APPENDIX A

SOCRATIC QUESTIONING SKILLS

In Socratic Questioning teachers help students clarify their thinking by:

- posing thought-provoking questions
- rephrasing or asking additional questions
- keeping the discussion focused
- encouraging students to explain things to each other
- ensuring that students consider each view; no views should be cut off, ignored, or unfairly dismissed
- breaking big questions or tasks into smaller, more manageable parts
- helping students to identify what they need to know

Taxonomy of Socratic Questioning

These question stems can be used by students or teachers to develop thought-provoking questions.

Questions of Clarification
What do you mean by ________?
What is your main point?

Questions that Probe Assumptions
What are you assuming?
What could we assume instead?

Questions that Probe Reasons, Evidence, and Causes
What are your reasons for saying that?
Do you have any evidence for that?
How did this come about?

Questions about Viewpoints or Perspectives
Why have you chosen that point of view?
Can/did anyone see this another way?

Questions that Probe Implications and Consequences
What are you implying?
What effect would that have?

Questions about the Question
How can we find out?
Does this question ask us to evaluate?
## Bottom-Up Skills

- Distinguish the individual sounds of English
- Distinguish English word boundaries
- Listen for reduced forms
- Recognize English stress, intonation patterns
- Examine general idioms
- Identify collocations and lexical bundles
- Separate new information from redundancies
- Listen for inferences
- Identify pauses, hedges, and non-critical utterances
- Recognize irony and sarcasm in speech
- Distinguish between literal and implied meanings

### General Top-Down-Skills

- Use context to guess word meaning
- Use context to build listening expectations (schema)

### Lecture Specific Top-Down Skills

- Identify lecture organization cues
- Listen for key information (main points)
- Recognize cohesive devices in lectures
- Recognize irrelevant lecture content
- Use textbook information to make predictions about lecture content
- Recognize rhetorical questions and their function
- Become oriented to lecture register
- Recognize macro-markers (or, global macro-organizers) that signal lecture progression
- Recognize local macro-organizers that highlight lecture information

### Law-Specific Rhetorical Features

- Recognize law-related collocations and lexical bundles
- Examine law-related idioms

### Law-Specific Lecture Organization

- Understand/recognize the use of the Socratic Method
APPENDIX C

TYPES OF EXERCISES FOR TEACHING LISTENING COMPREHENSION
(Adapted from Teaching by Principles by H. D. Brown)

EXERCISES FOR INTERMEDIATE LEVEL LISTENERS

**Bottom-Up Exercises**

1) Recognize Fast Speech Forms
2) Find the Stressed Syllable
3) Recognize Words with Reduced Syllables
4) Recognize Words as They are Linked in the Speech Stream
5) Recognize Pertinent Details in the Speech Stream

**Top-Down Exercises**

1) Analyze Discourse Structure to Suggest Effective Listening Strategies
2) Listen to Identify the Speaker or the Topic
3) Listen to Evaluate Themes and Motives
4) Find Main Ideas and Supporting Details
5) Make Inferences from Listening to Information Segments

**Interactive Exercises**

1) Discriminate Between Registers of Speech and Tones of Voice
2) Recognize Missing Grammar Markers in Colloquial Speech
3) Use Knowledge of Reduced Forms to Clarify the Meaning of an Utterance
4) Use Context to Build Listening Expectations
5) Use Bottom-Up Processing to Recognize Missing Words and Compare Predictions to What Listener Actually Heard
EXERCISES FOR ADVANCED LEVEL LISTENERS

**Bottom-Up Exercises**

1) Use Features of Sentence Stress and Volume to Identify Important Information for Note-Taking

2) Become Aware of Sentence-Level Features in Lecture Text

3) Become Aware of Organizational Cues in Lecture Text

4) Become Aware of Lexical and Suprasegmental Markers for Definitions

5) Identify Specific Points of Information

**Top-Down Exercises**

1) Use the Introduction to the Lecture to Predict Its Focus and Direction

2) Use the Lecture Transcript to Predict the Content of the Next Section

3) Find the Main Idea of a Lecture Segment

**Interactive Exercises**

1) Use Incoming Details to Determine the Accuracy of Predictions About Content

2) Determine the Main Ideas of a Section of a Lecture by Analysis of the Details in That Section

3) Made Inferences by Identifying Ideas on the Sentence Level That Lead to Evaluative Statements

4) Use Knowledge of the Text and the Lecture Content to Fill in Missing Information

5) Use Knowledge of the Text and the Lecture Content to Discover the Lecturer’s Misstatements and to Supply the Ideas That He Meant to Say

APPENDIX D

MODEL FOR DESIGNING LECTURE COMPREHENSION LESSONS
FROM THE LL.M. ESL VIDEO-TAPED LAW LECTURES

1) Observe that lessons should support the ESL Program’s approach to teaching listening skills and lecture comprehension:

* Utilize the communicative approach in coordinating listening skill instruction with the three other skills of reading, writing and speaking.

* Provide instruction of both top-down and bottom-up comprehension skills throughout the listening curriculum.

* Address law-specific discourse structure and schemata as crucial components of regular instruction.

* Teach and reinforce the use of listening and lecture comprehension strategies.

2) Apply the following sequential model in the creation of listening skills and lecture comprehension lessons:

1) Review the Law Lecture Videos with:
   a) Law Lecture Comprehension Skill Inventory
   b) Video Transcript
   c) Notes (student or instructor generated) regarding any specific needs of current L2 law students

2) Identify the listening skill, language or lecture feature(s) within a particular video excerpt which should be targeted for lesson inclusion.

3) Outline the lesson goals.

4) Select or create exercises which provide an effective and interesting means for presenting lesson content.

5) Prepare or create any necessary supplemental materials to accompany the lesson.

6) Review listening/lecture strategies which can also be incorporated in the lesson.
You have to be a bit careful though, in particular if you’re in America, because United States is not signatory to an awful lot of international agreements. Other countries sign this kind of agreements more quickly than the United States. The US Senate is not too fond of ratifying many of these multi-lateral international agreements and they are some political reasons for this, but they’re also some legal reasons; namely the distinction between self-executing and non self-executing treaties and it is easier for a treaty to be self-executing and therefore applicable in the domestic courts in this country than in many other counties. So other counties can sign agreements, and their courts will never apply them. If the United States signs an agreement, chances are US courts will apply them. That’s why the US is somewhat more reluctant in signing them. So check the membership first. Yes (Calls on student; student asks a question.)

Well, the US is not signing. It’s signing some of these. And, and you can always, for example, remember this Sharpo discussion: is the measure really a disguised restriction, a proportionate, um, protectionist measure, that the sort of the ultimate, uh, safeguard? You know, you come to conclusion everything is fine, they have very carefully and designed and crafted the measure, we cannot accuse the country of, um, having come up with some justification that doesn’t hold water, but we still feel that it doesn’t work. It really is protectionist. And you can prove that for example, if there is an internal inconsistency that they impose it only on the foreign product, but they don’t, they have the legislation
maybe domestically. Now, if there is legislation that all the products have to conform to the standards but you can demonstrate that it’s not enforced for domestic products; that’s a typical example. On the face of it, on the books the law is non-discriminatory. But you know that whenever a foreign, a foreign company has the problem, they enforce it and in frequent cases when it’s a domestic kind of company they somehow sweep it under the carpet. Then you can say, “well this is not a real concern because it seems that only the pollution coming from the imported products is really being addressed.” That’s when the Sharpo kicks in, so you uh, if you don’t find international agreements that the US has ratified, look at domestic legislation. Is it a consistent picture here; are we really concerned about health or are we at the end of the day, are we honest just imposing a protectionist measure that gives our domestic industry an advantage in the market place? So you want to look for consistency, that’s the Sharpo test, you know. Do we have, um, a, a similar standard for similar problems if they’re domestic?

Yea, you know, and they will have some green papers, white papers, policy statements; the fact that they’re only at the beginning that they’re not yet covering every as(pect) that’s ok. You know as long as you see a consistent movement. If they start making exemptions, that happen to be all for domestic and never for imported, then you’ll say wait a minute, this doesn’t work. If they haven’t yet covered everything, but there’s some things in the pipe line and so that’ll be fine.
<table>
<thead>
<tr>
<th>Bottom-Up Skills</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish the individual sounds of English</td>
<td>example of non-native English speech</td>
</tr>
<tr>
<td>Distinguish English word boundaries</td>
<td>native English speaker would provide better examples</td>
</tr>
<tr>
<td>Listen for reduced forms</td>
<td>also, better to use native English speaker speech</td>
</tr>
<tr>
<td>Recognize English stress, intonation patterns</td>
<td>good sample for listening for stressed key points</td>
</tr>
<tr>
<td>Examine general idioms</td>
<td>particularly rich with general idioms</td>
</tr>
<tr>
<td>Identify collocations and lexical bundles</td>
<td></td>
</tr>
<tr>
<td>Separate new information from redundancies</td>
<td>many examples without directly identifying them</td>
</tr>
<tr>
<td>Listen for inferences</td>
<td>minimal examples</td>
</tr>
<tr>
<td>Identify pauses, hedges, and non-critical utterances</td>
<td></td>
</tr>
<tr>
<td>Recognize irony and sarcasm in speech</td>
<td></td>
</tr>
<tr>
<td>Distinguish between literal and implied meanings</td>
<td></td>
</tr>
</tbody>
</table>

**General Top-Down-Skills**

<table>
<thead>
<tr>
<th>Use context to guess word meaning</th>
<th>it might be good to show how various key words are used interchangeably throughout the lecture (i.e., apply and ratify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use context to build listening expectations (schema)</td>
<td></td>
</tr>
</tbody>
</table>

**Lecture Specific Top-Down Skills**

<table>
<thead>
<tr>
<th>Identify lecture organization cues</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen for key information (main points)</td>
<td>how to recognize protectionist treaties –</td>
</tr>
<tr>
<td>Recognize cohesive devices in lectures</td>
<td></td>
</tr>
<tr>
<td>Recognize irrelevant lecture content</td>
<td>all content on topic</td>
</tr>
<tr>
<td>Use textbook information to predict lecture content</td>
<td></td>
</tr>
<tr>
<td>Recognize rhetorical questions and their function</td>
<td>several examples, definitely worth covering</td>
</tr>
<tr>
<td>Become oriented to lecture register</td>
<td></td>
</tr>
<tr>
<td>Recognize macro-markers (or, global macro-organizers) that signal lecture progression</td>
<td>continuous references to previous “Sharpo discussion”—tying all content together</td>
</tr>
<tr>
<td>Recognize local macro-organizers that highlight lecture information</td>
<td></td>
</tr>
</tbody>
</table>

**Law-Specific Rhetorical Features**

<table>
<thead>
<tr>
<th>Recognize law-related collocations and lexical bundles</th>
<th>apply treaty; ratify treaty, (should be further explored to identify all law-related collocations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine law-related idioms</td>
<td>many general idioms used in law context</td>
</tr>
</tbody>
</table>

**Law-Specific Lecture Organization**

| Understand/recognize the use of the Socratic Method   | only a few general questions to class                                                              |
Based on the evaluation of the PROF–A-01 video tape and transcript using the Law Lecture Comprehension Skill Inventory, it was determined that this excerpt (32:53-35:55) could provide meaningful listening/lecture comprehension practice related to:

1) examining general and law-related idioms (bottom-up skill)

2) recognizing rhetorical questions and their function
   (general top-down & lecture-related comprehension skill)

Therefore, it has been decided the instructional goals of this particular sample lesson shall be:

**Idiom Instruction-Related Goals:**

Aid students in recognizing that idioms are frequently used, even in formal speech and law-related contexts.

Encourage students to include idioms in their vocabularies.

Emphasize that most idiomatic phrases must be used exactly word-for-word to retain their meaning.

Emphasize that students should also be mindful of appropriate register when using idioms.

Provide an opportunity for students to “guess” the correct meaning of idioms in relation to the context in which they are used.

**Rhetorical Question Instruction-Related Goals:**

Explain what rhetorical questions are.

Provide examples of how rhetorical questions are routinely used in the course of casual and formal conversation.

Help students identify rhetorical questions posed by their law professor and the functions of rhetorical questions in the lecture context.

Review how to recognize questions by focusing on the speaker’s intonation.
APPENDIX H

LECTURE COMPREHENSION LESSON FORMAT WITH EXERCISES

Exercise One

Idiom Instruction-Related Goals:

Aid students in recognizing that idioms are frequently used, even in formal speech and law-related contexts, and that it is important for them to recognize and include them in their vocabularies. Emphasize that most idiomatic phrases must be used exactly word-for-word to retain their meaning. Emphasize that students should also be mindful of appropriate register when using idioms.

Lesson Introduction:

Instructor shall lead short, general discussion on idioms, first asking students to identify a few they have already learned more recently in their law lectures. Although, most students will be generally familiar with the nature of idioms, instructor should also remind students that most idiomatic phrases must be used exactly word-for-word to retain their meaning. Additionally, students should also be mindful of register when using idioms. Likewise, the differences between idioms and slang should be mentioned.

Activity I:

Based on Brown’s Taxonomy of Types of Bottom-up Exercises for Teaching Listening Comprehension: Goal- Become Aware of Sentence-Level Features in Lecture Text.

1. Students will first listen to the lecture video without the transcript; they will listen for and take notes on unusual words or phrases.

2. After watching the lecture video, students will divide into groups of three or four for approximately 15 minutes. They will use the idioms listed on the Exercise Sheet and insert them in the appropriate blank of the Prepared Transcript Sheet. (Alert the students that a few of the idioms are applicable in more than one blank. Additionally, the goal is for them to become aware of the idioms and view how they are used by English speakers. Also encourage the group to guess idiom meanings based on the context where the phrase is used.)

3. Entire class will regroup, listen again to the video tape and discuss how the idioms were used.

Materials: PROF–A-01 Lecture Excerpt; Prepared Transcript; Exercise Sheets; Instructor Answer Key
Exercise Two

Rhetorical Question Instruction-Related Goals:

Explain what rhetorical questions are. Provide examples of how rhetorical questions are routinely used in the course of casual and formal conversation. Help students identify rhetorical questions posed by their law professor and the functions of rhetorical questions in the lecture context. Review how to recognize questions by focusing on the speaker’s intonation.

Introduction:

Instructor should begin by explaining that rhetorical questions are questions which the speaker does not necessarily intend to be answered. Allow students to offer examples of rhetorical questions they have heard. Primarily, a rhetorical question is a linguistic device used in English to simply make certain types of statements for a variety of functions. For example, rhetorical questions can be used to denote surprise, fear or annoyance (What are you doing?! Are you crazy?!). Additionally, many English idioms are rhetorical questions. Likewise, instructors will use rhetorical questions to re-emphasize content and presenting new material, (“So, how does this effect the plaintiff’s case? First, he may have to petition for an extension and . . .”)

Finally, provide a quick review of question intonation and listening for questions before moving on to Activity II.

Activity II:

Based on Brown’s Taxonomy of Types of Bottom-up Exercises for Teaching Listening Comprehension:  Goal – Become Aware of Lexical and Suprasegmental Markers for Definitions

1. Have the students put away the prepared transcript from Exercise I.

2. Hand out exercise sheet (example in Appendix I: Supplemental Materials) which lists three questions uttered by the instructor in the law lecture video segment. Ask students to identify which, if any, are rhetorical sentences. After students give their answers, ask if there is additional information needed to identify which sentences might be rhetorical sentences.

3. Replay the video segment which contain the questions posed by the law lecturer. Again, students can offer their answers on which questions were rhetorical. Some of those who are correct should be able to offer what alerted them (intonation, context, instructor body language, language used before the questions, etc.) that some of the questions were of a rhetorical nature.
4. Replay the video segment one additional time allowing the students to view the transcript. Instructor should now promote a discussion on what the law lecturer’s goal was in using the rhetorical questions (to provide examples). Instructor will once again reinforce some of the various functions rhetorical questions serve in a lecture presentation: introduce new material, provide examples, define terms, reconnect the new material to previously presented material, etc.

5. Again in their groups for approximately 10 minutes, students will use the video transcript to create alternative rhetorical questions the law instructor could have used in his lecture. (This is to reinforce the importance of listening carefully when they recognize a question is being asked, because oftentimes it is a rhetorical question meant to provide key information.)

6. Finally, each member of every group will read aloud one of their rhetorical questions in order to practice using the proper stress/intonation in asking questions. This provides a final opportunity for the students to hear additional examples of the use of rhetorical questions and to ask questions to further clarify the function of rhetorical questions in a lecture setting.

Materials: PROF–A-01 Lecture Excerpt; Prepared Transcript; Rhetorical Questions Exercise Sheet
APPENDIX I

SUPPLEMENTAL MATERIALS FOR LECTURE COMPREHENSION LESSON

Exercise One Activity: Idiom Identification

Instructions: As a group, use your notes to discuss and identify the correct idiom needed for each blank in the transcript of the previously viewed video segment. Guessing is allowed!

a. as long as: on the condition that; only in the case of
b. at the end of the day: when everything has been taken into account
c. a consistent picture: continuous situation or view of a situation
d. chances are: it is probable
e. come up with: produce or to “figure out” (also an idiom); decide upon
f. doesn’t hold water: does not show to be true or logical under close scrutiny
g. in the pipe line: something in the process on being worked on, but is not yet ready
h. kick in: when something begins to work; begins to be in effect
i. not too fond of: prefers not to; does not like to; resists
j. on the books: made into a law or rule
k. on the face of it: on the basis of appearance
l. sweep it under the carpet: to ignore a problem
m. wait a minute: a literal request for someone to wait; also used to express surprise, doubt or disbelief

Additional idioms can be found at: http://en.wiktionary.org/wiki/Wiktionary:List of idioms
You have to be a bit careful though, in particular if you’re in America, because United States is not signatory to an awful lot of international agreements. Other countries sign this kind of agreements more quickly than the United States. The US Senate is ________________ of ratifying many of these multi-lateral international agreements and there are some political reasons for this, but there are also some legal reasons; namely the distinction between self-executing and non self-executing treaties and it is easier for a treaty to be self-executing and therefore applicable in the domestic courts in this country than in many other counties. So other countries can sign agreements, and their courts will never apply them. If the United States signs an agreement, ________________ US courts will apply them. That’s why the US is somewhat more reluctant in signing them. So check the membership first. Yes (calls on student; student asks a question.)

Well, the US is not signing. It’s signing some of these. And, and you can always, for example, remember this Sharpo discussion: is the measure really a disguised restriction, a propot-uh, um, protectionist measure, that the sort of the ultimate, uh, safeguard? You know, you come to conclusion everything is fine, they have very carefully and designed and crafted the measure, we cannot accuse the country of, um, having ________________ some justification that ________________, but we still feel that it doesn’t work. It really is protectionist. And you can prove that for example, if there is an internal inconsistency that they impose it only on the foreign product, but they don’t, they have the legislation maybe domestically. Now, if there is legislation that all the products have to conform to the standards but you can demonstrate that it’s not
enforced for domestic products; that’s a typical example. ____________,
__________ the law is non discriminatory. But you know that whenever a foreign,
a foreign company has the problem, they enforce it and in frequent cases when it’s a
domestic kind of company they somehow _____________________. Then you can say,
well this is not a real concern because it seems that only the pollution coming from the
imported products is really being addressed. That’s when the Sharpo ____________,
so you, uh, if you don’t find international agreements that the US has ratified, look at
domestic legislation.

Is it a ________________ here; are we really concerned about health or are we
at the ________________, are we honest just imposing a protectionist measure that gives
our domestic industry an advantage in the market place? So you want to look for
consistency, that’s the Sharpo test, you know. Do we have, um, a, a similar standard for
similar problems if they’re domestic?

Yea, you know, and they will have some green papers, white papers, policy
statements; the fact that they’re only at the beginning that they’re not yet covering every
as(pect) that’s ok. You know ________________ you see a consistent movement. If
they start making exemptions that happen to be all for domestic and never for imported,
then you’ll say _________________, this doesn’t work. If they haven’t yet covered
everything, but there’s some things are in the ________________ and so that’ll be fine.
Exercise One Activity: Idiom Identification Instructor Answer Key

You have to be a bit careful though, in particular if you’re in America, because United States is not signatory to an awful lot of international agreements. Other countries sign this kind of agreements more quickly than the United States. The US Senate is not too fond of ratifying many of these multi-lateral international agreements and there are some political reasons for this, but there are also some legal reasons; namely the distinction between self-executing and non self-executing treaties and it is easier for a treaty to be self-executing and therefore applicable in the domestic courts in this country than in many other counties. So other countries can sign agreements, and their courts will never apply them. If the United States signs an agreement, chances are US courts will apply them. That’s why the US is somewhat more reluctant in signing them. So check the membership first. Yes (calls on student; student asks a question.)

Well, the US is not signing. It’s signing some of these. And, and you can always, for example, remember this Sharpo discussion: is the measure really a disguised restriction, a proprot-uh, um, protectionist measure, that the sort of the ultimate, uh, safeguard? You know, you come to conclusion everything is fine, they have very carefully and designed and crafted the measure, we cannot accuse the country of, um, having come up with some justification that doesn’t hold water, but we still feel that it doesn’t work. It really is protectionist. And you can prove that for example, if there is an internal inconsistency that they impose it only on the foreign product, but they don’t, they have the legislation maybe domestically. Now, if there is legislation that all the products have to conform to the standards but you can demonstrate that it’s not enforced for domestic products; that’s a typical example. One the face of it. On the
books the law is non discriminatory. But you know that whenever a foreign, a foreign company has the problem, they enforce it and in frequent cases when it’s a domestic kind of company they somehow sweep it under the carpet. Then you can say, well this is not a real concern because it seems that only the pollution coming from the imported products is really being addressed. That’s when the Sharpo kicks in, so you, uh, if you don’t find international agreements that the US has ratified, look at domestic legislation.

Is it a consistent picture here; are we really concerned about health or are we, at the end of the day, are we honest just imposing a protectionist measure that gives our domestic industry an advantage in the market place? So you want to look for consistency, that’s the Sharpo test, you know. Do we have, um, a, a similar standard for similar problems if they’re domestic?

Yea, you know, and they will have some green papers, white papers, policy statements; the fact that they’re only at the beginning that they’re not yet covering every as(pect) that’s ok. You know as long as you see a consistent movement. If they start making exemptions that happen to be all for domestic and never for imported, then you’ll say wait a minute, this doesn’t work. If they haven’t yet covered everything, but there’s some things are in the pipeline and so that’ll be fine.
Exercise Two Activity: Understanding Rhetorical Questions

Instructions: Which questions posed by the law lecturer in the video presented earlier are rhetorical and which are direct questions meant for students to answer? Circle correct answer.

1) Is the measure really a disguised restriction, a .proport-uh, protectionist measure, that the, sort of the ultimate, uh safeguard?
   - rhetorical question /direct question

2) Do we have, um, a, a similar standard for similar problems if they’re domestic?
   - rhetorical question/direct question

3) Is it a consistent picture here; are we really concerned about health or are we at the end of the day, are we honest(ly) just imposing protectionist measure that gives our domestic industry an advantage in the market place?
   - rhetorical question/direct question

Instructions: Using the video transcript from today’s lesson, write out four sample rhetorical questions the law lecturer could have used in his lecture. Remember the various functions of rhetorical questions in lectures when you create your questions: (i.e. introduce new material, provide examples, define terms, reconnect new material to previously presented material, etc.)

1) ________________________________________________________________

2) ________________________________________________________________

3) ________________________________________________________________

4) ________________________________________________________________