilized in the course explore culture, but thematic units were chosen based on information within a core text. Rather than using the main text previously used for this class, *Contemporary Topics 3* (Rost, 2002), I chose one main text around which cultural study would focus, *Forrest Gump* (Finerman, Tisch, & Starkey, 1994). So, *Contemporary Topics 3* is not used for the main listening exercises or topics. However, as mentioned, listening strategies from it are included in this project. Similarly, strategies from *Sound Advice* are used in the curriculum. Together, ideas from those texts comprise the list of strategies in the goals section of this project. During the implementation of this project, *Sound Advice* was used by students in a lab hour, which is not reflected in this curriculum. Yet, this project does provide places where elements from *Sound Advice* may be incorporated. So, though *Sound Advice* might still be used in the course, *Forrest Gump* largely replaces *Contemporary Topics 3*. Unlike *Contemporary Topics 3*, which lacks cultural input and does not allow students to build extensive background knowledge or be engaged and challenged as adults, *Forrest Gump* may be used to more fully meet the goals and follow the principles of this content-based course.

**Advantages of Film as Primary Text:**

In a language classroom, film may be used in a principled way to be an effective and primary instructional tool. To begin, it may be used in numerous ways to ensure that students are being given comprehensible input. Auditory difficulty may be scaffolded so that students are being exposed to adequately challenging input, or input that is “at or
slightly beyond the level of the learner” (Krashen 1981; Matthews, 1982, p. 3). A level of difficulty that will meet students’ needs can be met through the use of film and adjusted as students increase in comprehension. For instance, captions may be turned on or off according to students’ needs and the skills being focused on, and the visual representation can guide students in understanding context that is particularly complex or culture-specific (Lin, 2000; 2001; MacDonald & MacDonald, 1991). The visual nature of the film can also lead students to greater vocabulary acquisition because it assists them in making connections between vocabulary words and their visual representations (Lin, 2002).

Additionally, film can be both engaging and authentic. When films with appealing story lines are chosen, it can pull students into the emotional realm and engage them affectively (Lin, 2000). Subsequently, affective engagement can increase motivation to learn because students become emotionally invested in the material and may notice and pay more attention to linguistic elements (Brown, 2007).

**Advantages of *Forrest Gump*:**

Among the many films that could be available for classroom use, *Forrest Gump* is particularly effective for a cultural content-based course because it realistically historicizes U.S. culture. In addition to being an authentic piece of U.S. culture and being engaging to students like many other films, *Forrest Gump* follows one man’s journey through the 1950’s to 1990’s in the United States. For each decade, important historical events are shown and the cultural climate illuminated. By moving through time in this manner, the film historicizes culture and provides students with the opportunity to study age-appropriate issues that have shaped U.S. culture (Cook, 2003).
Course Plan:

The issues that emerge as *Forrest Gump* follows one mentally disabled man’s journey through the 1950’s to 1990’s thus form the thematic units of the first portion of the curriculum: religious history, education, gender, and race. Each of these topics, which forms a two to three week unit in the curriculum, is a part of culture that assists in understanding messages in the L2 environment and that is necessary to understand questions and sections in the previous coursebook. With a deeper understanding of the religious history of the United States, students would likely be more able to interpret the traditions related to marriage and marriage ceremonies as are explored in chapter five of *Contemporary Topics 3* (Rost, 2002). Learning about the educational system and how Americans view education could assist with student understanding of the Western idea of multiple intelligences in “The Making of Genius” (Rost, 2002, p. 69-77). Gender study would assist students with answering questions like the true or false gender question previously mentioned (Rost, 2002, p. 59). Finally, exploration of racial issues could allow students to determine how slang (in chapter one) and fashion (in chapter nine) may differ among different groups of people (Rost, 2002). These issues are all part of the U.S. value system and continue to present themselves inside and outside of the classroom. Therefore, they are integral in understanding aural messages. By centering thematic units on these emergent issues in *Forrest Gump*, students will develop background knowledge about the larger content area and will find units engaging as part of a meaningful context (De Ramirez, 1996).

In the latter part of the curriculum, units focus on the culture of individual decades that are represented in *Forrest Gump*: 1950’s, 1960’s, 1970’s, 1980’s-present.
For each unit, students evaluate the overall culture of the time period, synthesizing the topics they have studied and knowledge they have accumulated about religious history, education, gender, and race. By doing that, students create a snapshot of the culture of each decade and can better see the cultural evolution of the U.S. Ultimately, students look at the present culture and value system, recognizing the underlying historical implications and why it is as it is.

Within each of these units, supplemental listening materials related to the theme are explored in addition to or instead of *Forrest Gump*. Supplemental materials were selected because they are authentic and engaging for the students and because they provide comprehensible input. They include news reports, speeches, movies, and short documentaries. For each, students complete pre-, whilst, and post-activities. The importance of incorporating this structure in language courses, in particular, has been noted by researchers (Brown, 2007; Miller, 2003; Matthews, 1982). By including this structure, students can make hypotheses about the material and make connections to their knowledge and experience, practice beneficial skills and strategies of effective listeners, and identify areas of strength and weakness by checking hypotheses they have made.
CHAPTER 2:
CURRICULUM INTRODUCTION

Overview:

The next nine chapters (chapters 2-10) outline this curriculum project. First, chapter 2 introduces the idea of “culture,” serving to introduce students to the content area at large, and assesses students’ understanding of the issues and decades’ history that will follow. The next four chapters are units that explore the individual issues, beginning with “religious history” (chapter 3), and then moving on to “education” (chapter 4), “gender” (chapter 5), and “race” (chapter 6). Listening materials utilized in these units are largely supplemental; Forrest Gump is used towards the end of the unit on race to introduce the next four chapters. Chapters 7-10 focus on decades in U.S. history that are represented in Forrest Gump: 1950’s (chapter 7), 1960’s (chapter 8), 1970’s (chapter 9), and 1980’s-present/semester reflection (chapter 10). For each of these units, students have the opportunity to watch a larger portion of Forrest Gump. Toward the end of each unit, students watch the portion of Forrest Gump that is set in the time period they are studying. Thus, the entire film is watched through the completion of chapters 7-10.

Additionally, while exploring those units, students are asked to work on completing a “decades chart,” in which they can write what they know about the specific issues during different time periods (see Appendix A). This will help them in their synthesis and allow them to see the cultural progression leading to the present day.
Each of the units in the curriculum portion of this project begins with a “unit goals” section that explains the relevance of the content materials within it and that presents an overall goal for the chapter. These goals, of course, are also in line with the overall goals of the curriculum, which seek to acculturate, motivate, and teach listening skills and strategies. Following that section, several activities utilizing *Forrest Gump* and/or supplemental resources are included, allowing the students to explore various aspects of the issue or decade. Each activity includes content and listening objectives for that activity; pre-listening, listening, and post-listening sections; and suggestions for the teacher.

Please note that pre-listening, listening, and post-listening sections do not include time limitations and may be adapted as the teacher desires. Activities are designed to take as little as half a class period (approximately 30-40 minutes) or as long as a week of class periods (approximately 3 hours). Teachers may alter these to fit their time frames as they see fit.

Additionally, the suggestions for teachers included at the end of each activity are specific to that activity. However, the following are suggestions that apply to the curriculum as a whole and should be taken into consideration throughout its entirety. When these suggestions are also repeated following specific activities, I believe that a reminder will help the teacher with the implementation of particular aspects.

**Suggestions for the Teacher:**

*Ask students to keep begin a vocabulary list:* Throughout the semester, students will encounter many new content words. Encourage them to keep a list, and go through it
periodically. Depending on your teaching style and philosophy, you may want to incorporate regular quizzes or activities with the vocabulary they have learned.

*Stay positive and excited about the content:* There are times throughout any curriculum and any course when students’ frustration gets the best of them and a lack of motivation or interest may sink in. This is not necessarily the fault of the curriculum; it may be related to students’ personal lives, irritation with classmates, fatigue, etc. One of the best ways to avoid this problem, however, is simply to stay positive and show students how excited you are about the content. When the teacher is excited, the students are much more likely to be excited as well. They may think it’s weird that you are so interested in language and U.S. history, but weirdness is usually appreciated in its own way. This suggestion is reiterated at critical points in the curriculum where students may become frustrated.

*Scaffold:* Remember that students are of varying L2 proficiency levels and have different linguistic strengths. It is therefore important that activities meet the students where they are and take them to the next level. For some students, that may mean adapting an activity to make it more manageable or more challenging. The manner in which you can scaffold activities in your class should be a consideration for each of the activities in this curriculum development, but reminders and ideas are provided with some activities.

*Adapt listening question implementation as needed:* At several places in the curriculum, questions are provided and minimal instruction is provided for how those questions should be implemented in the curriculum. Adapt these as you see fit in your class. Not every approach works for each group of students, so try several to figure out
what works with your class. Students may think about the questions individually; discuss them in pairs, in groups, or as a class; or complete them as homework.

*Choose groups wisely and provide tasks for group members:* One problem that often occurs with groupwork is that work is not completed by the groups but by individual parties within them. To avoid this, choose groups wisely. For some activities, you may want to group together students with similar skills, proficiency levels, or personalities. However, during other times, you may want to select more heterogeneous groups so students can share different skills, opinions, etc. with one another. Also, within the groups, you may want to divide tasks or give students different roles so they can all work together and learn how groupwork is conducted. Remember, students may be coming from cultures in which groupwork is not used and so may not understand how to function within a group. Part of the role of the teacher is to assist them with making this transition so they will be successful in similar situations in the future.

*Model for the students:* Even when students are native speakers of the language in which a course is taught, they may have difficulty understanding a task or activity when they cannot envision what the teacher would like for them to do. Providing students with visual representations can help them to work toward an end or goal that they can understand. Modeling may take the form of a project that was completed by a former student and that they can see or of the teacher showing students a step-by-step process before students are asked to do it themselves. Teachers should remember that models are not always necessary, however. Because this is a listening class, there is value to students’ needing to follow verbal directions without a visual guide. Throughout the unit,
I reiterate this suggestion in “for the teacher” sections when I find it to be necessary to ensure student understanding. Yet, models may be used at your own discretion.

*Create a method for calling on students:* No student likes to feel “picked on” by the teacher. Yet, they are also not always willing to speak up or to give other students the opportunity to speak. In order to avoid the problems that come with calling on students (i.e. making some uncomfortable, calling on those who do not know the answer or always know the answer, or becoming the “bad guy”), create a method for getting students to answer questions or share opinions. In my course, that method was using a set of craft sticks. Each stick had the name of one student in the class written on it. If no one answered or if I wanted a more equal distribution of talkers, I would use the sticks to call on students. The students and I both enjoyed this.

*Prepare/cue video and audio clips beforehand:* Always watch or listen to resources before class and know when you will stop and start a video or recording. This can save valuable class time as well as assure that you know your material. It will also allow you to avoid inappropriate scenes or portions that are unrelated to the topic.

**Unit Goal:** *Students will be able to define “culture” and describe what they think about the culture of the L2 community.*

Many of the students entering this course have learned about more superficial aspects of the U.S. culture and do not recognize that the culture of the L2 community goes much deeper than those elements. This unit, therefore, encourages students to reassess their ideas about what culture is by creating and re-creating definitions of it (activity 2.1). Moreover, it allows students to illustrate what they know about deeper cultural issues and how they have changed throughout the last six decades in U.S. history.
as well as how proficient they are with transactional and interactive listening skills (activities 2.1 and 2.2). By the end of this unit, teachers will have a better understanding of students’ needs and students will be prepared to study issues and decades in depth.
2.1 Culture and the United States

Culture Objectives:
- Students will understand that culture entails ideology and history in addition to the more commonly thought of elements like food and dress.
- They will access their prior knowledge and preconceptions regarding American culture.
- Students will relate their understanding of U.S. culture to their own cultural backgrounds.

Listening Objectives:
- Students will utilize bottom-up listening skills to transcribe an aural definition.
- Student will use interactive and transactional listening skills to create a group definition and to interpret the meaning of a read definition.

Pre-listening: In groups, brainstorm the definition of “culture.” If you had to describe what “culture” means to another person in English, how would you do it? Write your definition on the board. As a class, compare your definitions, and create one that incorporates important ideas from all of them.

Listening (Agnes & Guralnik, 2001): Transcribe the definition you hear. That is, write it word-for-word. Then, consider the following questions.
1. How was your definition similar to and different from the one you transcribed?
2. Did anything surprise you about this transcribed definition? (If so, what? If not, why not?)
3. What do you know about U.S. culture? List your ideas about each of the main aspects of culture as detailed in the dictionary definition. (For example, what do you know about U.S. ideology, history, etc.?)
4. Is this U.S. culture very similar or different than your own culture? How?

Post-listening: One of the ways we can understand a group’s culture is to explore how that group thinks about and deals with particular issues. Choose one of the following issues listed below, and compare your culture’s treatment of it to the U.S. cultural treatment of it.
- Religion
- Education
- Gender
- Race

Think about one of the four issues. Write one paragraph describing how people from your culture feel about it and one paragraph describing how you think people from the U.S. feel about it. (For example, if you choose education, you could write about its perceived importance, who is educated, what type of education is considered to be the most important, etc.)
For the Teacher:

*Guide students to see holes in their definitions during the listening portion of this activity*: Question the definitions the students create as much as is possible within the students’ comfort zones. For instance, if they describe culture as being the food a person eats and the clothes he or she wears, ask them if they have the same culture as people from the U.S. because they are dressing similarly and eating the local food. For this unit, students should see that culture is much deeper than superficial expressions.

*Synthesize post-listening ideas about issues*: Completing the post-listening activity as a jigsaw will allow all of the students to gain some insight into each of the issues without studying them in depth. After students complete the post-listening activity individually, put them into groups according to the issues they chose and ask them to create a bulleted list of their ideas regarding U.S. cultural treatment of them. Each issue can then be shared and discussed as a class.

*Teacher Resources*: Dictionary definition. Definitions of culture from various sources will work, but it should make reference to the ideology, history, and value system held by a people. If desired, you may ask a friend or colleague to record it rather than reading it aloud so that students are exposed to a different voice.

“the ideas customs, skills, arts, etc. of a people or group, that are transferred, communicated, or passed along, as in or to succeeding generations; such ideas, customs, etc. of a particular people or group in a particular period” (Agnes & Guralnik, 2001, p. 353)
2.2 Introduction to Issues and Decades in *Forrest Gump*

Content Objective:
- Students will learn that the beliefs and cultural environment of a people evolves with time and that history impacts the present culture.

Listening Objective:
- Students will use background knowledge and strategy one (use nonverbal cues and verbal cues like tone to interpret the meaning of the message) to gain comprehension.

Pre-listening: When you listen to people engaged in a conversation in real life or on TV or to professors giving lectures, you also watch their body language and pay attention to their tone of voice.

*Body Language* refers to the movements people make with their bodies, their facial expressions, and their posture. It may indicate their feelings and emotions. Think about what body language people might use if they are:

- In an argument
- Happy
- Serious

*Tone* refers to people’s voice quality. Often, when others are angry or sad, we can tell by the way they speak; it affects the loudness of their speech, the speed with which they speak, and the pitch of their speech. Think about how people’s tone is affected when they are:

- Excited
- Upset
- Expressing sympathy

Listening (Finerman, Tisch, & Starkey, 1994): Use what you know about culture, body language, and tone of voice to help in understanding a movie clip.

- Watch the video clip from *Forrest Gump* on mute. As you watch, observe the body language of the people and write what you believe is happening based on that body language. For instance, do you think the people are arguing, happy, etc.?
- Watch the clip again with the sound on. This time, pay attention to the speakers’ tone. Again, write down what you think is happening based on the quality of speech. Do the people sound sad? Angry?

Post-listening: The clip you watched was from one decade in U.S. history. Think about what you saw and heard in the clip as well as what you know about U.S. history. At that time (when the clip was set), what do you think people in the U.S. thought of the issues
we have discussed: religion, education, gender, and race? Use that information to fill in sections of a “decades chart” with what you know or can guess (see Appendix A).

For the Teacher:

*Complete these listening and post-listening activities for each decade:* This activity can be repeated for each of the decades that will be focused upon: 1950’s, 1960’s, 1970’s, and 1980’s-present. Each of these decades is represented in the film and should be played in succession (Finerman, Tisch, & Starkey, 1994). Choose clips that will represent each of those decades. Repetition can help the students learn to focus on body language and tone. Often, they want to immediately focus on the words they hear. If they are unable to hear the clips, they can learn to pay attention to visual cues as well. The repetition of the video may become redundant, however, and so you may want to break it into two class periods.

*Use and keep the decades chart:* Students will likely struggle with the decades chart, as they do not have sufficient background knowledge to complete it. However, they should be encouraged to do their best. What they are able to include or not able to include will assist you in planning future units around their specific needs. Instruct students to keep this chart, as they will continue completing it in the second half of the curriculum when they explore the decades in depth.

*Resources:* Decades Chart (see Appendix A). Enlarge the chart so students have ample room to write. Copying it on sturdy, colorful paper will help students retain it over the course of the semester.
Unit Goal: Students will recognize the role religion, particularly Christianity, played and continues to play in United States culture.

Part of the culture of a country or people is rooted in religious and philosophical beliefs. As such, to more fully understand and gain insight into a people’s ideology, some exploration into its history and religious tradition is necessary. Because the international students taking this course come from multiple countries in which religious history differs and takes different forms and roles in the government, their own experiences and ideologies differ from those of Americans. Therefore, it can be difficult for them to fully grasp the emotional depth and intensity associated with controversial issues that are current in the United States, such as the debates regarding stem cell research, abortion, or gay marriage.

The religious history of the United States, which also directly relates to its first European settlers, continues to affect the discourse of the nation presently. References to the nation’s founding and Christian ideals are prevalent not only in political discourse, but on television programs, in songs, and in casual conversations. Barack Obama included “God bless America” at the end of his presidential acceptance speech in Chicago, and people may be heard using religious references when talking about California’s Proposition Eight and whether gay marriage should be legal, for example.
So, though students, in listening to that discourse, may understand words and general meanings, they will be able to extract the deeper layers of meaning and emotional relevance if they have background knowledge and an understanding of the cultural context in which they take place (Majhanovic, 1981). Therefore, in this unit, students will explore religious history by studying the pilgrims and how they moved to the United States to seek religious freedom (activities 3.1, 3.2, 3.3, and 3.4), how religion has played an important part in government and is evident in many U.S. historical documents (activity 3.5), and how religion is now largely (though not completely) kept separate from the government (activity 3.6).
3.1 Religious History

Content Objective:
- Students will analyze the effect religion has had in their countries and recognize differences among their classmates’ cultures.

Listening Objective:
- Students will access background knowledge about the topic and interpret the main idea of writing that is read aloud by their classmates.

Think about it: Religion or spiritual beliefs can impact the way we view the world. Although not everyone in a culture has the exact same beliefs, cultures often share a way of thinking related to religion. Think about your own country and what religions people in it belong to. Has it always been that way? Consider what you know about your country’s history and how religion has played a part in it.

Describe: On a piece of paper, write:
- What religions have influenced and continue to influence people’s beliefs in your country?
- Describe the influence they have had.

Draw: Fold your paper and give it to the teacher. Draw a classmate’s paper and read the description aloud to the class. Who do you think it belongs to?

For the Teacher:

Avoid leading questions about continued impact: Many students are reluctant to get into conversation about current religious activity in their countries. Especially at the beginning of the semester, this is an uncomfortable or taboo topic. They do not want to discuss religion currently as it is an important part of their own belief system and do not wish to open that up to potential criticism, or they do not consider themselves to be affiliated with any religion and believe there is no ongoing effect on their nation’s belief system. Approaching this topic in a sensitive manner from a historical perspective many alleviate some of this discomfort.
3.2 “The Pilgrims”

Content Objective:
- Students will be able to describe key terms pertaining to U.S. history and recognize religion to hold a part in history.

Listening Objective:
- Students will utilize strategy two (use grammar and context to define unknown words) to improve comprehension.

Pre-listening:

Definitions in Context: Use the dictionary provided by your teacher to look up a definition of “pilgrim.” Write it below.

**Pilgrim:**

Frequently in lectures and recordings, definitions of new or difficult words will be included within the content. That is, the speaker will use the word and the definition in a contextual sentence. Use your knowledge of English grammar to determine what forms this may take.

In a small group, determine and write three ways that the definition could be included with the following sentence, which is included in the recording: “They believed themselves to be pilgrims.”

1. 
2. 
3. 

Listening (Pilgrims, 2009):

Definitions: Listen to the recording, paying attention to the use of the following words and any definitions that may be provided for them. In particular, listen for grammatical structures as are listed above. Based on what you hear, write down possible definitions for each of the words.

**The Mayflower:**
**Voyage:**
**New World:**
**Separatists:**

Content: Listen to the recording a second time, paying closer attention to the overall content.
**Post-listening:**

*Recall:* What information did you hear? With a partner, recall the following information from the recording.

- How many passengers are on the Mayflower?
- Where are they going and why?

For the Teacher:

*Emphasize what they do know throughout activity 3.2:* Although the recording is brief and slow, it contains new information for the students and may be frustrating for them. At this point, they may want to understand every new word and focus on what they do not know rather than what they do. The post-listening questions ask them to provide information that they should have heard and should thus be some encouragement to them. However, they may need to hear you tell them several times that it’s okay if they do not understand everything; they are working to achieve that, and you are there to help them. Additionally, they may need additionally background information. For instance, if the students have learned about Thanksgiving, ask them to relate the vocabulary to their understanding of that holiday.
3.3 “The Reformation in England”

Content Objective:
- Students will identify England and religion as key elements in U.S. history.

Listening Objective:
- Students will listen for main ideas, identify weaknesses in their listening comprehension, and brainstorm strategies for improving their ability to comprehend aural messages.

Pre-listening:

Vocabulary Presentations: The following are some vocabulary words that are in the recording and may be new to you. In parentheses are words that are spelled similarly and may be related.

- Monarch (monarchy)
- Coronation (crown)
- Ban (banned)
- Conform (conformist, conformity)

In a small group, look up a definition for one of the words (as instructed by your teacher). Create a brief presentation in which you:

1. use the word correctly in a sentence
2. present other forms of the word (other parts of speech it may be used for), and
3. provide one strategy for remembering the word.

Share: Share your presentations with the class. As you listen to others’ presentations, make sure you take notes and add the new words to your vocabulary list.

Listening (Protestant reformation, 2009, 6:21-7:35): Listen to the recording, paying attention to main ideas. Take notes on what you hear. After listening one time, listen to it again and try to find answers to the post-listening questions.

Post-listening:

Test your Knowledge!: To assess your understanding of the information in the recording, answer the following questions.

1. What (4) important events happened at the end of the sixteenth century in England?
   a. 
   b. 
   c. 
   d. 
2. What did King James do?

*Rate Yourself:* The questions above asked you to provide key information from the lecture. How well were you able to answer them? Brainstorm ways that you can improve upon your ability to comprehend main ideas.

*For the Teacher:*

*Stay positive and interested in the content:* Religious history and the founding of the United States is a difficult topic to begin the semester with and may not be thrilling to students. However, it is a necessary component of the cultural background knowledge they will need in order to make sense of later, and perhaps more interesting, topics. Moreover, as it is partially or completely new to most of them, they may have a tendency to grow impatient. One of the best preventative measures is to show students that you, the teacher, are interested in the material. When the teacher is excited about the materials, the students are much more likely to be excited and motivated as well.

*Resources:* Rubric (see Appendix B). Grading students’ notes can be very difficult. In order to remain more objective, a grading rubric can be extremely helpful. It can also assist students, who will be able to see more clearly the features you are looking for. Portions of this rubric may be used as students progress in their abilities and their understanding of listening and note-taking strategies. For instance, I began by using only the first three rows and added rows as students learned and improved over the course of the semester.
3.4 “The Search for Religious Freedom”

Content Objective:
- Students will be able to identify key events that led to the pilgrim’s voyage to the United States and the founding of Plymouth.

Language Objective:
- Students will use strategies three (identify and focus on stressed words) and four (use the title and other information to make predictions about the content) to aid in comprehension of the main ideas/events described.

Pre-listening:

*Predict:* Look at the title of the recording to which you will be listening: “The separatist search for religious freedom.” Based on the title, make a prediction about what it will be about. Who do you think will be searching for religious freedom? Where do you think they will search? Do you think they will have success?

Listening (Separatist, 2009):

*Map It:* The following recording describes events in time and a people’s journey. Listen to it one time through, trying to follow the movements described on a map provided to you by the teacher. As you listen, draw the route on your map. In order to do this, you will need to listen for the names of towns and countries, which should be stressed. Because they are important content words, they will often be spoken with slightly more stress (emphasis) than other words that are not as important.

*Stressed Words:* After checking your route with others, listen to the recording again. This time, take notes by writing down the stressed words you hear. Words that typically receive stress are content words that are important to the understanding of the main idea: nouns, verbs, adjectives, and adverbs. In lectures, words that are stressed are often new vocabulary words, dates, and proper nouns (like peoples’ names and place names). Do not worry about writing complete sentences or phrases in your notes! Just focus on those important words.

*Rewrite It:* Listen to the recording a third time. As you listen, group your stressed words by circling them or putting parenthesis around them. Then, use those groupings to rewrite your stressed words into short phrases describing the chronological events in the recording.

Post-listening:

*Research:* At the end of the video, the narrator mentions the Mayflower Compact. What did the video say this was? Use the Internet to find a transcription of the Mayflower Compact. What religious references are included in it?
For the Teacher:

Visually guide the students during the listening activity: Because so many proper nouns are included within the recording, students may struggle to hear the locations and find them quickly. Pausing after each location and asking them to repeat what they heard and find it on the map can help scaffold this activity. At the same time as the students, you may draw the journey on a transparency map so they may follow along.

Encourage students to fight the urge to write everything: Students tend to struggle with note-taking because they try to write everything they do hear and then miss other information while they are writing. In order to help them overcome this problem, they must unlearn some of their habits and replace them with other strategies. In particular, they should cease writing complete or near-complete sentences and opt instead for stressed phrases, dates, names, etc. Identifying the key information to be written is challenging for students, and not being allowed the freedom to simply write whatever they hear is painful. Be firm about having them write the stressed words and ideas, and encourage them to try this new strategy.

Resources: Pilgrim Map (see Appendix C)
3.5 Historical Documents

Content Objective:
- Students will be able to identify three U.S. historical documents and will consider the role religion has had in U.S. government and culture.

Listening Objectives:
- Students will use strategy three (identify and focus on stressed words) to aid in transcription.
- Students will write the sounds they hear, using bottom-up processing, to transcribe the Pledge of Allegiance.

Pre-listening: The following documents are considered to be important parts of United States history and reflect U.S. ideology.

*Mayflower Compact:* As mentioned, this document was written by the Pilgrims who landed at Plymouth Rock. The document established governmental laws for the colony.

*Declaration of Independence:* This document was signed in 1776 by U.S. leaders. It declared that the United States was a nation independent from England. The declaration led to a war between England and the United States, the Revolutionary War, which the U.S. ultimately won.

*Constitution:* The Constitution, or supreme law of the land, became legal in 1788. It includes the Bill of Rights, which outlines the basic rights and freedoms of all United States citizens.

*Scan:* Scan each of the documents (or underlined portions of those documents) listed above. Notice the style of writing that is used. The language, which is from earlier time periods, differs significantly from today’s used English and can be more difficult for even native speakers to understand.

*Notice:* Observe any religious references that are used. Does religion continue to play a role in government? Which religion? How do you know?

*Listening* (Pledge, 2009): The Pledge of Allegiance is a recitation that is often said in unison by school children at the beginning of the school day or before sporting events. Listen to the recording of it one time through, writing down the stressed words you hear. Then, listen a second time, filling in unstressed words based on what you hear and your knowledge of English grammar. You should finish with a transcription (or word-forward writing) of the Pledge of Allegiance. If you had difficulty distinguishing some words, make sure to write down the sounds you hear the best you can.
Post-listening: Write one paragraph answering the following question. This should be a thoughtful response. *Do you think the pilgrims’ culture still affects American culture today? Why or why not?*

For the Teacher:

*Underline appropriate portions in the pre-listening documents:* Because the documents are long, asking the students to search them in their entirety would be too much. Rather, underline a few key parts to focus students’ attention. The First Amendment in the Constitution includes the idea of religious freedom, and different portions of the Declaration of Independence may be focused upon to similarly draw attention to religious references.

*Promote broad understanding and critical thinking:* The goal of this activity is for students, through exploration of important historical documents, to see how religion has had a continued effect on the United States government and culture. Encourage students to scan the documents for familiar words and concepts instead of attempting to read it closely. Instead of studying a text and learning it, students should scan and *think* about elements that they notice.

*Model the Pledge of Allegiance:* After students transcribe the Pledge, model it for them. They will most likely be impressed that you have it memorized. They will also be interested in why people place their right hands over their hearts and remove their hats.

*Relate the Pledge of Allegiance to similar recitations in their countries:* Ask students to share similar recitations or symbolic hand gestures from their cultures. This sharing could make an excellent discussion or presentation topic if you wish to take it further.
3.6 Separation of Church and State

Content Objectives:
- Students will be able to describe the meaning of “separation of church and state” and identify the degree to which religious groups are permitted to participate in public schools.
- They will brainstorm and verbally receive answers to questions about religion, government, or education.

Listening Objectives:
- Students will use strategies four (use the title and other information to make predictions about the content) and five (use transition words and structure to aid in comprehension) to understand a news broadcast.

Pre-listening:

Predict: Look at the title of the news broadcast to which you will be listening: “Separation between church and state.” Based on your vocabulary knowledge and your study of religion in the United States, make a prediction about what information will be included in the broadcast. Which of the following details might be included?

- the role religion plays in government
- the best restaurants in the United States
- individual states’ laws about religion
- which religious groups can meet in schools
- different types of music from different states

Listening (My rights, 2009):

Notice the structure: Listen to the beginning of the news broadcast, in which the anchor person is speaking. In many news programs, the anchor will summarize the news story, indicating what it will be about and describing important information that will come later. You can usually learn how the report will be structured and gain an understanding of the main idea just by listening to the beginning. This is similar to an essay in which the thesis is provided in the introduction. Based on the information from this “introduction,” were your pre-listening predictions correct? Change them as needed.

Think about transitions: What did the broadcaster say to transition to another speaker? What other transition words and phrases might we hear that can help us to follow the ideas presented?

- Create a list of possible transitions with a partner. To help with this task, think about the phrases you use in writing. Many of the same ones are common in speech.
- Listen to the entire broadcast. Underline any transition words from your list that were used, and write in any new you heard that were different from those on your
list. Talk to your partner and other classmates to determine if they heard any other transition words.

**Recognize the main idea:** After having listened to the news broadcast, describe what was meant by “all for one and one for all.” In other words, what is the law regarding the meetings of religious groups at public schools?

**Post-listening:** At the end of the broadcast, the speakers invite you to send additional questions to the law professor featured. What questions do you have that you would like him or other people from the United States to answer?

**Brainstorm:**
- In a group of three or four, brainstorm any questions that you have left about religion, government, or school in the United States.
- Write them on the board for the rest of your classmates to see.

**Choose:** From the large list of questions on the board, choose five that you find to be the most interesting and would like to ask native English speakers. Copy them down on a sheet of paper so you do not forget what they are!

**Interview:** Ask your questions to two native English speakers. Ask friends, classmates, or strangers. Most people will be happy to answer your questions and share their culture with you. However, when you approach them be sure to tell them who you are, why you are asking them questions, and how long the interview will take. Don’t forget to thank them for their time when you are finished.

**Share:** Share your answers with the class!

**For the Teacher**

*Create a grammar mini-lesson to accompany the post-listening activity:* When all of the students have created and written sentences on the board, there is an ideal moment for a grammar mini-lesson. You can guide students to correct their own and others’ sentences, discuss question formation, or play a grammar-correction game. Because students in this course may vary significantly in their understanding of grammar, give them several features to look for. For example, does each question have a subject and a verb that agree? Does each begin with a capital letter? Does each end with a question mark?
Discuss interviewing appropriateness during post-listening activity: No one wants a strange person to walk up to them and then start asking seemingly random questions! Your students will need to be reminded or taught how to approach people, how to question them with appropriate intonation, and how to properly thank them for their time. This may come naturally to some students but be more unfamiliar to others. Do not assume that everyone knows! It may help to break it down for students, discussing each portion of the interview. Have them practice with a partner, role play, or even test it on another English teacher before venturing out on their own.
The topic “education” is broad and multiplexed and could be addressed from various angles. For instance, current issues related to education may include state funding issues, high stakes testing, and the overall quality of students’ education. Education may be discussed from the primary to the post-doctorate levels, from the perspective of the students to that of the teachers. It is so broad, in fact, that focusing on it in a few short weeks may seem a bit trivial.

However, educational issues appear and reappear throughout *Forrest Gump*, and to fully understand the film as well as the cultural context of it, education is a primary issue to which attention should be paid. Schools are often described to be representative of the society and culture at large. Indeed, throughout the film, one sees school segregation with “normal” and mentally handicapped persons, Anglo-American and African-American students, and male and female students. The educational system serves as a magnifying glass through with cultural ideologies and conflicts are made more visible. As such, this topic serves as a link between the religious founding and history of the United States to its treatment and understanding of gender and race.
Additionally, as the students’ primary experience in life to this point has been in and dealing with educational settings, they will be familiar with the topic, have experiences and ideas that are fresh and strong, and recognize immediate relevance to their lives as students at an American university. So, the goal for this unit is for students to be able to answer the questions listed above.

In part, these questions ask that students understand some of the history and laws regarding education in the United States. However, another aspect of these questions requires that students formulate their own opinions by understanding the literature and issue.

So, to familiarize students with education, this unit asks them to reflect on their own high school or university experiences (activity 4.1), form opinions about co-educational versus singles-sex schooling (activity 4.2), discover what a U.S. public high school might look like (activity 4.3), decide who should attend public schools together (activity 4.4), and talk to a school representative (activity 4.5).
4.1 Alma-Mater

Content Objectives:
- Students will reflect on their educational experiences.
- Students will identify interesting information in others’ presentations and recognize differences between their own and other cultures’ treatment of education.

Listening Objective:
- Students will use interactive listening skills to understand main ideas from classmates’ presentations and ask questions about content or to seek additional information.

Think and write: What was your alma mater like?: You may have noticed some elements about Ball State University and other U.S. universities that differ considerably from universities in your country or region. At the same time, there are probably aspects that are very similar or the same. Recognizing those similarities and differences is an important first step in understanding both your own and the United States’ educational cultures.

Take five minutes to think about your experience at your university or alma mater, the school from which you graduated. Write down anything you can remember; you do not need to use complete sentences or have a structured paragraph or essay. However, for five minutes your pencil should be writing on the paper. Just keep writing, and get all your thoughts and memories out!

Select: After writing down your ideas, choose one of the following topics (about your school) that you would like to describe to your classmates.

- Typical classes
- The living environment
- A typical school day
- Extracurricular/other activities
- Other (to be approved by the instructor)

Present: Create a two-three minute presentation that you will give to the class. You should introduce your topic, provide details that support that introduction, and give a conclusion. Also, you need to have a visual aid to add to your presentation. This may be pictures, a poster, a PowerPoint, or another visual item.

Actively Listen: As other students present, write two interesting facts/ideas that you hear and at least one question to ask for each presenter. Be prepared to ask questions to your classmates when they finish!

For the Teacher:
Be prepared for extreme opinions: From my experience, students often either regard education in the United States extremely positively or extremely negatively. When viewing it negatively, they may want to use this opportunity to unleash an angry tirade. To avoid this and spare the class discomfort while listening to the presentation, meet with students individually to discuss the structure and outline of their presentations. If necessary, discuss the social appropriateness of various points.

Provide presentation guidance as needed: Use this opportunity to teach students how to structure a presentation that will include an interesting introduction, body, and gripping conclusion. This may require separate mini-lessons, additional conferences, or extended practice.

Resources: Grading Rubric (see Appendix D). The rubric grades the content, structure, and visual aid used in the presentation.
4.2 Co-ed or Single-sex Schools?

Content Objective:
- Students will self-reflect on their own beliefs regarding education and relate new information to their personal experiences and opinions.

Listening Objectives:
- They will use strategies two (use grammar and context to define unknown words), four (use the title and other information to make predictions about the content), and five (use transition words and structure to aid in comprehension).

Pre-listening:

*Think about structure:* One important part of understanding a news broadcast or a lecture is to understand how it is structured and make predictions based on what each section contains. As you have learned, there is usually an introduction that includes the main idea, like in an essay. Often, the rest of the broadcast or lecture will also be set up in a similar manner as an essay. That is, it frequently has a title, introduction, body, and conclusion. It is important to use that knowledge as a strategy to help you with listening comprehension.

*Prediction:* This news broadcast is titled, “Better dead than co-ed,” where “co-ed” is an abbreviation of the word “co-educational” or attended by both boys and girls. Think about what this title suggests, and make a prediction about what information the broadcast will likely entail.

Listening (Numrich, 2002):

*Introduction:* As many times as is necessary, listen to the introduction of the broadcast, which is provided by the male broadcaster.

- *What information does the introduction supply? In other words, what is the main idea of the introduction?* Discuss it with your group, re-listening if you need to in order to come to an understanding that you all agree upon.
- Look back at the prediction you made and revise it to include any new ideas you may have.

*Body:* Listen to the body of the radio broadcast, taking notes on the main idea. (What main points does the speaker make?) After having taken notes on the main ideas of the lecture, review your prediction and reflect on it: *How closely does your prediction match the information provided in the lecture?*

*Conclusion:* Listen to the concluding sentence of the lecture.

- How well does it summarize the main point of the argument?
• With a partner, create a different conclusion that would also work for this broadcast. Share them with the class.

Post-listening:

Discussion: Take a couple of minutes to think about the following question: Do you think that boys and girls should attend school together or separately? Make sure you think of reasons to support your opinion. Take turns sharing your opinions in small groups.

For the Teacher:

Play different pieces of the recording separately: Because much of the vocabulary and many of the grammar structures used in this recording are difficult for students and because one objective is to get students to notice the structure of the recording, stop after the introduction, body, and conclusion. Make sure students understand each part before moving on. This is especially important for the introduction, which, with complex grammar, may be incorrectly interpreted by students. If they are struggling after listening one time through, stop after sentences or ask them to transcribe the introduction phrase by phrase. This bottom-up processing will help them to understand the main idea and will allow them to listen to the rest of the recording with better understanding. This may be frustrating for students, but will help them with putting the pieces together.

Remember that they are under tremendous cognitive load. If eyes begin to glaze over, take a quick break or try a rousing (and humorous) game of Simon Says or telephone.
4.3 American Teen

Content Objective:
- Students will be able to identify elements of a typical school day in an Indiana public high school as well as extracurricular activities, recognize differences between their high schools and a U.S. high school, and identify who attends public school together.

Listening Objective:
- Students will use strategies four (use the title and other information to make predictions about the content) and six (group similar topics and ideas together) to aid in listening comprehension and note-taking.

Pre-Listening:

Outline or web chart: In a small group, outline or create a web chart of what you think the typical high school day is like at a United States public school. For example, your outline or web chart may look like these:

Outline
7:15—School begins
7:15-12:00—Classes (Science and math)
12:00-12:30—Lunch
12:30-5:00—Classes (History and foreign language)
5:00-5:30—Dinner
5:30-6:30—Club practices
6:30-7:30—Study groups

Web Chart

Popular Groups-------- Band
--------------- Jocks

School
Activities-------- Cheerleading
--------------- Drama

Classes-------- Math
--------------- English

The examples provided above are very simple and not necessarily accurate. In your own outline or web chart, be as detailed as possible! Try to think of the kinds of classes and activities that U.S. students are involved in!
Predict: Based on the title and what you know about the topic, brainstorm what you think the documentary will be about.

Listening (Burstein, 2008, 0:00-12:00): Another strategy for listening and note-taking is to group similar topics and ideas together. Noticing how information is grouped and organizing your notes in a similar manner can help you to both understand more of the information that is being presented as well as to remember it better at a later date. These groupings are often chronological like the timeline or organized according to topics like a web chart.

Listen and identify groupings: Watch the first 12 minutes of American Teen. As you watch, think about how you could organize notes based on what you see and hear.

Develop a plan: Discuss your ideas about organization with a partner and come up with a plan for how your notes will be structured. Some of the categories that you may incorporate in your notes include:

- Setting:
- Cliques:
  - Popular (Meagan)
  - Jock (Colin)
  - Geek (Jake)
  - In-between (Heather)
- Typical high school activities:

Revisit the documentary: Watch the first twelve minutes a second time, taking detailed notes under the categories that you chose. Remember to focus on the stressed words and phrases, to use context clues to understand new words, and to stay positive by focusing on words you do know rather than those sounds you are unable to distinguish.

Post-listening:

Reflect: Write a paragraph (at least 10-12 sentences) answering one of the following questions:

- Which student do you most closely identify with? In other words, which do you feel is the most similar to the way you were in high school?
- Does this movie change your opinion about whether boys and girls should attend school together? Explain why or why not.
- What are some of the differences between Warsaw High School and the high school you attended? Contrast the two.

Revise: In your small groups, modify and add to the outline you created to describe the typical U.S. high school day. For instance, you may have noticed that the students all stood to recite the Pledge of Allegiance or that students read news over the television. Think about when those and other events happened, and include them in your outline.
For the teacher:

Pre-watch the video to select segments: This documentary follows four teenagers through high school and explores issues they deal with, such as sex, depression, and bullying. As such, much of it may not be appropriate for your class and stray from the unit topic. For this course, I stopped the documentary after twelve minutes, immediately before one of the teenagers reveals that her boyfriend broke up with her after she had sex with him. Although the students are mature adults, showing some parts of the documentary would have been unnecessarily graphic or profane. For your classes, employ your good judgment.

Model the web chart: This type of brainstorming may be new to many students, and they will need the pre-listening activity to be modeled for them. Although a rudimentary example is given, it will help students to see how a web chart can continue to branch out like a spider web. Using a projector or the blackboard to model will help students to visualize and understand how web charts function.
4.4 Who Should Attend?

Content Objective:
- Students will reflect on their own beliefs about educational segregation/integration and identify who attends class together in United States public schools.

Listening Objective:
- Students will identify supporting details within a one-and-a-half minute argument.

Pre-listening: Over the last fifty years, there have been considerable changes with regards to who attends school together in the United States. American ideology regarding who should be in regular classes together has altered considerably. Consider what you have learned about American ideals (as in the Declaration of Independence and Bill of Rights), what you have heard about co-ed versus same-sex education, and what you have observed in *American Teen* to decide which of the following students should and should not be able to attend regular classes in U.S. public schools.

*Person 1:* He is a fifteen-year-old boy who is mentally disabled. He is able to learn, but it takes longer for him to begin to understand some things than other students.

*Person 2:* She is a sixteen-year-old girl who is obsessed with boys. She tries to talk to them and get their attention all the time. She does not care about school; she just wants a boyfriend.

*Person 3:* He is an Ecuadorian immigrant who knows no English. He is very intelligent, but he is not able to comprehend or express anything in English.

*Person 4:* She is an African-American student who is very proud of her African heritage. She speaks with a different dialect than most of the other white people in her high school.

*Person 5:* He is a very poor student who cannot afford to pay for books, field trips, or his lunch.

Listening (Inclusion, 2009, 0:00-1:29): Watch the following video about a student with Down syndrome in an inclusion classroom (or a classroom that includes people with and without disabilities). Write reasons the video provides for why the inclusion classroom is beneficial.

Post-listening: Do you agree with the video’s argument? Why or why not?

For the Teacher:

*Provide additional information on Down syndrome:* The video clip expects viewers to have background knowledge about Down syndrome, but students will need
additional explanation. Be prepared to tell them what it is and how it can affect people mentally and physically.

_Tally their votes_: It is interesting for everyone to see how many people think different types of people should attend regular classes. Students may then see if most people agree with them or not. It also opens up discussion, as both sides can explain their points. Through this, students may experience different cultural viewpoints and reflect on their own beliefs.
4.5 Our Community

Content Objective:
- Students will be able to ask questions about local school programs and be able to describe how schools are organized.

Listening Objective:
- Students will use interactive listening skills to provide and obtain information about local schools.

Pre-listening: How do local schools educate different types of students? For example, do they all attend classes together or not? Are there special programs for different students? How are they structured?

Prepare: Your class will talk with a representative from a local school who will answer your questions and who will explain how the school is structured. In order to speak with this person, you will need to be prepared so that you can understand what he or she is describing and so you can ask follow-up questions. Brainstorm a list of five to ten questions about local education that you would like to get answered. All questions should be respectful of the education system and the local culture.

Practice: With a partner, read through all of your questions, making sure they are grammatically correct. When you have revised them as necessary, practice asking them to one another with appropriate stress and intonation patterns. If you are not sure how a word or phrase is pronounced, ask your teacher for help. Do not wait until the speaker arrives: you want to be clearly understood!

Listening: Listen carefully to the school representative. Remember, this person is taking time out of his or her busy day, so it is important to be a respectful and attentive audience member. Maintaining eye contact and nodding at times can help you show the person that you are listening and interested in what is being said. As you listen, keep your question sheet in front of you and mark down those that are answered. It is important that you do this because you do not want to ask this representative a question that he or she has already answered! If, as you listen, you think of additional questions you would like to ask, write those down so you do not forget them later.

Post-listening: When the school representative is finished talking, you will have the opportunity to ask questions and learn more information. As your classmates take turns asking, raise your hand and wait for your chance to speak.

For the Teacher:

Find a speaker in advance: In order for students to practice interactive listening skills in a more academic environment, finding speakers to come to the class, give mini-
lectures, and take questions is a valuable learning experience for them. Moreover, taking the students on a field trip to the school to talk to individuals would allow them to see the inside of a high school and gain additional insight into the U.S. educational culture.

However, this needs to be planned several weeks in advance, as everyone is busy. The speaker, who may be an administrator or teacher from a local school, will need to schedule time in a full schedule. Additionally, the class time may need to change to accommodate the speaker, or permission may need to be obtained to take the students to a local school. Although the lesson is relatively simple, be prepared to spend time making arrangements and obtaining the necessary permission and approval from all involved parties.

**Be specific:** When discussing the lesson with your speaker, be clear about how you want the lesson to be structured. Explain what students have been learning and what the objectives are for this particular lesson. Describe what you want him or her to do. Do you want the speaker to give a short presentation first and then open it up for a question-answer session? In that case, what do you want the speaker to present? Do you want to alter the lesson so it is just a question-answer session? How long will each part of the lesson need to take? Be specific so the presenter knows what he or she is agreeing to and so the presenter, you, and the students know what to expect. It is also important that you explain the type of students you have and make the presenter aware of their English proficiency so he or she is prepared to deal with different pronunciation and repeated questions, for example.
Unit Goal: Students will be able to answer the questions: What are traditional gender roles, and how have they changed? To what degree are women and men legally “equal”?

The manner in which a community assigns gender roles and treats persons of different genders reflects its ideology, beliefs, and religion. In other words, investigating gender roles and gender treatment in a society is an exploration of cultural values.

Within the last hundred years in the United States, gender roles have changed dramatically, reflecting the social and political times. Gender equality movements in which women earned the right to vote, became an integral part of the work force, and fought for equal pay and rights have led to the cultural view of gender difference and roles in today’s U.S. society. As with other cultural values, differentiations exist with individual beliefs; students should not be taught that beliefs and ideologies are absolute. However, the exploration of a median viewpoint can help them to gain insight into and understanding of the culture.

Although the issue of gender roles and equality is beneficial for students, like other topics, it is a delicate issue that must be approached in a sensitive manner. Students in this course are of different backgrounds and religions, some of which have very
different ideas about gender roles than the United States. Presenting events in a historicized framework assists with creating a more objective, and therefore comfortable, learning environment. From there, students may begin to explore different opinions and viewpoints.

In this unit, students will study traditional gender roles as epitomized in a late 1940’s instructional video (activity 5.1), learn about Susan B. Anthony and the women’s suffrage movement (activities 5.2 and 5.3), and discover how people feel about women’s rights today (activity 5.4).
5.1 “Are You Popular?”

Content Objectives:
- Students will notice and describe in writing a general cultural difference between the late 1940’s and the present day as well as more strict gender roles during the earlier period.

Listening Objectives:
- Students will use strategies six (group similar topics and ideas together) and seven (use tables and charts to organize information) to cognitively and visually organize information in an instructional video.

Pre-listening:

Writing conversation:
- On a slip of paper, describe what you think makes a person popular. Think about popular people you know and why they are considered to be popular.
- When you are finished, pass your paper to the classmate to your right. You will be given a paper from the classmate to your left. Respond to the comments on the paper you are given. In writing, tell how your experience or opinion is similar to or different from what they wrote.
- Pass your paper once more to the right, and respond to both comments on the paper given to you from your left. Then, return the paper to the original owner.

Vocabulary from then and now: Three of the following vocabulary words or phrases are slang from the 1940’s. Circle those three that you think are slang. What slang words do you think would be used today instead of those three?

*Put on the spot*
*Boy*
*Going steady*
*Props*
*Brag*
*Swell*
*Gee*

Use the other four words or phrases in complete sentences. If you do not know one, you may use a dictionary or ask a classmate.

Listening (Popular, 2009):

*Caroline and Ginny:* In this activity, you will practice using tables to organize information from a video. Tables and charts are effective organizational tools and can benefit you when you are taking notes. Look at the table below, which can be used to
compare the popularity of two girls, Caroline and Ginny. Listen to the first few minutes (0:00-3:30) of the video, and use the information in it to complete the following table.

<table>
<thead>
<tr>
<th></th>
<th>Is she popular?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ginny</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caroline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“Good and Bad Behavior”: Now, watch the rest of the video and practice creating your own table to organize ideas from it. Create a table to organize what is considered to be “good” and “bad” behavior for boys and girls.

- Listen to the section once to decide how to organize your chart.
- Then, create it and fill in the blanks while listening a second time. Your table will need to be large enough to include many details from the video.

Post-listening:

Reflect: The video you watched presented a picture of school life in 1947. Think about the types of people you saw in the video and what was expected from them. Then, answer the following questions.

- In the video, who attended school together? What does that tell you about life in 1947?
- How did the video portray life in the United State? For example, was it a place that had many problems or was perfect?
- Did women’s roles in the video seem the same or different than they are now in the U.S.? How?

For the Teacher:

Guide students in creating a table: Even with one example of a table, students may feel overwhelmed with needing to create their own by themselves. Modeling this or working together with the class to facilitate them in creating the table can alleviate that feeling of stress.
**Explain in full how they can identify “good” and “bad” behavior:** Because the video does not use the terms “good” and “bad” but instead models this behavior through character interactions and the narrator’s description of “polite” or “popular” behavior, explaining how they may identify behaviors using nonverbal and verbal cues can be helpful to students. If necessary, ask students to group synonymous or nearly synonymous adjectives into categories under “good” and “bad.” When used, those words can then attract students’ attention and help them in their categorization. Although the idea of “good” and “bad” is subjective, the video clearly presents this dichotomy, making a statement about male and female roles that should be noted.
5.2 Susan B. Anthony

Content Objective:
- Students will reflect on women’s rights in the United States and identify differences in the governmental structures of the United States and their own countries.

Listening Objectives:
- Students will focus on strategies one (use nonverbal cues and verbal cues like tone to interpret the meaning of the message), two (use grammar and context to define unknown words), and five (use transition words and structure to aid in comprehension) to learn vocabulary and comprehend the main idea in a speech.

Pre-listening: Who is on your money? Money is printed by the government and is an expression of the country (or at times country’s leaders). We handle it every day, but how often do we look closely at it?

Share: What is on your country’s money? Show and describe it to your classmates.

Examine:
- Look at money from the United States. Who is on the penny? Quarter? Dollar bill? Do you think these are considered to be people of importance in the United States?
- Examine a silver dollar (coin). Who is the woman on the coin? Can we assume that she is also considered to be a person of importance in the United States?

Background: The government controls the production of money, but what does “the government” mean in the United States? How is it structured?
Is this similar or different than the way your country is structured? Share with your classmates.

**Listening** (Speech on women’s rights, 2009): Listen to the recording, and answer the following questions:

- Who is Susan B. Anthony and what is she famous for?
- Based on the context, what do you think is the meaning of “suffrage”?
- What emotions is she expressing in her speech?
- In one sentence, describe the main idea of her speech.

**Post-listening:**

*Discussion*: In a small group, discuss the following topic: When do you think women got the right to vote in the United States? Why do you think that?

**For the Teacher:**

*Bring in different coins and bills for the pre-listening activity*: If students can physically examine U.S. currency, they can be involved kinesthetically and see the esteem and prominence with which particular individuals are held in our culture. The final coin they observe should be a Susan B. Anthony coin. Placing her next to important male presidents can show how the people as a whole value her on a relatively similar level.

*Be prepared to explain the structure of the United States government*: Before listening to the recording about Susan B. Anthony, students should have some basic information about the structure of the United States government. Terminology about the different branches is frequent in recordings about Women’s Rights and Civil Rights, and students should have a basic understanding of those branches to be able to interpret the messages as a whole. This background knowledge will assist them with future activities in this curriculum as well as in life outside the classroom, where references to
governmental structure are common. An explanation may be provided in the form of a mini-lesson, a brief lecture, or a research activity as desired.
5.3 Iron-Jawed Angels

Content Objective:
- Students will be able to describe main ideas about women’s suffrage in writing.

Language Objective:
- Students will employ strategy eight (identify and focus on new sounds and words or gaps in understanding) to learn new vocabulary and aid in comprehension.

Pre-listening: This film, which is based on the true story of women suffragists in the United States, includes many references to the government structure that you have talked about. Review key terms from the previous activity so you may recognize them when they are used.

Listening (Amato, Pilcher, Forman, & Weinstein, 2004):

Use strategies: Use the strategies you know to comprehend the action in the film. Pay attention to body language and tone of speech. Focus on stressed words, dates, and transitions.

Question and find new words: Additionally, as you watch, recognize information that you do not understand so you may learn: Write down five questions you have while watching the film and three words or phrases that are new to you. Do not worry about spelling correctly; just write the sounds you hear.

Post-listening:

Answer: In small groups, share the questions and vocabulary words you wrote down while watching the film. Try to answer/define as many as you can. Several minds are better than one, so share your ideas to answer the questions. When you are finished, highlight those questions you were not able to answer and switch with another group. Complete the same task. As a class, we should be able to answer most or all of these!

Summarize it: In pairs, write a one paragraph summary of the video. Share these with the class.

For the Teacher:

Pre-view the film: Iron-Jawed Angels is a full-length film that might take too long for the classroom. The listening portion of this activity could begin in the classroom and then be continued by students as homework or part of a lab assignment. Pre-view the film to determine how it might work best for your students. Extensive viewing of film
and other visual materials are common in everyday life, and helping them develop strategies to aid their comprehension is a valuable activity (Lin, 2002). Pre-viewing the film will also make you aware of scenes that are inappropriate, as is one with sexual content, so that they may be eliminated from class viewing.
5.4 Opinions about Women’s Rights

Content Objective:
- Students will recognize differences in opinions about women’s rights, understand that women and men are not considered equal in every way in the United States, and reevaluate their own opinions about the issue.

Listening Objectives:
- Students will use interactive and transactional listening skills to determine what people in the U.S. and world think and believe about women’s rights.
- Students will use strategy ten (use context to identify unstressed function words) in addition to previous strategies to transcribe opinions about women’s rights.

Pre-listening:

Read individually: Read the following about Alice Paul and the Equal Rights Amendment. To help yourself understand what the description is referring to, think about Iron-Jawed Angels and the process to amend the Constitution that you saw in the film.

“Alice Paul rewrote the ERA in 1943: Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex” (ERA, 2009).

- Underline words you do not know or cannot remember. Look at your worksheets or vocabulary list to see if you have already written any of these down. If you still do not know them, ask a classmate or look them up in the dictionary.
- Then, rewrite the Equal Rights Amendment in your own words. That is, write it in everyday language that is easier to understand.
- Share your own version of the Equal Rights Amendment with a classmate. Do you agree with what he/she wrote? Do both of your sentences have the same meaning?

Think and share: Do you think the Equal Rights Amendment was ratified by the states and is now part of the Constitution of the United States? Why or why not? Share your ideas in a small group and then as a class.

Listening (Women’s Rights, 2009): You will listen to four peoples’ opinions about women’s rights, focusing most intensively on one. Because people have different life experiences and beliefs, they will not all be the exact same. Think about some of the opinions people might have and why they might believe that. Then, begin the activity.

Focus on one speaker: Choose one of the four speakers to listen to, or listen to the speaker chosen for you by your teacher.
Listen one time through without stopping. When you listen the first time, focus on the main idea the person is conveying. Generally, what does he or she think about women’s rights? Remember, when you are listening for the main idea, you should focus on stressed words and the tone of his or her speech.

After you understand the main idea, listen again, this time for details and function words. Transcribe what you hear. To do this, you may need to listen several times. First write the stressed content words that you are able to recognize. Then, work to fill in the blanks with function words and individual sounds you hear. Use your knowledge of linking and reductions to make educated guesses when the words do not pop out to you.

Focus on All Speakers: After you have finished listening intensively to your speaker, listen to the other three. For each, write the main idea of his or her message. Then, decide with which speaker you most closely agree. If you had to choose one opinion with which you agree, which one would it be and why? Be prepared to share your idea in the class!

Post-listening: The opinions you just listened to were voiced by people from other parts of the world. Which one do you think most U.S. citizens would agree with?

Brainstorm: In a small group, write a question that you can ask to persons native to the U.S. to find out what their opinions are. Remember that this is a sensitive issue, and many people might not feel comfortable telling a stranger their views. Try to write the question in a way that will be sensitive and that will make people want to share information with you.

Interview: Ask one native speaker of English from the United States your group’s question, and write down his or her response after your interview. Remember to introduce yourself, to be polite, and to thank the interviewee for his or her time!

Share results: As a class, share the opinions that each of you heard from your interviewees. For each, decide with which of the four speakers (on the recordings) he or she most closely agrees. The teacher will mark these on the board as you decide. Did this agree with your prediction about whom most Americans agree with?

For the Teacher:

Be prepared to discuss the Equal Rights Amendment in the pre-listening activity:

In order to discuss the Equal Rights Amendment knowledgeably, learn about the facts before teaching the lesson. In particular, make sure you are familiar with the focus of attention on the ERA in the 1970’s, how people opposed it, and the fact that the ERA has
not been ratified by the necessary number of states. For more information, check out relevant sources (ERA, 2009).

*Self-record the opinions before students listen:* Recordings of the opinions are not available online, but you may have friends or colleagues record them so that students may hear a variety of voices. Try to get some male and some female readers, but be careful not to have only men read statements that are only “against” women’s rights and women read quotes that are “for” women’s rights. The idea is to show students the grey area of the issue and that it is not as simple as black and white. Creating a situation in which they think men and women are segregated in thought would not be conducive to the classroom environment or accurately portray the reality of the situation. Friends and colleagues may also express their own opinions if they wish, which would be more authentic. However, if you opt for this route, be sure to acquire a range of opinions.

*Assign different recordings for different proficiency levels:* Most likely, students in the course will be at varying proficiency levels. If this is the case, it may benefit students to assign longer and more complex recordings to more advanced students and shorter, simpler recordings to students with lower proficiency levels.

*Ask students to compare transcriptions in the post-listening activity:* After students transcribe their speaker’s opinion individually, it may be helpful for them to underline sections they are unsure of and compare those with a partner to try to talk out what they heard. When they have decided, allow them to see the transcripts of the recordings (see Appendix G). Students often get frustrated and want to know the answer immediately. Pushing them to try it with no help and some help first can assist them in first utilizing the strategies they have.
Make students take a stand during the post-listening activity: Make students take a stand and choose one opinion at first. You may engage them kinesthetically by asking students to get up and move to one of four corners of the room. They will most likely have difficulty deciding upon one opinion and will want to take pieces of different ones. Making them choose will force them to weigh for themselves the importance of different parts of the opinions. However, after the choice is made, it creates an opportunity to discuss how the issue is gray and can be seen from various perspectives.

Teacher resources: Women’s Rights Opinions (see Appendix E)
Unit Goals: Students will recognize the United States to be a nation of heterogeneous people and will be able to identify racial tension as a component of the nation’s social and political history. Students will also be able to describe the trend toward racial equality and the significance of the current presidency and political climate.

Students coming to the United States in this semester are beginning study during the inauguration of Barack Obama. Media, conversations, and writing are crammed with references to this event and the racial symbolism of it. Students, however, who are not accustomed to a heterogeneous society and have not been exposed to the racial history and racial tension in the United States, may not comprehend these references and discussions cognitively or affectively. Many of them, in fact, have mentioned that they do not view persons who are not white English-speakers as being American. The unit therefore seeks to show students that the U.S. is heterogeneous, which has led to certain tension at times.

This unit will also allow students to recognize more closely how they fit into the United States’ cultural landscape as non-native English speakers and persons of non-white European ethnicity. Although much of the history regarding the treatment of non-white Americans is negative at best, students can be made aware of how treatment has improved and become more deeply impacted by the current political trends and
ideological transitions. The role of the teacher in exploring the unit is to present historical information without frightening the students, as can happen when talking about groups like the Ku Klux Klan. With the teacher’s assurance of their safety, students really enjoy this unit.

In the unit, students will re-assess their understanding of “race” (activity 6.1), learn about segregation (activity 6.2) and how it was opposed and ended (activities 6.3, 6.4, and 6.5), and see how a deep-seated racism still influences some groups like the KKK (activity 6.6). Finally, they will reflect on the symbolism of the election of President Barack Obama (activity 6.6).
6.1 What is Race?

Content Objective:
- Students will consider their understanding of race by creating, questioning, and re-creating definitions of it.

Listening Objective:
- Students will use interactive listening skills to collaborate with a group in order to create a definition of “race,” to apply that definition to various individuals, and to reconstruct it.

Define: What is race? In the United States, we hear a lot about race and racial relations. However, what is meant by “race”? In your small groups, create a definition of “race.” How would you describe it if you were writing a dictionary entry?

Decide: Using your definitions, decide the race of the following people:

(Taken from Google Images)

- Does a person’s race change if his or her skin color changes?
- Is race based on where a person lives? If you were born in a different country, would your race be different?
- Does the language a person speaks affect his or her race? If you learn another language, are you a different race?
- Do clothes affect race? If you wore clothing from a different country, would you be part of that racial group?

Re-define: Based on your decisions and the questions you answered, do you think your definition adequately describes race? If necessary, re-write it to improve it.

For the Teacher:

Question: The purpose of this activity is to allow students to question the idea of race, which has been described as a social construct. Because many of the students are from countries that are relatively homogeneous, they have little experience with societies like the United States that are heterogeneous and do not fully understand them. For
instance, students have mentioned that they do not feel black Americans are true Americans, nor are other persons who are not classified as being of white-European origin. In order to become involved in this unit, however, they should begin to think about how we decide who is “white” and who is “not” and therefore who they inaccurately think is “American” and who is “not.”

In order to expand students’ thinking, continue to question their definitions. This requires that you have established a supportive learning environment so they will not interpret your questioning to be criticism. If you question, they will continue to create new and complex definitions, using more advanced language and cognitive skills to rise to the challenge. After students created definitions in my classroom, I showed pictures of different people one at a time, questioning their racial descriptions as they arose and posing hypothetical questions: *Then what race is Michael Jackson? Am I Hispanic in the summer when I’m tan? Are these two children with different shades of dark skin still both “black”? My mother is Japanese and my father is German. What race am I?* Student frustration is a part of this learning experience. If you have different pictures, you can show those individually as I did and lead a class discussion. Otherwise, a more individualized activity is provided for classroom use.
6.2 Separate but Equal

Content Objectives:
- Students will be able to correctly answer multiple choice questions about segregation and Brown v. Board of Education after watching a video.
- They will be able to describe and use words that are key to understanding this racial issue.

Listening Objective:
- Students will focus on using strategies two (use grammar and context to define unknown words) and eight (identify and focus on new sounds and words or gaps in understanding) to comprehend and answer questions about a video.

Pre-listening:

Discover new words: The following words are potentially new vocabulary words included in this video clip. For each word listed and defined below, decide the part of speech. For instance, is it a noun, verb, etc? How do you know? Consider the prefixes and suffixes as well as how it is conjugated. Then, use each of these three words in a grammatically correct sentence about race. Your sentences should be sentences that could be included in the video clip you will watch, which is titled “separate but equal.”

- Barred: banned/ not allowed to be a part of or to enter
- Justice: a judge
- Segregation: separation

Define it: Which of the words above is the most similar to the word below: integration? Based on that similarity, what do you think integration means? Check a dictionary to determine if your prediction is correct.

Integration:

Listening (Brown vs. Board of Education, 2009):

First time: Listen to the audio clip. As you listen, focus on and write down the main ideas that you hear. Remember, in order to more fully understand the main idea, pay attention to the structure of the clip, stressed words, and contextual definitions of new sounds.

Second time: If given a test on this information in which you could use your notes, how well do you think you could do? Look at your notes and choose two pieces of information that you did not fully hear or understand. For instance, what happened on a particular date or what was a person’s name? Keep your two items small and simple. As you listen a second time, focus on listening for those specific pieces of information. This kind of focused listening can help you understand details.
Post-listening:

Take the quiz: Using your notes and background knowledge about United States government, take this comprehensive quiz.

In which years was segregation the law in the United States?
- a.) 1954-1996
- b.) 1896-1964
- c.) 1896-1954

Brown v. Board of Education was:
- a.) an amendment
- b.) a court case
- c.) the name of a movie

Which branch of government decided Brown v. Board of Education?
- a.) judicial
- b.) legislative
- c.) executive

The court’s unanimous decision said that:
- a.) separate was inherently unequal
- b.) separate was in air that was unequal
- c.) separate could always be equal

Integration happened:
- a) quickly
- b) slowly

Reflect: How well did you do? Based on your performance, determine whether you need to work to develop skills in hearing stressed words and dates (questions one and five), listening for definitions (question two), focusing on function/unstressed details (question four), or building background knowledge (question three).

For the Teacher:

Scaffold listening as needed: This is a challenging listening assignment for the students, requiring significant understanding of the United States governmental structure and the ability to pay attention to detail. Students may be unfamiliar with the phrasing of Brown, v. Board of Education, for instance, not knowing it is a common way to describe court cases in which the “v.” represents “versus.” This information may be discussed
after the quiz, as it is information they will encounter in their academic careers. If it assists students, you can play the clip multiple times, stopping frequently so they can write and discuss what they heard with others. However, as one of the objectives of this activity is to allow students to recognize their own struggles and set listening goals, do not expect or strive for complete comprehension. In order to move on to the next activity, they simply need to know when segregation was determined to be unconstitutional and that integration was a long, slow process that did not occur immediately.
6.3 Integration

Content Objective:
- Students will affectively relate to proponents and opponents of segregation by imagining and writing narratives from different perspectives.

Listening Objective:
- Students will use all previous strategies to comprehend main ideas and details of a narrative as well as focus on strategy nine (make assumptions based on known information) to re-write the story through a different perspective.

Pre-listening:

Review: When did integration occur? Was it an easy, slow process or a long, difficult process?

Guided Imagery (see Appendix F): Can you imagine what it was like for black Americans during the period of segregation and integration? Try to put yourself in that situation. The teacher will turn off the lights and allow you to get into a comfortable position. You can put your head on the desk or lie on the floor. Close your eyes and try to envision (picture in your mind) what your teacher is describing. Listen carefully to what he or she describes and imagine it.

Listening (Doxie Whitfield, 2009): In the video you will watch, one African-American woman describes her personal experience with the integration of the South. As you watch the video, write down the details of her story that will help you to remember it.

Post-listening:

Man’s perspective: The story that was told by the woman was from her perspective. That is, she told what she saw, felt, and thought. However, in a story like this, there is more than one perspective. For instance, what did the man see, feel, and think? With a partner, re-write the story from the man’s perspective. You will need to be accurate and include all of the details that you know. Additionally, you will need to be creative to fill in the blanks that you do not know. For instance, what was he thinking and feeling? We were not told explicitly, but we can make assumptions based on the context.

Narrate your stories: Take turns recording your stories. You will need to speak slowly enough and clearly enough. Additionally, you will need to speak with feeling to convince us. Remember, you are the man telling the story!

Vote: In your pairs, choose one narration that you would like to play for the class. Other pairs will do the same, and the class will rate and vote on each one. As you listen, rate it according to the following:
- **Accuracy**: Did they keep with the same story or change details? What aspects of their narration did not match the woman’s story? Was there any conflict?
- **Details**: Did they include many details or only a few?
- **Creativity**: Were they creative in describing the man’s actions, thoughts, and feelings?
- **Narration**: Could you understand the narrator? Did he or she speak slowly, clearly, and with emotion?

*Review others’ thoughts*: Read the comments that other groups made about your recording. What were you missing? What can you improve upon? What did you do well?

**For the Teacher:**

*Re-listen as necessary*: After the students are asked to re-write the story from the man’s perspective and begin doing so, they will likely realize that they missed key details the first time they listened to it. In particular, they may not have heard numbers indicating time frames. They will notice differences in interpretation among each other that need additional clarification. Give them time to recognize their comprehension gaps and then, if necessary, re-play the video for students so they may fill in the blanks.

*Encourage assumptions during the post-listening activity*: In order to successfully re-write this narrative, students need to make some assumptions about the man based on information they know. In particular, where did the man go after leaving the hospital, and what was he doing for three weeks before he returned to talk to the nurse? Students struggle with making assumptions. Many are comfortable only providing the information they hear and not making judgments using cultural and linguistic cues. However, this is an important skill that they need to develop. Refrain from telling them your own assumptions; allow them to work it out for themselves. After listening to the recordings, you can take them back through the video and point out the cues that make you assume one thing over another.
Resources: Guided imagery (see Appendix F)
6.4 Stand in the Schoolhouse Door

Content Objective:
- Students will be able to show their understanding of Wallace’s stand in the schoolhouse door by writing gist statements including the main idea of a historical recording.

Listening Objective:
- Students will understand the main idea of a recording, focusing on the “when” (or dates) by primarily utilizing strategies three (identify and focus on stressed words) and ten (listen for dates and numbers).

Pre-Listening: Remember that although segregation was decided to be unconstitutional, integration did not happen quickly. Like the white man in the previous activity, many people were opposed to integration. Many of the opponents were people of power who argued against integration publicly. In the following recording, you will hear about one politician who strongly disagreed with integration. Why would he be opposed to that?

Listening (Wallace, 2009):

Listen for dates: When listening to the previous story about integration, you noticed that the dates and numbers were important in helping you to understand the events of the narrative. Numbers and dates are generally stressed words and important pieces of information that should be noticed and written down. Listen to the following audio clip, writing down all the dates and numbers you hear.

Gist Statement: What was/were the important date(s) in this audio clip? It describes the “when” of the event described. As you listen to the audio clip again, create a “gist statement” or main idea statement of it. In order to do this, you will need to identify the:
- “who”
- “what”
- “where”
- “when”
- “why”

These five “w” words, if identified, provide a general understanding of the events in the story.

Post-listening (Finerman, Tisch, & Starkey, 1994, Wallace scene):

Compare: Now that you know what happened in real life, view the Forrest Gump interpretation of the same event. Throughout the movie, he continues to directly experience important events in U.S. history. Using what you know about the “stand in the schoolhouse door,” what makes the event in Forrest Gump humorous?

For the Teacher:
Show them what they know while listening: Students need continued reinforcement of strategies that they have learned previously. Asking them to describe the “w’s” of the recording and then put it in a gist statement provides another way for them to focus attention on stressed points and main ideas. It will help to refocus them and show them that they do understand the main idea. Assist them in filling these out by writing them on the board and completing it as a class after they have worked individually.

Ask specific questions in the post-listening activity: Getting students to see the humor in Forrest Gump may require additional, scaffolded questions. For instance, start with questions of fact and lead them to questions asking for interpretation. If students are only given the question “what makes the event funny,” they may freeze up.
6.5 Martin Luther King, Jr. and Malcolm X

Content Objective:
- Students will be able to describe the main messages of Martin Luther King, Jr. and Malcolm X and decide with whom they would agree and follow.

Listening Objective:
- Students will use strategies one (use nonverbal cues and verbal cues like tone to interpret the meaning of the message), two (use grammar and context to define unknown words), and four (use the title and other information to make predictions about the content) to assist in understanding the main idea of two speeches.

Pre-listening: You will listen to speeches by Martin Luther King, Jr. and Malcolm X. Both of these men were leaders in the Civil Rights Movement of the 1960’s (when African-Americans worked to achieve equality). However, each of them had different ideas about how to achieve equality. One taught followers to avoid violence no matter what happened. The other taught followers that they should react with violence if it was needed to defend themselves against violence. Which person do you think taught which idea to followers?

Listening (Martin Luther King, 2009; Malcolm X, 2009): Listen carefully to their speeches as you follow along on the transcript (See Appendix G). As you listen, notice the passion in their voices. Underline any stressed words or phrases that are strongly emphasized by the speaker.

Post-listening:

Check your prediction: Which man taught followers to avoid violence no matter what, and which taught that they should react with violence if they needed to in order to defend themselves? Does this match the prediction that you made?

Choose a leader: Of these two men, who would you choose to follow? List 3 reasons you would follow that person and not the other. (Be prepared to defend your argument against others who disagree).

For the Teacher:

Highlight main points before asking students to check predictions in post-listening: Many students will not understand the phrase “by any means necessary” nor the idea of “self-defense.” Without this knowledge, they will not be able to identify the meaning behind Malcolm X’s words and his message of using violence if necessary.

Before asking students to check their predictions, it will assist them to discuss some of
the stressed ideas in the speeches based on what they underlined. At this point, you may
draw their attention to these points and ask them to describe what they mean aloud.
Otherwise, the main idea may be missed among the elevated language.

*Debate:* After students choose who they would follow, you can have the two sides
debate one another. Each side should choose three of the strongest reasons and take turns
presenting those to the other side before each side takes a turn answering and defending
against the other’s questions. This debate can be fun and lively, but it only works if
students have opposite opinions or if you assign them to argue for one side or the other,
regardless of their true opinions. Most students will have heard about Martin Luther
King, Jr. and not Malcolm X, and so most will tend to agree with the former.

*Resources:* Transcripts. The Martin Luther King, Jr. transcript can be found
many places online, but the Malcolm X transcript is not so readily available. For a copy
of the latter, see Appendix G.
6.6 “Ku Klux Klan: A Secret History”

Content Objective:
- Students will access their prior knowledge about the Ku Klux Klan and respond affectively to what they learn about the organization.

Listening Objectives:
- Students will utilize their background knowledge and set goals for their listening to obtain information.
- They will use interactive listening skills to collaborate with their peers and to create more extensive notes on a video.

Pre-listening:

What you know: Fold a piece of paper into two columns. In one, write everything you know about the Ku Klux Klan (KKK). Do not worry if you know a lot or very little. Just write what you know about it, even if it is simple information. When you are finished, share your ideas with a small group, and add others’ knowledge to your own column.

What you want to know: After finishing what you know, write what you want to know about the Ku Klux Klan in the other column. What would you like to learn?

Listening (KKK, 2009): Watch the video, “Ku Klux Klan: A Secret History.” This is a difficult video that shows a lot of hatred. Remember that the KKK represents only a very small population of the United States, but the group is important to study because it is a part of U.S. history and still continues to meet.

Post-listening:

What you learned: After watching the video, write what you learned on the back of your paper. Compare this to your classmates’ and add anything that you did not hear.

Reactions: Take five minutes to write your reactions to the video. Do not focus on grammar or writing a fully-developed paragraph; just try to get your ideas out. Describe what you thought or felt while watching the video. Would you still choose to follow Martin Luther King, Jr. or Malcolm X? Then, pass your paper to the right and respond to a classmate’s reaction.

How far we’ve come (President-elect, 2009): Watch the first two minutes of Barack Obama’s presidential acceptance speech in Chicago. Notice the emotion of the crowd and the tears of some audience members. They are so emotional because this presidency represents how far the nation has come since the KKK was strong and segregation was the law. Does this mean more to you now than it did at the beginning of the semester?

For the Teacher:
Reiterate that they should not fear: As international students and persons who are not part of the white status quo, students may begin to feel afraid and unsafe. Make sure you are aware of how this feeling of insecurity may build and point out the few numbers of KKK, how the policemen attend all their meetings, and how their crowds are miniscule. All of this can be seen in the video and will help students to feel less uncomfortable. Ending with the Obama speech, a positive moment in U.S. history, will help end the class on a more joyful note and reinforce the idea that times have changed and they are safe in the United States.

Have students crumple papers when they write their reactions: Because this class explores a darker part of U.S. history and can have a sorrowful, shocking overtone, try to lighten it up as much as possible. One way to do this is to ask students to respond to several of their classmates’ reactions on paper and after the final one, crumple their papers and try to throw it into a basket or container you hold. This provides a chance for laughter. More responses can then be written before the papers are returned to their original owners.
Unit Goals: *Students will be able to identify the 1950’s as a strongly rule-governed period during which white Christian men were primarily dominant. They will also recognize how this period may have led to a period of rebellion or to rebels’ popularity.*

After having studied the issues across time, students will begin to synthesize that information and see how, together, the issues created the cultural climate of different periods in the United States. Students will begin by studying the 1950’s, which is stereotypically thought of as a period of traditional-value utopia. With regards to the issues explored, it is a period of Christian strength during which schools and businesses are segregated and gender roles are clearly defined.

In this unit, students will learn about stereotypical 1950’s behavior by viewing an instructional video (activity 7.1), see how the 1950’s were portrayed in *Forrest Gump* (activity 7.2), explore how this period led to rebellious behavior in popular culture (activity 7.3), and demonstrate their understanding of the time period by creating their own instructional videos (activity 7.4).
7.1 1950’s Instructional Video

Content Objective:
- Students will be able to describe the culture of the 1950’s as related to issues discussed in class.

Listening Objective:
- Students will primarily use strategies one (use nonverbal cues and verbal cues like tone to interpret the meaning of the message) and seven (use tables and charts to organize information) in order to comprehend main ideas and details and to organize that information.

Pre-listening:

Recall and synthesize: With a partner or a small group, focus on one of the issues that you have learned about through the course of the semester. What do you know about that issue? How was it addressed during different times in the United States? Using your notes, handouts, and your memories, create a description of this issue in the 1950’s. For example, what was happening with gender during that time? How were men and women acting and treated? If you are unsure about specifics, use what you do know to make educated guesses.

- Religion
- Education
- Gender
- Race

Share: After creating a description, share it with the class by writing it on the board and explaining your thoughts to them. As other groups share, listen carefully to them and take notes. When they finish, feel free to add suggestions and ask questions. They are the experts, but you may have additional insight!

Chart it: If you have not done so, add the information you learned in the appropriate columns and rows in your decades chart, which was given to you at the beginning of the semester. As you learn or remember information, add it to this chart!

Listening (Family date, 2009):

Watch: Watch the following instructional video about family date nights in the 1950’s while doing the following:

1. Observe any new information about your issue. For instance, notice the race of people if you presented on race, or observe gender interactions if you reported on gender during the 1950s. Write down any observances so that you do not forget them after viewing the clip.
2. Make notes of the “do’s” and “don’ts” presented in this clip. Not all of these will be explicitly stated in those words: “do” or “don’t.” They may use other words or indicate that certain actions are positive and acceptable whereas others are negative and unacceptable. As you recognize these and take notes, you will need to organize them clearly. Can you think of any organizational techniques that will make them clear and easy to read?

**Post-listening:**

*Share and add:* After watching this instructional video, talk to your group about additional information you noticed related to your issue. After discussing this with them, present this new information to the class. As everyone shares, you should be adding to your decades chart so that the information is complete.

*Reflect:* Many instructional videos like this were created in the 1950’s. What do you think this represents about this time period?

**For the Teacher:**

*Get students to use what they know to make assumptions during pre-listening:* 
Based on coursework, the students will not have significant information related to this decade specifically. In particular, information related to “gender” is lacking for the 1950’s. However, using what they know about events in previous and latter time periods, lead students to make educated guesses and assumptions based on what they know. Students often struggle with this, as they want to be told explicitly. They need practice making these assumptions, which is an important communicative skill (Brown, 2007). When watching the instructional video, they may be surprised by how accurate their assumptions are.

*Chart it together in pre-listening:* Before watching, lead students to think about an effective organizational tool. They have used the tables before, but may need to be reminded. Having them create a table on the board and in their notes before watching will allow them to be prepared and serve as a review of this strategy.
7.2 *Forrest Gump* (1950s)

Content Objectives:
- Students will identify how people in the 1950’s were expected to act and look.
- They will recognize this decade as being a “cookie cutter” time period.

Listening Objectives:
- Students will use strategy one (use nonverbal cues and verbal cues like tone to interpret the meaning of the message) to comprehend a video clip.
- Students will focus on pronunciation features (such as linking and h-deletion) to determine the “normalcy” of speech in a movie clip.

Pre-listening:

*Look inside:* Each group has been given a bag with an item inside. Open it, and decide what this item is. It is used to describe people who lived during the 1950’s. In your groups, devise a theory as to why this item is used to describe them. What can it represent?

*Use your senses:* Men, women, and children in the 1950’s were instructed to follow certain rules and to act and look a certain way as seen in the last activity. Individually, imagine what it would have been like to live during this time period. For example, how do you think women and men would have looked? Smelled? Use your senses and English descriptive vocabulary to describe men and women in the 1950’s.

*During the 1950’s, men:*
1. Looked…
2. Sounded…
3. Smelled…
4. Felt…
5. Acted…
6. Thought…
7. Liked…

*During the 1950’s, women:*
1. Looked…
2. Sounded…
3. Smelled…
4. Felt…
5. Acted…
6. Thought…
7. Liked…

*Listening* (Finerman, Tisch, & Starkey, 1994, beginning to adulthood): Watch the first part of this movie, which follows a man through decades in history, beginning with the 1950’s. When you watch a movie, it is important to play close attention to the first part
in particular, because it sets the storyline and introduces the characters. Use visual cues and the subtitles to comprehend what is happening, where it is happening, and to whom it is happening.

**Post-listening:**

*Think back:* Based on what you have seen, does Forrest Gump fit into the cookie cutter mold of the 1950’s? Why or why not?

*Re-use your senses:* Forrest Gump is a little different than other children and people in the 1950’s. What was he like? Complete the following:

*During the 1950’s, Forrest:*
1. Looked…
2. Sounded…
3. Smelled…
4. Felt…
5. Acted…
6. Thought…
7. Liked…

**For the Teacher:**

*Prepare bags with cookie cutters for the pre-listening activity:* Provide each group or pair with a mystery brown bag. In each, place a different cookie cutter that they can discover and explore. This will serve as a physical representation of the time period and provide a new metaphor that can be discussed in class. While students are using their senses to describe a “cookie cutter” person of the 1950’s, I have allowed them to play with the cookie cutters, tracing images and passing them around to one another. I have found that it gives them something to do with their hands and creates additional questions about U.S. culture, which adds to the lesson.

*Guide students’ thinking in the pre-listening activity:* The metaphor with the cookie cutter is a little abstract, however. Particularly, if they have not had previous experience with cookie cutters before, they may not be able to immediately visualize the
cookies all coming out the same shape and size. Additional pictures may assist them with this visualization. They can be built up to comprehension of the metaphor.

Focus on comprehension while listening/watching: Because the story is set up in the first part of the film, it is important that students are able to catch what is going on in this first clip. In order to help them to do this and to become affectively involved in the film, it may benefit them to turn on subtitles and allow them to focus entirely on the film (without taking notes). Stopping periodically to check comprehension, reiterate key details, or draw attention to historical aspects such as the KKK references will also assist them. According to Lin (2000), this form of teacher support is appreciated by most students.

Re-watch to listen for particular language features: To take this lesson further, re-watch a portion of the clip in which Forrest Gump is narrating. His speech manifests some altered patterns that students may notice. If they have been completing lab work like Sound Advice, they can be asked to notice linking, reductions, and sound changes in the film. Ask them to listen for “h” deletions or the pronunciation of /ŋ/. Unlike with other speakers, Forrest uses very few reductions (like h-deletions) and often pronounces /ŋ/ as /ŋɡ/. This differs from other speakers and can be used to further illuminate the idea that he is “different.”
7.3 The Rebel

Content Objective:
- Students will define “rebel” and reflect on what causes individuals to rebel.

Listening Objectives:
- Students will utilize strategy one (use nonverbal cues and verbal cues like tone to interpret the meaning of the message) to identify the rebel in the music videos.
- Students will use strategy ten (use context to identify unstressed function words) to complete a song lyric cloze exercise.

Pre-listening:

Quote it: Read the following statement, which was given by a famous U.S. person.

“I wouldn't have turned out the way I was if I didn't have all those old-fashioned values to rebel against (Madonna, 2009).”

- Can you guess who said this?
- Based on the context, construct a definition of rebel. (As a verb, the word is pronounced with stress on the second syllable. As a noun, it is pronounced with stress on the first syllable. This is one example of how stress can significantly impact what words mean and how they are understood.)

Listening (Bobby Darin, 2009; Elvis Presley, 2009): Music from different generations/decades differs greatly in style. The music from the 1950’s through the 1970’s is sometimes classified as “oldies.” People may use the phrase “oldy but goody,” meaning that although something is older, it is really good. Watch two songs performed in the 1950’s on the Ed Sullivan and Milton Berle shows, popular talk shows/variety hours at the time. One song is performed by a person who “fits the mold” whereas the other is performed by a person who was considered by many to be a rebel. As you watch and listen, fill in the words you hear.

- Song 1: “Dream Lover” by Bobby Darin
- Song 2: “Hound dog” by Elvis Presley

Post-listening:

Discuss: Which of these singers was a rebel? How does the rebel break the mold or go against the “rules”?

Classic rebel (Ultimate, 2009): Happy Days is a television program that is set in the 1950’s. The most popular character is a rebel name Fonzie (or “the Fonz”). Watch it, and list what he and the music rebel (from above) have in common.
Consider it: Do you like to follow the rules or rebel? Would you fit in the 1950’s or be a rebel?

For the Teacher:

Throughout activity 7.3, refer back to other rebels that have been studied in the course: When describing rebels, ask students to note whether they have learned about any rebels through the content matter in the listening course. In particular, the women in Iron-Jawed Angels are called rebels. Similarly, students may recall how men like Martin Luther King, Jr. and Malcolm X rebelled against segregation. This will be a nice review and will allow them to understand the vocabulary better through repeated input and output of it in a contextual framework.

Create and adapt the listening cloze exercise as necessary: In addition to this material, students throughout the semester have been learning about reductions and English sound changes with Sound Advice in the lab. This information can be carried over into the song exercise. If the students have been studying a particular sound change, examples from the song may be blanked out in a cloze exercise. If students need an additional challenge, entire lines or the refrain may be transcribed. The language focus is easily adaptable while maintaining the content of the lesson.
7.4 Group Instructional Video

Content Objective:
- Students will synthesize what they have learned about the 1950’s by creating a 1950’s instructional video.

Listening Objectives:
- Students will use transactional listening skills to accomplish a task in groups.
- Students will incorporate 1950’s vocabulary into an instructional video and speak clearly in front of a camera.

Brainstorm: In the 1950’s many instructional videos were created to teach people “appropriate behavior.” In your group, create a list of topics that might have been addressed in instructional videos. In this course, we have watched one on how to be popular and another on the family dinner date. What else might they have explored?

Create: After you have accumulated a list, select one that you think would be the most interesting. You will need to plan and film an instructional video for this topic! To begin working on this, decide the general plot, or action, of your video. Then, you can continue by creating the dialogue, deciding upon the setting and props, and finding costumes. Your instructional video should:

- Feature all group members in speaking roles
- Be set in the 1950’s (and use appropriate language and costumes)
- Exhibit clear, understandable English

For the Teacher:

Expand this activity to include research: This activity can easily turn into an expanded project in which students research clothing, language, and scenery of the 1950’s. By needing to complete a task, they may be encouraged to review 1950’s slang and explore other manners of expression during this time period, for example.

Provide additional guidelines: Depending on the class dynamic, additional guidelines may be necessary. For instance, students may need more specific time requirements or explicit instructions on how much each person needs to talk. Moreover, you can give students rotating roles, such as script writer, camera person, and costume designer.
Find costumes for the students: It may be difficult for international students to come across clothing that would be considered appropriate for this era. Students may do their best by using their own clothes, or you can attempt to bring costumes to them. Drama departments at the university may be able to help with this, or a trip to the thrift store can often yield good finds.
CHAPTER 8:
1960’s

Unit Goal: *Students will be able to describe how the 1960’s were different than the 1950’s and identify the characteristics of the hippie.*

The 1960’s could be studied over the course of a semester or year, as it was a turbulent and eventful time period. Because students are only studying this for about one week, however, they cannot be expected to learn all the details of the era. Rather, the goal for the 1960’s unit is for students to develop a general understanding of the culture and types of events that were occurring.

To begin, the 1960’s can be seen as a “rebellion” or rejection of the rule-governed “utopia” of the 1950’s. By exploring it in this way, students can begin to understand the philosophy of the hippie movement and why it was so popular. Additionally, students will need to be introduced to the continuation of the Cold War and how that affected the U.S. decision to enter into the war in Vietnam. Only then can they fully grasp the culture of protest, peace, and free-love that was so prevalent.

Even with only the essential information provided, the 1960’s can be overwhelming. However, it is an exciting unit for students, who are fascinated to learn about the sex, drugs, and “rock ‘n’ roll” ideology and who are surprised to see the prevalence of the peace sign that they use with such frequency. In this unit, students will be introduced to the Cold War (activity 8.1) and see how that influenced the Vietnam
War (activity 8.2), learn how the war was protested (activity 8.3) and about the emergence of the hippie sub-culture (activity 8.4), and see how the 1960’s are portrayed in *Forrest Gump* (activity 8.5).
8.1 Cold War Tension

Content Objective:
- Students will show understanding of U.S. opinions about Communists by taking clear, organized notes and will relate to the idea of the Cold War by sharing information about their nation’s “rivals.”

Language Objective:
- Students will primarily use strategies seven (use tables and charts to organize information) and eleven (use context to identify unstressed function words) to comprehend and organize a video about Vietnam.

Pre-listening: Particularly following World War II in the 1940’s, people were afraid of nuclear war with other countries. This fear and anxiety was called the “Cold War.” It was not a physical war, but people in the U.S. prepared for nuclear bombings and were nervous for them.

Discuss: Which people/countries do you think they were afraid of?

Mark it: After thinking about the kind of people and countries that would be considered “enemies” in the Cold War, mark those countries on the map.

Listen (Communist, 2009): Listen to the following advertisement: “He may be a Communist.” This video is very similar to the 1950’s instructional videos that you have seen. The Cold War existed during that time and continued to exist during the 1960’s, affecting what happened during both decades.

Modals: As you listen, write down the stressed modals that you hear.

Organize it: Organize those modals into categories, creating a table. When did the narrator use particular ones? For example, he says, “If a person__________, he may/must be a Communist.” Use the ideas that the narrator uses within that sentence structure to fill in your table. You may watch the video again in order to complete this activity.

Notice pronouns: What pronouns were used when the narrator said “He/she may be a communist”? What does that tell you about gender treatment at this time?

Post-listening: Has your country had “enemies” or rivals in the past? What was the reason for the rivalry? What did the countries do because of the rivalry? Write a paragraph answering these questions and describing your thoughts about it.

For the Teacher:
Discuss organization during the listening activity: At this point, students may continue to struggle with using tables to organize notes. After having watched the video, they will need to think about how they can structure that into a table. Assist them with this process by allowing them to think out loud, discuss ideas, and notice patterns in the video.

Include mini-lesson on pronoun use: In the video, the speaker begins by using two masculine pronouns “he” to refer to singular persons and then follows by using two feminine pronouns “she” to refer to the same singular persons. This provides an opportunity to discuss why they switch from “he” to “she,” how this shows a movement toward gender equality, what is more commonly used now, and what the use of “he” before “she” represents. Additionally, this provides an opportunity for students to learn how they might avoid references to gender by using third person plural nouns like “people” instead of the singular “person.”

Be prepared for students’ surprise throughout this activity: Students from Communist countries or countries that have different perspectives and stereotypes about governmental types may be surprised to learn how much people from the U.S. distrusted Communists. They may be even more surprised to learn that “Communist” or “Commie” has been used as a derogatory word of sorts. Allow them to learn this and impact them affectively, but, as with other units, they should be assured that they will no longer be hated because of this political association (at least not by the majority of the population).
8.2 Vietnam War

Content Objective:
- Students will express understanding of the main events leading to the U.S. involvement in Vietnam and the country’s action in that war by taking detailed notes and answering questions related to those issues.

Listening Objectives:
- Students will use all strategies explored to take detailed notes on a video clip.
- Students will use interactive listening skills to complete a task: finding and correctly answering questions regarding the video.

Pre-listening: What do you know about Vietnam or the Vietnam War? Share your knowledge with the class verbally in a class discussion. Your teacher will write down ideas as you and your classmates share them.

Listening (Vietnam War, 2009, 0:00-3:30): As you watch this clip about the Vietnam War, take notes on what you see and hear. Remember to focus on stressed words, numbers/dates, and organization. You will want to use those cues to help you organize your notes. Try to organize your notes according to similar ideas and separate the main ideas from details. You can use abbreviations to help you write more quickly.

Post-listening: Your teacher will put you into a small team, with whom you will use your notes to answer questions. The notes you take in class are usually essential for your success. Teachers will sometimes provide information in class that is not included in the textbook and then expect you to know that information for a test or quiz. How well would your notes help you on a quiz?

Game (level one): One person from your group will go to the front of the class (along with one member from each of the other groups). The teacher will ask those competitors one question, and they will write the answer on a sheet of paper. They may use their notes from the video. If they get the question correct, they will win two points for their team. If they do not get it correct, their team has the opportunity to answer for one point. Questions from this level will be related to the main ideas in the video, and they will be asked until each person has had the opportunity to play.

Game (level two): Each person will compete in round two of the game, which will be played in the same way. The questions in this level, however, are about details included in the video and are more challenging. This round is your opportunity to show what you know!

As you probably noticed, it was much easier for you to answer more questions correctly when you had groupmates to work with because each of them included different information in his or her notes. Similarly, studying with other students in a study group before a test can help you to share and learn new information. Remember that this kind
of groupwork is only appropriate when studying, not when completing individual assignments for a class.

For the Teacher:

*Listen more than once if necessary:* After listening to the activity, not every student should have been able to include all information. The purpose is for them to use what they have and collaborate with their groupmates. However, if, as you walk around, you notice that the students as a whole have comprehended and included very little, you may want to play it again for them before beginning the game. They should not know everything, but they should not be entirely frustrated either.

*Resources:* Game questions (see Appendix H)
8.3 Protests

Content Objective:
- Students will connect affectively to the idea of protesting, will consider what was protested in the U.S. in the 1960’s, and will join that protest by completing a project.

Listening Objectives:
- Students will focus on using strategy eleven (use context to identify unstressed function words) to transcribe a 30-second message.
- Students will use interactive listening skills to have a group discussion and work collaboratively in a group to complete a task: creating a protest poster or song.

Pre-listening:

Vocabulary: Sometimes, when people disagree with things, they protest. What does this mean? What are some different ways a person can protest?

Discuss: In a small group, choose one of the following topics for a discussion.

- Have you ever protested anything? Describe your experiences.
- Is there anything that you would like to protest in the U.S. now? At Ball State? What would be effective and lawful ways to protest?
- If you lived during the 1960’s, would you have protested the Vietnam War? Why or why not? Do you think people protested then or agreed with the war?

Listening (Martin Luther King Opposed, 2009):

Recognize the voice: Listen to the first 30 seconds of this speech. Do you recognize this person’s voice? Who is it?

Transcribe: Listen to those 30 seconds again, transcribing the speaker’s message. Your teacher will stop frequently so you have time to write. Pay attention to the stressed words and then fill in the function and reduced words based on both the sounds you hear and the context in which the words are used.

Post-listening:

Protest: Imagine that you live in the 1960’s, when both racial segregation and Vietnam are controversial issues. Protest one of those issues in one of the following ways:

- Create a protest poster: As you have watched the videos from this decade, you have seen people carrying many kinds of posters to protest. Create a poster on which you make a visual argument with pictures, drawings, and words.
- Write a protest song: Write a song in which you take a stand and argue your point. Protest songs were very popular in the 1960’s. Join the trend!
For the Teacher:

*Connect “protest” to previous information:* The idea of “protest” is a recurring one that has occurred throughout U.S. history and that has been discussed throughout the course. Ask students to remember other forms of protest that they have learned about: the Protestants, the Civil Rights Movement, etc. This will allow them to review as well as mentally categorize the idea of Civil Rights protesting.

*Provide examples for the post-listening activity:* Modeling activities for students can assist them in understanding the task and generating ideas. Because they may be unfamiliar with the idea of a protest song or poster, refer back to examples throughout the course. *Iron-Jawed Angels* and *Forrest Gump* include many examples of protest posters, and the songs “Fortunate son” and “We’ve gotta get out of this place” provide excellent examples of protest songs (Fogerty, 1969; Mann & Weil, 1965). After having completed this semester, retaining examples from previous semesters will assist with providing models.
8.4 Hippie Culture

Content Objective:
- Students will express what interests them about hippies and show their understanding of hippie culture by using adjectives to describe it and creating a motto for it.

Listening Objectives:
- Students will use listening strategies to understand main ideas of a song and video as well as to transcribe and understand a short clip. Primarily, they will use strategy one (use nonverbal cues and verbal cues like tone to interpret the meaning of the message) to connect to the emotional tone of the song and strategies nine (make assumptions based on known information) and eleven (use context to identify unstressed function words) to focus on function words and make assumptions about the metaphor’s meaning.

Pre-listening (Phillips, 1967):

“San Francisco”: Listen to the song, “San Francisco,” following along with the lyrics. After listening to it, write three adjectives you can use to describe:

- San Francisco, a city in California
- People of San Francisco during the 1960’s

Hippies: The people described in the song are often referred to as “hippies.” Have you heard anything else about hippies?

Listening (Hippies, 2009, 0:00-12:44):

Interesting points:
- Watch the first 13 minutes of the video about Hippies. Write at least three points or ideas in the video that you find to be interesting.
- Share your ideas with a small group, and collectively (as a whole group) select three points that you all find to be the most interesting. Write those down.
- Take turns guessing other groups’ points. What do you think was the most interesting to them? Think about the other students’ interests and what would have excited them the most.

Transcription (Hippies, 2009, 12:31-12:44): Listen again to the section played by your teacher, transcribing it. You may have to listen to it several times to be able to hear all of the words. After writing it, try to decide what it means. Can you explain this metaphor using different words?

Post-listening:
Many groups or people have mottos, or words that they live by. These words represent what they believe and what is important to them in life. What do you think the motto of the hippies might have been? With a partner, create a motto for them.

For the Teacher:

*Break down the metaphor into manageable chunks during the post-listening activity:* Because the metaphor students will transcribe is loaded with cultural implications and is itself rather elusive, break it down for them. If students are simply asked “what does it mean,” they will experience cognitive overload. Ask them first to give suggestions as to what “hate street” might mean. Remind them to think of everything they have learned about the 1950’s and 1960’s. Encourage them to express ideas, and inform them that no idea is wrong. Write all suggestions on the board. Then move on to the idea of the “theater.” Create a separate list. After going through the entire section, ask them to continue by trying to put it all together into one idea. Students are surrounded by metaphors in English every day, and they need assistance with figurative understanding (Radden & Dirven, 2007).

*Resources:* Transcription: “You know, we all lived on ‘Hate Street.’ Hate Street was the theater. You’d dress up, you’d go out every day, and the way you looked was part of your statement. People were acting out their fantasies in real life” (Hippies, 2009, 12:31-12:44).
8.5 Forrest Gump (1960’s)

Content Objectives:
- Students will experience the cultural climate of the 1960’s by watching a film portrayal of it.

Listening Objectives:
- Students will use strategy eight (identify and focus on new sounds and words or gaps in understanding) to develop questions about materials and to seek understanding.

Pre-listening:

Chart it: Synthesize what you know about the 1960’s. What was going on in the 1960’s with regards to religion, education, gender, and race? Fill those ideas in your decades chart.

Predict: On a sheet of paper, write down the 1960’s events that you think will be addressed in Forrest Gump. Then, describe how you think Forrest will be involved in those events. Will he advocate for black rights, fight in Vietnam, or become a hippie? Make predictions based on your knowledge of the time period and Forrest Gump’s character.

Listening (Finerma, Tisch, & Starkey, 1994, adulthood-return from Vietnam):

Watch it: Listen to and watch Forrest Gump as the main character lives through the 1960’s. Your teacher will stop frequently to point out different language features or cultural information as well as allow you to ask questions. As you watch, you may want to write out your questions so you do not forget them and so that you can ask them when your teacher pauses the video.

Post-listening: Did you notice any additional information about the 1960’s? Add this information to your decades chart, and share it with your classmates.

For the Teacher:

Adjust your listening requirements: Students really get into this movie, and so unless required to write a certain number of questions, they will most likely forget and not ask any. When teaching this course, I allowed them to write questions only if they had them and then put them into a basket (anonymously) after watching. I found that students were so affectively engaged with the movie, they forgot where they were and
what they were supposed to be doing. Because this affective engagement can help to motivate students and focus their attention, I allowed them to simply watch the movie as I stopped to explain cultural references (Brown, 2007). However, if your class needs to focus additionally on their gaps in comprehension, providing more rigid instructions may be necessary.
Unit Goal: Students will be able to describe what was being protested in the 1970’s and how gender roles were being questioned and changing.

Like other time periods in U.S. history, the 1970’s could easily be studied over the course of a semester or year rather than a unit within this curriculum. However, for students to gain a general understanding of the evolution of culture, main events are pulled from this time period. Of course, many more details and activities could be added to make this unit more all-inclusive. In particular, activities exploring the Watergate Scandal, which was a prominent event during the 1970’s and is touched upon in Forrest Gump, could be added. It was excluded here due to time limitations, its complexity, and the inability to find appropriate materials that would fit within a time frame.

In this curriculum, the 1970’s are presented as something of a continuation of the protests of the 1960’s, with anti-Vietnam songs and rallies as well as hippies continuing to be popular in the earlier part of the decade. The end of Vietnam marks the middle of this time period. Additionally, in the unit, specific attention is paid to the strong emergence of the Women’s Liberation Movement, during which arguments for and against the Equal Rights Amendment were prevalent. In the unit, students will listen to protest songs from the time period (activity 9.1), learn about the Women’s Liberation
Movement by watching a video (activity 9.2), and see the 1970’s are portrayed in *Forrest Gump* (activity 9.3).
9.1 Protest Songs

Content Objective:
- Student will brainstorm what they know or may know about the 1970’s and recognize the importance of war protest and the women’s right movement during this time period.

Listening Objectives:
- Students will use strategies two (use grammar and context to define unknown words) and nine (make assumptions based on known information) to interpret and understand.

Pre-listening:

Chart it: What was the cultural climate in the 1970’s? Think about what you have learned about events that took place during this time period or those preceding it. What do you know? After brainstorming, share your ideas with the class and add them to your decades chart.

Listening:

“Fortunate Son” (Fogerty, 1969): Read the lyrics to “Fortunate Son,” a 1969 song by Creedence Clearwater Revival. In your small group, you will focus on one of the stanzas and rewrite it in your own words. When you come across new words or phrases, use a dictionary or ask your teacher to help you figure out what they mean. Then, present your stanza to the rest of the class, discussing the following:

- Who (what type of people) is being protested against in your stanza?
- What does your original stanza say?
- What does that mean in more common language?

After everyone shares, listen to this song, which was very popular in 1969 and at the beginning of the 1970’s.

“I Am Woman” (Burton & Reddy, 1972): This song, which was recorded by Helen Reddy in 1972, was popular with many during the 1970’s. Listen to it one time through while reading the lyrics. Then, listen to it again, underlining and highlighting sound changes that you have identified through the course of the semester.

Post-listening:

Reflect: What does each song tell you about the 1970’s? What was happening during this time period? Add any new information to your decades chart.

For the Teacher:
Assist individual groups during listening and interpretation: Especially in the song “Fortunate Son,” students will need assistance in understanding phrases and individual words. Phrases such as “silver spoon in hand” and “born to wave the flag” will be new to them. In addition, references like “star spangled” and “Hail to the Chief” will need explanation. It will help students if you can provide them with audio examples of the “Star Spangled Banner” and “Hail to the Chief” so they will be able to recognize them or learn about them. Because each group will be working on a different stanza, help each group as needed and be ready to provide the audio samples when groups explain their stanzas to the class.

Provide more specific review and instruction to identify sound changes during the listening activity: In order for students to review sound changes and identify them in the song, it may benefit them to be asked to list the sound changes they have learned about on the board. For instance, they can list the pronunciation of “in,” “on,” and “and” as /n/ or consonant and vowel linking that they have learned about in Sound Advice.

Depending on how many sound changes they identify, small groups can focus on one or two, mark them with a certain symbol or color, and then share them with the class. In the end, all students will have sheets that have all the changes marked and can listen to “I am Woman” a third time, noticing those patterns.

Explain the continuation of protests: Students have already learned about the protests occurring in the 1960’s, so this lesson can show them that Vietnam and protests were still continuing into the 1970’s, as was some of the Hippie culture. However, this lesson also moves them into seeing how the Women’s Liberation Movement was an additional important issue during this time period.
9.2 Women’s Liberation Movement

Content Objective:
- Students will recognize the Women’s Liberation Movement to be an important contributor to the cultural/political climate of the 1970’s.

Listening Objectives:
- Students will review all listening strategies in order to take clearly organized and detailed notes on a video.

Pre-listening:

Review: Create a list of all of the listening and note-taking strategies that you have learned throughout the semester. Think about what you should do before you begin listening. Remember which organization structures and types of words you should focus on the most. Recall how you should try to organize your notes. List all of these strategies on a piece of paper and share them with a partner.

Use your strategies: Use the pre-listening strategies that you have identified to improve your understanding of the video, “American Dream, American Nightmare.”

Listening (American Dream, 2009): As you watch the video, take detailed and organized notes. Use the listening and note-taking strategies you identified to make them your best notes yet!

Post-listening: Look at the first set of notes that you took this semester, and compare them to the set you just took.

For the Teacher:

Ask them to make connections while listening: As they watch the video, pause to allow them to see the banners and protest signs. They may be reminded of the Vietnam protests and the protests that took place in Iron-Jawed Angels. Additionally, ask students if the banners (which are the same as seen in Iron-Jawed Angels in which women fought for suffrage) look familiar to them and whether they remember what the ERA shown on those banners means. When I asked about the ERA, a collective “oh!” was issued as they recalled that they had learned about this during the gender unit. These connections will help them synthesize their knowledge and understand the time period.
9.3 *Forrest Gump* (1970’s)

**Content Objective:**
- Students will synthesize their knowledge of the 1970’s after watching a film clip by filling in their decades charts and sharing thoughts.

**Listening Objective:**
- Students will identify potential and actual sound changes and reductions in a movie clip.

**Pre-listening:**

*Review:* With a partner, review all of the sound changes that occur in spoken North American English that you know about. Create a list so you can refresh your memory.

*Find potential instances:* Focus on one of the sound changes you listed. Where does that sound change occur? Why does it occur? With your partner, discuss what you have learned about this sound change. Then, underline potential instances of it in a *Forrest Gump* transcript. That is, read through the transcript; underline any place where this sound change might occur according to the rules you have learned.

*Listening* (Finerman, Tisch, & Starkey, 1994, return from Vietnam-Jenny leaving Forrest’s home):

*Watch:* Watch the 1970’s portion of *Forrest Gump*, paying attention to the cultural events that happen during this period. If you have questions, raise your hand so your teacher can stop the video and answer them. Remember, asking questions is an important part of participating in an academic class in the United States. You may either write down the question to ask later or raise your hand to get your question answered immediately.

*Re-watch:* After viewing this section, re-watch the portion for which you have the transcription. As you watch, listen specifically for your sound change. You have already identified places where there may be a change. Now, listen and highlight the places where there is a change.

**Post-listening:**

*Decades chart:* What was the culture of the 1970’s? Fill in what you know in your decades chart. After you finish, share what you know with a small group and add to your chart.

**For the Teacher:**

*Assign sound changes as needed during the pre-listening:* If the students as a whole are struggling or have struggled in hearing one sound change in particular, it may
be beneficial for the entire class to focus on that same sound change. In that way, they can review it and have the opportunity to listen for it and share opinions about where it was heard and where it was not. However, you may also assign different sound changes to different pairs, providing additional practice in areas where individuals need it and allowing the class to review all of the changes through a jigsaw activity. Assign these listening tasks as will be most beneficial for your students.

*Teacher Resource: Forrest Gump transcript (Forrest Gump script, 2009)*
CHAPTER 10:  
1980s to Present/ Semester Reflection

Unit Goals: Students will be able to identify current “events” in the U.S. and be able to describe their significance as well as analyze their own knowledge and thoughts about United States history and culture.

This chapter serves two purposes: to bring students to an understanding of the present culture in the United States and to use that understanding to reflect on what they now know. First, the 1980’s through the present times are combined because Forrest Gump is set in the 1980’s and early 1990’s and because the culture has remained relatively steady throughout that period. It is marked by a focus on technology and materialism, both of which can be pointed out while viewing the film. So, this chapter asks students to reflect on that current culture in the United States by considering current events, how those events might be included in an extended version of Forrest Gump, and what they might represent following other cultural time periods (activity 10.1). Second, students must reflect on what they have learned in the course as a whole (activity 10.2).
10.1 **Forrest Gump** (1980’s-Present)

Content Objective:
- Students will create a video, representing a significant event in current U.S. culture.

Listening Objectives:
- Students will demonstrate understanding of *Forrest Gump* by expansion: creating scenes that could be added to the end of the film.
- They will work in groups, speaking and using interactive listening skills to complete a task.

Pre-listening:

*Brainstorm:* What do you think the culture was like in the 1980’s and 1990’s? What events happened or might have happened to contribute to that cultural environment? As a class, create a list of ideas on the board.

*Predict:* Individually, choose one event or cultural action that you think will be represented in this final segment of the film. On a piece of paper, describe how you think *Forrest Gump* will be involved with that event.

*Listening* (Finerman, Tisch, & Starkey, 1994, Jenny leaving Forrest’s home-end): Watch the final portion of the film, adding additional events or ideas to your decades chart as you notice them. After finishing the film, your chart should be complete!

Post-listening:

*Current event:* With a small group, identify one event that has happened in U.S. history in the last ten years. If you are not sure about those events, choose one that has happened since you have been here in the United States. This might include the inauguration of President Obama, the current recession, or the war in Iraq.

*What would Forrest Gump do?:* If the movie continued, how would Forrest Gump be involved in those events? Consider his role, then write a script for a scene that would come at the end of the movie. In your script, Forrest should play an important part in the current event. Think about how he would act, what he would think, and what kind of language he would use.

*Film it:* After you have written your script, decide which of your group members will be which character, which props you will need, and in what kind of setting this skit should take place. After gathering all necessary items, practice acting out the scene. When you feel comfortable, use a recorder to film it. This is part of a movie, so you should act like the character you are portraying. Be dramatic!

For the Teacher:
Provide a list of events for students in the post-listening activity: Because many of the students are unfamiliar with recent U.S. history, providing an additional list for them may assist them with finding an event that is familiar to them. At minimum, they should know about President Obama’s inauguration from the beginning of the semester. If there is adequate time, asking them to focus on events with which they are unfamiliar and incorporating a research component to the post-listening project would allow them to explore U.S. history in depth as well as learn from other groups’ videos.
10.2 Semester Reflection

Content Objective:
- Students will analyze what they have learned about U.S. culture by writing an essay that responds to a given question.

Reflect: Take a minute to think back on all of the information you have learned about issues and historical periods in U.S. history. You now know much about U.S. history and how the current culture has developed! Use your new knowledge and opinions to write an essay that will answer one of the following questions. Remember, your essay should include an introduction with a thesis statement, supporting paragraphs with topic sentences, and a strong conclusion.

- In which time period in the U.S. would you most prefer to live? (Your answer should include details about that period as well as information about other periods that makes you not want to live in them.)

- Compare your culture to U.S. culture. Which U.S. time period would most closely match the culture of your country now? How and why?

- How has your understanding of U.S. culture and people from the U.S. changed over the course of the semester? Describe what you thought before, what you think now, and why. Use information from the course to support your ideas.
During the last week of implementing this curriculum, I needed to close our classroom door so that we would not disturb listening classes down the hall. After the viewing of *Forrest Gump*, students were sharing skits they had created in activity 10.1 to show how the main character might have an integral role with current events in U.S. culture. We laughed loudly as students acted like Forrest inspiring Barack Obama’s “yes we can” slogan and encouraging Hillary Clinton to run for presidency. After the laughs quieted and I asked students why Forrest’s actions were so funny, they told me it was funny how he did not understand the way Obama’s message has inspired people, that having a black president after slavery and segregation is a big deal, and that women are almost treated the same as men now. Their answers were enthusiastic, insightful, and rewarding. It was apparent that through this project, students have gained cultural background information that has enabled them to make inferences, identify implications, and recognize the connection between the L2 and the L2 culture. As such, they will be able to more deeply understand questions and references related to gender and other issues that they will encounter in the L2 environment.

**Motivation:**

The drastic change in the classroom environment is, in part, a result of motivation. In this course, the students shone like I had not seen before; their intelligence, natural
curiosity, and personalities emerged and created a dynamic and engaging classroom environment. Student interest was profound.

Part of this motivation can be attributed to the effectiveness of content-based methodology. Although developing L2 listening proficiency is important to students’ success in the L2 environment, studying it in isolation can be rather boring. However, learning content through language and vice versa gives language learning a context, making it much more interesting and allowing it to incite more student motivation (De Ramirez, 1996; Buell & Kelly, 1988).

Moreover, the context in which the language was learned was effective in building student motivation because students were able to become interested in the topics. The topics covered in the units were controversial issues that might challenge the students as adults and were universal so that students might relate to them affectively (Cook, 2003). Each of the topics, or units, included many activities and provided students with adequate time to become interested in them and develop background information about them. Even when changing from one topic to the next, students were able to utilize background knowledge, as topics were interrelated and built on one another. For instance, the gender unit built on students’ knowledge of religious tradition and educational ideology by asking them to determine how and why girls and boys were schooled differently. In all, focusing in-depth on each topic and one content area assisted with fostering motivation.

The focus on content also fostered student motivation by allowing them to see how the course would benefit them in the future. Although many of the students do not find listening classes necessary and quickly become frustrated with coursework, studying
culture and listening together helped them to see how they might need to utilize both in their academic coursework. For instance, one student taking a history class at Ball State University told the class that she had to listen to similar lectures in that class and was better able to understand information because of cultural background information she learned in the listening class. She was therefore motivated to learn more about culture and listening in the course because she was able to make that connection. So, that connection increases students’ motivation immediately and can lead to greater content and L2 proficiency that will help them in future coursework at the university (Song, 2006; Kasper, 1997; Buell & Kelly, 1988).

In addition to the benefits of content-based instruction and engaging topics, student interest was held by the materials and types of activities included in the curriculum. In particular, students were asked to listen and relate to authentic materials rather than materials made specifically for ELLs. For instance, instead of listening to a fabricated lecture about gender differences in communication, students watched real instructional videos from the 1950’s, listened to a speech by Susan B. Anthony, and viewed a film about women’s suffrage. This enabled them to better connect with the L2 culture. Also, with the materials, students were asked to complete different kinds of activities. So, though some repetition occurred to scaffold note-taking strategies, for instance, much of the repetition and monotony they had previously experienced with Contemporary Topics was eliminated. In the curriculum, students were challenged to complete different kinds of activities, like showing their understanding by recording a story from another perspective, creating their own videos, and discussing issues with classmates.
Listening Skills and Strategies:

The variety provided within the curriculum also enhances the effectiveness of the curriculum by allowing students to experience and practice all types of listening. According to Huang (2005), students need to be proficient in both interactive and transactional listening skills, both of which are included in the curriculum. Many activities, like those in which students watch videos and listen to recordings without being active speaking participants, focus primarily on transactional listening. However, students also utilize interactive listening skills by working in groups to complete tasks such as developing definitions, creating posters, making videos, and forming decisions.

According to Rost (2001), however, four rather than two distinct types of listening can be identified (as cited in Hill & Tomlinson, 2003). These types, which include attentive, intensive, selective, and interactive, are all represented in the curriculum and indicate that it caters to all types of listening. In attentive listening, students “have to give short verbal and non-verbal responses to the speaker in a real-time interaction,” and in intensive listening they must focus on certain aspects of the language system (Hill & Tomlinson, 2003, p. 366). Selective listening is marked by students’ focusing attention on selective pieces of information or features, and interactive listening includes students interacting with others to perform tasks. This curriculum includes each of those types of listening, providing an effective balance for students. Activities include having conversations with persons outside of class and interacting with a guest speaker (attentive), listening for pronoun use or transition words (intensive), listening for main ideas or to answer questions (selective), and listening to others during pair and small group work (interactive).
In providing a variety of listening activities, the project also focuses on meeting students’ needs by giving attention to both microskills and macroskills (Brown, 2007). Microskills, addressed primarily outside of this curriculum through the lab study of *Sound Advice*, were carried over into this project. Students are asked to transcribe and utilize bottom-up processing skills, focus on reductions and learned sound changes in *Forrest Gump* and other recordings, and identify new words and phrases by noticing unknown sound patterns. Macroskills focus includes strategies instruction throughout the curriculum. In consequent activities and units, strategies addressed and employed are scaffolded. For instance, in chapter two, the strategy focused on is the simplest (use nonverbal cues and verbal cues like tone to interpret the meaning of the message), but in chapter ten, students are expected to employ that and all other strategies, including the most difficult (use context to identify unstressed function words).

**Acculturation:**

Finally, this curriculum was effective in allowing students to understand references and implications by asking them to explore U.S. history and ideology. In doing so, it has assisted with their acculturation. Students were asked to think critically about their own values and beliefs, consider the U.S. value system and development thereof, and reflect on their understanding of U.S. culture. Through the implementation of this curriculum, I was able to see students progressively ask more questions, ask more thoughtful and controversial questions, and re-consider their ideas about U.S. culture. After re-watching Barack Obama’s presidential nomination acceptance speech in Chicago toward the end of the semester, students expressed how they could better understand people’s tears and emotions, for example. Also, many told me they originally
thought Americans were simply rude to their superiors but now recognized people’s actions are a reflection of the belief in independence and equality. Aversion was slowly replaced with a more thoughtful consideration.

Although this curriculum did not entirely acculturate students and teach pragmatic appropriateness in every situation, as it did not set out to, it did provide students with some insight into why people speak and behave as they do. For instance, students were able to see the evolution in clothing from the 1950’s to the present day and understand why clothes have become more revealing for women. They were able to learn about the history of protest in the United States and see that Americans value speaking out at times. It is my hope that this background knowledge will allow them to understand more aural messages on a deeper level and provide them with some confidence to become more involved in the L2 culture so they can continue to develop listening (and pragmatic) proficiency.

Limitations and Future Projects:

Because this curriculum was successful in fostering motivation and assisting students in achieving listening and cultural proficiency, consideration should be given to expanding it to benefit more students. In particular, some form of content-based curriculum or in-depth cultural exploration could be incorporated into all courses in the Intensive English Institute. If areas of study were clearly defined and spread among the courses, students would get less superficial cultural overlap and would have the opportunity to learn different content in different classes. This would also allow students to study topics for greater durations and in greater depth than was possible in this
curriculum development, which would be of benefit to students’ development (Longfield, 1984).

Additionally, it would benefit students to have an accompanying textbook that was content-based to explore reductions and sound changes. The use of *Sound Advice* during the lab provided essential practice with sound changes in a controlled environment. Students were able to listen to deliberately slowed speech to hear the changes and then build to identifying them in native-like speech. However, the development of a similar text for English-language learners that built on the content explored in this project would enhance their language-learning experience and strengthen this curriculum.

Yet, while improvements can be made, this project has enhanced students’ experiences in the listening course, and I believe it has already begun to benefit them in their understanding of and relation to the L2 environment. It is my hope that other teachers and students will similarly benefit from the curriculum and that teachers will enjoy the ensuing student interest, thoughtfulness, and laughter as I have.
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APPENDIX A:

Decades Chart

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## APPENDIX B: Note-taking Rubric

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<td>are included when acceptable.</td>
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<td>Details, etc.</td>
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<td>Notes include important numbers, statistics,</td>
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<td>Details are separated from the main ideas/organization.</td>
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APPENDIX C:

Pilgrim Map

(Montgomery, 2006)
APPENDIX D:

Alma Mater Rubric

_____/(10) Content: The information shared is on one of the provided topics. The presenter shares interesting, pertinent information with the audience that was clearly planned prior to class.

_____/(10) Structure:

(3) Interesting introduction: Engages the audience/ does not say some variation of “My speech is about…” or “I will tell you about…”

(4) Body: Points are related to the topic and details are provided.

(3) Conclusion related yet new: Provides clear ending to speech/ does not say some variation of “I’m finished,” “That’s all,” or “I just told you about…”

_____/(10) Visual: Presenter uses a visual aid that is engaging to the audience. It was prepared in advance and adds to the aural presentation.

_____/(30) Total
APPENDIX E:

Women’s Rights Opinions

“In my opinion, women's rights is a very broad issue. Yes, I do believe that we should have the same political and economic rights as men. However, when it comes to social rights, it differs a lot from country to country. Coming from a developing country (Bangladesh) I believe women rights have improved a lot. However, it's not 100%. Personally, I think the work place is the biggest issue, not only in developing countries but also the West. Nevertheless, we should not forget about men's rights too. After all, we are trying to be equal.”—Habiba Hussain, Dhaka, Bangladesh

“In my opinion, women's rights are very important, but I'd also like to voice a concern on long term implications - the breakdown of families, delinquent children, economic inflation, unaffordable housing, double-income necessity, lagging standards of men's healthcare because all funds go to women's health, social pressure on women to “have it all.” Women must have equal rights, but societies must also understand and be prepared for the side effects.”—Gavin, Bristol UK

“Women are the backbone of every society. Why are politicians dragging their feet on women's issues? In the 21st century we are all supposed to be enlightened and we should recognize that women have been treated very unfairly for centuries all over the world. Women should no longer be discriminated against. They should be fully recognized for their talents and be given equal opportunities.”—Pancha Chandra, Brussels, Belgium

“Women don't want equality, they want special treatment. Claiming women are the backbone of society is discrimination against men. Why is it OK to say this?”—Alex Busby, Bedlington, Northumberland

(Women’s rights, 2009)
APPENDIX F:

Guided Imagery

Close your eyes. Imagine that you are in the Southern state of Alabama in 1960. You are not a “white European American,” and you have never been treated equally. You always sit in the back of the busses so white people can sit in the front, you do not walk on the sidewalk where white people will want to walk, you eat in different restaurants, you attend different churches and schools, and you always enter buildings through back doors so white people will not have to see you. Now, you are walking down a street in Alabama. It is hot outside, and you can feel the sun on your head and shoulders. Notice the sounds of cars on the street and people talking. Smell the scent of food from the restaurants. It’s lunchtime, and you’re hungry. You’re thirsty; the sun is so hot. You stop to get a drink of water from fountains. You can see two water fountains. One is tall and clean, spraying cold, fresh water. The other is small and dirty; the water that flows from it is as warm as the day. You see a sign above the dirty fountain that says “colored” and instinctively, you take a drink from it. The water is warm and does not cool your hot throat. You continue walking down the street and turn to enter the “colored” entrance to the restaurant where you would like to eat. This restaurant has always had two doors, one for white people and one for colored people like you. If you walked in the white door, you could be arrested or even hanged. Suddenly, you notice that the “colored” sign is gone. You stop. To your left, the white entrance no longer has a “white only” sign. The restaurant has been forced to integrate: to allow people of all races to enter through the same door and sit together. You see a group of white men standing beside the door where whites used to enter. They look angry. You are afraid they would hurt you if you tried to walk in the whites’ door. You want to walk through it though, because you have never had that opportunity before. You look at both of the doors and consider your options. Then, you walk through one. Think about what happens next.

Which door did you walk through? Why?

What happened after you walked through that door?
APPENDIX G:

Malcolm X Transcript: “By Any Means Necessary”

Mr. moderator, our distinguished guests, brothers and sisters, our friends and our enemies:

Everybody is here. As many of you know, last March, when it was announced that I was no longer in the Black Muslim Movement, it was pointed out that it was my intention to work among the 22 million non-Muslim Afro-Americans and to try and form some type of organization or create a situation where the young people, our young people, the students and others, could study the problems of our people for a period of time and then come up with a new analysis and give us some new ideas and some new suggestions as to how to approach a problem that too many other people have been playing around with for too long. And that we would have some kind of meeting and determine at a later date whether to form a Black Nationalist Party or a Black Nationalist Army. There have been many of our people across the country from all walks of life who have taken it upon themselves to try and pool their ideas and to come up with some kind of solution to the problem that confronts all of our people. And tonight we are here to try and get an understanding of what it is they’ve come up with.

Also, recently, when I was blessed to make a trip, or a pilgrimage, a religious pilgrimage to the holy city of Mecca where I met many people from all over the world plus spent many weeks in Africa, trying to broaden my own scope and get an open, more of an open mind to look at the problem as it actually is, one of the things that I realized, and I realized this even before going over there, was that the… our African brothers have gained their independence faster than you and I here in America have. They’ve also gained recognition and respect as human beings much faster than you and I.

Just ten years ago on the African continent, our people were colonized. They were suffering all forms of colonization, oppression, exploitation, degradation, humiliation, discrimination, and every other kind of “-ation.” And in a short time, they have gained more independence, more recognition, more respect as human beings than you and I have. And you and I live in a country which is supposed to be the citadel of education, freedom, justice, democracy, and all of those other pretty sounding words.

So it was our intention to try and find out what was our African brothers doing to get results so that you and I could study what they had done and perhaps gain from that study or benefit from their experiences. And my traveling over there was designed to help to find out how.

One of the first things that the independent African nations did was to form an organization called the Organization of African Unity. The purpose of our organization of Afro-American Unity, which has the same aim and objective, to fight whoever gets in our way. To bring about the complete independence of people of African descent here in
the Western Hemisphere and first here in the United States. And bring about the freedom of these people by any means necessary. That’s our motto.

The purpose of our organization is to start right here in Harlem, which has the largest concentration of people of African descent that exists anywhere on this earth. There are more Africans here in Harlem than exist in any city on the African continent. Because that’s what you and I are: Africans. The Charter of the United Nations, the Universal Declaration of Human Rights, the Constitution of the United States and the Bill of Rights, are the principles in which we believe, and these documents, if put into practice, represent the essence of mankind’s hopes and good intentions, desirous that all Afro-American people and organizations should henceforth unite, so that the welfare and well-being of our people will be assured. We are resolved to reinforce the common bond of purpose between our people by submerging all of our differences and establishing non-sectarian constructive programs for human rights.

We hereby present this charter.

Number one: The establishment. The organization of Afro-American Unity shall include all people of African descent in the Western Hemisphere. In essence, what it is saying, instead of you and me running around here seeking allies in our struggle for freedom in the Iris neighborhood or the Jewish neighborhood or the Italian neighborhood, we need to seek some allies among people who look something like we do. And once we get their ally, it’s time out for you and me to stop running away from the wolf right into the arms of the fox, looking for some kind of help. That’s a drag.

Number two: Self-defense. Since self-preservation is the first law of nature, we assert the Afro-American’s right to self-defense. The Constitution of the United States of America clearly affirms the right of every American citizen to bear arms. And, as Americans, we will not give up a single right guaranteed under the Constitution. The history of unpunished violence against our people clearly indicates that we must be prepared to defend ourselves or we will continue to be a defenseless people at the mercy of a ruthless and violent, racist mob.
APPENDIX H: Game Questions

Round One:

What war was the United States involved in during the 1960’s?
How long did the war last?
When did the United States become involved?
Why did the U.S. enter the war?
Where was this war fought?

Round Two:

Where was the war fought?
Who was the U.S. president during this war?
What did U.S. soldiers call the enemy?
Who was the North Vietnamese ruler?
What kind of fighting did the Vietnamese do?