



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 mother-tongue 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/knowning-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 of the languages they know.</p>
Lesson overview	<p>Students will explore the role and benefits of Multilingualism and identify tips for learning new languages. They will do this through:</p> <ul style="list-style-type: none"> • Doing a class survey of languages spoken and how they are used • Reading a short text about multilingualism • Using translation activities to generate ideas and learn vocabulary • Writing and sharing tips for learning new languages • Reviewing their learning and recording new language from the lesson
Age/ level	Secondary CEFR A1- B1
Duration	60 minutes
Materials	<ol style="list-style-type: none"> 1. Student worksheet (A) 2. PowerPoint presentation (A) 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.

Class language survey

15 mins

Slide 1-6

- Ask the class ‘how many languages can you say *hello* in? Elicit answers from all students and write the languages up on the board. Count the languages together to answer the first question on the worksheet.
- Highlight that these days, people may be able to use different languages in different contexts. Direct them to complete the first column with the language(s) they use for each context. Provide your own examples if needed.
- Students find out which languages their classmates use for each context. Depending on the size of the group, they could ask just the people in their group, or could be done as a mingle. Model an example as needed.
- Feedback answers for each situation. This could be done by eliciting answers from someone in each group. Capture answers on a board/slide if available.
- Use follow up questions on worksheet to wrap-up activity (whole class/ groups). To lead into the next activity, ask if they enjoy learning new languages, eliciting reasons why/why not.

Benefits of being multilingual (Reading)

20 mins

Slide 7-12

- Highlight students will do a short reading in English about the benefits of learning different languages. Before they read, elicit what they do if they come across words in a text that they don’t understand. (Suggestions on worksheet)
- Introduce the four words. In pairs they select the correct meaning for each one. (*Multilingual- A, Skill- B, Culture- A, Cognitive- A*). Check answers.
- Highlight that translation is a common and efficient way of understanding new words– as usually the concept exists in other languages. Translation skills are also growing in demand in the global workplace.
- Students check their understanding of the four words, by finding out and writing the translation of each into their dominant language.
- Direct students to the text on the worksheet. Students read through, underlining any new words then finding out their meaning. They write the new words/ translations in the *vocabulary box* at the end of the worksheet. Feedback- *e.g how easy/challenging it was to find translation?*
- Students read the text again and discuss the questions below it in pairs/small groups/whole class. Feedback as needed.

Answer key:

Benefits- helps communicate with different cultures, better job opportunities, improves cognitive abilities)

Examples for other language use- translating, putting subtitles, comparing grammar structures, generating ideas first in another language

Teacher 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 the useful links for more info)*

Optional- use the video to introduce/check the topic of multilingualism and its benefits. https://www.youtube.com/watch?v=nQJ8HPrFkSl&ab_channel=BritishCouncil



<p>Tips for learning a new language</p> <p>20 mins</p> <p>Slide 13-14</p>	<ul style="list-style-type: none"> Remind students of the suggestion in the text for <i>generating ideas first</i> in another language. Direct students to the images on the worksheet (and on slide). In pairs (with the same other language), or individually students come up with three more tips for learning languages in another language. They translate the tips into English using translators, dictionaries or peer or teacher support. <p>Suggested answers: <i>Use language learning apps (e.g duolingo); Listen to music or podcasts; Watch programmes with subtitles; Play online games; Practice writing with AI chatbots; Read stories they love in another language; Use internet search engines to access information and learn new words; Record voice notes to practice pronunciation; Connect with other language learners online.</i></p> <ul style="list-style-type: none"> Put students into different pairs to share their tips and discuss the questions on the worksheet. For the question ‘<i>How useful was it to think first in another language before communicating in English?</i>’ you could extend by asking them to identify how they can use this in the future (e.g. <i>when planning essays, sending messages or doing English exams</i>)
<p>Reflection</p> <p>5 mins</p> <p>Slide 15</p>	<ul style="list-style-type: none"> Students complete the sentences on the worksheet. Provide examples if needed. Direct them to the box for recording new language. They could share what they will do to remember these (i.e. <i>add them to a word journal, review them at regular intervals, use them in an upcoming conversation</i>)
<p>Extension activity</p> <p>This could be given as a homework task or done in a future lesson.</p> <p>Slide 16</p>	<ul style="list-style-type: none"> Distribute one copy of the handout to each student. They choose a language they have learned/ are learning. Ensure students understand the questions. Provide your own examples as 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: <ul style="list-style-type: none"> 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. <p><i>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.</i></p>