



ACTIVITIES DEVELOPED BY PRE-SERVICE TEACHERS

Country of implementation: Germany

<p>TITLE OF ADAPTED ACTIVITY</p> <p>Football players around the world</p>
<p>EDUCATIONAL LEVEL FOR WHICH IT IS ADDRESSED TO</p> <p>Secondary school, grade 9</p>
<p>LANGUAGES CONCERNED IN THE ACTIVITY</p> <p>English (+ additional languages for key words)</p>
<p>TECHNOLOGIES CONCERNED</p> <ul style="list-style-type: none"> • Digital devices with access to the internet • Online dictionary (e.g. https://www.deepl.com/translator, https://dict.leo.org)
<p>SUBJECTS CONCERNED</p> <p>English</p>
<p>OBJECTIVES OF THE ACTIVITY</p> <p>The aim of this activity is threefold:</p> <ol style="list-style-type: none"> 1) Students develop their digital competences by searching for relevant information about a football player online and using online dictionaries. 2) Students develop their plurilingual competences as they may need to translate the contents of a website into English and compare key vocabulary across different languages. 3) Students develop their oral competences by giving a presentation about a football player in English.
<p>DESCRIPTION OF THE REAL CONTEXT</p>

- Class 9 at a German secondary school, English taught as a foreign language
- Many students have diverse linguistic and cultural repertoires, which may or may not affect them in their choice of a football player/the languages they use.

DESCRIPTION OF THE ACTIVITY

Pre-activity:

- Teacher sets the context: *“Do you know any football players who play in a different country than they were born in?”*
- Students list the players they know. If necessary, the teacher provides further examples (e.g. Toni Kroos, a German football player currently playing for Real Madrid in Spain).

Activity 1: Creating a poster about a football player

- Students are put into small groups.
- They create posters about football players who are playing in a country that is not their country of birth.
- The following details need to be included:
 - Name
 - Age
 - Position
 - Born in
 - Where are they playing?
 - What languages do they speak?
 - Students are allowed to add up to two more categories.

Students present their posters in English. Afterwards, the teacher sets the context for the following activity: *“As football players move to another country, they may need to learn another language, since not everybody speaks English. They may need to know the language for their private lives (e.g. going shopping, going to a restaurant) as well as their professional lives. Let’s get a taste of what it might be like for them to learn key words about football!”*

Activity 2: Please find out what ...

- Abseits
- Elfmeter
- Rote Karte

... are called in your footballer’s mother tongue(s).

Follow-up activity:

- Students fill in the chart on the blackboard by adding the words in the mother tongue(s) of their chosen football player.

- The teacher asks students to reflect:
 - 1) How difficult/easy was it to find the translations?
 - 2) Can they pronounce the words? Why (not)?
 - 3) What similarities and differences can they find when they compare the words across the languages?
- On the basis of this discussion, the teacher asks students which football players may have an easier time learning/understanding the language of the country they play in and why. Students can also talk about the role of English as a lingua franca in this context and discuss the necessity of football players learning the language(s) of the country they play in.

Comment: As part of their presentations, students will have done research on the different languages football players speak. There are many videos online of football players and managers speaking several languages that could be used in the classroom:

 - Kylian Mbappé is an excellent example of a plurilingual football player, see <https://www.youtube.com/watch?v=Me7YzWv0Zbg>.
 - Pep Guardiola: <https://www.youtube.com/watch?v=XtWDBEXVUts>
 - These players can serve as role models for students.

Example of the chart:

German	English	Turkish	Portuguese	Polish
Abseits	offside	ofsayt	fora de jogo (Portugal) impedimento (Brasil)	spalony
Elfmeter	penalty	penaltı	penákti (Portugal) pênalti (Brasil)	rzut karny
Rote Karte	red card	kırmızı kart	cartão vermelho	czerwona kartka

TIMING

This activity was originally designed to be used within a unit on globalization. Students learn about the pros and cons of globalization and are introduced to football as a global sport. However, the activity is not limited to this unit. It is especially suitable during the world or European championship.

ASSESSMENT

The teacher can evaluate students' presentation, translation and mediation skills.

EXPECTED RESULTS

This activity is expected to show students that linguistic and cultural diversity is

normal and can actually be beneficial. Football clubs are ideal examples illustrating how people with diverse linguistic and cultural repertoires manage to find ways to communicate and work with each other. These players can act as role models for students, increasing their interest in learning additional languages. At the same time, this activity shows students how helpful it can be to have a shared language (in this case, English as a lingua franca).

The pre-service teachers designing this activity chose to focus on football players, as this was one of the topics in the unit of the textbook. However, teachers can expand the activity and let students choose any celebrity born in one country but working in (an)other(s). In this way, students can bring in their own interests and may be more motivated to engage in this activity. Instead of comparing key vocabulary, students could talk about the relevance of language(s) for the chosen celebrity (e.g. Are they using their languages in any way throughout their career? Some celebrities caption their social media posts in several languages, others use them to record songs, others use them to their advantage in their acting careers). Shakira is an example of a plurilingual (see https://www.youtube.com/watch?v=LpdKT_A5AW4) who also records songs using different languages (mainly English and Spanish).

