

## Further Oral Activity

The further oral activities are intended to address the relationship between language, meaning and context. Students are required to engage in at least two further oral activities, one based on part 1 and one on part 2 of the course. The mark of the best activity is submitted for final assessment; the marks of the other activities must be recorded and kept by the school.

These activities are an opportunity to explore some of the topics and learning outcomes in parts 1 and 2 of the course. Underpinning these is the issue of intercultural understanding. Through the examination of the cultural context of a text, including the way and the medium through which it is communicated, students will be able to engage with the process of intercultural understanding and thereby reflect on their own cultural practices. A wide variety of activities can be undertaken and these may be individual presentations or interactive in nature, integrating both **listening and speaking** skills.

**Students are expected to choose their activity in consultation with the teacher and link it to one (or more) specific learning outcome(s).**

Following the completion of the activity students are required to complete a reflective statement on the oral, commenting on their performance and the progress they made in achieving the aims they had set themselves. This must be retained by the school and may be required by the IB's assessment operations department.

There must be a clear link between the activity and the texts that have been studied in a particular part of the course.

A recording is not required or sent for external moderation. The maximum mark for the assessed further oral activity is 30.

### Part 1: Language in cultural context

In this part of the course students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world, and how language shapes both individual and group identity. Topics for stimulating approaches to the unit are listed below, each of which implies a range of vocabulary and writing styles with which students should become familiar.

Students studying this part of the course should pay particular attention to the role of language in relation to the many areas involved in the construction of meaning and understanding of particular issues in the world.

The study of language in cultural context aims to enable students to meet the following learning outcomes.

<b>Part 1: Language in Cultural Context Learning Outcomes</b>	
<b>1.</b>	<b>Student will analyze how audience and purpose affect the structure and content of texts</b> Areas to be considered could include: <ul style="list-style-type: none"><li>- the use of persuasive language in political speeches</li><li>- the features of SMS messages</li><li>- postcolonial rereadings of texts.</li></ul>
<b>2.</b>	<b>Student will analyze the impact of language changes.</b> Points to be considered could include: <ul style="list-style-type: none"><li>- the impact of electronic communication on meaning</li><li>- the influence of government policy</li><li>- the emergence of new vocabulary from the language of groups (for example, young people)</li><li>- the disappearance of vocabulary and of languages themselves</li></ul>
<b>3.</b>	<b>Student will demonstrate an awareness of how language and meaning are shaped by culture and context.</b> Points to be considered could include: <ul style="list-style-type: none"><li>- the ways in which jargon and professional language are used</li><li>- the ways in which language affirms identity</li><li>- the status given to standard and non-standard forms of the language</li><li>- the status of minority languages in multilingual societies.</li></ul>

The above learning outcomes are achieved through the study of texts in relation to some of the suggested topics listed below.

- Gender (inequality, constructions of masculinity and femininity)
- Sexuality (its construction through language)
- Language and communities (nation/region, subcultures)
- Language and the individual (multilingualism/bilingualism, language profile/identity)
- Language and power (linguistic imperialism, propaganda)
- History and evolution of the language (disappearing and revival languages, Creoles)
- Translation (what is added and what is lost)
- Language and knowledge (science and technology, argot and jargon)
- Language and social relations (social and professional status, race)
- Language and belief (religious discourse, mythology)
- Language and taboo (swearing, political correctness)

**Part 2: Language and mass communication**

In part 2 students consider the way language is used in the media. Mass media include newspapers, magazines, the internet (for example, social networking), mobile telephony, radio and film. This section also addresses the issue of how the production and reception of texts is influenced by the medium through which they are delivered.

The study of language and mass communication means that students will be able to meet the following learning outcomes. While each of the learning outcomes must be covered, the examples provided are not prescriptive but are intended to provide guidance on the ways in which these learning outcomes can be incorporated into the teaching of part 2.

<b>Part 2: Language and Mass Communication Learning Outcomes</b>	
<b>1.</b>	<p><b>Student will examine different forms of communication within the media.</b></p> <p>Areas to be considered could include:</p> <ul style="list-style-type: none"> <li>- advertising</li> <li>- news coverage</li> <li>- opinion</li> <li>- blogs</li> <li>- mobile media.</li> </ul>
<b>2.</b>	<p><b>Student will show an awareness of the potential for educational, political or ideological influence of the media.</b></p> <p>. Areas to be considered could include:</p> <ul style="list-style-type: none"> <li>- public service broadcasting</li> <li>- campaigns</li> <li>- censorship</li> <li>- satire</li> <li>- propaganda</li> </ul>
<b>3.</b>	<p><b>Student will show the way mass media use language and image to inform, persuade or entertain.</b></p> <p>Points to be considered could include:</p> <ul style="list-style-type: none"> <li>- the diversity of audiences</li> <li>- use of style and register</li> <li>- overt and covert forms of bias</li> <li>- layout and use of images</li> <li>- deliberate manipulation of audience</li> <li>- placement and the selection of platform</li> </ul>

The above learning outcomes can be achieved through the study of some of the suggested topics listed below.

- Textual bias (news reporting, sports coverage)
- Stereotypes (gender, ethnicity)
- Popular culture (comics, soap operas)

- Language and presentation of speeches and campaigns (elections, lobbying)
- Language and the state (public information, legislation)
- Role of editing (news bulletins, websites)
- Use of persuasive language (advertising, appeals)
- Arts and entertainment (radio and television drama, documentaries) media institutions (television channels, internet search engines)

### **Examples of further oral activities**

The following is a list of possible activities. This list is neither exhaustive nor compulsory.

#### Structured group discussion

- Discussion arising from materials prepared by a small group of students, for example, identifying the social, cultural and economic position taken by a particular text
- Class discussion where two or three students have been given special responsibilities (advance preparation, particular topics, a short report, a provocative position)—the whole class may participate, but only those two or three students should be assessed independently
- The presentation of material lending itself to discussion within the class, for example, the offering of two opposing readings of a text
- Formal debate

#### Role play

- A dialogue between two public figures with a follow-up discussion highlighting the way meaning is constructed
- A public figure interviewed by the student as him/herself, or in another role (for example, a fellow politician)
- Advertising or public relations figures using language in a meeting to shape the view of a product, brand or public figure

#### Dramatic presentation

- Writing and performing a scene concerning an issue encountered in the study of part 1 or part 2 of the course
- Re-enacting a particular cultural or historical moment with a different focus or interpretation in mind

#### Oral presentation

- A formal speech based on an aspect studied in part 1 or part 2 of the course
- A report related to an aspect of part 1 or part 2 of the course, for example, comparing two newspaper articles on the same topic and identifying the stance taken by the newspapers
- An introduction to a particular topic, for example, the social and cultural contexts of a text
- The examination of a particular interpretation of a text or event
- The setting of a particular writer's text against another body of material, for example, details on social background or political views
- A commentary on the use of a particular image, idea or symbol in a text or texts studied
- A comparison of two texts in part 1 or part 2 of the course
- An account of a student's developing response to a text
- A presentation on image as text
- A presentation highlighting the codes used in a particular visual text

### **Further guidance: Parts 1 and 2 - resources**

A wide range of text types should be included to help students with analysis and production. The list of suggestions below is not exhaustive. Students will pick a text type from below to analyze. Students will select a learning outcome that will help them shape their Further Oral Activity.

Advertisement	Encyclopedia entry	Parody
Appeal	Essay	Pastiche
Biography	Film/television	Photographs

Blog	Guide book	Radio broadcast
Brochure/leaflet	Interview	Report
Cartoon	Letter (formal)	Screenplay
Chart Letter (informal)	Set of instructions	
Database	Magazine article	Song lyric
Diagram	Manifesto	Speech
Diary	Memoir	Textbook
Editorial	News report	Travel writing
Electronic texts	Opinion column	

In addition to the text types mentioned above, literary genres may be used to complement the study of a topic in parts 1 and 2 but should not form the basis of the study. Short texts or extracts from a literary work will usually be more suitable than complete works.

