

The background features several large, overlapping organic shapes in shades of pink and purple. A prominent light pink shape is in the upper right, while darker purple shapes are scattered throughout. The overall aesthetic is modern and minimalist.

PEER TO PEER

LANGUAGE

PEER TO PEER

LANGUAJE

*Romani
Phen*

 Asociación
Gitanas
Feministas
por la Diversidad

 Amare
Romentza

 Ribaltambição

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WHILE WE TALK , WE CREATE.

RESOURCE 1

TIMING:

1 session of 2 and a half hour. (+ 15 minutes feedback + 10 minutes of planning)

INTRODUCTION :

In this resource we will analyze the power of the language in our lives, how the words can influence the persons, how they can help and support or just the opposite. We will learn about the main uses of the language. Language is the main means of communication through which values, beliefs, ways of thinking and acting are transmitted. At learning language we are learning to construct meanings, to communicate with others, to defend own points of view, to develop the sensibility, to develop the sensitivity.

Language has two ways of representation: orality and writing, both privileged for communication and social interaction.

In the oral sphere, one speaks and listens; in the written sphere, one reads and writes. Language teaching from a communicative, functional and cognitive approach involves referring to the uses of language, promotes learning that recovers linguistic uses so that the student can perform competently in different situations of social exchange.

We want to address the content of Journalistic texts: the news and interviews. Studying interviews we will discover that interviewing people around us is one of the activities of the linguistic and social sphere that brings mutual knowledge and the information.

FINAL PRODUCT:

Written new and Oral interview.

• **OBJECTIVES:**

- To learn the importance of the use of language.
- To discover the different functions of the language.
- To promote collaborative dialogues between the students.
- To develop a critical view .
- To recognize the characteristics of a news item.
- To motivate oral production and listening in different situations.
- To reproduce an imaginary new .
- Identify different journalistic genres.
- Differentiate between oral and written codes.
- To know the characteristics of a journalistic interview.
- Preparing, conducting and writing a journalistic interview.

• **CONTENTS :**

- Respect for the linguistic uses of the interlocutors.
- Listening different uses of the language
- Learning and reproducing the structure of a new and an interview.
- Critical attitude towards the uses of the language that involve sexual and racial discrimination.
- Analysis of the messages transmitted by the media, adopting a critical stance towards them.

- Comprehensive reading of the texts.
- Interest in deciphering the meaning of symbols related to their daily lives.
- Identify communicative intent.
- Positive attitude towards revision of oral and written production.

MATERIALS:

Notebooks, pens, news, portofolio, interview.

DEVELOPMENT OF THE SESSION:

- **Activity 1:**

The peer tutor will invite the participants to sit in a circle. Explain that they will be doing an exercise to understand the influence of the language in their lives. Ask the participants to divide into groups of 3-6. Ask each group to do the following: Reflect for sometime on your peer group about language.

What is language? How we use it ?
How can it influence our way of thinking? And our feelings?
Can a word change your mood?
Discuss about it and list it in your notebooks.

20 minutes

- **Activity 2 :**

The peer tutor will ask the students to reassemble in the large group and present their work. Encourage the participants to discuss each other's presentation. She can facilitate the discussion by asking the following questions:

What do you think about the ideas they are sharing?

Why do you think they are not, or they are realistic?

What have you learn from your own group and the other group?

What aspects do you agree or disagree with?

20 minutes

- **Activity 3:**

After these activities the peer tutor will explain to the large group the three basic functions of the language on communicaton : Appellative or conative function, representative or informative function and emotive, expressive or symptomatic function, giving an exemple of each of them. The next task will be for each one of them to create by their own an example of each language function mentioned above, and read them aloud for their mates, the rest of students have to guess wich function is using her mate.

(e.g " Come here right now" - Appellative Function. " *It ´s raining*" - Informative function. " *I am full of joy today*" – Expressive function.)

20 minutes

- **Activity 4 :**

By pairs now, the students will analyze and share how is their internal dialogue, do you talk to yourself with respect? Do you speak to yourself in a loving and caring way? They will try to find new ways to talk to their own selves , with the support of the other student, trying to make the internal dialogue more comprehensive, loving and supporting in order to achieve a stronger self-esteem.

20 minutes

- **Acticity 5 :**

The peer tutor will introduce to the class the components and eststructure of a written new.

The participants must macht in small groups and from the news bank, they will read news on events occurring to members of the Roma community. They will analyze and reflect on the news, exchanging opinions and ideas, from a critical point of view.

Then, working individully and using the template, each student will invent and write down in their notebooks a new that they would like to hear.

When these invented news are finished , read them aloud while the rest of the students are with their eyes closed and making up in their imagination the news they hear, the words are creating an escenario in your mind, words are powerful, now vote for the new you enjoyed the most listening at!

30 minutes.

- **Activity 6 :**

The peer tutor will give an copy with an interview from a Roma woman artist , Malgorzata Mirga- Tas, they will read it and learn the structure of an interview.

Now, working in pairs, they will read and interview and study its structure. The students have to conduct an interview among themselves, writing in their notebooks the role each student will play, interviewee and interviewer.

When their interviews are done, they will play them, by pairs, for the rest of the class.

40 minutes.



MATERIAL AND DIDACTIC REASOURCES USED IN THIS SESSION:

- **ACTIVITY 5:**

THE NEWS

Resource “While we talk, we create”

TEMPLATE

THE NEWS

TITLE (we can put it before or after writing the news item)	
WHO?	
WHEN?	
HOW?	
WHERE?	
INTRODUCTION Relate the above information without using long sentences.	
WHAT Write the facts in chronological order. Tell in detail, using adjectives that explain and complement. Remember to use short sentences.	

- **ACTIVITY 6**

THE INTERVIEW Resource “While we talk, we create” “For the Roma, borders don´t exist: An interview with Malgorzata Mirga-Tas”