



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/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. 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 benefits of multilingualism • Carrying out translation activities and discussing their usefulness • Reviewing learning and recording new language from the lesson
Age/ level	<p>Secondary CEFR C1-C2</p>
Duration	<p>60 minutes</p>
Materials	<ol style="list-style-type: none"> 1. Student worksheet (C) 2. PowerPoint presentation (C) 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 languages 10 mins Slide 1-5	<ul style="list-style-type: none"> Ask the class 'how many languages do you know' Elicit answers from all students and write these up on the board. Highlight that languages can be acquired through different means and, in the current global environment, are used for multiple purposes. Identify the level of multilingualism in the class. Give each student a copy of the worksheet. First, they individually complete the table, using the examples on the slide to support if needed. 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.
Benefits of being multilingual (Reading) 10-15 mins Slide 6-7	<ul style="list-style-type: none"> Using answers from previous activity and the text on the worksheet (and slide) to introduce topic of reading (multilingualism) In pairs/small groups, students brainstorm some benefits of being multilingual (give an example if needed) and make notes on the worksheet. Students read the article introduction to see which ideas they came up with. As a language upgrading task- students could rewrite/add to their brainstorm notes using vocabulary from the text (e.g., if they wrote '<i>it helps your brain</i>' – they could upgrade it to '<i>it enhances your cognitive abilities</i>'). Monitor for support as needed.
Translation Task 20-25 mins Slide 8-9	<ul style="list-style-type: none"> Highlight that translation is becoming more prominent as a tool for learning languages, and also demand for translation skills is growing in the globalisation of the workplace. Put students into groups of four. Allocate each student a different section of the rest of the article. Students spend around 10 minutes translating their section into a dominant language for them. They could use online translators, dictionaries or peer and teacher support where applicable. Students then take it in turns to briefly summarise their section (benefit) in English to their group using their translation for reference. Encourage them to make brief notes (in English or another language) as they listen to their peers. Wrap up by asking which benefits resonate most with them. <p>Note: <i>This task is based on the C1 CEFR descriptors for Mediation:</i></p> <ul style="list-style-type: none"> <i>Can translate (into Language B) texts (written in Language A), successfully conveying evaluative aspects and arguments.</i> <i>Can summarise (in Language B) texts (in Language A).</i>

<p>Discuss</p> <p>10 mins</p> <p>Slide 10</p>	<ul style="list-style-type: none"> Students share their experience and views on the translation activity by discussing the follow-up questions on their worksheet (and slide). <p>Benefits of using translation/other languages:</p> <ul style="list-style-type: none"> <i>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.</i> <i>Translating can make it easier for beginners to write, letting them think in their own language first and then switch to the new one.</i> <i>Translating is like real life, especially now with the internet, where we often need to understand and convert language from one to another.</i> <i>Comparing languages during translation helps see differences in structure, lexis, idioms etc. and, identify interference caused by our main language.</i> <i>Teachers can tailor translation activities to target specific learning objectives such as vocabulary, grammar, styles, and registers.</i> <p>Drawbacks</p> <ul style="list-style-type: none"> <i>Translation may take up a lot of time in class, reducing their exposure and practice of the target language.</i> <i>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.</i> <i>Effective translation activities require a motivated class.</i> <i>The teacher may need to have knowledge of learners' other languages. .</i> <p><i>Translating may take time and be challenging, so teachers also need to be good at it to help students do it well</i></p>
<p>Reflection</p> <p>5 mins</p> <p>Slide 11</p>	<ul style="list-style-type: none"> Students complete the sentences in their worksheet individually. 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 essay/conversation</i>)
<p>Extension activity</p> <p>This could be given as a homework task or done in a future lesson</p> <p>Slide 12</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. 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: <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>