**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 1Slide 2 |  |
| My language – English?Origins of English (e.g., as a Germanic language) | Slides 3-5Video 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 7-10English has 29% French, 29% Latin, 26% Germanic, 6% Greek, 10% other wordsTask 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 - 14What 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?1Great 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 - 29What 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 30-31Statistics 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 3-8Languages in the worldMost multi-lingual personMost widely spoken (as first) languages% not speaking EnglishLanguages that have died |  |
| Living languages grow and change | Slides 9 -13growth of Englishnew words in Englishnew words in French, German, Spanishhow many words do you need to know to ‘know a language’? |  |
| The world in one city:Languages in London | Slides 14-15Number of countries in the worldProject about meeting people from all over the world in London (blog) |  |
| Shout out to LondonersShouting ‘hello’ in different languages (i.e. some of the ones most spoken in London) | Slides 16-19Multicultural and multilingual LondonMain languages spoken by Londoners – can we say ‘hello’ in these languages?Spot some similarities between some of these languages |  |
| Links between languages | Slide 20Language familiesWords 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 7-8Is 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 9-10Task: 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 11Untranslatable words with explanations – from French, German and SpanishPractise pronunciation and ask students to choose a favourite. |  |
| Idioms – same, similar, completely different | Slide 12Idioms with parts of the body. |  |
| Meanings of colours3 | Slides 13-18Another 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 19-20See 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 3-4This is a nice introduction into a look at code-breaking / language analysis |  |
| The code-breaking you4 | Slide 5A very straightforward example, but taken from the Defence Language Aptitude Battery (DLAB, US military) test. |  |
| The attentive listener | Slides 6-7First, 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 8-11UKLO (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 12-13Life cycle of a plant Task that calls into play many skills that we develop when learning languages |  |
| The link-making you | Slides 14-15Cognate 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 16Contrasting 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 38 foods to pronounce |  |
| Menu mistranslations | Slide 4Explaining 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 56 different dishes to choose from. |  |
| Poem | Slides 6 & 7Ton Christ est juif / Tu Cristo es judíoAdditional 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 youCharting 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 2Roots 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 3Running with bulls in Pamplona… |  |
| Notion of explorers – feature of several key explorers1:Aloha WanderwellMichael AsherMarco PoloGertrude BellSimon ReeveMichael Turtle | Slides 4-6Make 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 7Draw 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 8Discussion about theseReflection on whether there may have been change since they were written |  |
| Simile task2 | Slide 8Learning [insert name of language studied] is like… |  |
| End quote | The smallest of changes can sometimes make the greatest of differences.No puedo. 🡪 No**,** puedo. |  |