



Lesson plan

Future of English Theme	<p>What role will English play in our multilingual reality?</p> <p>We live in a richly diverse multilingual world. English will continue to play an important role, increasingly doing so alongside other languages to provide rich linguistic opportunities for learners all over the world. In multilingual contexts, people rarely need to use two languages at the same level in the same way and may use English as a common form of communication, without the need for <i>mother-tongue</i> fluency.</p> <p>There is change in the air as users of non-dominant languages grow more confident and demand recognition. In order to better support multilingualism, teachers will need training to deliver a curriculum that supports the simultaneous use of multiple languages in the classroom to aid learning.</p> <p>https://www.britishcouncil.org/future-of-english</p> <p>Other useful links:</p> <ul style="list-style-type: none"> • https://www.elgazette.com/what-role-will-english-play-in-our-multilingual-reality/ • https://www.teachingenglish.org.uk/sites/teacheng/files/C448%20Own%20Language%20use%20in%20ELT_A4_FINAL_WEB%20ONLY_0.pdf • https://www.teachingenglish.org.uk/sites/teacheng/files/Using_multilingual_approaches.pdf • https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/articles/translation-activities-language • https://www.youtube.com/watch?v=8Z5Cvef_lkQ&ab_channel=BritishCouncilSpain • https://www.youtube.com/watch?v=BF83GIBo-d0&ab_channel=BritishCouncil • https://www.skolapelican.com/wp-content/uploads/2015/05/Activities-to-support-multilingualism-at-school.pdf <p>To recognise the diversity of linguistic profiles, the term '<i>other language</i>' is used in this lesson in preference to 'first language' (L1), 'own language', 'native language' or 'mother tongue'. This is to acknowledge the diversity of linguistic profiles and backgrounds, and recognise that people can identify with, access and 'own' all the languages they know.</p>
Lesson overview	<p>Students will explore the role and benefits of Multilingualism. They will do this through:</p> <ul style="list-style-type: none"> • Sharing the languages they know and how they learn and use them • Reading an article about the benefits of multilingualism • Using translation activities to learn new vocabulary and generate ideas • Creating a meme about multilingualism • Reviewing learning and recording new language from the lesson
Age/ level	Secondary CEFR B1-B2
Duration	60 minutes
Materials	<ol style="list-style-type: none"> 1. Student worksheet (B) 2. PowerPoint presentation (B) 3. Extension activity



Procedure

The procedures below are only suggested. Teachers may want to adapt the approach and delivery depending on the context, time, or the size, profile or needs of the group.

<p>Class languages</p> <p>10 mins</p> <p>Slide 1-5</p>	<ul style="list-style-type: none"> • Ask the class ‘<i>how many languages do you know</i>’ Elicit answers from all students and write these up on the board. Identify the level of bilingualism or multilingualism in the class. Highlight that languages can be acquired through different means and, in the global environment, are used for multiple purposes. • Give each student a copy of the worksheet. First, they individually complete the table, using the examples on the slide for support. • In small groups students share their answers using the follow-up questions to facilitate a discussion. • Alternatively, they could do a mingle after completing the table, finding people in the class who share the same languages as them and comparing how they learned and use them.
<p>Benefits of being multilingual (Reading)</p> <p>15 mins</p> <p>Slide 6-8</p>	<ul style="list-style-type: none"> • Remind students of the last discussion question from the previous activity (benefits). Students read the article to find if any of the benefits they mentioned are included. • Students read the article again, if needed, and answer the questions individually or in pairs before sharing in small groups. Check answers with the slide if needed. <p>Answer key: <i>1-b, 2-a, 3-b, 4- more job opportunities, a competitive edge over others, possibly higher salaries, 5- improve memory, problem-solving skills, and delay cognitive decline due to aging</i></p> <p>Optional extension: use the video to check/ introduce more benefits of being multilingual. https://www.youtube.com/watch?v=nQJ8HPrFkSI&ab_channel=BritishCouncil</p>
<p>Language translation</p> <p>10-15 mins</p> <p>Slide 9-12</p>	<ul style="list-style-type: none"> • Use the questions on slide (and worksheet) to elicit how often students use translation for learning the meaning of new words, how useful they find it and what they use (<i>e.g online tools, dictionaries, teacher or peer support</i>) • Highlight that translation is a common and efficient way of checking understanding of new vocabulary as usually the concept exists in other languages. Translation skills are also growing in demand in the global workplace. • Direct them to the four phrases (verb-noun collocations) in the table (and on slide). They could find them in the article to see how they are used. • Students translate the phrases into another language using their preferred method. (<i>If short on time, they could choose two</i>) • Debrief activity using questions on worksheet (and slide). Elicit any challenges, and highlight that literal translation isn’t always possible: all languages have collocations (words that go together) but the words are not always the same. • Students go back through the article underlining new words. They choose at least three and write them in the table and find their translation. • If learners share another first language, they could swap worksheets with a partner and find and share translations of each other’s words. • Wrap up with final discussion on worksheet (and slide).



	<p>Notes: Research is increasingly showing that languages should not be learnt in isolation. Learners should be encouraged to bring their other languages into the classroom. (see below and the useful links for more details)</p> <p>Benefits of using translation/other languages:</p> <ul style="list-style-type: none"> • Working together to translate in a group helps people talk deeply about what words mean and how they're used, pushing them to find similar words in another language. • Translating can make it easier for beginners to write, letting them think in their own language first and then switch to the new one. • Translating is like real life, especially now with the internet, where we often need to understand and convert language from one to another. • Comparing languages during translation helps see differences in structure, lexis, idioms etc. and, identify interference caused by our main language. • Teachers can tailor translation activities to target specific learning objectives such as vocabulary, grammar, styles, and registers. <p>Drawbacks</p> <ul style="list-style-type: none"> • Translation may take up a lot of time in class, reducing their exposure and practice of the target language. • The skills involved in translation may not be suitable for all kinds of learners. It may, for example, be best for learners who are more analytical or have preferences for verbal-linguistic learning strategies. It may not be suitable either for young learners or lower levels. • Effective translation activities require a motivated class. • The teacher may need to have knowledge of learners' other languages. • Translating may take time and be challenging, so teachers also need to be good at it to help students do it well.
<p>Create a meme</p> <p>15-20 mins</p> <p>Slide 13-14</p>	<ul style="list-style-type: none"> • Memes are shared often on social media, including ones about multilingualism. • Show the examples on the slide. <i>(These have been created for copyright purposes- you could do an online search to find others to show if needed)</i> • Students work either individually- or in pairs with someone who has the same dominant language as them. • If struggling for ideas, they generate ideas/ make notes in another language first. <i>(thinking first in another language can help access better ideas and language to translate, generating higher-level vocabulary in English)</i> • They could create their meme on a worksheet, poster, or, if available, use an app or online tool. • Students share their memes with the class for (positive) feedback. • Where relevant, students discuss the two follow-up questions in groups or whole class. <i>(Other situations could be when planning essays, preparing school presentations, sending important messages or doing language proficiency exams)</i>
<p>Reflection</p> <p>5 mins</p> <p>Slide 15</p>	<ul style="list-style-type: none"> • Students complete the sentences in their worksheet individually. Provide examples if needed. • They could write any additional language/ learnings from the lesson in the box.

**Extension
activity**

This could be given as a homework task or done in a future lesson

Slide 16

- Distribute one copy of the handout to each student.
- They choose a language they have learned/ are learning. Ensure students understand the questions. You could provide your own examples if needed.
- Individually students make notes against each question using a dominant language then draft their paragraph in that language.
- Students then translate their paragraph into English. Encourage them to use translation tools and peer or teacher support for language.
- To share their 'journeys' in English they could:
 - Put them up on the wall for a gallery walk. Students walk around and read them all and guess who wrote each 'journey'.
 - Prepare and deliver a mini 'presentation' to the class.
 - Make a short video or infographic of their 'journey' for a social media site (e.g tik tok/ youtube) to share with the class. Encourage them to be creative and incorporate images, infographics or music if possible.

Alternatively, the activity could be run in pairs. They complete their own notes and make a joint presentation/ video / infographic of their language learning journeys.