**Language learning motivation enhancement programme: ideas for inclusion**Note:   
1Idea taken and/or adapted from Digilang project  
2Idea adapted from Ursula Lanvers3Idea and resources from Neil Jones 4DLAB  
5Idea and resources adapted from UKLO 6 Idea and resources from Vincent Everett

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| **Idea** | **Resource** | **Interest**  (to UK 11-14 year old language learners) |
| **Session 1: Identity** What puts the ‘I’ in my identity? What makes me ‘me’?1 | PPT Session 1 Slide 2 |  |
| My language – English? Origins of English  (e.g., as a Germanic language) | Slides 3-5 Video clip (Eddie Izzard uses Old English to communicate with native German (Frisian) speaker |  |
| Kannst du Deutsch? Making very few changes, we can understand a lot of German. | Slide 6 |  |
| Multilingual English  (words we think are English but are in fact other languages) | Slides 7-10 English has 29% French, 29% Latin, 26% Germanic, 6% Greek, 10% other words Task to identify some loan words and match them to countries. |  |
| Languages spoken in the UK (historically and now) Great Britain / UK / England – bilingual and multilingual nation | Slides 11 - 14 What is GB? And UK? 2 official languages, but others, too. Listen to ‘Hello’ in six ‘indigenous’ UK languages and identify them. |  |
| Self-reflection – my languages | Slides 15-16 |  |
| My culture – British?1  Great British ‘Fake Off’ – Great British things that are not British (e.g Fish and chips, Marks and Spencers)1 | Slides 17-18 |  |
| Stereotypes – how are British people seen | Slide 19-20 |  |
| Nationality – its role in identity; taking nationality for granted | Slides 21 - 29 What allows you to be a British citizen? If you had to take a British Citizenship test, how would you do? Story – *British-born but no British nationality* (Jazz singer) Story – *territory with people but no nation state* (country without a nationality) |  |
| The notion of ‘home’ | Slides 30-31 Statistics about who chooses to make their home in the UK. Questions to prompt thinking about how we might settle somewhere else, why ‘home’ might change. |  |
| The importance of ‘family’ | Slide 32 |  |
| Exploding identities1 | Task: Write down on small pieces of paper everything that makes up / influences your identity (including what others think of you) – pop the balloon. This is to symbolise that, whilst all these things are very important to us, they are not fixed for ever and ever, and will continuing growing and changing, and being re-made, throughout all of our lives. |  |

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| **Session 2: Identity Language – what language?** | **Resource** | **Interest**  (to UK 11-14 year old language learners) |
| Simile task2 | Learning [name of language studied] is like… because…  This is a task to get learners to reveal their feelings about their language learning journey so far. They can write their similes anonymously. |  |
| Quiz – facts about languages | Slides 3-8 Languages in the world Most multi-lingual person Most widely spoken (as first) languages % not speaking English Languages that have died |  |
| Living languages grow and change | Slides 9 -13 growth of English new words in English new words in French, German, Spanish how many words do you need to know to ‘know a language’? |  |
| The world in one city: Languages in London | Slides 14-15 Number of countries in the world Project about meeting people from all over the world in London (blog) |  |
| Shout out to Londoners  Shouting ‘hello’ in different languages (i.e. some of the ones most spoken in London) | Slides 16-19 Multicultural and multilingual London Main languages spoken by Londoners – can we say ‘hello’ in these languages? Spot some similarities between some of these languages |  |
| Links between languages | Slide 20 Language families Words for ‘bread’ in 9 different languages |  |
| Languages where you are | Census task! Languages (first, second, third?) in your local area OR group of schools OR just your school |  |

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| **Session 3: Perspectives** | **Resource** | **Interest**  (to UK 11-14 year old language learners) |
| Start with quote - learning another language makes you see the world differently | Slide 2 “**A new language is a new life**.”  - Persian proverb |  |
| Include the research on empathy | Slide 3 |  |
| Global Perspectives –  maps with different countries in the centre | Slides 4-6 |  |
| Different views of different things – e.g. snakes (how different cultures see them) | Slides 7-8 Is it universal, cultural or personal? Set of statements to respond to, to reflect on things we take for granted. |  |
| Language learners are more effective communicators | Slides 9-10 Task: how would students explain the idioms? |  |
| Language as a reflection of culture/thought – numbers of words for things – words that don’t have translations because the ideas only exist in that culture | Slide 11 Untranslatable words with explanations – from French, German and Spanish Practise pronunciation and ask students to choose a favourite. |  |
| Idioms – same, similar, completely different | Slide 12 Idioms with parts of the body. |  |
| Meanings of colours3 | Slides 13-18 Another example of opening eyes to multiple ways of seeing and questioning a world view where even the most basis things around us have only one ‘right’ way to be. NB: These slides are labelled in Spanish but can of course be adapted. |  |
| Meanings of numbers | Slides 19-20 See what students know about different cultural perspectives on numbers |  |
| Concluding thoughts | Slides 21-23 |  |

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| **Session 4: Creativity and codes** | **Resource** | **Interest**  (to UK 11-14 year old language learners) |
| Research about creativity and language learning (verbal flexibility) | Slide 2 |  |
| Video advert for RAF analyst (linguist) | Slides 3-4 This is a nice introduction into a look at code-breaking / language analysis |  |
| The code-breaking you4 | Slide 5 A very straightforward example, but taken from the Defence Language Aptitude Battery (DLAB, US military) test. |  |
| The attentive listener | Slides 6-7 First, the German coastguard video ‘Wat are you sinking about?’ as an introduction into the next task. Also styled on the DLAB tests, this odd one out task is about listening carefully for detail (in this case, stress within words) |  |
| The analyst5 | Slides 8-11 UKLO (Linguistics Olympiad)-adapted task focusing on Yodaspeak. Students have to analyse some examples and then correct some ‘wrong’ ones, then create their own examples. Slide 10 is just for fun – a video listening to the all-time favourite top 10 Yodaspeak utterances. |  |
| The pattern-finding you | Slides 12-13  Life cycle of a plant  Task that calls into play many skills that we develop when learning languages |  |
| The link-making you | Slides 14-15 Cognate starter task |  |
| Real life examples – e.g., any testimony from anyone in the armed forces that has needed a language in a crucial situation? | Slide 16 Contrasting examples of two footballers – one who is learning the language of his new teammates (Aaron Ramsey), and one who didn’t (Gareth Bale). |  |

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| **Session 5: Global nation – global you** | **Resource** | **Interest**  (to UK 11-14 year old language learners) |
| Multiculturalism in the UK 🡪British food fusion | Slide 2 ‘England, half English’ Billy Bragg song lyrics |  |
| Typical foods from around the world that are favourites in the UK | Slide 3 8 foods to pronounce |  |
| Menu mistranslations | Slide 4 Explaining food dishes to visitors is not that simple! |  |
| Create descriptions for typical British Dishes (in TL)6 e.g. Cottage Pie, Ploughman’s, Yorkshire Pudding | Slide 5 6 different dishes to choose from. |  |
| Poem | Slides 6 & 7 Ton Christ est juif / Tu Cristo es judío Additional reinforcement of the idea that we are all interlinked- we exchange (often without thinking) food, drink, clothes, writing, number systems, religion and come to make those things an indispensable part of our lives – we are international beings. |  |
| Activity – Global you Charting the origin of your favourite possessions (do this in the target language) | Slide 8 ‘My shoes are from Vietnam – where’s Vietnam?!’ |  |

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| **Session 6: The ‘future’ you** Who do you want to be? | **Resource** | **Interest**  (to UK 11-14 year old language learners) |
| Identity as a tree1 | Slide 2 Roots are your identity. As you grow up, you branch out, have new experiences, take on new aspects to your identity. As you do this, your roots don’t weaken, they grow stronger and deeper. |  |
| Testimony from life-changing moments that involve language learning | Slide 3 Running with bulls in Pamplona… |  |
| Notion of explorers – feature of several key explorers1:  Aloha Wanderwell Michael Asher Marco Polo Gertrude Bell Simon Reeve Michael Turtle | Slides 4-6 Make it clear that exploring can involve travelling but it can also involve just being open to experiences that are on our doorstep – e.g. meeting people from other countries here. Rachel Hawkes chose Aloha Wanderwell and Michael Asher as she personally liked their stories! Teachers and students to choose their own favourites and explain why. |  |
| Create own life trees1 | Slide 7 Draw a tree outline with branches and roots. Write along the roots all the elements of your identity (recalling session 1) Then write along the branches some of the opportunities you would like to have, or that you think you might like to have |  |
| Feedback some of the similes from the earlier session (anonymously)2 | Slide 8 Discussion about these Reflection on whether there may have been change since they were written |  |
| Simile task2 | Slide 8 Learning [insert name of language studied] is like… |  |
| End quote | The smallest of changes can sometimes make the greatest of differences. No puedo. 🡪 No**,** puedo. |  |