**ERASMUS+ STRATEGIC PARTNERSHIP**

Mediation in Language Learning and Teaching (MiLLaT)

2019-1-PL01-KA203-065746

**TASK DESCRIPTION AND PILOTING FORM**

**Part 1 – Task Description**

**NOTE: Necessary materials for the task are available in a single shared Moodle page**

**with guest access:**

https://teacamp.vdu.lt/course/view.php?id=66

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| **GENERAL INFORMATION** | | |
| **Task title: VARIETIES OF LANGUAGES** | | |
| **Task author/Institution:**  **Daiva Pundziuviene**  **VMU** | **Lesson type:**  **online**  **in-class** | **Target learners/course:**  **English B2** |
| **CEFR starting level:**  **B2** | **Group dynamics (e.g. pair work/groups of X): pair work, group work** | **Target language of the course: English**  **Other language(s) used:**  **students will need to speak about their native language** |
| **Mediation scale(s) relevant to the task. Up to three scales can be included here:**  **FACILITATING PLURICULTURAL SPACE**  **COLLABORATING IN A GROUP - FACILITATING COLLABORATIVE INTERACTION WITH PEERS**  Choose an item. | | |
| **Short description of the task:**  Firstly, students tell about the varieties (accents & dialects) of their mother tongue in English. Secondly, they are acquainted with the problem of ‘accentism’ and discuss how linguistic discrimination may affect people. Finally, students are acquainted with main varieties of the English language in the UK. | | |
| **Expected learning outcomes: By the end of the task, students will be able to:**   * tell about the varieties (accents & dialects) of their mother tongue in English; * better understand the concept of linguistic discrimination and express their opinion on the issue of ‘accentism’; * tell about the varieties of the English language in the UK. | | |

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| **TASK DESCRIPTION** | |
| **Background knowledge or sub-skills required by the students:**  The students need to have successfully completed English B1 level, which is the course requirement.  No other specific skills or advance preparation is necessary. | |
| **Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):**  The pre-task activity consists of students’ homework. They need to find answers to the following questions:  1) How many languages are there in the world?  2) Which language has the largest number of native speakers?  3) Which languages are in the 2nd, 3rd and 4th place? | |
| **Detailed description of the task:**  1) Firstly, the teacher asks students to provide correct answers to the questions, which were set as their homework.  Secondly, the difference between two terms – a dialect and an accent – are discussed.  Thirdly, students work in pairs and tell their partner about their mother tongue, focusing on the following questions:   * What different accents and dialects are there in your first language? * What do these variations indicate about the speaker (e.g. where they come from, their social status, age, etc.)? * Do some dialects or accents have some positive / negative associations?   *! If the class is mostly monolingual:*  **Student A:** answers the questions about his / her mother tongue  **Student B:** pretends to be a foreigner who knows nothing about that language  2) All students watch the video 'Accentism’:  New classism determines social status in UK:  <https://www.youtube.com/watch?v=_8OLWDOvJ9E>  After watching, students have to discuss the following questions:   * What is ‘accentism’? * What are 5 problems related to accentism in the UK, that were mentioned in the video? * How might people who have been linguistically discriminated feel? * What are 6 accents or places in the UK presented as examples of the regional language?   3) Role play: ‘Should we all use a standardized language?’  **Student 1:** speaks with an accent, which is considered low prestige, and was unable to get a job because of it.  **Student 2:** a linguist who thinks that accents / dialects should be preserved as they are important for our heritage.  **Student 3:** speaks the standard language, thinks that dialects are a nuisance.  (Role-play adapted from: *Cambridge Academic English. Advanced. Student’s Book*)  4) Final discussion on how the students enjoyed the activities, if they made them think about the importance of their native language, if their mother tongue (and non-standard varieties of their mother tongue) are an important part of their identity, etc. | **Time required:**  **about 3 min.**  **about 2 min.**  **about 6 min. (3 min. for each student)**  **about 10-15 min.**  **about 10 min.**  **about 6-7 min.** |
| **Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):**  **Varieties of English in the UK:** as their homework, students have to watch 7 extracts from the following videos:   |  |  | | --- | --- | | Geordie | <https://www.youtube.com/watch?v=Zwx0-oewjsM> | | Cockney | Michael Caine  <https://www.youtube.com/watch?v=YDgGK3sAOt8> | | Yorkshire | Michael Parkinson  <https://www.youtube.com/watch?v=YDgGK3sAOt8> | | Scottish | <https://www.youtube.com/watch?v=TqAu-DDlINs> | | Welsh | Tom Jones  <https://www.youtube.com/watch?v=g7q0NMZIxxI> | | Irish | Dara O'Briain  <https://www.youtube.com/watch?v=pxQhLZ5bMyQ> | | Queen's English | <https://www.youtube.com/watch?v=DPZkrRpJ4Zc> |   After watching, they have to prepare a written reflection on the following questions:   |  |  |  |  | | --- | --- | --- | --- | | **(Think about**  **WHY)** | **How easy is it to understand?** | **Would you trust information from this person?** | **Would you like to speak like this?** | | Geordie |  |  |  | | Cockney |  |  |  | | Yorkshire |  |  |  | | Scottish |  |  |  | | Welsh |  |  |  | | Irish |  |  |  | | Queen's English |  |  |  |   (The post-task adapted from: www.breakingnewsenglish.com)  **!** The question ‘Would you trust information from this person?’ is usually quite provoking and it provides an opportunity to organize a further discussion on ‘accentism’. | |
| **Resources required by the teacher:**  questions for students’ discussions and role-plays, role-cards, video links | **Resources required by the students:**  role-cards & video links |
| **Potential challenges and solutions: -** | |

**Part 2 – Task Piloting**

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| **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. | | |