Introduction to Intercultural Studies: Language and Culture

Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
Objectives	To define the difference between language and dialect. To research 'untranslatable concepts' and how some concepts have names in some cultures but not others. To evaluate how language affects the way we think and the way we share ideas across cultures.	To identify how people decide on the 'appropriateness' of their interactions. To understand the theory of 'face' and the distinctions between positive and negative face. To explore the relationship between language, culture and politeness.	To reflect on the association between language and identity. To investigate the effects of language loss and endangerment on communities. To research and produce an essay about one endangered language.

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

Starter activity	Learning objectives
The class responds to and discusses their answers to the following question: • Can we always translate and communicate fully between languages? • If not, why not? Give some examples.	• To define the difference between language and dialect. • To research 'untranslatable concepts' and how some concepts have names in some cultures but not others. • To evaluate how language affects the way we think and the way we share ideas across cultures.

Main activities	Resources required
In pairs, students attempt the exercise from Step 1.4 (Language and Dialects). After answers have been discussed, pairs look at the answer sheet together. As a class, discuss the following: • What is the difference between a language and dialect? (ensuring the term 'mutual intelligibility' is covered) The class watches the video in Step 1.6 (Untranslatable concepts). Divide students into small groups to research untranslatable concepts (links from Step 1.6 and other sources can be used). Each group should create a poster of untranslatable concepts, including the concept and their attempt at a definition. Students can include drawings and diagrams of the concepts. Groups share and discuss their posters and the concepts they found with the rest of the class.	1. Exercise and answer sheets from Step 1.4. 2. Device to watch video. 3. Pens, paper, creative materials for creating posters.
	Assessment for Learning
	Answers to exercise and production of posters, reflective writing.
	Differentiation
	SEND: Videos have subtitles. **Low ability**: Peer-learning. **Gifted and Talented**: Peer-teaching.
	Plenary
	Individually, write a short reflection on the following question: To what extent do you think language can shape: • the way we think • the way we share ideas across cultures?

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Lesson 2 plan

Starter activity	Learning objectives
Students walk around the room. When you hold up an A4 sign with a person/role on it, they have to greet the person nearest them in what they think is an 'appropriate' way (examples of the role or person could include: a policeman, a younger sibling, the headmaster of their school, a stranger at a party). Students should think of the words they use, their facial expressions, gestures and body language.	• To identify how people decide on the 'appropriateness' of their interactions. • To understand the theory of 'face' and the distinctions between positive and negative face. • To explore the relationship between language, culture and politeness.

Main activities	Resources required
Ask students to identify what sort of things affected how they decided on 'appropriate' greetings, i.e. what affected how 'polite' they were. In groups, students imagine a situation in which they need to make a request (e.g. they need to ask their boss for time off work). Brainstorm all the ways they can think of making this request, ranking these from the most polite to the least polite they can imagine. Now ask the groups to research Brown and Levinson's theory of 'face' (they can use information in Step 2.7 and their own research). Ask them to identify from the list of requests they made which are oriented to 'positive face' and which are oriented to 'negative face' – if they have no examples, they can think of some now. Share the examples in a class discussion.	1. Space to move around and A4 sheets with different people/roles written on them for the starter activity. 2. Pens and paper for lists of requests. 3. Devices for research. 4. Exercise and answer sheet from Step 2.10.

Assessment for Learning
Theory of face research and responses. 'Check your understanding' exercise.

Differentiation
SEND: Teacher-led support. **Low ability**: Peer-learning. **Gifted and Talented**: Peer-teaching.

Plenary
Individually, students write responses to the three questions in the exercise from Step 2.10 (Check your understanding). Then, using the answer sheet, peer mark with a partner and discuss their responses to each question.

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Lesson 3 plan

Starter activity	Learning objectives
In pairs, discuss the following questions, which could be written on the board: • How important do you think language is to people's heritage? • Can you think of any examples of languages that could be classed as 'endangered' at the moment?	• To reflect on the association between language and identity. • To consider the effects of language loss and endangerment on communities. • To research and produce an essay about one endangered language.

Main activities	Resources required
In groups, students the information, sources and statistics from Step 2.12 on language shift and language death. Each student should choose a language in decline – they can use the UNESCO Atlas of the World's Languages in Danger to choose if needed (link in See Also section of 2.15) – and write a short essay based on research. The essay should answer the following questions: • What are the main reasons for the language's decline? • Have there been any attempts to preserve or revitalise the language? • Has the community itself tried to halt the decline? • Have there been any actions by the country's national or local government? What effect has this had? They should finish the essay by discussing their views on the role of a language in preserving culture.	1. Information from Step 2.12 on language shift and death. 2. Devices to perform research on endangered languages. 3. Pens/papers/devices for writing essays.
	Assessment for Learning
	Essays on endangered languages, discussion contributions.
	Differentiation
	SEND: Teacher-led support. **Low ability:** Peer-learning. **Gifted and Talented**: Peer-teaching.
	Plenary
	As a class, share and discuss their responses to the question: What is the role of language in preserving culture? Make a list of key points on the board.