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SPEAKGLOBAL

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How to cite:

Lanvers, Ursula and Hultgren, Anna Kristina (2014). SPEAKGLOBAL. Routes into Languages: free downloadable teacher pack.

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Version: Version of Record

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Dear teacher,

Welcome to the *SPEAKGLOBAL* programme designed to raise awareness of multilingualism in the world, and cognitive benefits of speaking several languages. Unlike other *Routes into Languages* programmes, teachers can run this programme themselves. This programme focuses on a) how common multilingualism/bilingualism around the world is b) how much of the world does NOT speak English c) how easy and widespread language learning is d) the cognitive advantages of language learning; hence, it does not focus on professional uses of languages alone. It is **targeted at Key Stages 3 and 4 and** consists of **2 sessions** of about 40-45 minutes each, suitable for all abilities and students studying different languages.

The programme is free to use for any UK Modern Languages teacher.

5 reasons why you should do *SPEAKGLOBAL* with your class

1. It is fun!

Both sessions have 'pub' **quiz questions** designed to introduce fun and competitiveness, as well as providing opportunities for reflection. There are also **YouTube clips** and a variety of class activities.

2. It is minimal work for you!

You do not need any linguistic expertise. The Powerpoint is written in a fairly self-explanatory way, and the Teacher Guide (p.3-10 below) with information for each slide gives you all the teaching information you need, including answers to the quiz. Before you teach this, we recommend you read through the Teacher Guide, make sure the YouTube clip links work, and have a quick look at the Powerpoint.

3. It was developed by linguistic experts

The programme was written by two Open University linguists, Dr Ursula Lanvers, expert on bilingualism and Second Language Learning, and Dr Kristina Hultgren, expert in Global Linguistics. They are also experienced in writing teaching material for remote access, to be used for teachers anywhere.

The programme was developed and tested by Open University academics Ursula Lanvers and Kristina Hultgren. The development was financially supported by the British Association of Applied Linguistics (BAAL), and logistically supported by Routes into Languages North East.

4. It enhances understanding of many linguistic issues

The programme touches upon multilingualism both in the UK and world-wide, spread of English, bilingual babies, cognitive effects of language learning any many others. The first session addresses global linguistic issues, the second session cognitive benefits of multilingualism. There are many opportunities for **discussions** and **classroom interaction**: as a teacher, you will know best if whole class or small group discussions work best for your class, so we left this open to you (in Teacher Guide: Discussion: Groups or whole class, as preferred).

5. A great alternative to the end of term video!

Opting for this programme as an end-of-term treat offers fun **and** language-relevant content the same time.

Checklist: Before your lesson:

1. You will need **internet access** to play YouTube clips in both sessions. Please check these clips are working (contact u.lanvers@open.ac.uk if not. Thanks).

- ▣ <http://www.youtube.com/watch?v=rhpVd30AJaY>
- ▣ <http://mlm.humanities.manchester.ac.uk/>
<http://www.youtube.com/watch?v=gOniN0PMjg>

(You might want to **slide to the correct spot of YouTube clips** in your web-browser before the session and keep the link to the clips open (below the ppt))

2. **Quiz:** The quiz is designed to be fun for everyone; students are not expected to know any of the answers! You should have a winning team (we recommend teams of 4-6 students) at the end of session 2 ☺ so you might think of a little reward for them. You find an answer sheet at the end of this document (p.11). You can print one out and photocopy for each team; or just ask students to write answers on a blank sheet.

3. **Print** out the Teacher Guide (this document p.3-10)

We hope you enjoy teaching these sessions as much as we did.

Dr Ursula Lanvers Open University
Dr Kristina Hultgren Open University

Teacher Guide

*note: difficult words appear on the ppt in orange and are explained

Session 1

Learning objectives

- Multilingualism in the world
- Spread of English including LOW coverage in parts of the world
- Global languages other than English and future development of these
- Multilingualism in Britain (not just London, hence an example from Manchester)

Slide 1 Global languages: English and other future top languages

Slide 2 English as a global language?

4 min

- ▣ **Teaching point: show the prevalence of English**
- ▣ **Think about a time when you've met a non-English speaking person in the UK or abroad: what language did you speak?**
 - Discussion (Groups or whole class, as preferred)
 - Teacher elicits a few examples from different groups then wraps up the discussion. Most example are likely to show that English is most easily accessible language and that native English speakers often don't get to use their foreign languages.

Slide 3 English as a global language?

5 min

- **Teaching point: To show that English is very widely spoken, though, not everywhere in the world.**
- Discussion (Groups or whole class, as preferred)
- Teacher to guide discussion asking questions such as
 - Where is English least spoken
 - Where is English most spoken
 - Any surprises here?
 - Engage not only with dark green but also with light green bits on the map, e.g.:
 - Could you get by in the countries with say 20-40% or less than 20% coverage?
 - What language would you use instead?
- Countries with high percentage of English speakers: former colonies and UK, US: Guyana, Liberia, Sierra Leone, Belize, Cyprus. Falkland Islands.

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Slide 4 English speakers

5 min

- **Teaching point: To show that English is very widely spoken, though the answer depends on whether or not we count non mother tongue speakers**
- Discussion (Groups or whole class, as preferred). This is NOT a quiz question!
- Ask students to put up hand if they think A is correct, then B.
- The answer is: it depends on whether the speakers are mother tongue or not mother tongue.
 - Chinese has more speakers if we count **mother tongue speakers**.
 - English has more speakers if we count **non-mother tongue speakers** (learned at school or informally) as well as mother tongue speakers.

Slide 5 Quiz Question 1

4 min

- Groups to choose one answer

Slide 6 English as a global language?

3 min

- Discussion (Groups or whole class, as preferred)
- Teacher briefly explains the figure and then asks e.g.
 - Were you surprised by the high number of people who don't speak English?

Slide 7 Quiz Question 2

2 min

- Groups to choose one answer

Slide 8 Quiz Question 3

2 min

- Groups to choose one answer

Slide 9 Linguistic Diversity

6 min

- **Show clip from beginning to about 4 minutes.**
- **Teaching point: To show multilingualism in the UK**
- Discussion (Groups or whole class, as preferred)

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- Show **first four minutes of the video** showing examples of different speakers.
- Ask questions, e.g.
 - Which languages did you hear (try to get students to list some)?
 - Some of them were:
 - Nigerian languages: Hausa, Igbo, Yoruba (there are around 500 languages spoken in Nigeria)
 - Arabic, Kurdish
 - Jamaican Patwa
 - Maltese
 - Asian languages: Bengali, Farsi, Persian
 - Scandinavian languages: Norwegian, Swedish
 - UK languages: Welsh, English
 - Discussion points:
 - Where you surprised by the number of languages spoken?
 - Why are so many different languages spoken in Manchester (answer: immigration, people moving for job prospects)
 - Possibly remark In 3:20 – could highlight the English loan words “*multicultural*” mixed in with Arabic, and ‘*clinical psychologist*’.
 - Such switching between languages can occur when people of different languages speak
 - Can you think of words that the English language has taken from other languages? (answer: many words, e.g. pizza, café, Samosa, latte, etc.)

Slide 10 Major languages today

4 min

- **Teaching point: English only in fifth place in number of speakers who have it as their first language, Chinese, Hindi/Urdu, Arabic and Spanish all have more**
- Class discussion with teacher asking guiding questions, e.g.
 - Which are the most widely spoken languages in the world?
 - Were you surprised that English is only in 5th place?
- Note that Hindi and Urdu are grouped together as they are mutually intelligible (speakers of these two languages can understand one another)

Slide 11 Top languages in future

4 min

- **Teaching point:**
 - ***just because English is widely spoken now, other languages are likely to become equally if not more important in the future***
- Class discussion

- *Students to grasp figures: which languages will be proportionally less important, which more?*
- Were you surprised at what will become the major languages in the future?
- Students might want to discuss reasons for the relative decline of English: population and economic growth in countries where Chinese, Arabic, Spanish Hindi are spoken
- You might ask students: If Chinese was in the graph would it go up or down? (Answer: up, economic and population growth)
- You might mention that languages such as Arabic and Spanish are spoken across a wide area/ in different continents

Slide 12 Quiz Question 4

1 min

- Groups to write down their answer.

Slide 13 Quiz Question 5

1 min

- Groups to write down their answer. The answer was in the YouTube clip.

Slide 15 & 16 Answers to quiz

4 min

Collect answer sheets, redistribute to different group for peer marking.

Answers:

Question 1 A

There are about 7000 but 1 in 4 are under threat of extinction, known as LANGUAGE LOSS or LANGUAGE DEATH

- Often languages die because its speakers start using a language which is more useful and will give them better jobs and economic prospects.
- Linguists often discuss whether efforts should be put in place to prevent this – known as or whether there is nothing that can be done about it if speakers of that language don't want to speak it any longer.

2. C South Africa has 11 official languages

3. Answer B Papua New Guinea is the country with most languages (838)
The 3 official languages are Tok Pisin, English and Hiri Motu, and hundreds of unofficial languages.

Switzerland has got 4 official languages: German, French, Italian, Romansh

Luxemburg has got 3 official languages: German, French, Luxemburgish.

4. If you mentioned **three** of these five you get a point:

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Chinese, Hindi, Arabic, Spanish, English

5. There are more than **150** languages in Manchester. You only get a point for the correct figure as this was mentioned in the video.

Session 2

Learning objectives

- Cognitive advantages of bilingualism in SOME respects (not necessarily overall intelligence)
- Bilingualism as a scale: SOME knowledge will gain cognitive advantage, lots of multilingual knowledge will gain more advantages
- Ease of language learning at young age

Slide 17 Title

Slide 18 Get ready

3 min

- students to sit in teams from session 1
- give out the answer sheets you kept from session 1
- focus today: bilingualism and the brain

Slide 19 Quiz Question 1

1 min

- Groups to write down their answer.

Slide 20 Cognitive functions in bilinguals and monolinguals

6 min

- for info: Prof Bialystok came to the University of York in summer 2013 where this was filmed.
- The recording contains sounds of breathing (must have been sensitive microphone) so you might want to warn your students re this.
- the slide explains who Prof Bialystok is & what she talks about here
- explain that clip is extract from genuine research lecture so there might be some difficult words
- difficult words are explained. Students can follow the clip without understanding all though.
- explain that clip contains **a test similar to intelligence test which needs a fast reaction**. Students to do the test themselves while watching. **They need to be quick**.
- watch clip **from minutes 14-19.20** roughly where she starts saying
- **'you have to tell me the colour of the ink' (go to your browser tap opened earlier)**
- till **'the consequence of that is: it becomes a more efficient system**

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Slide 21 Stroop test & letter recognition test discussion

5 min

- Discussion (Groups or whole class, as preferred)
 - difficulty of exercises
 - advantages of knowing SOME other language (even if not fluent)?
 - how to explain result differences between mono-and bilinguals
 - will bilinguals maintain the advantage as they grow older?
 - wrap up with whole class feedback:
- Answers:
- Advantages of SOME bilingualism: any person knowing and using another language will benefit from these advantages: if you know little of another languages you will gain SOME advantages. The more you USE more languages the more you benefit so even a little bilingualism is helpful.
- scientists explain the advantage of bilinguals with the fact that they are better trained at filtering out irrelevant information and accessing correct information out of lots of irrelevant information.
- Re. old age: Professor Bialystok asked herself the same question so she tested for that as well. Coming up next!

Slide 22 Quiz question 2

1 min

- Groups to write down their answer.

Slide 23 Bilingualism and dementia

6 min

- Teacher explains slide: differences in bi-and monolinguals in start of dementia
- Discussion (Groups or whole class, as preferred)
 - Why these differences?
 - Do they have to do with to the differences in bilingual children?
 - Answers: Bialystok thinks bilinguals cope better with memory loss because their **enhanced executive control** makes up for some memory loss. For example, they have lost the memory for one word but can more quickly come up with an alternative word to keep the conversation going.

Slide 24 Quiz question 3

1 min

- Groups to write down their answer.

Slide 25 Quiz question 4

1 min

- Groups to write down their answer.

Slide 26 So how does the bilingual brain work?

6 min

- Explain that this time you learn about bilingual babies
- Watch whole clip (1 min only)
- Discussion (Groups or whole class, as preferred)
- Answers
 - *Are bilingual brains bigger?* Not the whole brain but some areas used for language processing will be larger, and with thicker networks.
 - *Does the pre-frontal cortex in bilinguals develop faster?* Yes because of more intense demands on task of separating different languages' input.
 - *So bilinguals are better at 'executive function' of the brain-any advantages?*
 - Yes, bilinguals are also better at a number of other tasks such as
 - ▣ sorting cards
 - ▣ reacting to colour stimuli on screens (Simon task) because of their enhanced mental flexibility.
 - ▣ We use our executive function all the time, for instance when playing football, we need to process lots of information quickly (Who might I pass to? Where is the opponent moving to?) and react quickly
 - Some Literature:
 - ▣ Bialystok E, Martin MM (2004). "Attention and inhibition in bilingual children: evidence from the dimensional change card sort task". *Dev Sci* **7** (3): 325–39
 - ▣ Leikin M. (2012). "The effect of bilingualism on creativity: Developmental and educational perspectives". *International Journal of Bilingualism* **0** (0): 1–17.
 - ▣ Simon, J. R. (1969). Reactions towards the source of stimulation. *Journal of experimental psychology*, 81, 174-176.
 - **Bilingualism matters** is a great website which communicates research on bilingualism. See: <http://www.bilingualism-matters.ppls.ed.ac.uk/>

Slide 27 Bilingual at birth already?

5 mins

- Once you have explained bullet points students may ask **how** researchers measure that infants who can't talk yet can separate languages
- Difficult words are explained in orange
- Discussion (Groups or whole class, as preferred)
- To find out if infants can differentiate languages, researchers observe their **reaction to changing sound inputs**, for instance playing nonsense sounds or a totally unfamiliar language, and then a language they have been exposed to, and then observe one of the following:
 - 1. **Sucking rates**: infants suck faster on hearing a new stimulus. If the sucking rate changes, that means they CAN distinguish between what they heard first, and second.
 - 2. **Brain scanning** (e.g. MRI scanners)

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- 3. **Head turning** towards the new sound stimulus.
- Here is a more detailed explanation of ***The orientation latency procedure.***

'Infants are seated in a small room with hidden loudspeakers located to the left and to the right of the center, with each loudspeaker covered by a picture of a woman's face. Infants are familiarized to one type of stimulus (e.g. Spanish sentences), which is presented randomly to either the left or right loudspeaker. During the test, the infant hears some trials with new stimuli of the same type as during familiarization trials (new Spanish sentences) and other trials with new stimuli of a different type (English sentences) in a consistent left-right configuration. Reprinted, with permission, from [82]. The time that it takes the infant to orient toward the sound during each type of test trial is measured.'

Werker, J. F., & Byers-Heinlein, K. (2008). Bilingualism in infancy: First steps in perception and comprehension. *Trends in cognitive sciences*, 12(4), 144-151.

Slide 28 Quiz question 5

1 min

- Groups to write down their answer.

Slide 29 Quiz question 6

1 min

Slide 30-33 Answers to quiz questions

3 min

Collect answer sheets, redistribute to different group for peer marking.
Correct answers are on Powerpoint. Give 1 point for each correct answer.

- **Q 1 Bilinguals store one language in one hemisphere (left /right side) of the brain, the other language in the other side.**
- **False.** Bilinguals store language in the same parts of the brain as monolinguals **but** both the size of brain parts that process language and the density of neural networks in these parts is greater in multilinguals.
- **Q 2 How many languages can a person learn?**
- B There is no upper limit.
- If you have time you might want to show this clip of a 17 Year old New York teenager who speaks 20 languages.(Link on slide)
- <http://www.bing.com/videos/search?q=individual+speaking+30+different+languages&q&qs=n&form=QBVR&pq=individual+speaking+30+different+languages&sc=0-0&sp=1&sk=#view=detail&mid=C174AFC75C58570A3636C174AFC75C58570A3636>
- **Q 3 Bilingual children are better than monolinguals at recognizing links between meanings of words, for instance Plane-bus: both are vehicles. True.**
- **Q 4 Bilingual teenagers are better at learning to drive. False.** There is no evidence that bilingualism has much impact on the ability to learn to drive but they might be able to ignore distractions more easily, based on research findings so far.

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- **Q 5 B** Children learning 3 languages from birth will become fluent in all 3 if given enough input. If the input in the 3 languages is relatively balanced, they will become like 3 monolinguals in 1.
- **Q 6: There is no evidence that bilinguals are better at maths.**

Add up marks from session 1 & 2.

There should be one winning team.

If there are teams with same scores here is a **tie-break**:

In how many countries is English ONE official language? Answer: 54

Team that guessed closest to correct number gets point.

Quiz Answer sheet

Team name:

Team members:

Circle or write correct answer

Session 1

Q1 A B C D

Q2 A B C

Q3 A B C

Q4 write down 3

Q5

Session 2

- Q 1 True False
-
- Q 2 A B C D
-
- Q 3 True False
-
- Q 4 True False
-
- Q 5 A B C
-
- Q 6 : True False