



OPEN DIGITAL, INTERCULTURAL AND MULTILINGUAL EDUCATIONAL TOOLS

Multilinguale Aufgaben



Par Le Monde



wemanimy



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Language figure (Instructions)

MATERIALS NEEDED

copy of the language figure, coloured pencils

AIM OF THE ACTIVITY

The aim of the activity is to create an awareness about the languages the children understand and/or speak. Languages may vary in terms of frequency or quality of use but any language, disregarding its 'status' is valuable.

PREPARATION FOR THE ACTIVITY

Each child writes down the languages they think they understand and/or speak.

SIGNIFICANT BENEFIT OF THE ACTIVITY

Identifying different languages and the areas they are associated with. When pupils become aware of the different languages (including dialects or variants), they will develop an awareness for their own multilingualism.

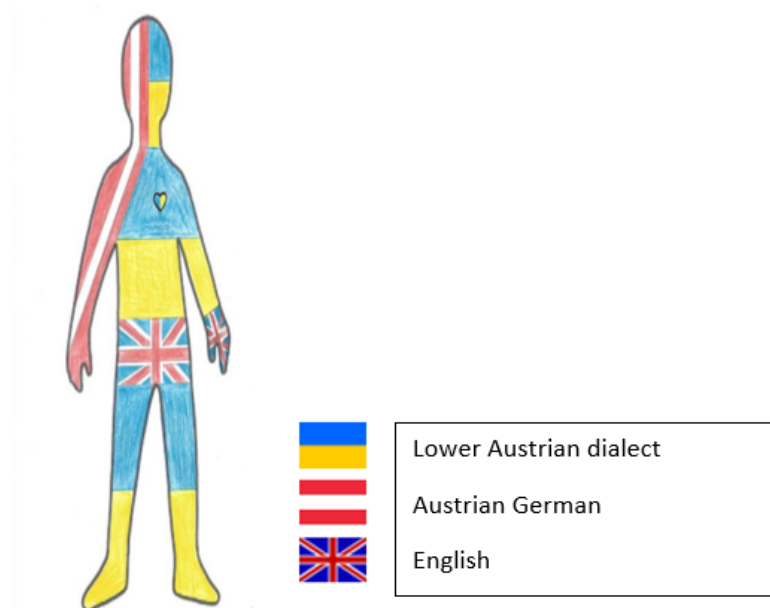
PROCEDURE

Each child receives a language figure (copy template language figure).

The children identify and classify "their" languages according to their emotional meaning and/or primary use to a certain part of the body and choose a particular colour (maybe associated with a national flag).

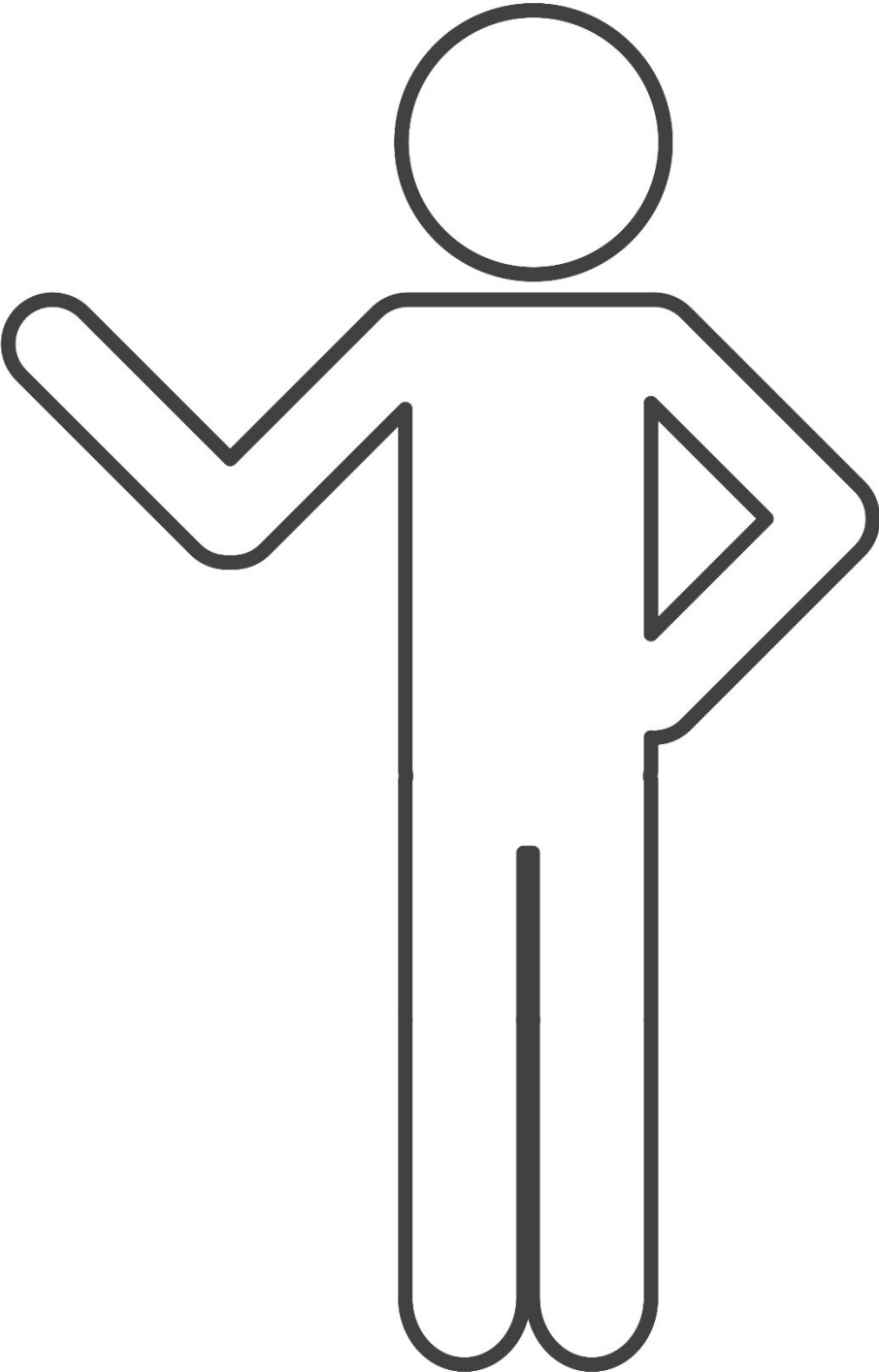
Each child presents its language figure.

EXAMPLE



Picture: Student teacher, PH NÖ

My language figure



This language figure shows my languages, how often I use them and how well I know them. For each language I understand or speak, I have chosen a different colour. The more often and better I use the language, the bigger the area I have painted. Next to the figure I wrote down all the languages.

Picture source: <https://www.colourbox.com/vector/man-pictogram-icon-vector-20426336>

“Multilingual Mind Map”

Multilingual activity

Activity type

Group work

Language Focus

Intercomprehension at word level

Target group

Primary School

Level

A1

Skills

Speaking, reading, writing

Time

10 minutes

Resources

Input text, Mind Map, 1 copy per group, word/phrase cards

Instructions

Before class

1. Choose an input text
2. Create a translation of the text in the language(s) of schooling and the pupils' family language(s)
3. Identify the words/phrases you want the pupils to guess in the other language
4. Create a mind map using pictures that will trigger the selected words/phrases
5. Create word/phrase cards of the selected words/phrases in the authentic language
6. Make the required numbers of copies

In class

1. Contextualise the input
2. Present the input text
3. Ask the learners to guess what the text is about
4. Write their ideas on the board or ask the learners to do so
5. Present the mind map with pictures and the word/phrase cards

6. Ask the children to work on groups and write the words/phrases they can identify in the languages they speak/write.
7. Present the text again.
8. Ask the children for some details they may have understood.
9. Summarise their ideas on the board or ask the learners to do so.

Optional spoken or written work

1. Ask the children to produce a similar text in the language of schooling and/or in their family language(s).

Example

Input Text (German original)

<https://twinspace.etwinning.net/209624/materials/videos>

Halloween, Halloween, die Straßen sind so düster, so düster.

Dunkle Gestalten schleichen durch die Nacht, schleichen durch die Nacht.

Der Wolf heult zum Mond hinauf, zum Mond hinauf.

Die Seelen verschmelzen mit Süßigkeiten.

Halloween, Halloween, die Straßen sind so düster, so düster.

Input Text (English translation)

Halloween, Halloween, the streets are so dark.

Dark figures creep through the night.

The wolf howls up to the moon.

The souls melt with sweets.

Input Text (French translation)

Halloween, Halloween, les rues sont si sombres.

Des silhouettes sombres se faufilent dans la nuit.

Le loup hurle jusqu'à la lune.

Les âmes fondent avec les sucreries.

Solution



die Straßen
the streets
les rues

Gute Nacht!
Good night!
Bonne nuit!



Nacht
night
nuit



HALLOWEEN



der Mond
the moon
la nuit

der Wolf
the wolf
le loup



dunkle Gestalten
dark figures
des silhouettes sombres

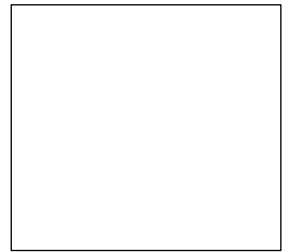


Süßigkeiten
sweets
sucreries

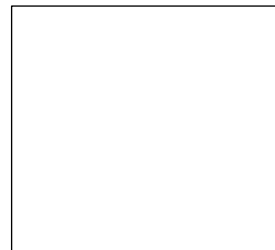
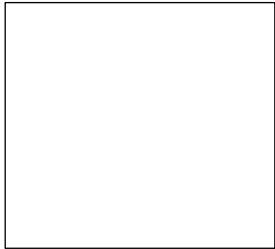
Süßes oder Saures!
Trick or Treat!
Un bonon ou un sort!



127480707 GoGraph.com



HALLOWEEN



Multilingual Storytelling

MATERIALS NEEDED

Text/video, objects, pictures, word cards, paper, pencils, glue

AIM OF THE ACTIVITY

The aim of the activity is to invent little stories based on the sounds, words, or phrases the pupils can pick up from a text in the new language. This should raise their awareness for similarities and differences between the new language(s) and those they already know and strengthen their imagination.

PREPARATION FOR THE ACTIVITY

Each child listens to a different video and writes down the words they think they understand in the new language(s) or in their strongest language.

SIGNIFICANT BENEFIT OF THE ACTIVITY

Identifying words or phrases in different languages builds a lexicon. When pupils use this lexicon for stories and storytelling, they will develop their narrative competence.

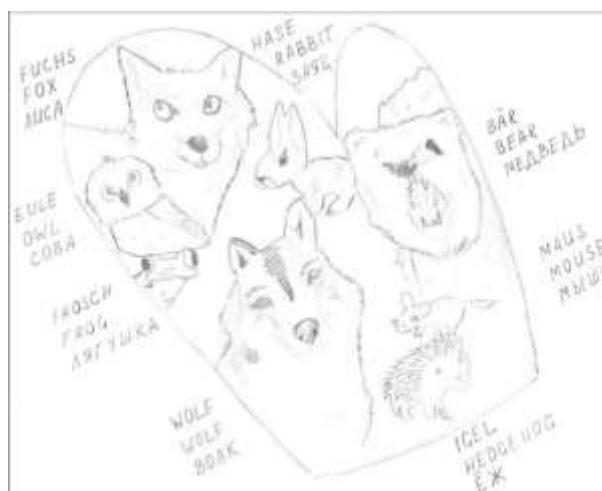
PROCEDURE

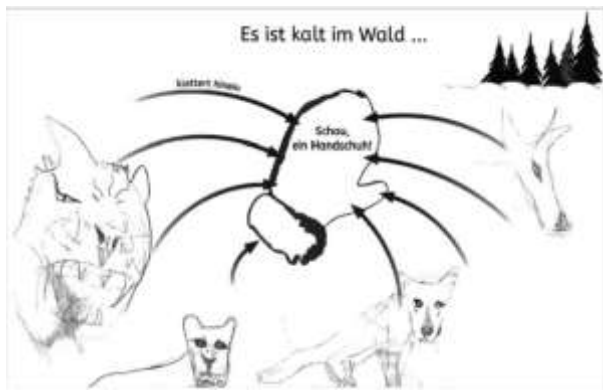
The children listen to videos or read texts and note down or highlight sounds, words, or phrases they understand. In groups, they share their sounds, words, or phrases and describe the context that helped them understand them.

Together, they start telling little stories using the sounds, words, or phrases. They also draw their stories and prepare to present them together. The stories can be multilingual and the presentations can include drama activities.

EXAMPLE

Based on the story "The Mitten" by Jan Brett





Source: Mewald, C. (2019) Across languages and cultures: Modelling teaching and learning with intercomprehension. In: Achilleas Kostoulas (ed.) Challenging Boundaries in Language Education. Second Language Learning and Teaching Series. New York: Springer, p. 141-164

Multilingual Walls

MATERIALS NEEDED

Word cards, picture cards, objects

AIM OF THE ACTIVITY

The aim of this activity is to create opportunities to discover similarities and differences between words and phrases in different languages. The pupils take the role of “language reporters” who research, discover, and report about resemblances and together, the class discovers connections between languages. This activity also strengthens *lexical priming*¹ – when similarities in words and phrases become visible, the pupils will not only create positive connections to the new language(s), but they will also add to their personal repertoire of connections between words and phrases across languages.

PREPARATION FOR THE ACTIVITY

For each topic, the teacher prepares a selection of words and phrases with accompanying pictures, symbols, or graphs that will be crucial for the understanding of its key terms. Knowing what dialects and languages are understood and/or spoken by the pupils in their class will support teachers in their selection, especially if cognates can be identified and made use of in the process of developing *intercomprehension*². Each word or phrase will be presented on a wall with pictorial support and the representations of the word in the various languages spoken and learnt in the class.

SIGNIFICANT BENEFIT OF THE ACTIVITY

Multilingual walls serve as eye openers to create connections and find similarities between languages. If the pupils create the identification of language connections together with their peers, the priming effects will be even stronger. Additionally, the pupils should create multilingual lexical notebooks including only the words and specific languages they wish.

PROCEDURE

Teachers select words and phrases in advance. They write/place the words in the language of education on the board and ask the pupils to match pictures, symbols, or graphs. The pupils are also encouraged to contribute with their choice of words and phrases. The pupils tell the teacher the words and phrases in the languages they know, and they write the words/word cards themselves or with the help of the teacher and/or modern media.

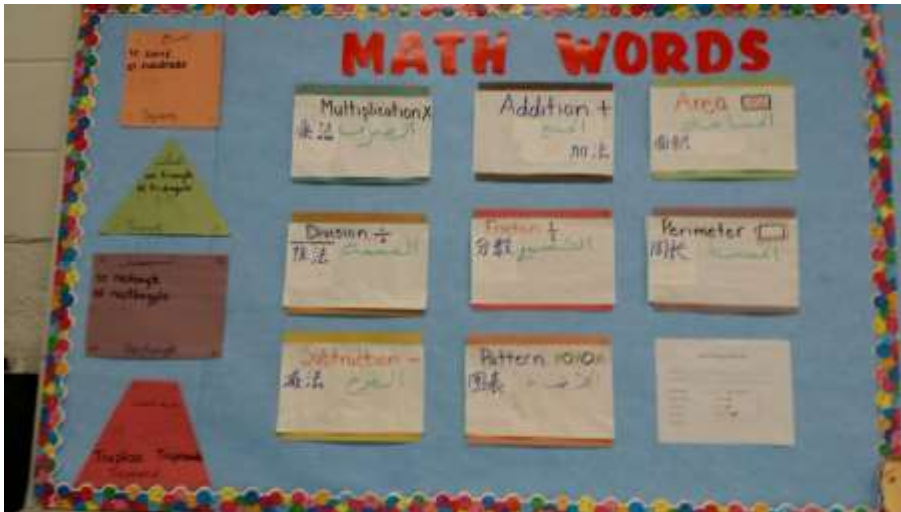
When words or phrases from other writing systems and alphabets occur, teachers can ask the pupils to write the word and phrases or to create a word card using modern media. The pupils present the words and phrases in their languages to their peers. In case of other alphabets, they explain what they are writing, what the letters mean and, if possible, write the matching Latin letters. Once the multilingual wall is complete for the moment, the class can compare the languages and the words.

¹ *Lexical priming* suggests we acquire/learn language(s) based on how words are used in the real world. Words are not confined to the definitions given to them in dictionaries, but they interact with other words in common patterns of use. Words are 'primed' for use through our experience with them, so that everything we know about a word is a product of our encounters with it. This knowledge explains how speakers of a language succeed in being fluent, creative, and natural. Source: <https://www.routledge.com/Lexical-Priming-A-New-Theory-of-Words-and-Language/Hoey/p/book/9780415328630#>

² The development of the capacity to co-build a meaning when different languages get in contact and pragmatically use it in a specific communicative situation. In other words, intercomprehension is also the capacity to understand a language (without necessarily having studied it before) in a given context by using the developed discursive competence. Capucho, F. “Línguas e identidades culturais: da implicação de políticos (socio)linguistas.” In Fábio L. da Silva & Kanavillil Rajagopalan (orgs), *A linguística que nos faz falhar*. São Paulo: Unicamp: Parábola Editorial, 2004. 83 –87

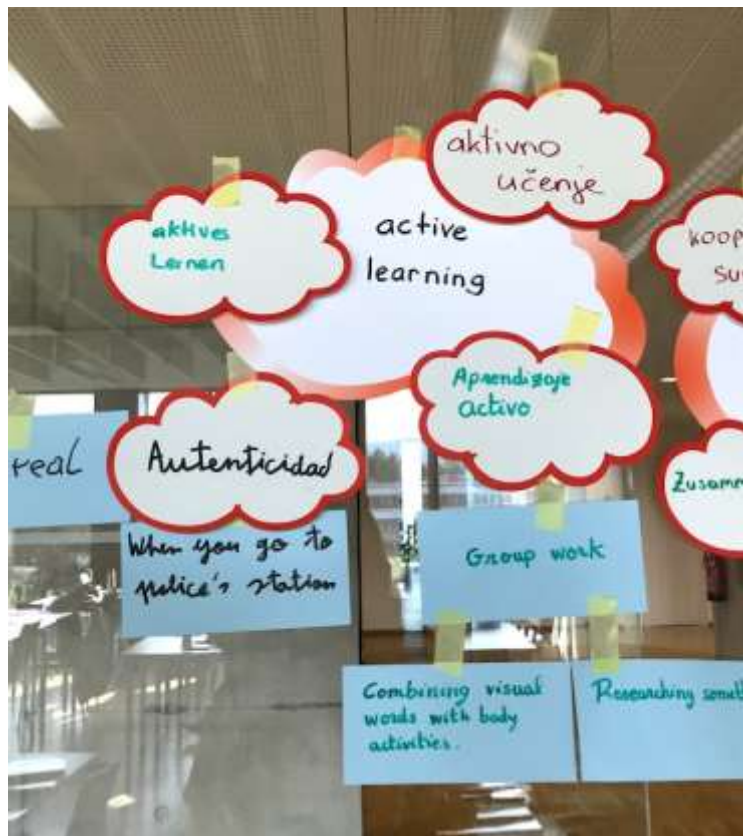
Which words are similar in which languages? Which letters are similar? Which are very different? The multilingual wall and lexical notebook entries can be supplemented whenever new words and phrases in connection with the topic or when new collocations of the words turn up.

EXAMPLES



Source:

https://twitter.com/a_jolly/status/425327518204567552



Source: ©Mewald

Multilingual wordlist

MATERIALS NEEDED

Texts, videos, objects, pictures, internet

AIM OF THE ACTIVITY

The goal of this activity is to create a collaborative multilingual lexical notebook, in which the pupils can insert the words and phrases they learn in class or come across in texts, videos, or in conversations with their multilingual peers.

VARIATION

For each term, the pupils could also add a definition, an example of a sentence in which the word is being used in context, synonyms (if applicable), or pictures. The lexical notebook should be used continuously.

PREPARATION FOR THE ACTIVITY

An internet document/spreadsheet to share.

SIGNIFICANT BENEFIT OF THE ACTIVITY

This activity will encourage language awareness and learning as the pupils engage in independent intercomprehension activities, which makes learning more relevant for them.

PROCEDURE

The teacher explains the activity to the pupils and introduces them to the online spreadsheet. The lexical notebook is based on the vocabulary and expressions of the languages used in the class. The pupils will write down all the entries independently and search the resource regularly to see if they can add to someone else's entry in their language(s). The teacher will check on a regular basis.

EXAMPLE

<https://docs.google.com/spreadsheets/d/1KZysFzCbfeYdLd9uv9II-Fiyqg88ArbyUYonjeSS7vl/edit#gid=615260416>

Selective Attention

MATERIALS NEEDED

Videos, audio-recordings, pictures, books, objects, internet, word cards

AIM OF THE ACTIVITY

The aim of the activity is to introduce a text/song/rhyme/chant in a new language and to draw attention to the pronunciation and meaning of some key words or phrases the learners might understand.

PREPARATION FOR THE ACTIVITY

A video with a text/song/rhyme/chant is presented to the class. The pronunciation should be clear to allow pupils to identify the words or phrases easily.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The activity helps pupils to listen to the new text/song/rhyme/chant in a selective way and to make connections between the new language and their own.

PROCEDURE

Pupils sit in a circle. The teacher tells them that they will hear a text/song/rhyme/chant in a new language. He/she gives some information about its content in the language of education and presents some pictures of some selected words or phrases.

The teacher places pictures on the board and says the words/phrases clearly several times. If the pupils are ready to read, the teacher also writes the targeted words or phrases on the board. The words or phrases should occur several times in the input. The teacher then instructs the pupils to clap their hands, use percussion instruments, or make some movement every time they hear the words or phrases as they listen to in the recording.

In the beginning, the teacher will need to give signals to scaffold the reactions for holding up pictures or objects, clapping, raising hands, sounding bells, or stamping a foot etc.

EXAMPLE

An interesting example is the nursery rhyme Brother Peter/Frère Jacques/Bruder Jakob because although the lyrics are similar, the order of words is quite different and the English version has a statement about the bells, the French version has an imperative, while the German version has a question.

Some children will mime “Brother Peter/Frère Jacques/Bruder Jakob” folding their hands in front of their chest.

Some children will mime “Are you sleeping?/Dormez vous?/Schläfst du noch?” -- folding hands next to one cheek.

Some children will sound bells for “Morning bells are ringing/Sonnez les matines!/Hörst du nicht die Glocken?”.

Are you sleeping?

Are you sleeping?

Brother John

Brother John

Morning bells are ringing.

Morning bells are ringing.
Ding ding dong
Ding ding dong

Frère Jacques
Frère Jacques
Dormez vous?
Dormez vous?
Sonnez les matines!
Sonnez les matines!
Ding ding dong
Ding ding dong

Bruder Jakob
Bruder Jakob
Schläfst du noch?
Schläfst du noch?
Hörst du nicht die Glocken?
Hörst du nicht die Glocken?
Ding ding dong
Ding ding dong

Festivals and feast days

MATERIALS NEEDED

Videos, audio-recordings, pictures, books, objects, traditional artefacts and internet resources about the events; poster paper, pencils, scissors, glue

AIM OF THE ACTIVITY

The aim of this activity is to improve the pupils' awareness of festivals and fest days in their own and the various cultures in their class. The pupils learn about traditions, ceremonies, music, songs, and various cultural aspects of celebrating festivals and feast days in their own and other families, countries, or cultures. It also provides opportunities to reflect on their own way(s) of celebrating festivals and fest days.

PREPARATION FOR THE ACTIVITY

The teacher selects or asks the pupils to collect materials for the presentation of festivals and feast days whenever events occur during the school year. If teachers choose to use videos or pictures for the initial discussion, they need to prepare the videos or a collection of pictures which can be shown to the pupils as an introduction to the activity.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The activity initiates and/or consolidates the pupils' cultural awareness for the diversity in festivals and feast days in their families and countries/cultures. Moreover, it makes them consider the value of cultural diversity in that the pupils will collect new information about festivals and feast days in other countries and cultures. Thus, they will become able to reflect on and compare their own traditions and culture with those of others. Pupils with a multilingual or different cultural background get a chance to present aspects of their traditions and culture to their peers. This potential for authentic input about language and culture should be made use of and valued in class.

PROCEDURE

The teachers need to explain the aim of the activity to initiate data collection and a class-discussion about festivals, feast days, traditions, and culture.

Possible questions for the discussion would be:

What are your favourite festivals and feast days? What are they called in your language?

(→Multilingual Walls)

What are your favourite traditional activities and why?

What do these traditions mean to you and your family (members)?

How does your family celebrate this festival/feast day/tradition?

Prior to the discussion in class, the teacher can initiate storytelling/narration with the help of pictures of different cultural events. The pictures can then create a shared understanding for the selected event before the class-discussion: The pupils can describe the pictures and make suggestions about what is going on in them, where the pictures may originate from, and what event is being celebrated.

For their own project, the pupils are encouraged to choose a cultural event, tradition, object, or activity, which they like or find interesting to work on. Their topic can be from their own or from another culture, which they would like to get to know. The pupils should work in small groups on a selected topic. At home or during class-time, the pupils should prepare a presentation of their topic taking a multimodal approach using posters, video, acting, singing, etc.

The presentation should include information about:

What festival, feast day, tradition, or object is presented?

When, why, and how is this event/object celebrated?

To which culture and countries does this festival, feast day, tradition, or object belong?

Why did the group choose the topic?

What does it mean to them and why?

The pupils should also create a multilingual wall with typical words and phrases connected with the chosen festival, feast day, tradition, or object, expressing compliments, lyrics, rhymes, or important key words used during the celebration to connect cultural and linguistic aspects.

The presentations should be performed in class or at a school-event with enough time for asking and answering questions.