ERASMUS+ STRATEGIC PARTNERSHIP

Mediation in Language Learning and Teaching (MiLLaT)
2019-1-PL01-KA203-065746

TASK DESCRIPTION AND PILOTING FORM

Part 1 – Task Description

GENERAL INFORMATION

Task title: METAPHOR IN POLITICAL DISCOURSE

Task author/Institution:	Lesson type: ☒ online ☐ in-class	Target learners/course: *English for Politics*
CEFR starting level: **C1** C1/C2	Group dynamics (e.g. pair work/groups of X): Group work: 4-5 members per group	Target language of the course: English **Other language(s) used:**

Mediation scale(s) relevant to the task. Up to three scales can be included here:
COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING
STRATEGIES TO EXPLAIN A NEW CONCEPT - BREAKING DOWN COMPLICATED
INFORMATION
PROCESSING TEXT IN WRITING

Short description of the task:
Analysis and interpretation of metaphor in a piece of political discourse.

Expected learning outcomes: By the end of the task, students will be able to…

1. Identify metaphorical expressions in political discourse;
2. Explain metaphorical reasoning by offering the conceptual metaphors that underly the metaphorical expressions used in political discourse;
3. Interpret the meaning created through the use of metaphor in political discourse;
4. Share argumentation and collaborate in identifying metaphorical expressions, conceptual metaphors and their interpretation in political discourse,
5. Evaluate the colleagues' contribution and express their evaluation.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

B2 level of English

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):

Activity 1: Class presentation by the teacher – short introduction to the theory of conceptual metaphor
Activity 2: Practical application of the theory – analysis of given examples of metaphor by identifying metaphorical expressions and conceptual metaphors
Activity 3: Reading a text and class discussion on what makes metaphor a powerful conceptual and rhetorical tool in political discourse

Detailed description of the task:	Time required: approximately 2 ac. hours
Step 1: 4 wikis are created by the teacher in the Moodle course account for students to work in groups of 4-5, the wikis a titled with the respective students' names. The same piece of discourse taken from the British Conservative party Manifesto of the year 2010 is given in each wiki.	40 min. to complete every task of the wiki
	20 min. to prepare a presentation for the class
	5 min. to deliver (for each group), 20 min. for 4 groups.
Step 2. Firstly, each group has to collaborate in finding and highlighting metaphorical expressions in the wiki by using a different colour by each group member. The teacher gives comments to each group.	10 min. a rounding up discussion
Step 3. Secondly, each group has to collaborate in figuring out the conceptual metaphors for the highlighted expressions. The teacher gives comments and further modifies the task depending on each group's progress.	
Step 4. Finally, each group prepares a short (4-5 min.) ppt presentation on 3-4 examples of metaphor from the given text and shares it in a video class. Presentations are followed by approximately 10 min. of a rounding up class discussion.	
Step 5. Optional consultations with the teacher are welcome at any stage of the task.	

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and

when should they be done?):

A possible follow-up activity: the group work to find another piece of political discourse from the media, like BBC, CNN, etc., or from political speech websites and prepare a presentation on the use of metaphor.

Resources required by the teacher:	**Resources required by the students:**
Internet access, an IT device (PC, laptop)	Internet access, an IT device (PC, laptop), enrolment in the course virtual learning platform Moodle

Potential challenges and solutions:

Challenge: inadequate contribution of students in each group.

Solution: as the task is fulfilled in stages, the teacher has a possibility to intervene and encourage more active participation.

Challenge: variation in students' prior knowledge and experience related to the analysis of metaphor.

Solution: the task includes individual consultations with the teacher.

Part 2 – Task Piloting

To be completed by the teacher piloting the task		
Piloting teacher/institution:	**Lesson type:** ☐ online ☐ in-class	**Target learners/course:**
CEFR starting level of the students: Choose an item.	**Number of students / group dynamics (pairs/groups of X):**	**Target language of the course:** **Other language(s) used:**

Pre-task activities
How well did the students complete the pre-task activities?

Did you modify the activities (why/how?) or would you suggest any changes (what/why)?

Completion of the task
How well did the students complete the task?

Did you modify the task (why/how?) or would you suggest any changes (what/why)?

Post-task follow-up
How well did the students complete the post-task activities?

Did you modify the activities (why/how?) or would you suggest any changes (what/why)?

Resources required
Were the resources sufficient?

Can you suggest additional/alternative resources for the task?

How would you evaluate the skills of the students according to the relevant mediation scale(s)? Up to three scales can be included here:

CEFR mediation scale: Choose an item.
Level(s) of the students: A1 ☐; A2 ☐; B1 ☐; B2 ☐; C1 ☐; C2 ☐

CEFR mediation scale: Choose an item.
Level(s) of the students: A1 ☐; A2 ☐; B1 ☐; B2 ☐; C1 ☐; C2 ☐

CEFR mediation scale: Choose an item.
Level(s) of the students: A1 ☐; A2 ☐; B1 ☐; B2 ☐; C1 ☐; C2 ☐

How successful was the task overall in developing mediation skills?
Would you use it again or recommend it to other language teachers? Explain you answer.
How would you rate the task on a scale from 1 (poor) to 5 (excellent)? Choose an item.