

Important – please read: This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheet students would normally have in a physical class.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

Benefits of bilingualism, and multilingualism

Aims

- To raise awareness of the benefits of speaking more than one language
- To enable students to recognise and use impersonal report structures
- To provide students with practice in making predictions and reading to confirm them

Age/level

Adults/older teens B2 and up

Time

60-90 minutes

Materials

Benefits of bilingualism online class presentation

Introduction

This lesson was devised to celebrate International Mother Language Day on 21 February, but can be used at any time of the year. This day exists to promote awareness of linguistic diversity and multilingualism. The lesson looks at the benefits of being bilingual or multilingual, and a few myths, hoping to encourage students to value the languages they speak.

The lesson begins with a few statements about bilingualism. The students decide if these are true or false and then read a text to check their ideas. Having discussed the topic of the text, the students move on to look at impersonal report structures. These are very common in essays, articles and more academic-type writing, and it is useful for students at this level to be aware of them and to be able to produce them accurately.

After some practice with these structures, the lesson ends with a more light-hearted and personalised practice activity.

Procedure

Before the lesson	<p>CHECKLIST</p> <ul style="list-style-type: none"> • Always make sure you are familiar with the online platform you are using. <ul style="list-style-type: none"> - Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems. - Do the students need a URL to join the online classroom? Do they all have this? - Do you know how to ‘mute’ the students’ microphones if you need to? - Do you know how to share what is on your computer screen so that the students can see it? - Do you know how to use ‘breakout rooms’ if you have this facility? Is this enabled? • Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson. • Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple ‘raise hand’ button that can be used to check if students can see what you are showing on the screen or can hear what you are saying. • Most online platforms have support videos or tutorials available online. Do you know where to access these? • Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.
1. Lead-in (5-10 minutes)	<ul style="list-style-type: none"> • Ask students how many languages they can say “hello” in. Nominate some students to say hello in the languages they know. • Show <u>slide two</u> – Explain that the words are “hello” in twelve different languages. Ask students to write in the chat any languages that they recognise. <p>Answers: Hola- Spanish Shalom – Hebrew Merhaba – Turkish Selamat Siang – Indonesian</p>

	<p>Goddag – Danish Anyoung haseyo – Korean Zdravstvuyte - Russian Konichiwa - Japanese Nǐn hǎo - Chinese</p> <ul style="list-style-type: none"> Now you could either put students into pairs in breakout rooms to discuss the questions on the slide: How many languages do they speak and if they consider themselves to be bilingual or not? Give them five minutes and then bring them back to the main room to discuss their answers. Alternatively, you could nominate students to answer the questions individually. Make sure you ask students' opinion about what they think it means to be bilingual or multilingual.
2. Prediction / pre-reading (2-3 minutes)	<ul style="list-style-type: none"> Tell students that they are going to read a text about being bilingual. Show <u>slide three</u>. Ask students to predict the answer to question one and write their predictions in the chat. Then nominate students to answer question two.
3. Reading 1 (3-4 minutes)	<ul style="list-style-type: none"> Students read the text on <u>slide four</u> to check their predictions. Check who had the closest answer for question one. Ask students if they think parents are still discouraged from teaching their children more than one language these days. Why not?
4. Language focus (5-10 minutes)	<ul style="list-style-type: none"> Show students <u>slide five</u> which has the answers to the questions. Then show the students <u>slide six</u> which has the answers highlighted in the text. Ask them what type of structure is used in the highlighted sentences (Answer: <i>passive</i>) Ask students what the difference is between these structures and those on slide five (<i>more formal, more impersonal</i>) Explain that these sentences use the impersonal passive, which is used when we want to report what people generally say or believe, and it often used when talking about what research has found. Show <u>slide seven</u>, which has the rules for these types of structures. Ask students to look back at slide six and identify which type (A or B) each sentence is. Tell students they will practice these structures later in the class.
5. Pre-reading 2: Discussion	<ul style="list-style-type: none"> Show slide <u>eight</u> – ask students if they can tell you some of the advantages of being bilingual or multilingual.

<p>(5-10 minutes)</p>	<ul style="list-style-type: none"> Put them into breakout rooms in pairs for five minutes to see what ideas they have for the different categories. You might need to make a copy of slide 8 and upload it to the chat so that students are able to see it in the breakout rooms. After five minutes, move students back to the main room and ask for feedback on their ideas.
<p>6. Reading 2 (5 minutes)</p>	<ul style="list-style-type: none"> Show <u>slide nine</u>. Students read the next section of the text and check their predictions. Ask students to identify the benefits mentioned. Which are the most surprising? Ask students to find an example of the impersonal passive in this section. Nominate a student to read out the sentence. (<i>it has been found that bilinguals, on average, will tend to develop Alzheimer's disease five years later than monolingual speakers</i>). You can highlight that this sentence is used to describe research findings. You could point out an alternative way of saying this would be "Researchers have found that..."
<p>7. Discussion (5-10 minutes)</p>	<ul style="list-style-type: none"> Show students <u>slide ten</u>. Again, put them in pairs or groups of three, in breakout rooms, and give them five minutes to discuss the questions. Encourage them to refer to their own language learning experiences, and to give reasons for their opinions. You might need to make a copy of slide ten and upload it to the chat so that students can refer to it when they are in the breakout rooms. Visit each breakout room and monitor the activity, make a note of any vocabulary or errors to feedback at the end.
<p>8. Reading 3 (5-10 minutes)</p>	<ul style="list-style-type: none"> After five to ten minutes, bring the students back into the main room to share their ideas. Give feedback. Now show students the final part of the text (<u>slide eleven</u>). Ask them to read, and again, check their answers. Was there anything surprising? According to the text what things will adult learners find more and less difficult (<i>pronunciation and vocabulary</i>) Again, ask them to identify any use of the impersonal passive. Nominate a student to give an example. (<i>It used to be thought that the adult brain was very fixed</i>) For higher level students you could give them a couple of minutes to write a summary sentence about the whole text, e.g. "<i>In the past being bilingual was not seen as a good thing, but these days it is believed that it can benefit your brain health, learning and communication. Adults as well as children can become bilingual</i>".
<p>9. Grammar practice (10 minutes)</p>	<ul style="list-style-type: none"> Show students <u>slide twelve</u>. If your students are not familiar with the format of the question type (it's a typical Cambridge First Certificate type question), you could do

	<p>the first question as an example. Then show them the next slide (which has the answer).</p> <ul style="list-style-type: none"> You can work through the slides one by one. Either ask students to write their answers in the chat, or they could write them on a piece of paper and hold up their answers to the camera, or you could ask them just to write their answers in their notebooks and then self- correct. Give them a minute for each question, before showing the answer slide. Ask students to evaluate how easy/ difficult this exercise was. One quick way to do this is to ask students to give you a thumbs up, thumbs down or thumbs in the middle to their camera.
10. Freer practice (optional in class or for homework) (10 minutes)	<ul style="list-style-type: none"> Depending on time, you could set this task for homework, so that students can research their sentences. Ask students to write their own sentences using impersonal report structures. Some of these should be true and some false. They can be about any topic. Give an example if necessary, e.g. 'It is estimated that fifty per cent of the world's population will be vegan in the next twenty years' (not true, though veganism is growing fast). When students have finished writing their sentences (or in the next class), divide students into pairs in the breakout rooms. Tell them to read the sentences to their partner, and try and guess if they are true or false. Get feedback from the different groups on their sentences.

Contributed by

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