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UNIVERSITY OF TARTU
Narva College



THE UNIVERSITY
of EDINBURGH

9TH [★]INTERNATIONAL [★]ELT AND
CLIL CONFERENCE


*TALKING ABOUT OURSELVES
IN THE ENGLISH CLASS:
ACTIVITIES AND EXPERIENCES ABOUT
IDENTITY FOR EQUITY AND ACTIVE
CITIZENSHIP AMONG TEENAGERS*


DARIO LUIS BANEGAS

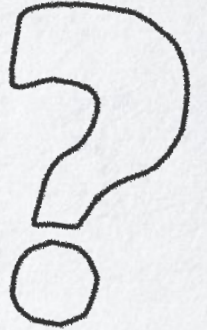




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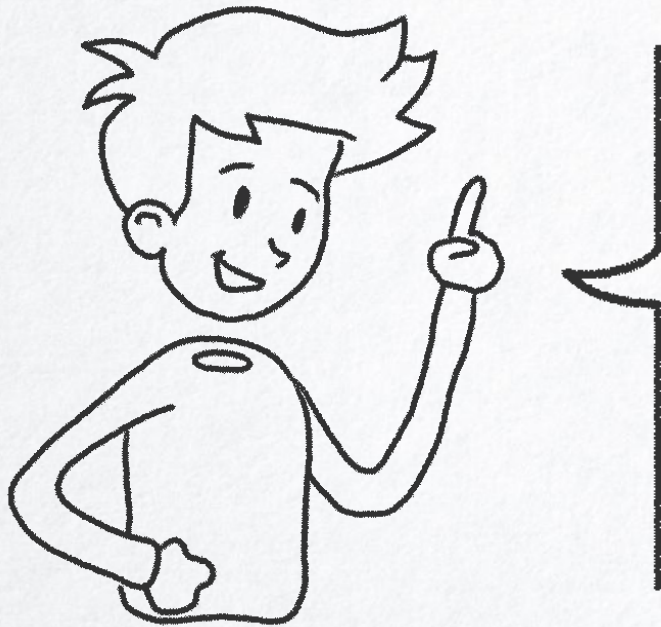


WHO ARE YOU?

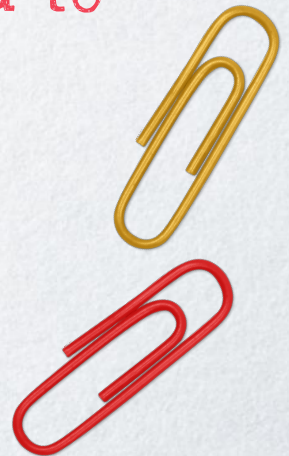
Who are our students? Who are we?

GENIALLY genial.ly 1388-2/HB SOFT

RAISE YOUR ARM IF...



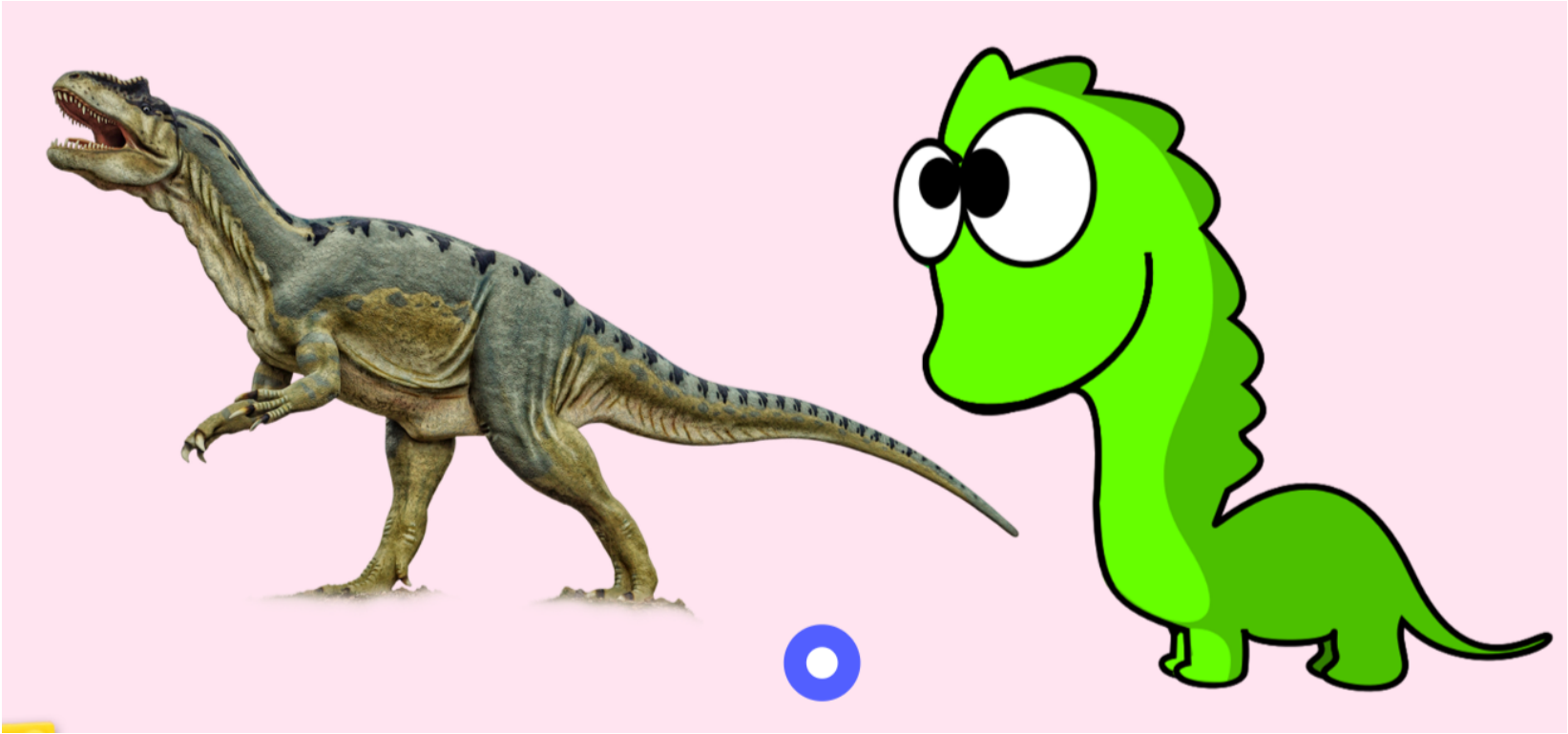
1. ...you enjoy activities that enhance your own professional development.
2. ...you think you're a good teacher.
3. ...you think your colleagues enjoy working with you.
- 4...you've just realised I'll bore you to death with this talk.

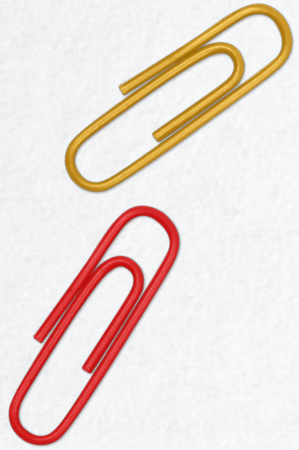


IDENTITY

"how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (Norton, 2013, p. 45).







FIND SOMEONE WHO

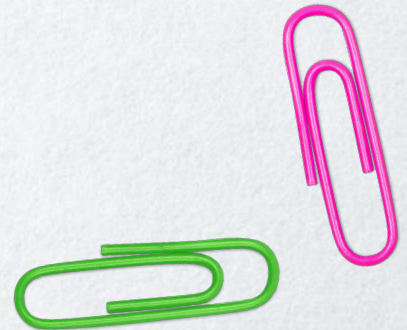
Place? Interests? Dislikes?

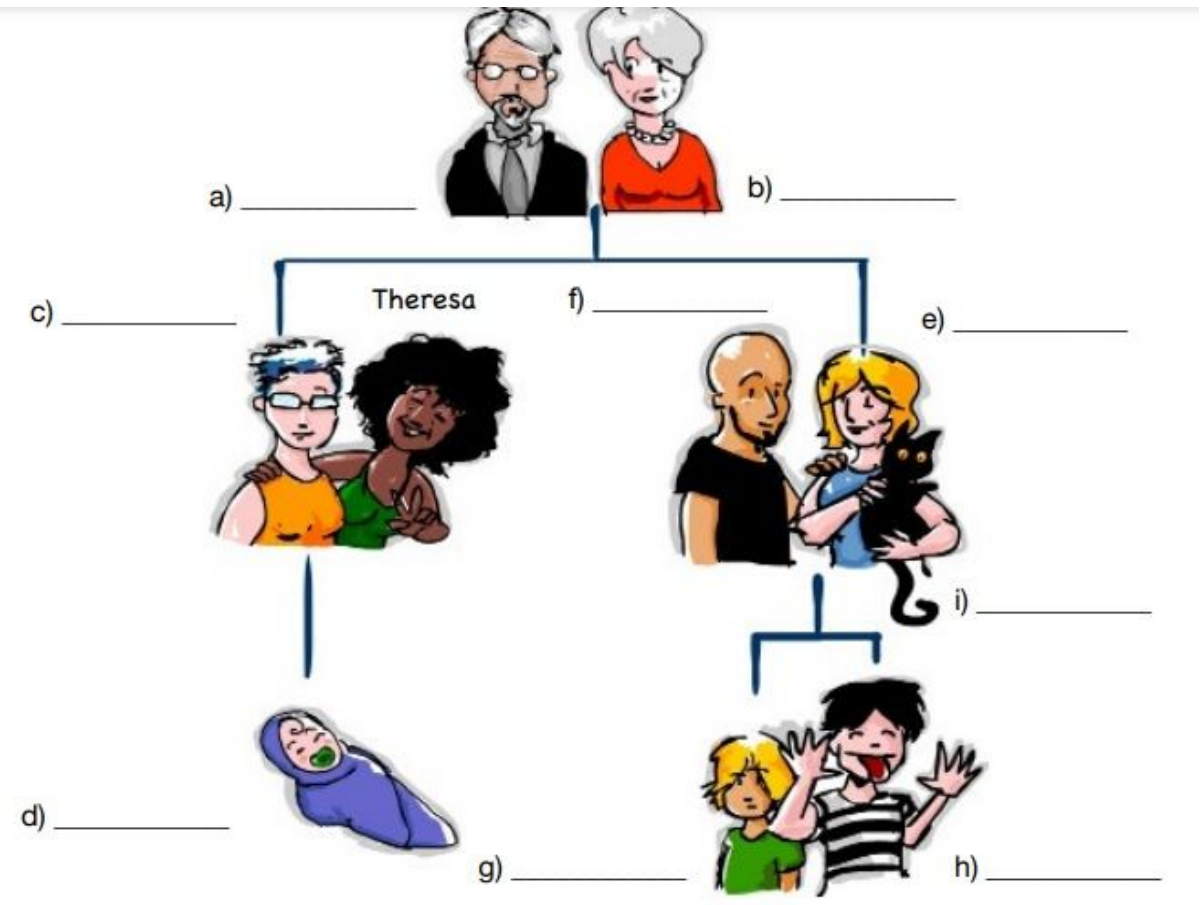


DESCRIBE YOUR FAMILY

But what if...?

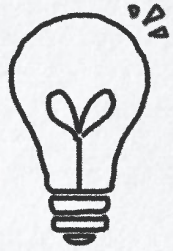
+INFO







FOI





“historically accumulated, culturally developed, and socially distributed resources that are essential for people’s self-definition, self-expression, and self-understanding. Thus the term funds of identity denotes a set of resources or ‘box of tools’ [...] essential for constructing one’s identity and for defining and presenting oneself.”

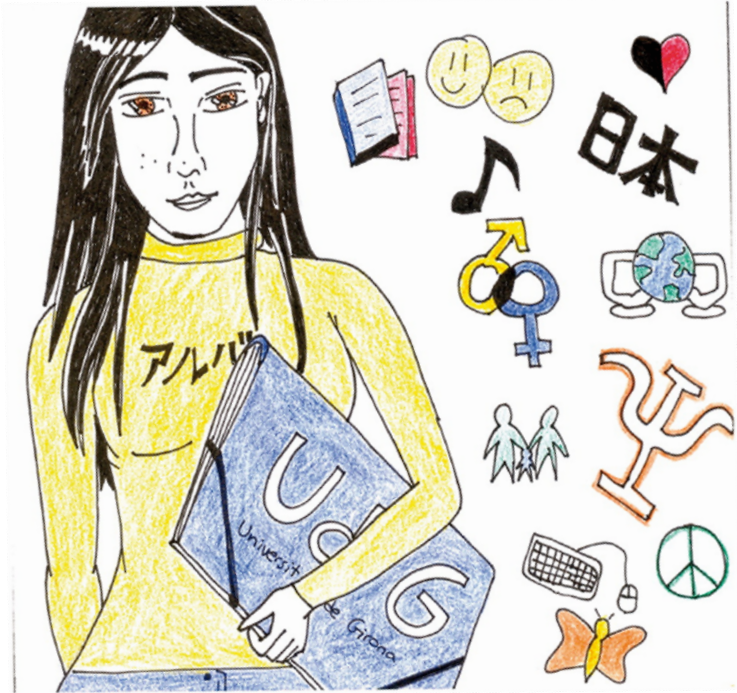
(Esteban-Guitart, 2014, p. 752)



funds of identity

- 
- Social
 - Institutional
 - Geographical
 - Cultural artefacts
 - Practical
 - Valuative

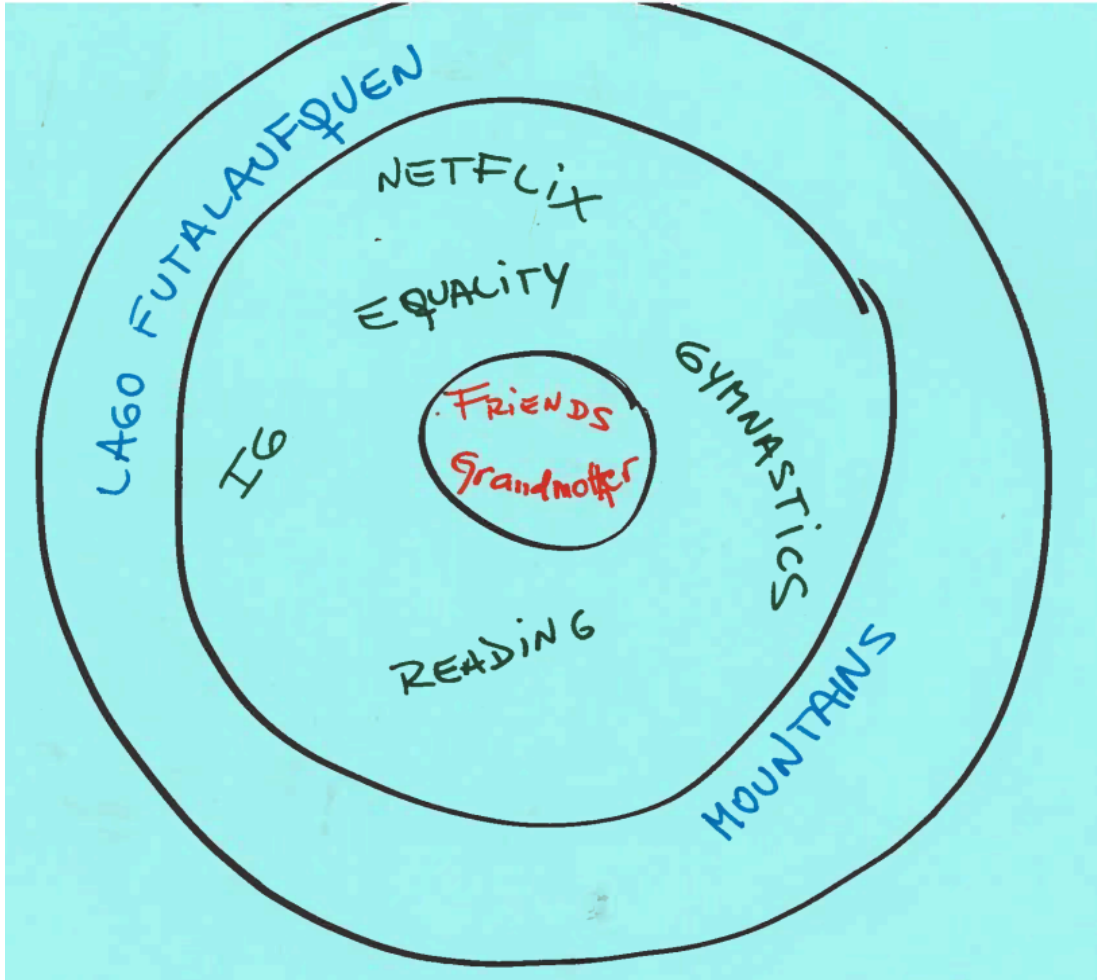




Identity text



FoI toolkit





identity box

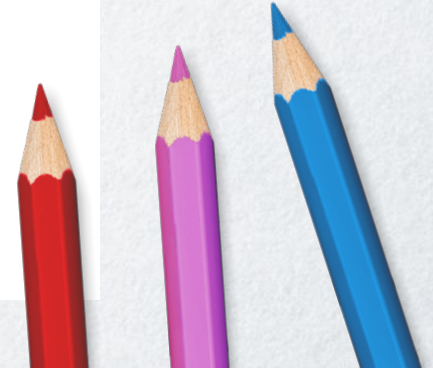
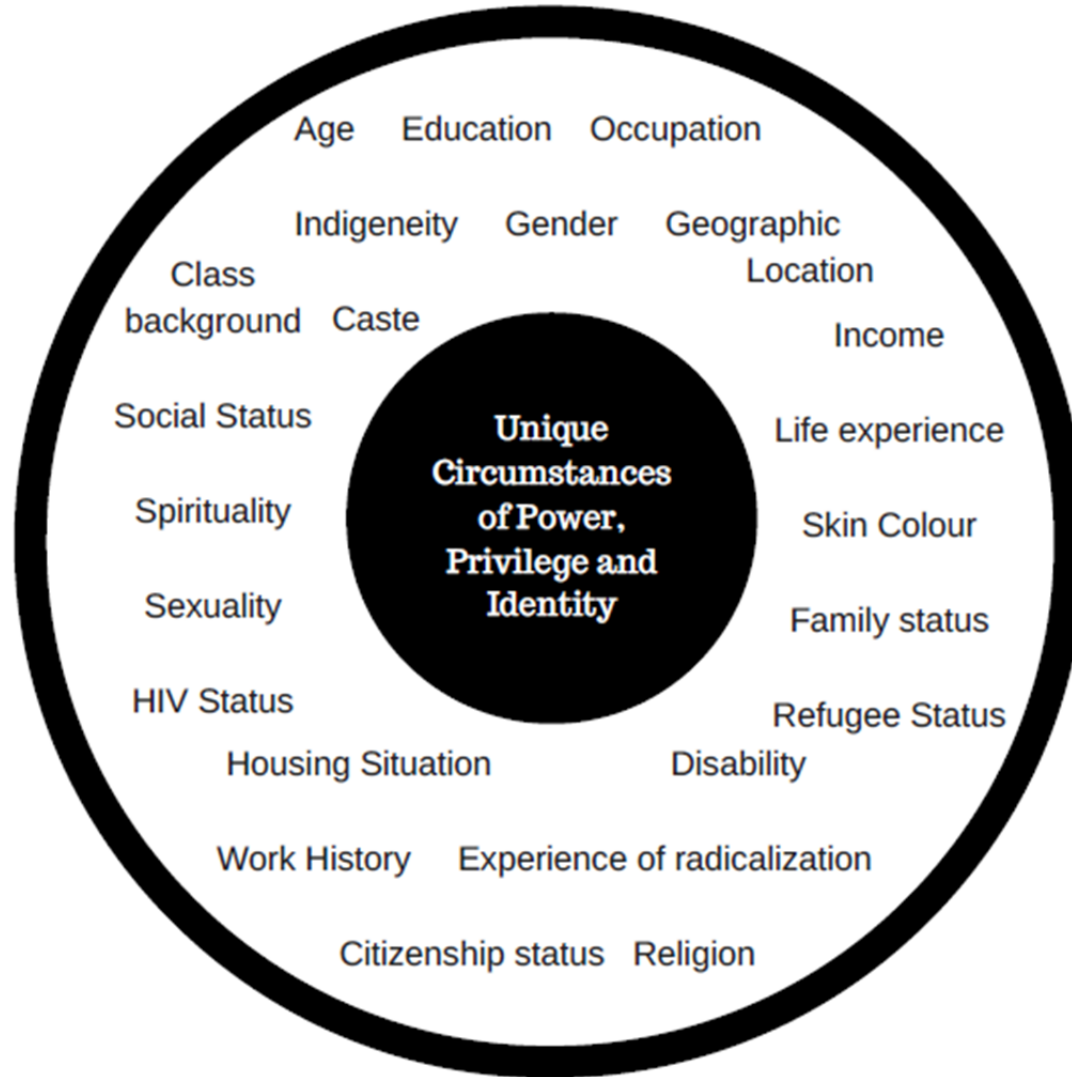
Studentrama

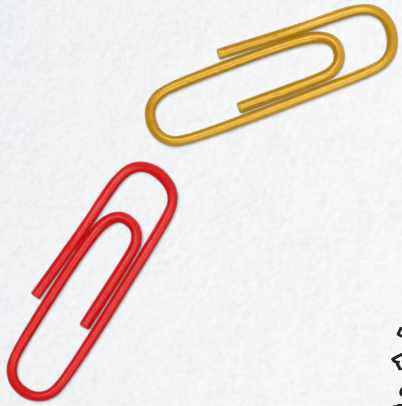


**WHO/
WHAT IS
BRUNO IN
OUR
TEACHING?**



Adapted from: CRI/AW / ICREF's Intersectionality wheel





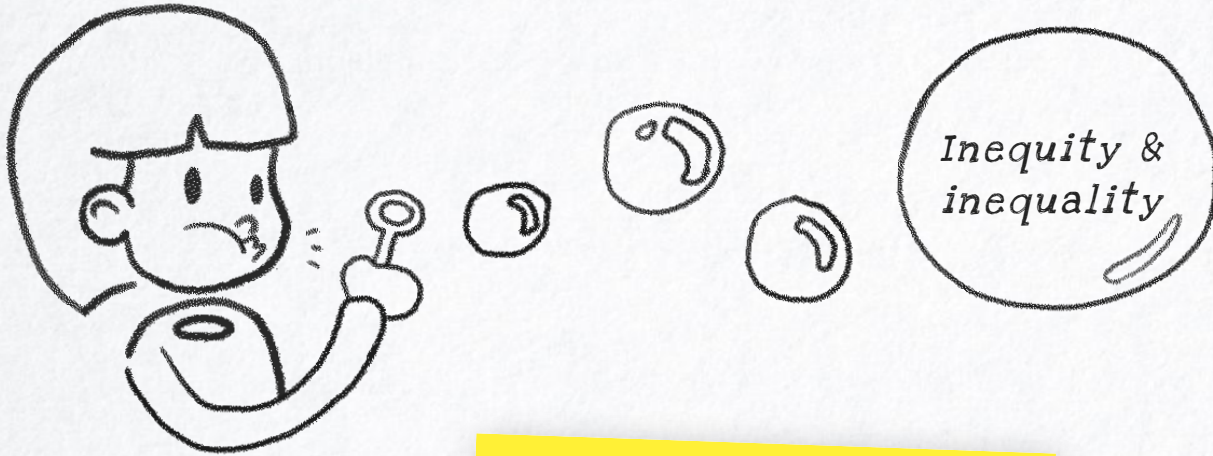


I want the students to celebrate who we are as a town"

UNSUNG LOCAL HEROES

- Students found info about activists/influencers from their town
- Interviewed them.
- Wrote wikipedia-like biographies.





FIND SOME WHO...

- is against bullying.
- is against racism.
- is in favour of equal access to resources.
- is in favour of sharing.
- is in favour of student participation.
- is against fatphobia.
- is against gender discrimination.
- unfollows people who discriminate/are bigots.

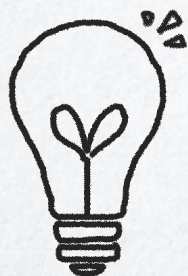
SOCIAL CLASS



INDIGENOUS COMMUNITIES



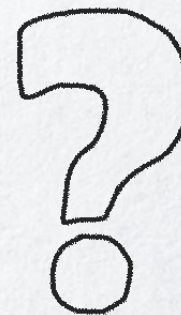
DISABILITIES



XENOPHOBIA



ACCESS TO QUALITY ED.



Principle of relevance

STOP BULLYING

Lately in schools there is a lot of bullying, for example: discrimination, make fun of someone, etc. That's why we think how someone can help victims of bullying.

WE CAN INCLUDE AND NOT BULLY



WE CAN DEFEND THE VICTIM OF BULLIES



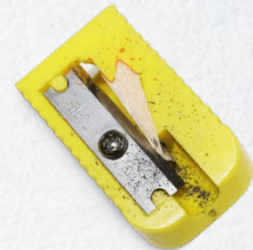
WE CAN TALK TO BULLIES




WE CAN TALK TO ADULTS, LIKE PARENTS AND TEACHER



TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED

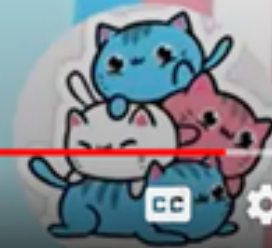




If trans people had more job opportunities, the percentage of poverty in this minority would be significantly reduced.



LGBT-COMPETENT
YOUTH-SERVING
PROFESSIONALS




0:53 / 1:04





It's okay to have different moms

nose



Azul Silveira
Juliana Avedaño

PLURALIDAD



It's okay to come from a different place




It's okay to express yourself when you're wrong

It's okay to be small or medium, large, extra large




Becerra thiago

Luca zufliga, Ignacio Valentiñ Diaz, Santiago lucero



Matheo Martnez-Francisco caldo



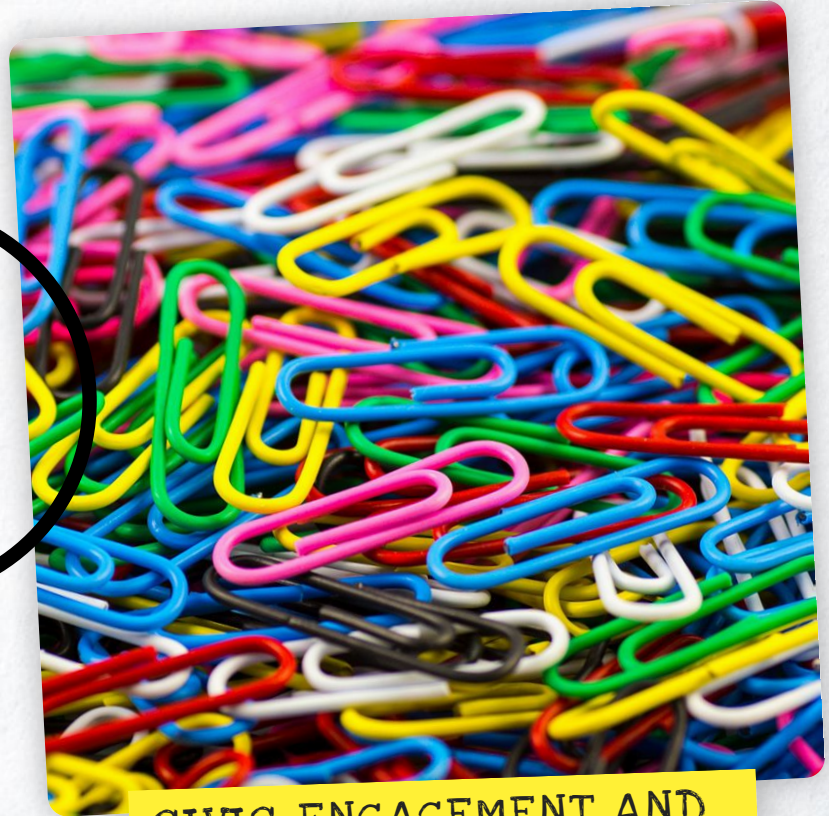
Esta bien ser adoptado
It's okay to be adopted

Luciano Vicentini, Swarcewicz Angel Mateo





IDENTITY



CIVIC ENGAGEMENT AND
ACTIVE CITIZENSHIP

TOWARDS AN IDENTITY-DRIVEN ELT CURRICULUM





SUUR AITÄH
GRACIAS

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- Banegas, D. L., Pinner, R. S., & Larrondo, I. D. (2022). Funds of professional identity in language teacher education: A longitudinal study on student-teachers. *TESOL Quarterly*, 56(2), 445-473. <https://doi.org/10.1002/tesq.3060>
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