

## 1E: Speed talking (TEACHER NOTES)

### In this activity, students will...

- Identify the presence and uses of various languages in their daily lives
- Become aware of their own multilingualism and the multilingualism of their classmates.
- Become aware that even we are supposed to speak the same language (e.g. English), everyone uses different dialects, styles, expressions, etc.
- Come into contact with other classmates they don't know that well or with whom they usually have less contact.
- Learn new words and/or expressions in foreign languages in a playful way.

Time estimate

### How to use these materials

50 minutes +  
some time for  
optional game

#### STAGE 1

- Ask your students if any of them has had any experience with other languages apart from the ones taught in the school (English, Spanish, French, etc.).
- Stress the fact that even if we all share a language at the school (instruction language, here English), there is also a great amount of variations within just one language (dialect, pronunciation, style, etc.). You can ask your students following questions:
  - If you close your eyes a listen to me or other students speaking, how can you tell who is speaking?
  - If we were to write down what we are saying exactly the way we say it and those parameters such as sound, pitch, colour of voice, etc. were omitted, could you still recognise who was the one speaking?
  - Sometimes you could probably make up who is speaking, since everybody speaks slightly different or has certain characteristics when speaking, such as dialect, pronunciation, style, certain expressions, etc.
  - Let them think about how the way we speak is different depending on our age (do you speak the same way as your parents or grandparents?), the situation and context (do you speak the same way when you talk to me (for example, in an oral exam) as when you talk among each other?), etc.

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#### STAGE 2:

- Hand out the working sheets among your students and allow them to read them on their own.
- Ask if there are any questions or if something is not clear.
- Explain the objectives of the activity (see section above "What will be accomplished")

5'

#### STAGE 3:

- **Option a)** Both students speak the same language and dialect: they should practice small talking, they can also speak about their favourite word, proverb, etc.
- **Option b)** Both students speak the same language but can speak different dialects: talk about some expressions (e.g. proverbs, favourite word, sentences, etc.) and teach them to each other.
- **Option c)** Each or any of them can speak different languages (e.g. Turkish and Russian, English and Spanish): both of them present themselves in their languages. They talk about some expressions in their languages (e.g. proverbs, favourite word, sentences, etc.) and teach them to each other.

20'

#### STAGE 4:

- Each student should name/explain/present **at least one thing** they have learnt and from whom they have learned them (= appreciation of other students' language and cultural competences while at the same time recognition of their own multilingual learning through this activity)

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- Ask your students how they felt about this activity and how they would rate it. Have they personally learned something from it?
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**STAGE 5****(optional activity)**

- Optional game. Let your students stand in a circle. One after the other, they should throw a ball to each other. When throwing the ball to another student, the participant must say the name of the person they are throwing the ball to followed by one greeting in a foreign language (like “Hallo” or “Merhaba”). This exercise requires spontaneity! The one that catches the ball has then 10 seconds to think of an expression they have learned during the speed talking exercise and saying it out loud.

20'

**Prep time suggestions**

- Print a working sheet for each student.
- Make sure you can play some music during this activity (radio equipment)
- If you are planning on doing the optional game (stage 5), bring a (fabric) ball.
- Read Chapter I of the Handbook *Inclusion, Diversity and Communication Across Cultures* available online (url: XXX), especially section 3.2, for some extra background information on the topic of individual multilingualism.

## Speed talking

Activity developed by Mario Guidotti, Dennis Grjazev, Carmen Heise, Alina Sanchez Kempfer and Laura Uliczka.



Today we will focus on different languages and cultures by going on a “speed talking”.

This works just like speed dating, but the objective here is to get to know your classmates with their languages, ways of speaking and cultures. Each of you will be asked to share your own experiences.

This is what you have to do:

- 1) **Think** about the languages you speak. Maybe there are regional differences between your languages? Are there any striking differences and/or similarities between English and other languages you can speak?
- 2) **Move** freely to the sound of the music. When the music ceases, **stop** at the nearest person. Ask each other which languages you speak and work through each of the following tasks:
  - a) If you both speak the same language and dialect: practice small-talking, you can also talk about your favourite word, proverb, etc.
  - b) If you both speak the same language but can speak different dialects: talk about some expressions (e.g. proverbs, favourite word, sentences, etc.) and teach them to each other.
  - c) If each or one of you can speak different languages (e.g. Turkish and Russian, Spanish and English): both of you present themselves in their languages. Talk about some expressions in your languages (e.g. proverbs, favourite word, sentences, etc.) and teach them to each other.
- 3) **Share** with the class at least one expression you have learnt. How did you do with it?

Optional activity

- 4) Game to apply the newly learned words and expressions after the speed talking activity: The group stands in a circle and, one after the other, the participants throw a ball to each other. They must say the name of the person they are throwing the ball followed by one greeting (like “Hallo” or “Merhaba”) in a foreign language. This exercise requires spontaneity! The one that catches the ball has then 10 seconds to think of an expression you have learned during the speed talking exercise and say it out loud.