**Project Title : Language , Image and Identity.**

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| **Project Aim: a)** To co write a (shared google document) article explaining our viewpoints on the topic of **The links between Language, Image and Identity.**  b) To give a short 2 minute oral presentation on your views on Language, Image and Identity.  **Project Outcomes: Productive:** Can give a short (written/oral) presentation on a topic related to the learner’s own experience. Has a wide range of lexis to write /speak about the topic in a sophisticated way. Can deliver a short presentation using correct word/sentence stress/rhythm and intonation. Can add emphasis to what you are saying (cleft sentences and negative inversions at C1 level) .  **Receptive:** Can understand ( reading & listening to) a short presentation on a topic related to the learner’s own experience. Can research a topic online. |

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| **Useful Language:**  B2/C1 level.  I would like to tell you about  I was born and bred in…  To avoid assumptions  The only problem is …  Needless to say…  When I was young I would hate..+ing  It makes me feel  I used to read/watch..  He was say things like..  We learn X by imitating Y  It comes at a risk..  Because contrary to what we assume..  I strive for ( to)  other?..... |

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| **Driving Question**; **How does your image, identity change when you are living abroad and speaking a foreign language?**  **Related questions:**  **Language:**  What do you learn about a country/culture by learning the language? Is there an obligation to learn that language if you live there?  How can speaking other languages (specifically) help you in your career?  What are the best current apps and websites to help you learn English?  Can you remember an anecdote about learning a language ( when you felt empowered/happy/frustrated/embarrassed/angry etc?  **Image and Identity?**  Did you care about your image when you were growing up? What were you like?  What were the main influences on your image? Who were your heroes? Who were the people that most influenced you?  How has your image developed as an adult? Do you identify 100% with your country/culture? Why/not?  When people meet you what image do they get at first? Is that the true you? |

**Staging the Project:**

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| **Stage 1: T**he teacher can begin the project by introducing interview questions about lifelong learning of languages) related to their experience with their course here at Alpha cf example below. The class can work in pairs or small groups to carry out the interviews with students from others countries/cultures. After conducting the interview the class can come together for a class discussion.  Follow up work: students can write about a time they felt or acted differently because they were speaking another language. |
| **Stage 2** Hetain Patel’s TED Talk on **Image and identity** **‘Who am I? Think again?** is a good way of introducing the concept of how the students image and sense of identityare affected by language/accent etc**.** The key themes he deals with are how the way we look, speak and act portray who we are and how these develop as we grow up. (Alternatively the key topics could be discussed through a questionnaire). (the transcript of the talk may help) https://www.ted.com/talks.  Extension: Students can prepare a short oral anecdote about their experiences learning a language. |
| **Stage 3:** Students relate their anecdotes about learning a language in groups.  Students then divide into pairs or small groups and analyse the transcript to Hetain Patel’s TED TALK for useful language. They should make a list of useful phrases he uses in the talk. They then read their own written work from the IWB and see, as a class, if they can integrate some of the useful language Hetain Patel uses.  The class is going to share a google doc and include a short extract from what they have written and edit it into one article which will be published on social media on Friday. The article will address the question…..**Does your image, identity change when you are living abroad and speaking a foreign language?**  Follow on work for oral presentations: Students write a script for a presentation ( 2-3 minutes on the driving question). |
| **Stage 4: Reflection & editing:** Teacher and students work on the final edit for the shared google article. The final version of the google article will be published on storify/facebook/padlet etc on Friday.  Students have their oral presentations corrected/edited. Students decide in which order they will present on Friday and whether they will work in one or two groups. |
| **Stage 5:** The first project aim is to **publish** the finished google article ‘**Does your image, identity change when you are living abroad and speaking a foreign language?’** Last minute edits can be done at this stage.  Then in groups ( or in smaller classes as one group) the students can present their short presentations on the topic to each other. Students use a short template questionnaire to help them listen and respond to each short presentation. After each presentation ( 2-3 minutes the presenter can take follow on questions ( 2-3 minutes) Presentations can be filmed and the teacher can give individual and group feedback. |

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| **Project Template 1: Reflection on The Project Experience**  **Name of Student:**  **TITLE & LINK of article:** |
| 1. **Did you enjoy the TED Talk/ other You Tube videos you watched on this topic? Why/not?** 2. **What aspect of the group discussions did you most enjoy?** 3. **Was it useful to write about the topic? What did you learn from it?** 4. **Was it helpful to do a short oral presentation to your classmates? Why/not?** 5. **What did you think of the final product of the project? Are there ways the project could be improved?** |

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| **Project Template 1: While listening questions.**  **Name of Student:**  **TITLE & LINK of article:** |
| **1. While you listen to each of your classmates short presentations think of a follow on question to ask afterwards?**  **a)**  **b)**  **c)**  **d)**  **e)**  **2. What did you like about each presentation? ( the use of useful language, the message, the use of humour, the use of anecdote, the gestures/visuals used, etc)**  **a)**  **b)**  **c)**  **d)**  **e)** |

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| **Initial Interview Questions: Learning a Foreign language.**  **Name of Student:** |
| Q1. When did you start learning English? How long have you been learning English?  Q2. Did you enjoy learning languages in school? Why/Not? Are languages well taught in your country?  Q3. When did you become committed to really speaking a foreign language?  Q4. What is your current motivation for learning English?  Q5. How do you feel as a foreign speaker of English in Dublin?  Q7. Does speaking a foreign language change you in any way? If so, how?  Q8. Does living abroad give you a freedom to reinvent yourself?  Q9. Have you experienced prejudice or misunderstanding about your culture?  Q10. Could you live long term in this culture? Why/not? |