



Supporting Multilingual Classrooms

Chantal Muller & Terry Lamb
Podgorica, 27th – 28th April 2023

Initiative co-funded by the European Union and the
European Centre for Modern Languages
www.ecml.at/ec-cooperation



European Centre for Modern Languages and European Commission

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Dobrodošli!

Velkommen! Tervetuloa!

Welcome! Fáilte Romhat!

Willkommen! Bienvenue

Tere tulemast!

Добро пожаловать!

Добродошли

Benvenuti!

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Programme Day 1

09.00 – 10.00	Welcome, introduction, presentation of the ECML.
10.00 – 10.30	Getting to know each other.
10.30 – 11.00	Coffee break
11.00 – 13.00	Session 1 : Valuing all languages – Challenging assumptions.
13.00 – 14.00	<i>Lunch break and networking</i>
14.00 – 15.30	Session 2 : Developing plurilingual and multicultural approaches in the languages classroom: Part One.
15.30 – 16.00	<i>Coffee break</i>
16.00 – 17.15	Session 3 : Developing plurilingual and multicultural approaches in the languages classroom: Part Two.
17.15 – 17.30	Reflections on Day One
20.00 -	Dinner



Types of activities in the workshop

- Presentations by the moderators
- Individual – group – collective activities
 - Experiencing and reflecting
 - Analysing tasks and materials
 - Adapting tasks and materials
 - Sharing and exchanging

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CENTRE FOR MODERN LANGUAGES

Welcome to the ECML!

The European Centre for Modern Languages of the Council of Europe



Bienvenue au CELV !
Le Centre européen
pour les langues vivantes
du Conseil de l'Europe



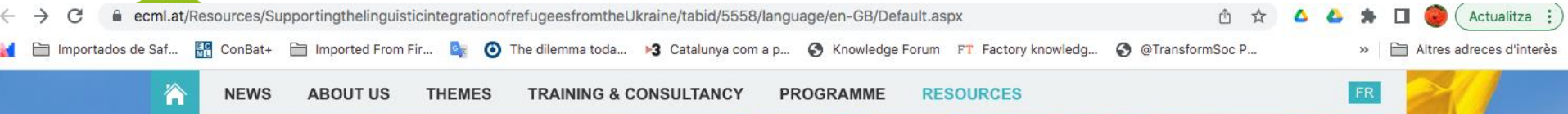
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<https://www.ecml.at/Resources/SupportingthelinguisticintegrationofrefugeesfromtheUkraine/tabid/5558/language/en-GB/Default.aspx>



HOME > RESOURCES > SUPPORTING THE LINGUISTIC INTEGRATION OF REFUGEES FROM THE UKRAINE



Supporting the (linguistic) integration of refugees from Ukraine

These dedicated webpages focus primarily on guidance and resources to support the linguistic integration of refugees from Ukraine in schools and in the workplace. It is targeted at policymakers, school principals and teachers (of all subjects), as well as at Human Resource staff and labour market support services. It is a work-in-progress; new resources and other relevant information will be added as they become available.

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<https://www.ecml.at/Resources/SupportingthelinguisticintegrationofrefugeesfromtheUkraine/Recommendationsforteachers/tabid/5563/language/en-GB/Default.aspx>

11 Council of Europe Recommendations to National Authorities in relation to teachers

Member states should encourage teachers of all subjects to:

1. consider the difficulties that learners face when they cannot speak the language of schooling.



2. pay particular attention to opportunities to bolster the confidence of refugee children.

Pay particular attention to opportunities to bolster the confidence of refugee children by:

- using body language that reflects affirmation, valuing and welcoming the child even when it is not possible to understand what the child is saying;
- following the child's lead, using whatever is meaningful to the child to initiate and develop communication;
- finding out what subjects they like and by involving them in courses where the language dimension is relatively secondary, such as music, art and physical education.



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GUIDELINES FOR INCLUSION OF STUDENTS FROM OTHER LANGUAGE AREAS IN EDUCATIONAL INSTITUTIONS IN MONTENEGRO

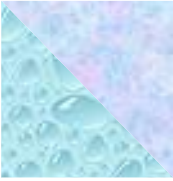
The successful and meaningful inclusion of students from other speaking areas in quality education is not only about allowing them to learn, that is, to meet their academic needs, but also activities related to solving their social and emotional needs are necessary. The integration of these students into the education system can be viewed through three dimensions:

- **Learning needs** – *language learning, adapting to the new education system*
- **Social needs** – *communication, a feeling of belonging, and connectedness*
- **Emotional needs** – *safety, overcoming anxiety and insecurity*

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Recommendation CM/Rec(2022)1 of the Committee of Ministers to member States on the importance of plurilingual and intercultural education for democratic culture

*(Adopted by the Committee of Ministers on 2 February 2022
at the 1423rd meeting of the Ministers' Deputies)*

"... support collaboration between educational and cultural institutions, civil society and businesses to promote plurilingual and intercultural learning for democratic culture"



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CONSEIL DE L'EUROPE

COUNCIL OF EUROPE

Committee of Ministers

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EUROPEAN CENTRE FOR
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CENTRE EUROPEEN POUR
LES LANGUES VIVANTES



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Icebreaker



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Coffee break



<https://holmesclassrooms.weebly.com/multicultural-meal-plan>

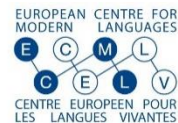
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Session 1:

Valuing all languages – Challenging assumptions

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What's your opinion?

Multilingualism is very helpful, a treasure and always an enrichment.

Multilingualism is useless, an obstacle and makes everything very complicated.

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What's your opinion?

Multilingualism **in the classroom** is very helpful, a treasure and always an enrichment.

Multilingualism **in the classroom** is useless, an obstacle and makes everything very complicated.

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Session 1 - Objectives

- Being aware of our attitudes towards languages
- Developing positive attitudes towards linguistic and cultural diversity
- Being aware of our plurilingual identity
- Considering myths and facts to challenge assumptions

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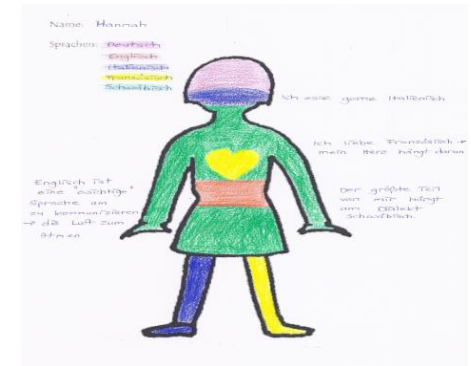
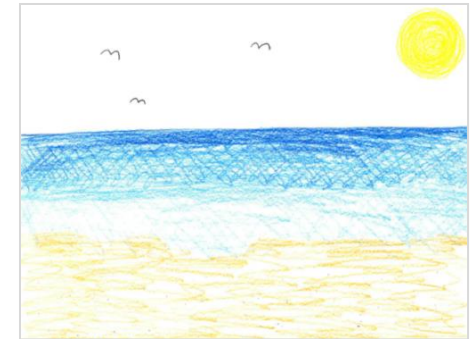




Getting to know yourselves and each other: Plurilingual Repertoires

Please create a small poster with the title “My Languages and Me”:

- Think of languages and dialects that you speak or any languages that are important to you for some specific reason
- Visualise your repertoire imagining that the different languages/dialects were located in different parts of your body or in a landscape. Where would you place them and why? What colours would you choose and why?
- Please add short explanations.

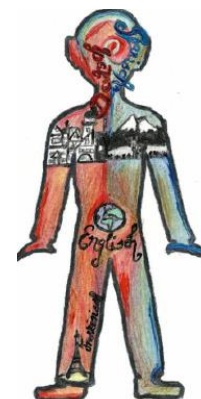
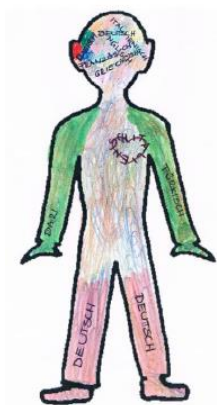
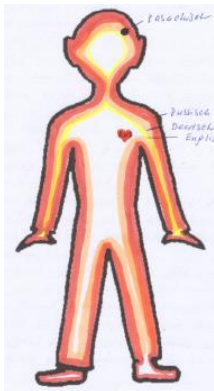




Sharing together

Please have a look at your portrayal in small groups, present them to each other and discuss:

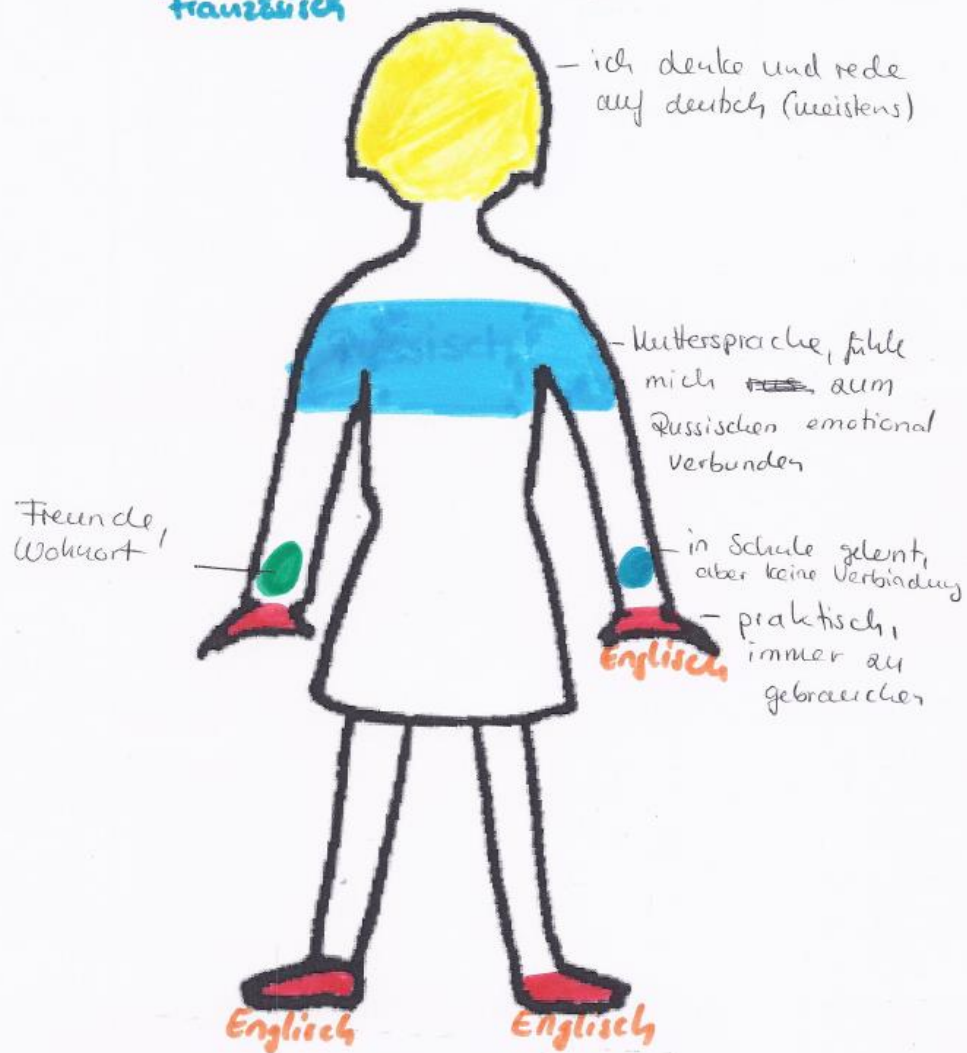
- What is most striking at first sight about your images?
- Are there similarities/differences?
- Why have you chosen the languages, colours, places in your body or landscape?
- What's the purpose of this activity? Do you do any similar activities with your classes? What would children/students/colleagues learn from it?





Name: Kristina Hlesler

Sprachen: Russisch Deutsch Englisch Türkisch
Französisch



Name: Hannah

Sprachen: ~~Deutsch~~

~~Englisch~~

~~Italienisch~~

Französisch

Schwäbisch

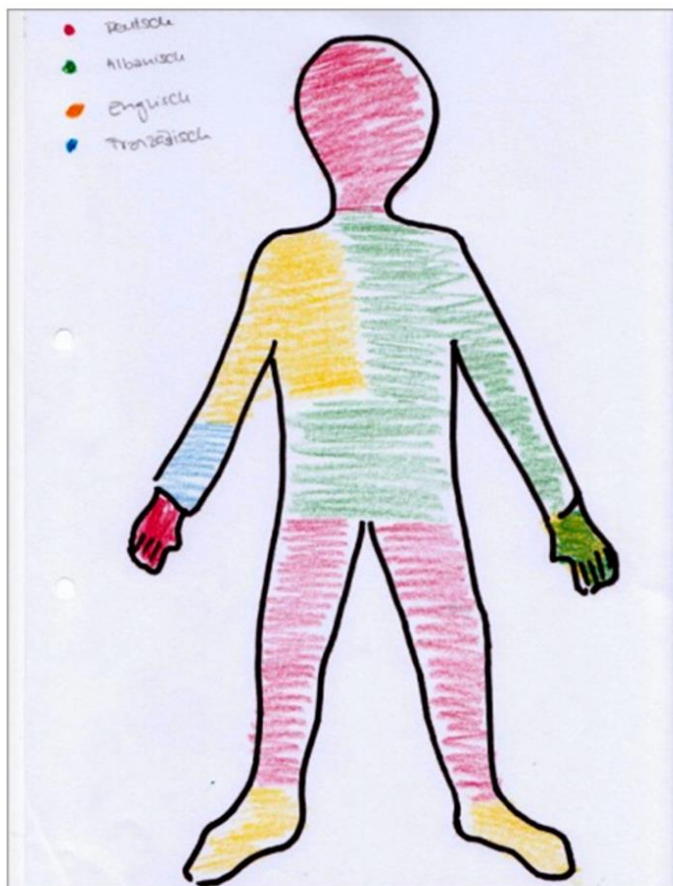


Ich esse gerne Italienisch

Ich liebe Französisch →
mein Herz hängt daran

Englisch ist
eine "wichtige"
Sprache um
zu kommunizieren
→ die Luft zum
Atmen

Der größte Teil
von mir hängt
am Dialekt
Schwäbisch.



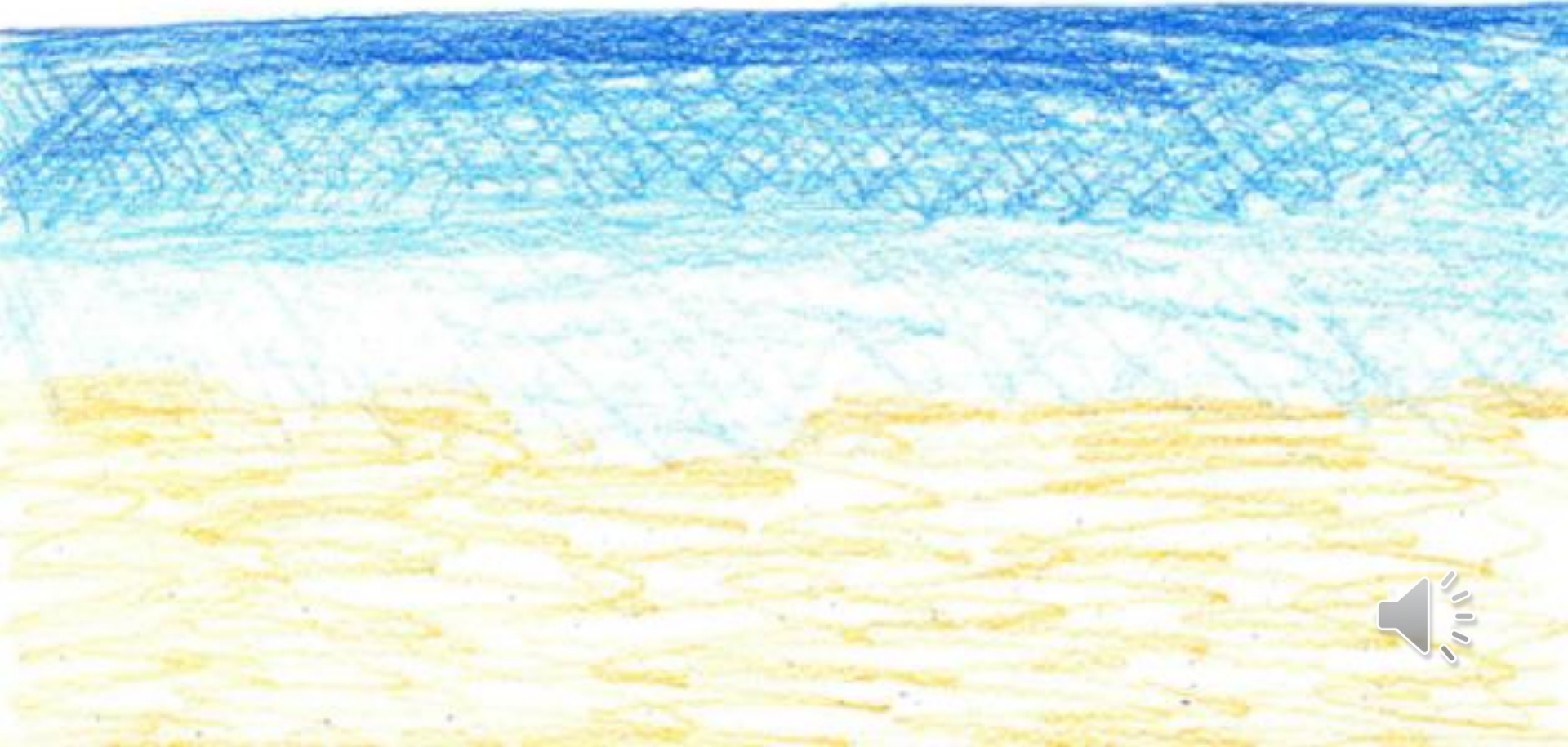
I speak four different languages. My mother or first language is Albanian. It covers a big part of my language body, because I use it every day to talk with my family, my friends and my boyfriend. Besides the biggest part of my upper body my hand is also green / blue. I painted it that way, because Albanian, as my hand, too, is a tool, that helps me in my every day life. French, in the same hand, is marked with blue, too. It's only a small part, because I don't like this language too much. Nevertheless I can handle it and use it quite a lot in Switzerland. German is my second language. English is my last language. It's in my heart and feet. With English I can communicate everywhere in the



3

3

3





sex: female

vision:

1. I would like to keep in mind all my languages.
2. I would like to remember new vocabulary much quicker than I do.

drawing: **The brown shore:** the Austrian mother tongue. There is no lake (language lake) without a good shore.

The brown stones in the shore area: my first foreign language - English.

The one black stone: my "dead" Italian.

The green border of the lake + the lake itself: The reed is rooted tightly in the shore area. For me, this symbolizes the Norwegian language, which for me has always to do with water. I manage the language in saying and writing. Because of that, the reed "roots" already in the shore area.

The so far only island: Here is located the language that I learnt last. The sign language. Because this language is very lively, the small flower looks more than a pinwheel. This island should still expand a little bit. It could become a peninsula and get into contact with the shore. This would be my objective during the next few years.

In the lake there is still place for more "language islands".



Visualising repertoires



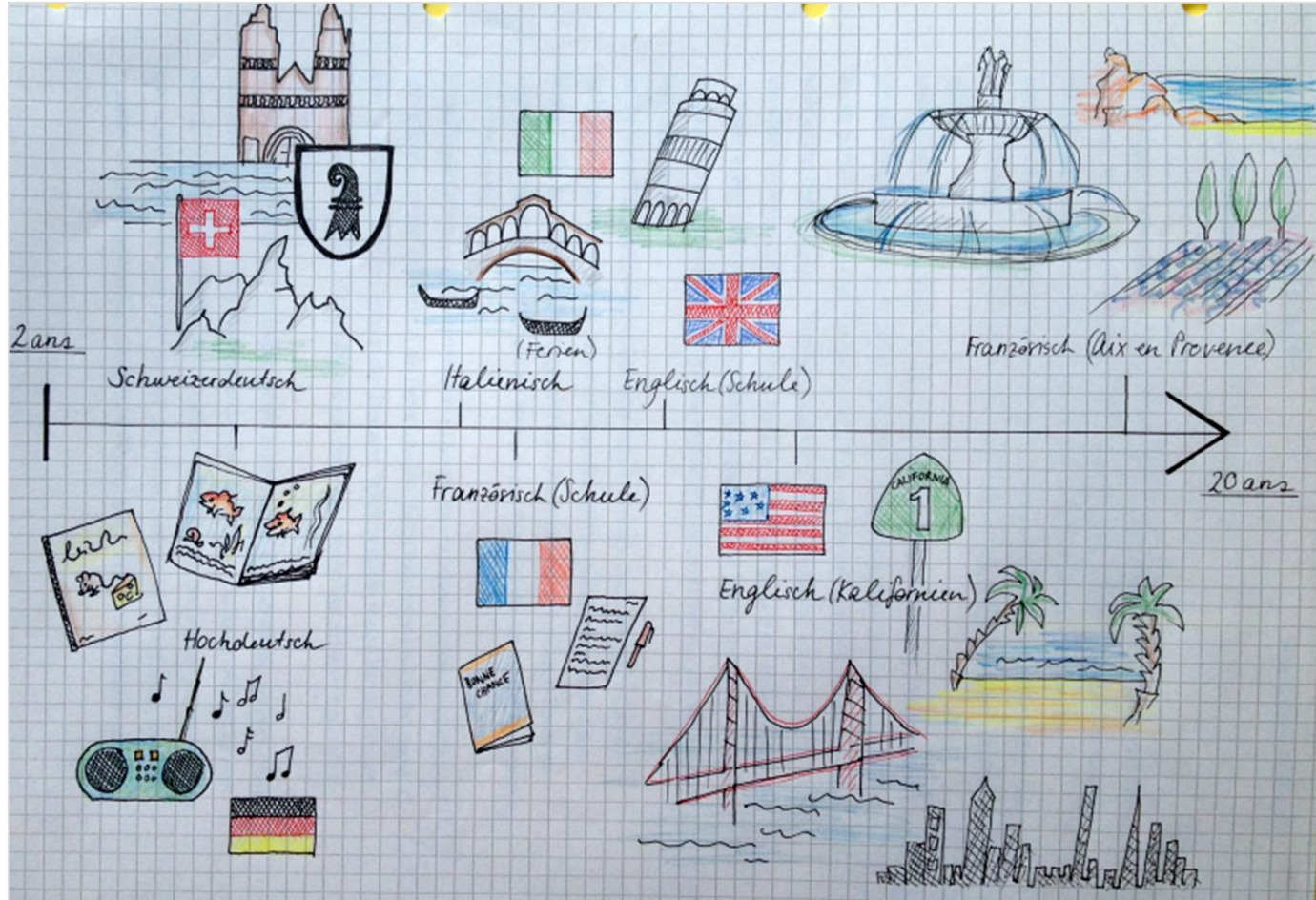
maledive.ecml.at

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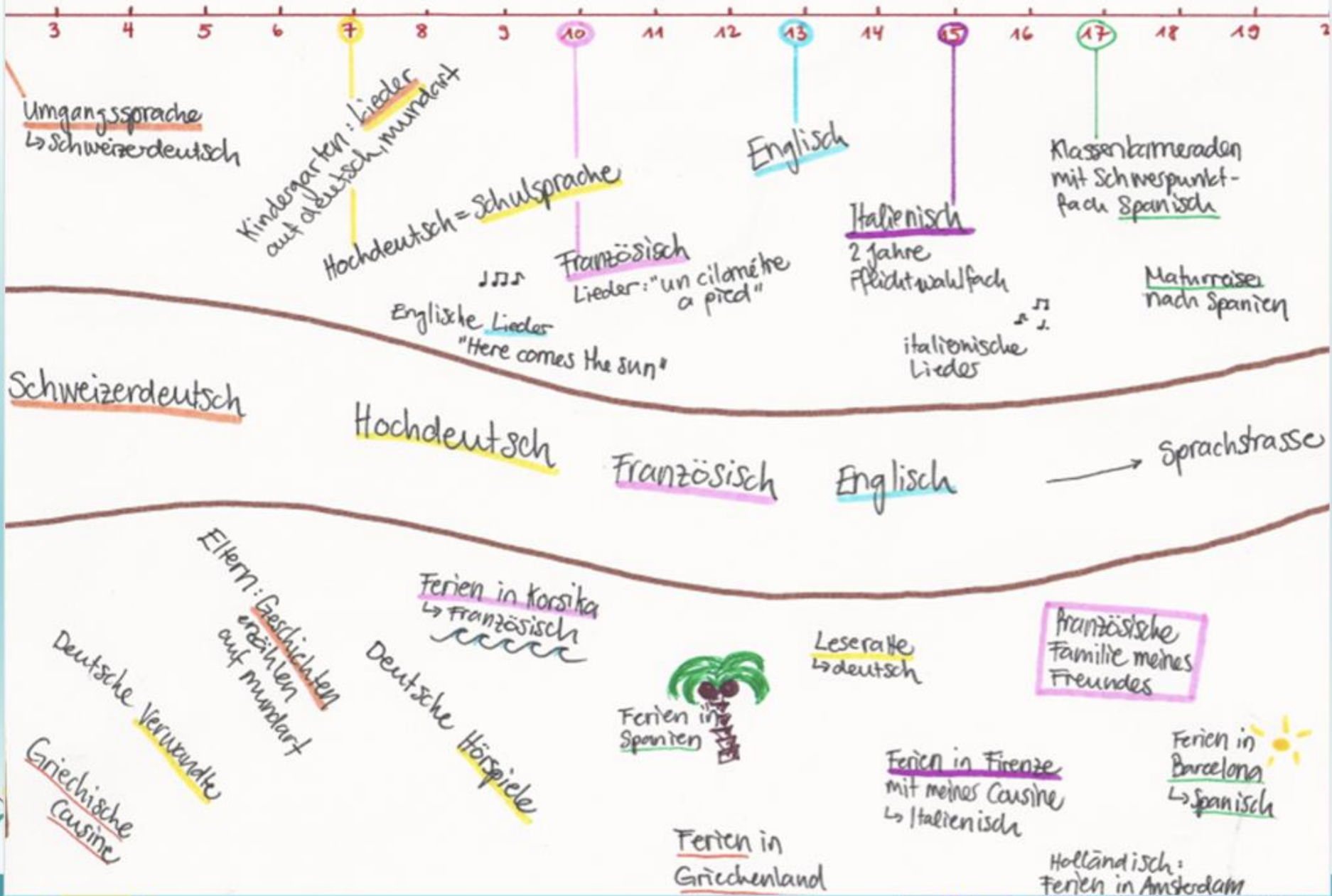




Visualising repertoires



maledive.ecml.at



Russisch ich habe Kopf und halbes Herz weil,
manchmal denk ich zu schreiben und Herz
weil, dass ist meine Muttersprache und weil,
im Russland sehr schön ist. Deutschland ist
im mein Kopf und Herz weil mit Kopf denk ich a

und Herz ist weil, Deutschland ist schönes Land und es ist so
im mein Herz. Französisch, mein Land ist weil, ich muss mit sie
Französisch schreiben. Hindi ist im mein Bauch weil, ich will Ind

sche essen probieren. Spanisch ist mein halbes Rock w
mir die Knie. Spanisch Englisch

Hand und Beine weil, ich mit Hals auf En
will und Beine weil, ich will da gehen.

Griechisch sind meine Beine und Hand weil
auf Griechisch will und Beine weil ich
alsoja sein und da gehen.

Example 4

- Russisch
- Deutsch
- Französisch
- Hindi
- Spanisch
- Englisch
- Griechisch

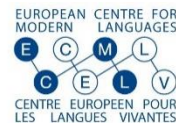
Ich und meine Sp





Participants' language portraits

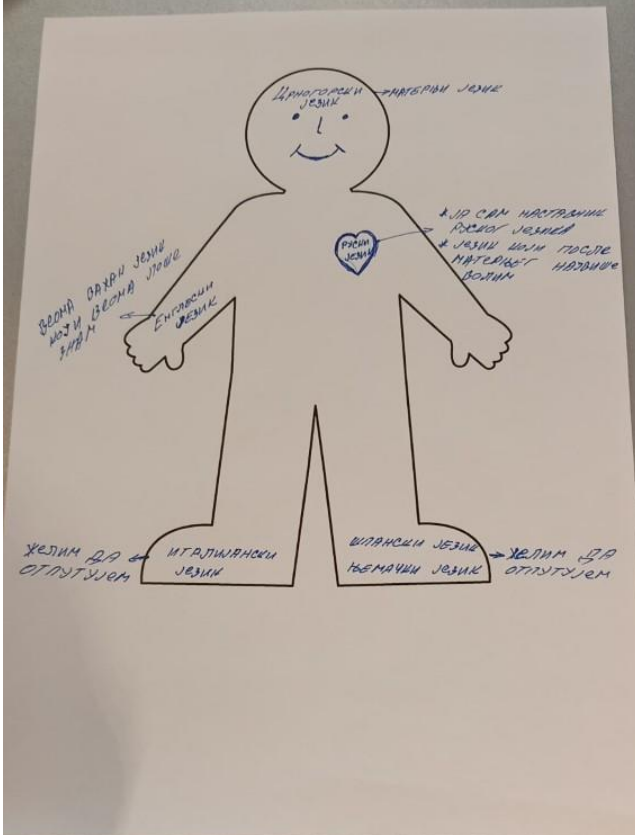
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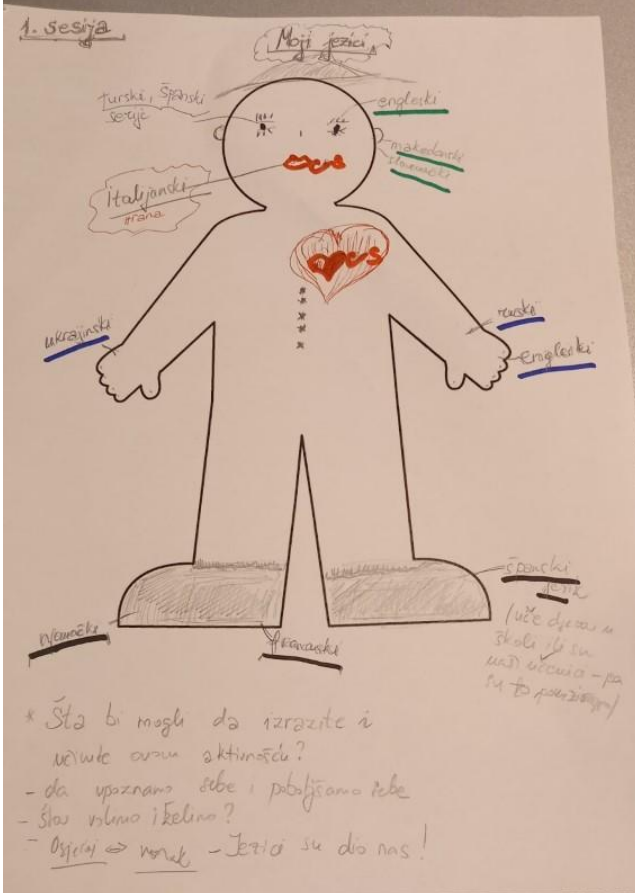
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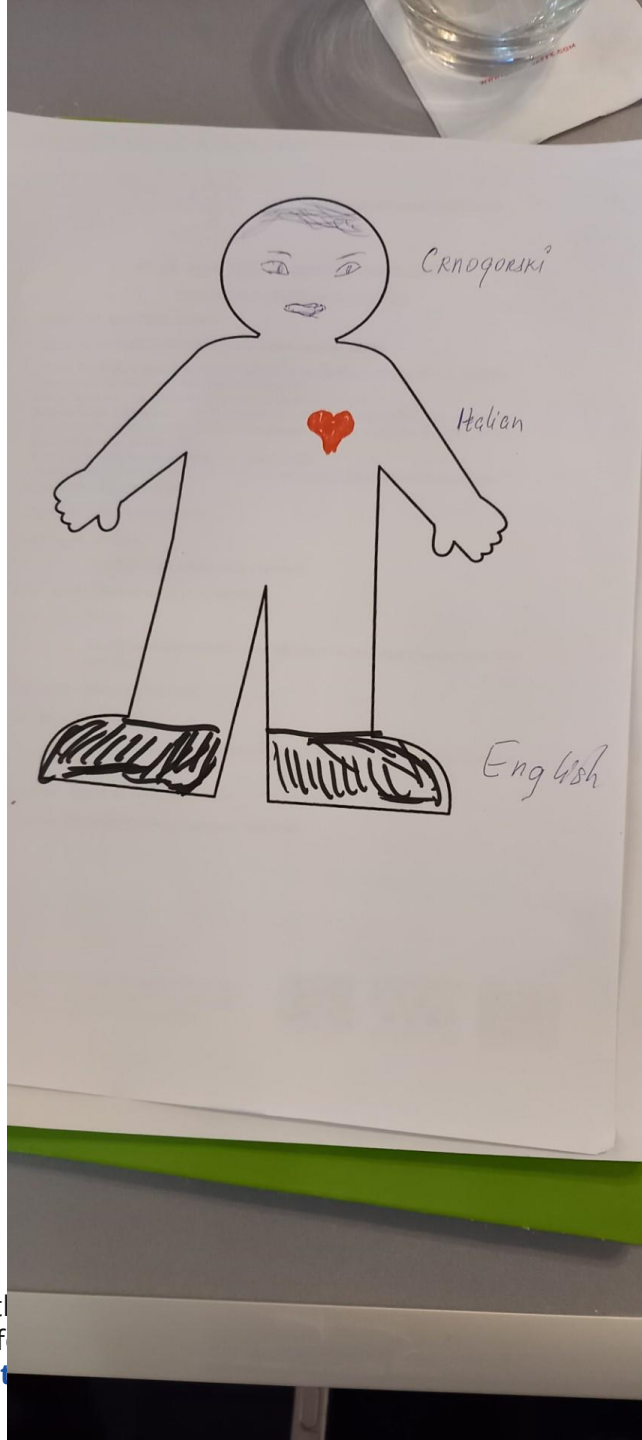
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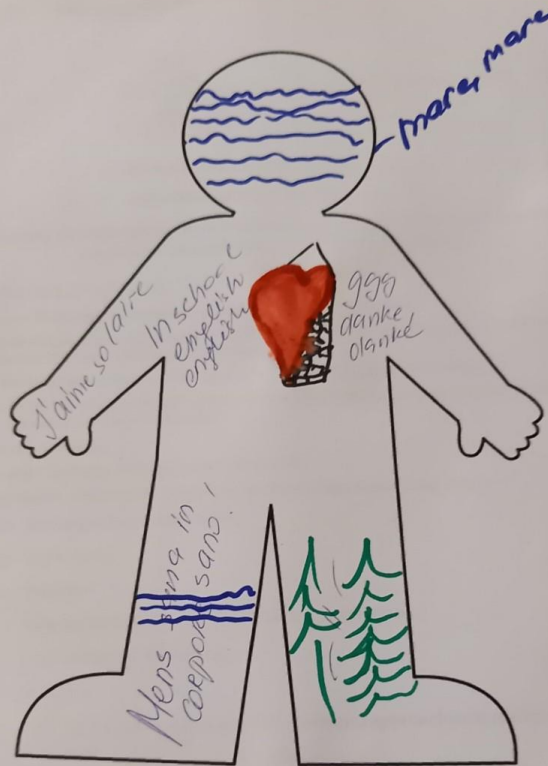


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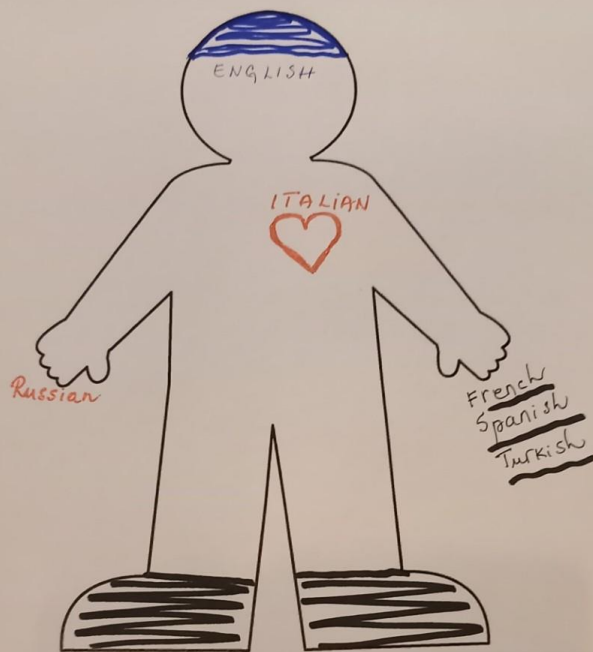


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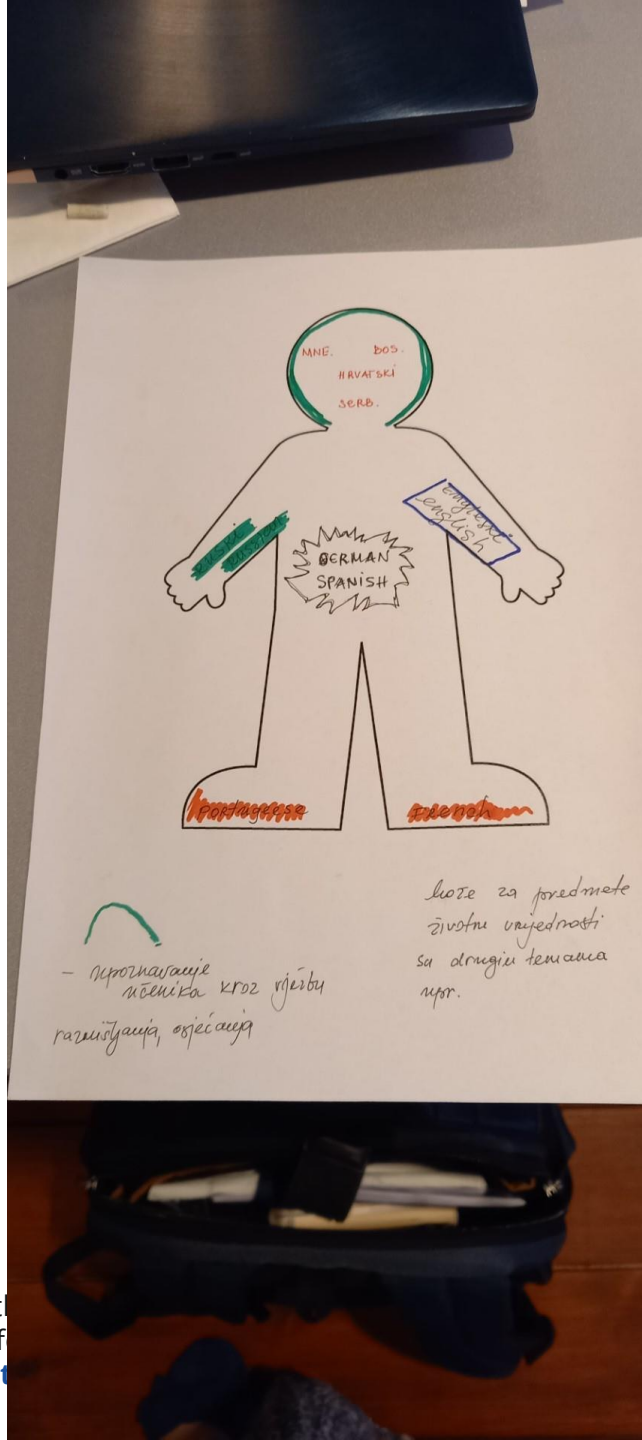



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- kroz masovnu
mješovicu kroz riječi
razmišljanja, osjećanja

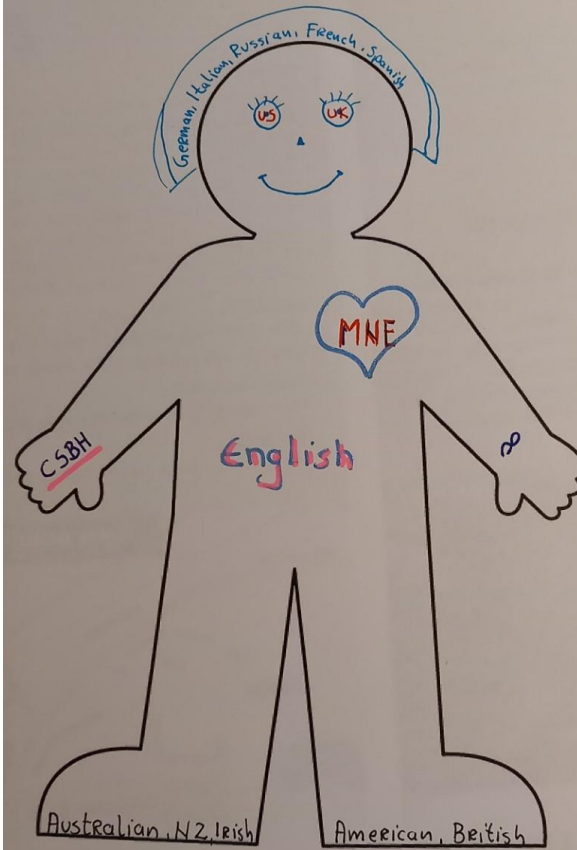
koje za predmete
života zajednički
su drugom temama
upor.

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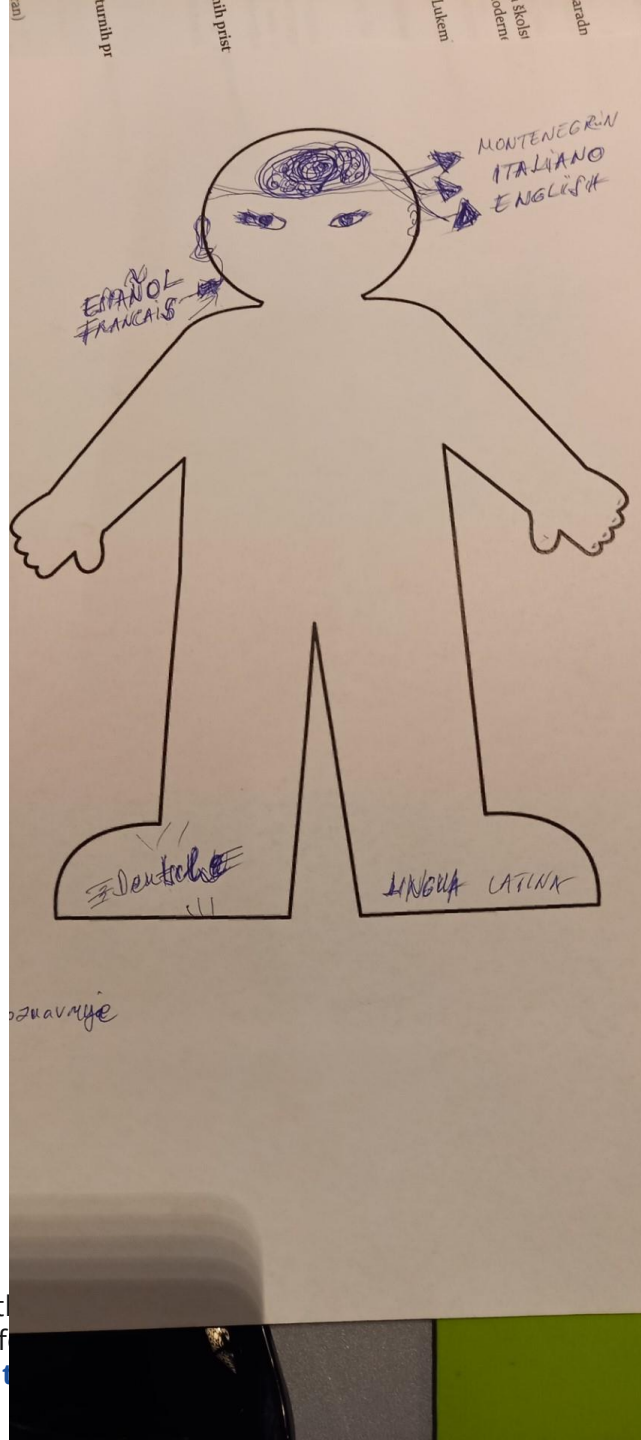


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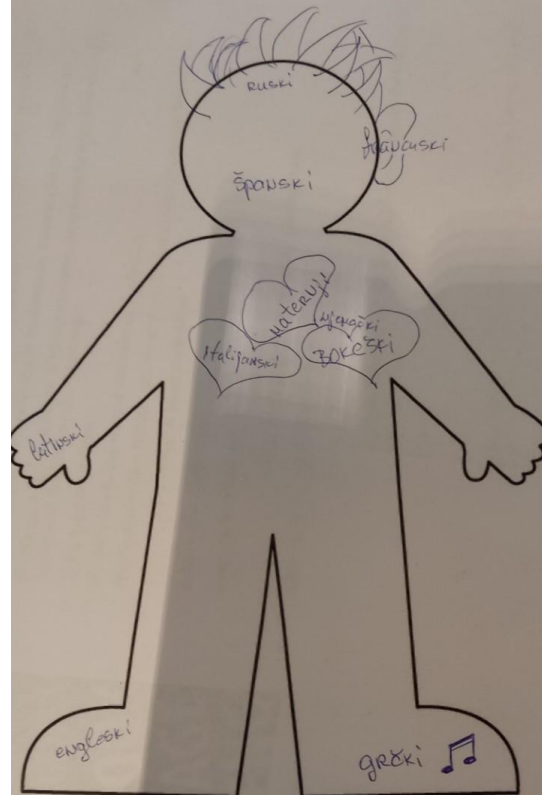


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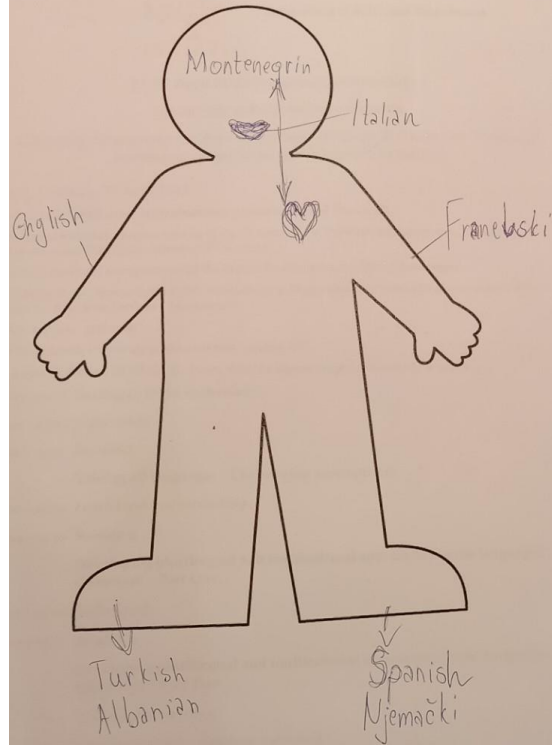
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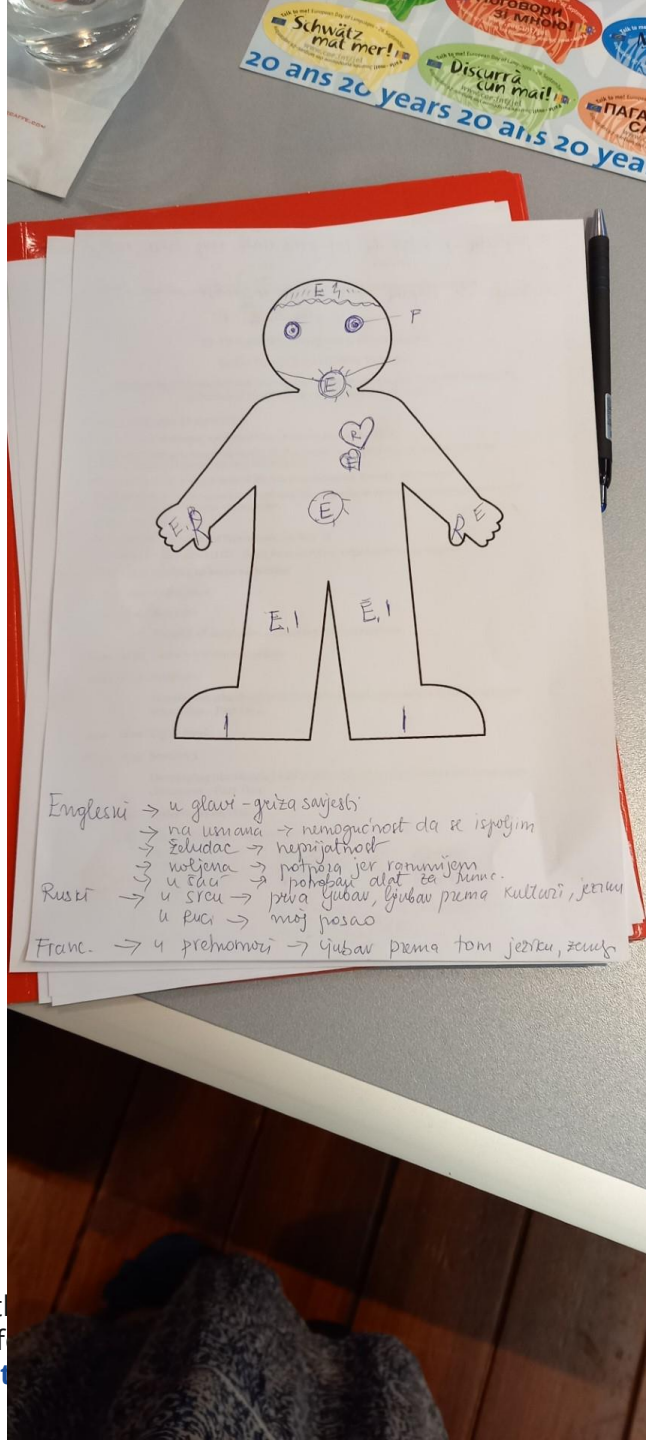


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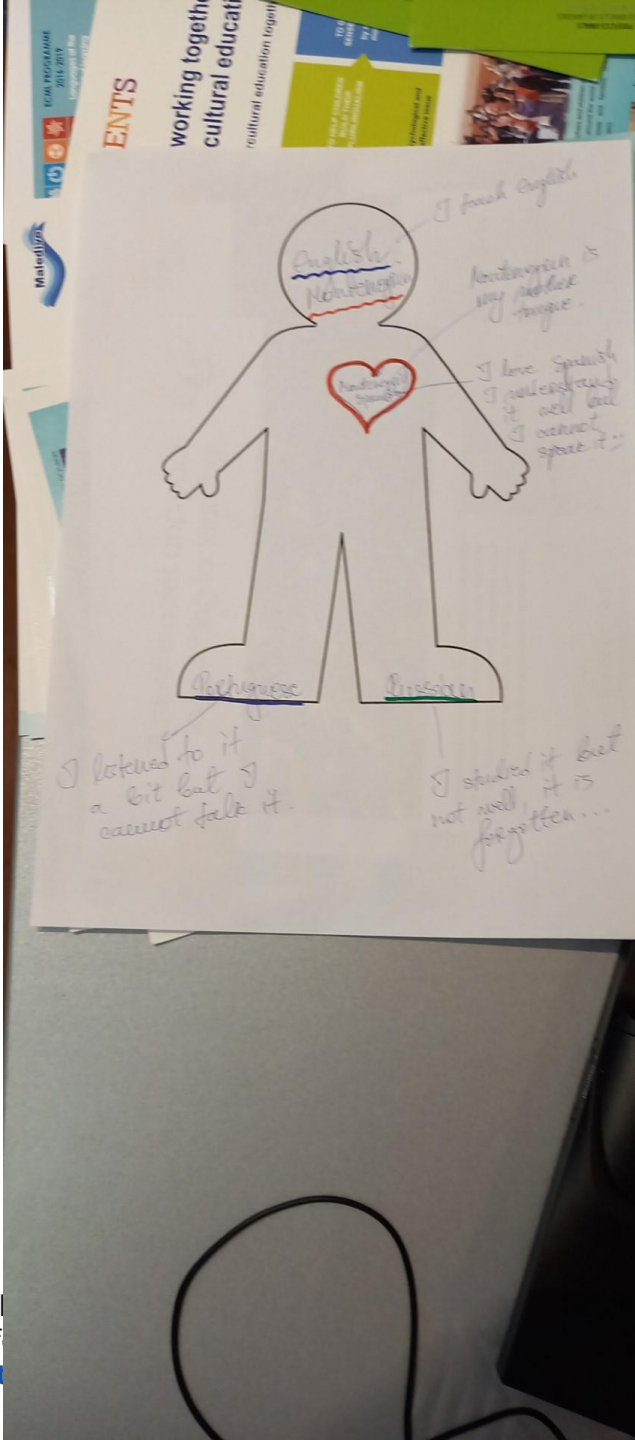


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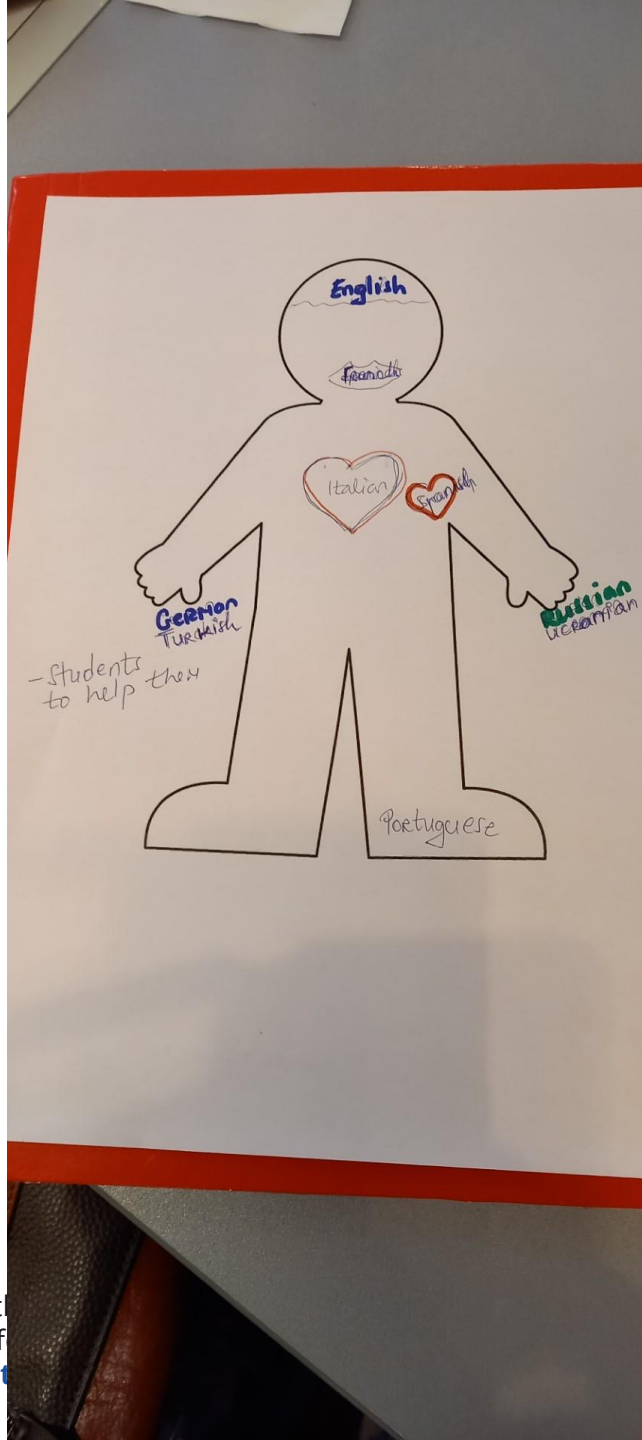


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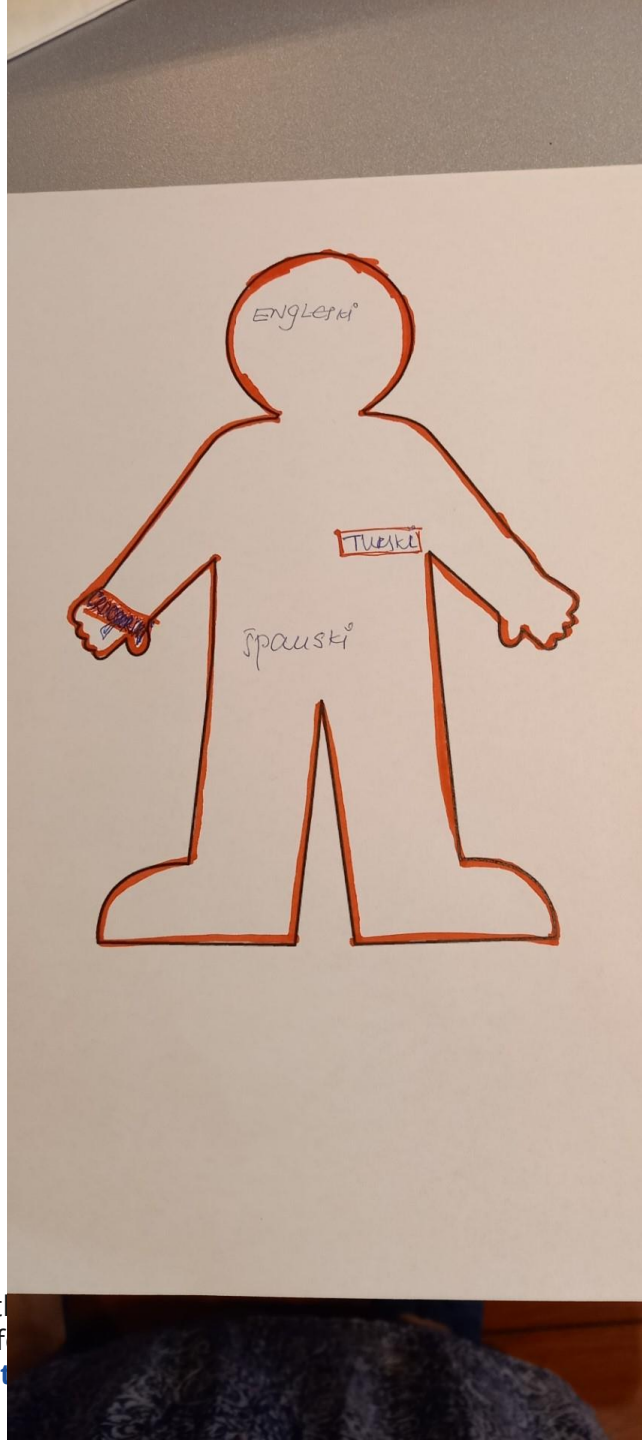


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Maledive project

- Including our students' plurilingualism in the teaching of the language of schooling
- Profiles of learners in diverse contexts
- Activities for use in the classroom and for teacher reflection

maledive.ecml.at

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Plurilingual and intercultural learning through mobility

Practical resources for teachers and teacher trainers

PluriMobil is a teaching tool that offers activities and materials to support the plurilingual and intercultural learning of students for the phases before and after a mobility activity. This tool can be adapted to multiple mobility projects across all educational levels.

PluriMobil offers a set of practical training tools to plan your mobility project

For detailed information, please click on the icon of the school level you are interested in.



AIM

The aim of PluriMobil is to develop students' ability to discover other languages, cultures and people, and new areas of knowledge. We hope that their mobility activities will also be part of their personal development as individuals. To this end, PluriMobil's pedagogical tools aim to improve students' communicative and plurilingual skills, enhance their intercultural competence and expand their language awareness and language learning strategies.

LESSON PLANS

plurimobil.ecml.at

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SURVEY What do you think about these resources?



- Introduction (EN)
- Conference presentation (FR)



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PALINGUI

Language learning pathways of young children



Making early language learning visible

- Language learning pathways are becoming more and more diverse as a result of linguistic and cultural diversity.
- PALINGUI is looking at these diverse linguistic journeys of young learners in educational contexts and how to make these visible through a range of methods and tools.
- These will make it possible to identify, understand and document language learning of children age 3 to 12 and thereby create learning opportunities allowing them to progress along their language learning pathways.

<https://www.ecml.at/ECML-Programme/Programme2020-2023/Languagelearningpathwaysofyoungchildren/tabid/4304/language/en-GB/Default.aspx>

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Summary so far

- Linguistic and cultural diversity is normal!
- With our languages we associate emotions, experiences, memories and people.
- Our languages are linked closely to our (language) biography and our identity.
- In many cases we have a “Herzenssprache“ - often this is our first language.
- The languages of the learners have to be taken into account:

*If we ignore the languages of the learners,
we ignore the kids themselves. (Jim Cummins)*



Languages in your environment

In small groups, discuss the following questions:

- What languages can be found in your environment outside school?
- What languages are visible or audible in your school and inside your classroom? What views do your colleagues hold about this?
 - Whatever your response – what does this reveal about your school and its values?

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Fact or myth?

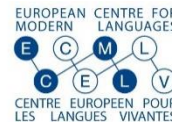


- Do the ILLEY* Quiz:

<https://www.ecml.at/ECML-Programme/Programme2016-2019/Inspiringlanguagelearningintheearlyyears/QuizFAQ/tabid/3064/language/en-GB/Default.aspx>

* ILLEY – Inspiring Language Learning in the Early Years

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Inspiring language learning in the early years – Why it matters and what it looks like for children age 3-12

Publication team: Flore Schank; Ingeborg Birnie; Déirdre Kirwan;
Dana Musilova; Jakob Patekar.

The website provides resources and strategies to develop the linguistic and intercultural competences of young learners and educators.

The outputs include:

- guiding principles for early language learning;
- inspiring stories about language learning in different contexts;
- inspiring resources and practical examples;
- a plurilingual quiz, FAQs;
- a collection of articles accessible online;
- a glossary.

The resources are for teachers and teacher educators in the pre-primary and primary sectors.



Early language learning



Languages of schooling



Plurilingual and intercultural education



Reflecting on myths about plurilingualism

- Look at the activity on Maledive
- Choose **two** of the statements and give some reasons why you think they are wrong or right.
- Compare your perspective with the statements of Grosjean



Benefits for the plurilingual individual?

In groups, consider the potential benefits of being plurilingual under these headings:

- linguistic benefits,
- enhanced cognitive skills,
- health benefits,
- social benefits,
- employment opportunities,
- intercultural awareness.



Benefits for the plurilingual individual?

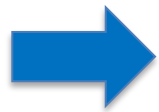
linguistic benefits, e.g. accessing information and communicating in a range of languages; enhanced competence and sensitivity in using their linguistic repertoire;

- **enhanced cognitive skills**, e.g. cognitive flexibility, concept formation, openness to diverse ways of expressing ideas, increased attentional control and working memory;
- **health benefits**, e.g. delaying age-related dementia;
- **social benefits**, family, friends etc;
- **employment opportunities**
- **intercultural awareness**, including critical awareness of their own cultural assumptions and acceptance of different perspectives. (See Lamb 2015 for references)



Raising awareness for languages

- stimulates the **reflection on attitudes** in social and multicultural contexts (e.g., from problem to resource),
- increases the development of adequate **pedagogical strategies for more social cohesion.**



The close interweaving between languages and cultures should be emphasized in intercultural education.



Making the unseen visible: Festivals of multilingualism





The World in Our City: Languages Live!

Exhibitions, performances, talks and taster sessions
celebrating Sheffield's multilingual character

PROGRAMME

Date	Time	Venue
Tuesday 23rd Sept		
High Storrs (1)	1.00 pm	Spiegelent
Malin Bridge (2)	1.20 pm	Spiegelent
Dore Primary (3)	1.40 pm	Spiegelent
Wednesday 24th Sept		
Home Languages & Early Years workshop > Sue Withey & Helen Fidler (Sheffield City Council)	4.00 pm	Castle House
Talks: Languages & Arts and Culture (by academics from the School of Languages and Cultures, University of Sheffield):	5.30 pm	Castle House
> Prof Philip Swanson on 'Modern "Art" and How to Read the Unreadable: Latin American Poetry as Test Case' > Dr Amanda Crawley Jackson on 'Re-thinking the banlieue: contemporary art and the media' > Dr Helen Abbott on 'Languages, Poetry, and Music - why singing in French changes everything'		

VISIT OUR INTERACTIVE EXHIBITION AND POP-UP LANGUAGE TASTERS - EVERY DAY IN CASTLE HOUSE (LEVEL 1)

- Notes
 (1) Performance in Urdu
 (2) Performance in Mandarin
 (3) Songs in French & German



The World in Our City: Languages Live!

Date	Time	Venue
Thursday 25th Sept		
Monteney Primary	11.00 am	Spiegelent
Westfield School (4)	11.30 am	Spiegelent
Talks: Languages & Business > Natalie Wilmot (Sheffield Hallam University) > Anna Parker (UKTI Yorks & Humber)	10.30 am	Castle House
Multilingual Poetry > Debjani Chatterjee MBE > Basir Sultan Kawmi MBE > River Wolton > Ethel Maqeda > Claire Basarich > Ellen McLeod	5.00 pm	Spiegelent

Friday 26th Sept		(EUROPEAN DAY OF LANGUAGES)	
Bradfield School	11.00 am	Spiegelent	
Porter Croft CoE Primary Academy (5)	11.20 am	Spiegelent	
Radio discussion > Prof Terry Lamb (University of Sheffield) > Sandra Potesta (RLNO Yorks & Humber) > Anna Parker (UKTI, Yorks & Humber) > Nawal El-Amrani (public health)	12.00	Sheffield Live	
Multilingual storytelling (6) > Vanda Priestly > Lisa Wang > Eduardo Rull Ariza	4.00 pm	Castle House	

Saturday 27th Sept			
Why Languages Matter! (interactive exhibition)	12.00-4.00 pm	Winter Garden	
Celebrating our languages (performances in Mandarin, Oromo and Spanish)	2.30-3.30 pm	Winter Garden	

- Notes
 (4) Song in Spanish & English
 (5) Playlet in French: 'L'anniversaire d' Henri Hérissou'
 (6) Stories in Hungarian, Mandarin & Spanish



Why Languages Matter!



Why Languages Matter!

My favourite language is Telugu
because... it is my mother tongue.

My whole family speaks it. Knowing Telugu
Makes me feel special, different & unique.

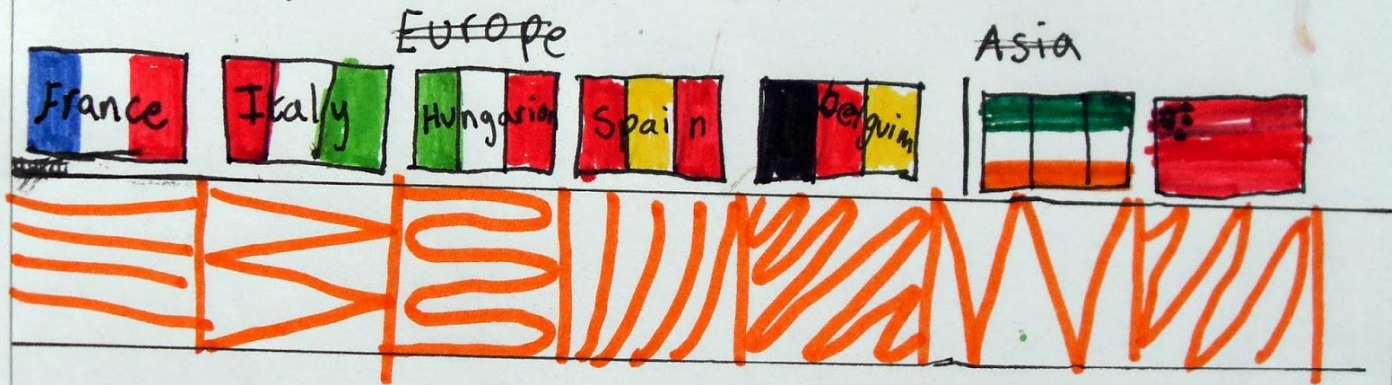
Why Languages Matter!

Who I am: Pragnya Alla

My languages: Hindi, Telugu, English, French & a little Spanish

Why Languages Matter!

I like knowing another language because... it shows how much I care for different cultures.



Why Languages Matter!

Who I am: Emmanuel Essien

My languages: English(UK), French, Ific (nigerian dialect)

Why Languages Matter!

Knowing another language
made a difference to my life

when... I was able to interact with people
from different backgrounds. It also
made me feel part of their cultures as well
as being comfortable around them.

Why Languages Matter!

Who I am: *Lisandra*

My languages:

Shona, English a bit of French and Spanish

Why Languages Matter!

My favourite language is Chinese

because... I get to travel to different places. Especially China ~~at~~ which is a big country. Many toys are made in China. I can order from macdonalds in Chinese without making a fool of myself.



Why Languages Matter!

Who I am: Billy Savvy

My languages: English, Spanish, German, Chinese



Festival of the Mind

The World in Our City:
Languages Live!



Terry Lamb, University of Westminster, UK



The power of languages

1. Language(s) enable(s) children to get access to education and in turn education gives access to language(s).
1. But language(s) can also reinforce social hierarchies and enable discrimination against minorities, e.g. when the political power privileges the dominant national language or those of specific ethnic groups.

Human rights to education are violated when the child has no right to maintain his or her mother tongue and to develop it further in school.

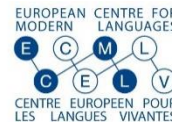


Lunch break



<https://holmesclassrooms.weebly.com/multicultural-meal-plan>

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Session 2 and 3:

Teaching in a multilingual environment:

Valuing and building on learners' prior knowledge

Building bridges between languages

Developing our learners' plurilingual and intercultural competences

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Pluralistic approaches

- Awakening to languages / language awareness
- Intercomprehension between related languages
- Integrated language learning
- Intercultural approach



The intercultural approach

- The intercultural approach has already had a clear influence on the methodology of language teaching and is therefore relatively well-known.
- Its many variants are all based on didactic principles which recommend relying on phenomena from one or more cultural area(s) (conceived of as hybrid, open and dynamic) as a basis for understanding others from one or more other area(s).
- They also advocate developing strategies to promote reflection about contact situations involving persons with different cultural background.



Multiple identities – PluriMobil

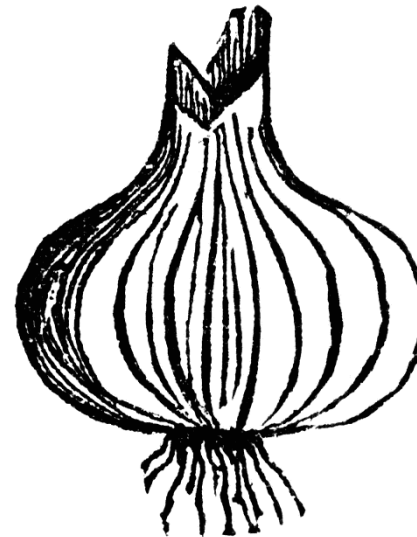
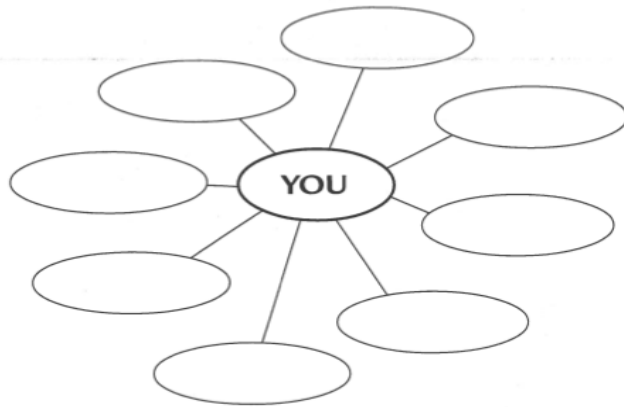
<https://plurimobil.ecml.at/Home/tabid/3764/language/en-GB/Default.aspx>

You as a Culturally Diverse Person

Discovering your cultural diversity

Take a few minutes to complete this diagram. In as many circles as you can, write a word you feel describes you or is a significant part of who you are or how you choose to identify yourself to others (e.g., sister, student, African-American, Christian, Democrat).

Diagram of the Culturally Diverse You

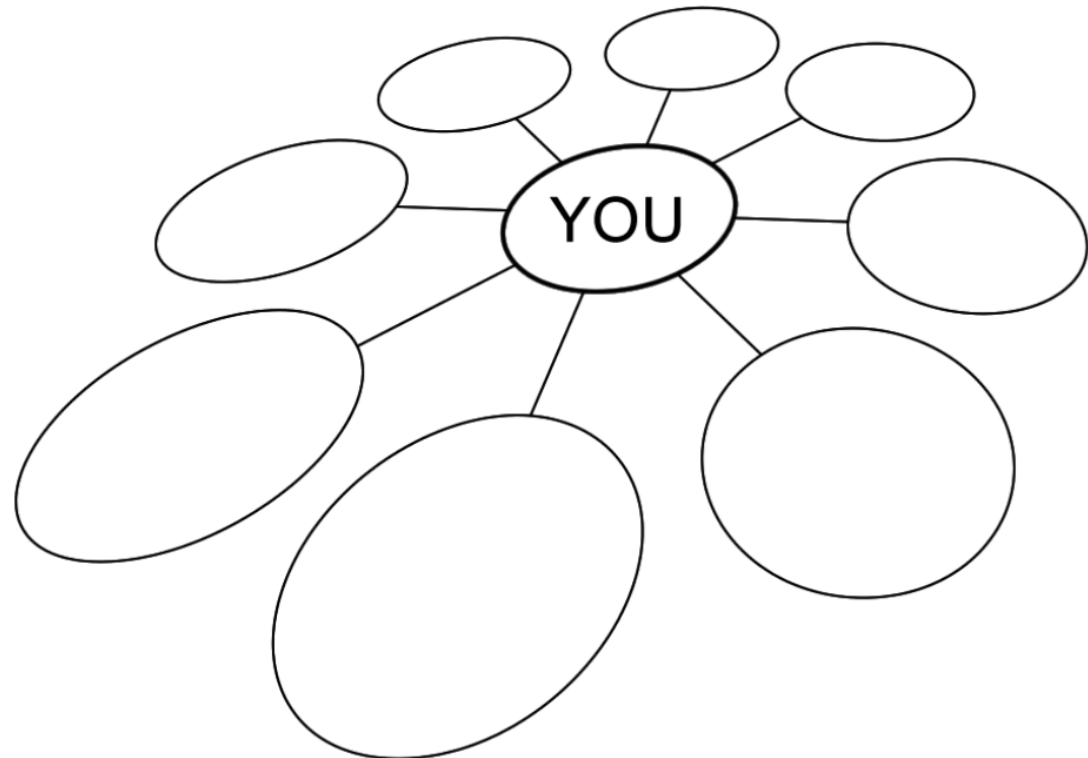




Plurimobil: an activity for secondary school: you as a culturally diverse person

In the circles below describe

- who you are
- or an important part of who you are
- or how you identify yourself to others (brother, Irish, socialist, pupil, etc.)



Here are a few questions that help you to reflect on your choices:

- If you had to pick just one circle, which would it be? Two circles? Why are these the most important parts of your cultural identity?
- Did you have difficulty filling in eight circles? Did you find it was not enough? What insights have you gained about yourself from this exercise? Is there any identity that others don't readily recognize in you? Is this OK? Or is it frustrating? [...]
- How might these circles change when you are abroad? For example, did you list your nationality in one of the circles? Your social class? Did you list the languages you speak? [...]

Quoted from: Paige, M. R./Cohen, A. D. et al. *Maximizing Study Abroad. A Students' Guide to Strategies for Language and Culture Learning and Use*. Minneapolis: Board of Regents University of Minnesota, 2006.

Activity based on an idea from Paige, M. R./Cohen, A. D. et al. *Maximizing Study Abroad. A Students' Guide to Strategies for Language and Culture Learning and Use*. Minneapolis: Board of Regents University of Minnesota, 2006.

Plurimobil: an activity for secondary school: you as a culturally diverse person

EXPERIENCES

- Learners reflect on their identity, their lifestyle, interests and other aspects of their lives
- describe themselves in a foreign language
- develop good presentation skills
- develop curiosity about their hosts and their life styles



Plurimobil - an activity for primary school: the same and different

TARGETED COMPETENCES

Pupils

- can better understand their own cultural identity
- can compare features of culture (perceive the cultural proximity/distance)
- can deal with cultural diversity in and outside the classroom



Individuals usually identify with more than one social group because they are simultaneously members of many different groups (national groups, racial groups, religious groups, gender groups, etc.); they have multiple identities. Identifying with multiple social groups helps us to position and define ourselves in the social world relative to other people.

AIE – concepts for discussion – p. 5

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When we attribute value and emotional significance to being a member of a particular social group, this group forms a salient part of our own self-concept (for example, being a Real Madrid supporter or being a Christian) and we acquire a subjective identification with that group.

AIE – concepts for discussion – p. 5



The different groups we belong to are not always salient to us: for instance, nationality may be irrelevant if we are among fellow countrymen or women. However, identifications can become very salient when confronted with ‘difference’ of one kind or another (i.e. when travelling abroad, watching an international sporting event, or meeting somebody from another ethnic or religious group).

AIE – concepts for discussion – p. 5

<https://www.coe.int/en/web/autobiography-intercultural-encounters>

Discussion

How would you define culture?



The word ‘**culture**’ is associated with **practices, beliefs, values, symbols and traditions, with particular ways of living and of understanding the world.**

Cultures can be understood as the **fixed, inherited features** of different national, ethnic and religious groups. This way of talking about culture as the distinct and essential features of a particular group is called ‘dominant’ discourse. Cultures can also be understood as **dynamic and changing**, continually being redefined by individuals and groups as they interact with others of different backgrounds or respond to changing circumstances. This way of talking about culture is known as ‘demotic discourse’.

AIE – Concepts for discussions

<https://rm.coe.int/concepts-for-discussion-autobiography-of-intercultural-encounters/168089ea7f>



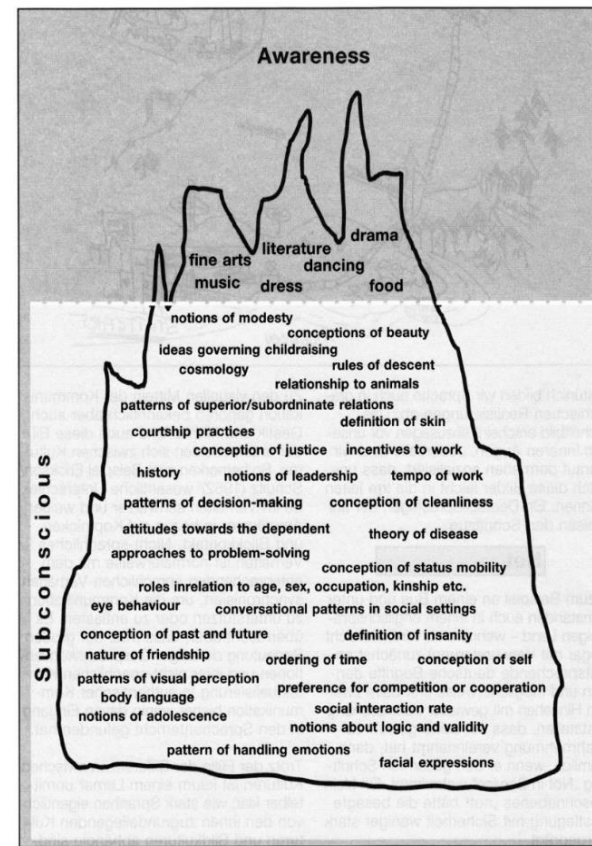
Types of culture

- National culture
- Regional culture (Zagreb, countryside, seaside)
- European culture
- Class culture (working, middle, upper class)
- Professional culture (academics, engineers)
- Gender
- Age (adolescent, middle-aged, elderly)
- Religious culture
- Corporate culture (university vs Google)
- ...

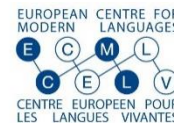


PluriMobil

The visible, the less visible, the invisible



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Autobiography of Intercultural Encounters



Introduction
An overview of all the documents shown below



Autobiography of Intercultural Encounters
Standard version for older learners and adults



Facilitators' notes
Suggestions as to how and when the Autobiography could be used



Context, concepts and theories
Historical, theoretical and conceptual background to the Autobiography for further study



Concepts for discussion
A stimulus for discussion and debate in the classroom or seminar group



Autobiography of Intercultural Encounters for Younger Learners
For children who need help from an adult in reading and writing and in thinking back over their encounter.



Facilitators' notes
Suggestions as to how and when the Autobiography could be used with younger learners



Text cards
To structure the discussion with younger learners



Picture cards
To introduce children to the idea of an encounter with someone different



Feedback form for facilitators
who would like to share their experiences with the AIE development team

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https://www.youtube.com/watch?v=j_RNKlp25CA

Le racisme, vous valez mieux que ça! Hicham



▶ ▶▶ 🔊 0:01 / 0:20

Faites défiler la page pour afficher plus de détails



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EUROPEAN UNION



CENTRE EUROPEEN POUR
LES LANGUES VIVANTES



CONSEIL DE L'EUROPE

¿CÓMO NOS ENTENDEMOS?

« How do we understand each other? »



Vas a: escribir una guía para un español que quiere visitar tu país

Para ello vas a aprender a:

Reflexionar sobre hábitos y costumbres culturales

Aconsejar y advertir

« Write a guide for a Spaniard who would like to visit your country.

To do this, you will learn how to:

- reflect on cultural habits and customs
- advise and warn. »

¿CÓMO NOS ENTENDEMOS?



In the database -
carap.ecml.at

3.A. En España normalmente...

1. El ritual de las despedidas es largo.
2. Es costumbre que en una reunión de amigos que salen a tomar algo, cada uno pague una ronda.
3. No se suele preguntar a la gente cuánto dinero gana.

« In Spain...

1. usually the living ritual is a long one;
2. When friends meet outside to have a drink together, each of them usually buys a round;
3. usually, you don't ask people how much money they earn.»

	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
PL	Dzien dobry											Dobry wieczór			Dobranoc		
CZ	Dobré jitro				Dobrý den				Dobrý večer			Dobrou noc					
R	Доброе утро			Добрый день						Добрый вечер			Спокойной ночи				
D	Guten Morgen			Guten Tag						Guten Abend			Gute Nacht				
E	Good morning				Good afternoon				Good evening					Good night			
I	Buon giorno							Buona sera					Buona notte				
F	Bonjour											Bonsoir			Bonne nuit		
Sp	Buenos días					Buenas tardes					Buenas noches						
H	Jó reggelt		Jó napot					Jó estét				Jó éjszakát					
Jap	Ohayo			Konnichiwa						Konbanwa			Oyasumi				

Doyé, P. (1999). *The intercultural dimension: Foreign language education in the primary school*. Cornelsen.

In : Piccardo, E., Handout for the [Webinar “Developing plurilingualism in the classroom: From reflection to action”](#), Council of Europe, 9.6.2021



What's in a name?



What's in a name

Discuss some of the questions on the sheet.

Would an activity like this be interesting with your pupils? Why? How could you adapt it?



Origin of Last Names

<https://en.geneanet.org/surnames/>

Etymology and History of First Names

[The Meaning and History of First Names - Behind the Name](#)

[Last Name Meanings and Origins | Search Surnames at Ancestry.com®](#)



What's in a name?

Possible objectives

- Getting to know each other
- Creating a group dynamic
- Having pleasure working with different languages
- Exploring identity
- Exploring, playing with languages
- Becoming aware of similarities and differences
- Becoming aware of linguistic phenomena

Guidelines for inclusion of students from other language areas in educational institutions in Montenegro

The successful and meaningful inclusion of students from other speaking areas in quality education is not only about allowing them to learn, that is, to meet their academic needs, but also activities related to solving their social and emotional needs are necessary. The integration of these students into the education system can be viewed through three dimensions:

- **Learning needs** – *language learning, adapting to the new education system*
- **Social needs** – *communication, a feeling of belonging, and connectedness*
- **Emotional needs** – *safety, overcoming anxiety and insecurity*

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Multiple identities

There is us / them – All that we share
Denmark

<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

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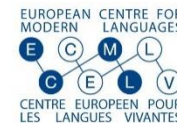


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Awakening to languages / Language awareness

- Activities include many languages
- They may include the language of schooling / languages taught in school
- They may include languages spoken at home by some of the learners

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Contos de Encantos

O CAPUCHINHO VERMELHO

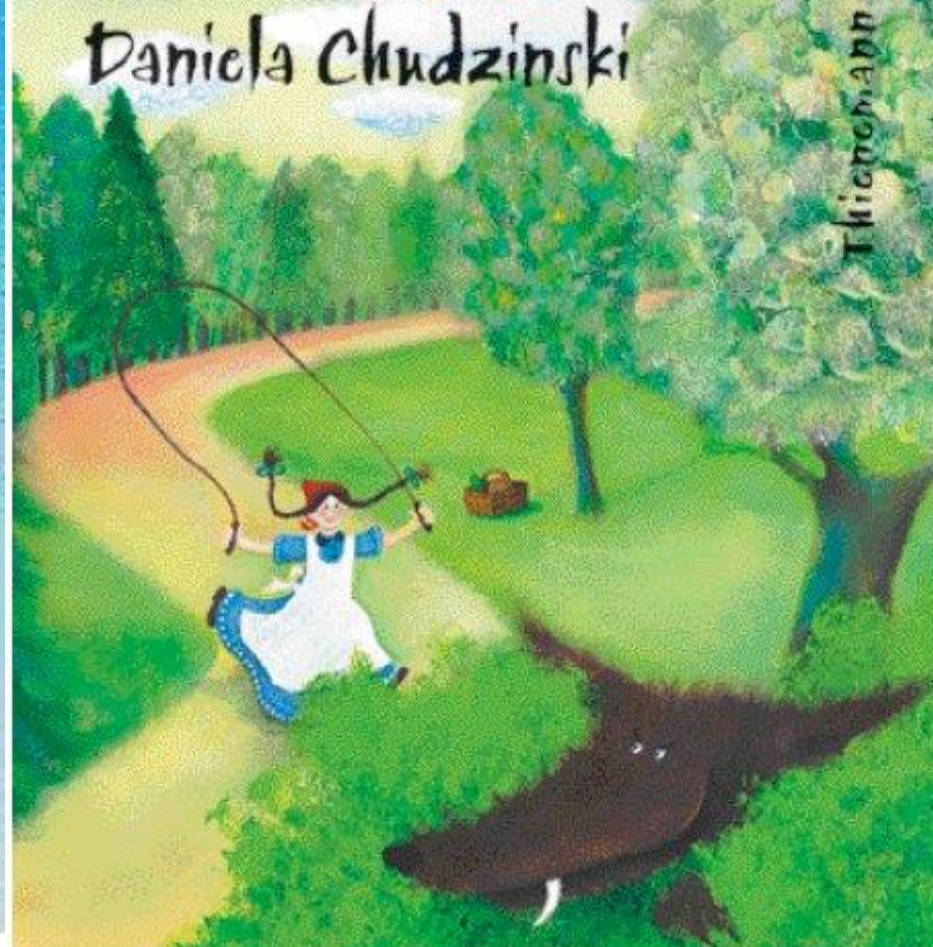


FLUDDER

Brüder Grimm

Rotkäppchen

Daniela Chudzinski



Thienemann

SUPPORTING

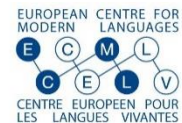


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<https://www.goodreads.com/book/show/40715971-punam-tsike>

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Language selection bar: DA, DE, EN, ES, FI, FR, HU, IT, JA, KO, NL, PL, PT, RO, RU, TR, VI, ZH

Grimmstories.com

Contes de Grimm

grimmstories.com



DEUTSCH
Grimms Märchen
Alle Märchen der Brüder Grimm



FRANÇAIS
Contes de Grimm
Tous les contes des frères Grimm



ESPAÑOL
Cuentos de Grimm
Todos los cuentos de los hermanos Grimm



ENGLISH
Grimms' Fairy Tales
The complete fairy tales of the Brothers Grimm



PORTUGUÉS
Contos de Grimm
Todos os contos dos Irmãos Grimm



ITALIANO
Fiabe dei Grimm
Tutte le fiabe dei fratelli Grimm



РУССКИЙ
Сказки братьев Гримм
Все сказки братьев Гримм



NEDERLANDS
Sprookjes van Grimm
Alle sprookjes van de gebroeders Grimm



POLSKI
Baśnie braci Grimm
Wszystkie bajki braci Grimm



DANSK
Grimms eventyr
Samlede eventyr udgivet af brødrene Grimm



Piroska



What Little Red Riding Hood

SE FRENCH	GERMAN	FINNISH	ITALIAN
Que tu as de grandes oreilles!	Was hast du für große Ohren!	Kylläpä sinulla on suuret korvat!	Che orrechie grandi hai!
Que tu as de grands yeux!	Was hast du für große Augen!	Kylläpä sinulla on suuret silmät!	Che occhi grandi hai!
Que tu as de grandes dents!	Was hast du für große Zähne!	Kylläpä sinulla on suuri suu!	Che bocca grande hai!



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Cherche les mots dans le dialogue



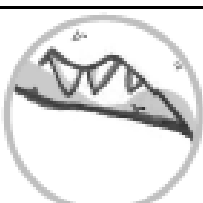
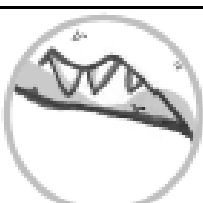


et remplis les cases.

MICHEL

noms

verbes

<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
allemand	finnois		allemand	finnois
<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
oreilles			entendre	
français	italien			
<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
allemand	finnois		allemand	finnois
<input type="text"/>	<input type="text"/>			
yeux		voir		
français	italien	français	italien	
<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
allemand	finnois		allemand	finnois
<input type="text"/>	<input type="text"/>			
dents		manger		
français	italien	français	italien	

What big ears you've got ...
What big eyes you've got...
Etc.

(Here in German, Finnish, French and English)

Pupils fill in the boxes with words in Finnish, French, German and English)



français	anglais	italien
<p>Que tu as de grandes oreilles !</p>	<p>What big ears you've got!</p>	<p>Che orecchie grandi hai !</p>
<p>Que tu as de grands yeux !</p>	<p>What big eyes you've got!</p>	<p>Che occhi grandi hai !</p>
<p>Que tu as de grandes dents !</p>	<p>What big teeth you've got!</p>	<p>Che bocca grande hai !</p>
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">Adj</div> <div style="border: 1px solid black; padding: 2px;">Nom</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">Adj</div> <div style="border: 1px solid black; padding: 2px;">Nom</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">Nom</div> <div style="border: 1px solid black; padding: 2px;">Adj</div> </div>

... pupils compare word order in these languages

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boeh!
Dutch

moo!
English

mu!
Russian

bū!
Hungarian

The European Day of Languages is for EVERYBODY!

What sound does a COW make in YOUR language?

 **September 26**
www.coe.int/EDL

EUROPEAN CENTRE FOR MODERN LANGUAGES
E G M L
C E L V
CENTRE EUROPEEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE

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mbaa!
arabski

beee!
polski

mää!
fiński

bae!
norweski

Europejski Dzień Języków
jest dla WSZYSTKICH!

Co mówi OWCA w TWOIM języku?

26 września
www.coe.int/EDL

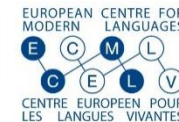
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Information and activities about the European Day of languages:

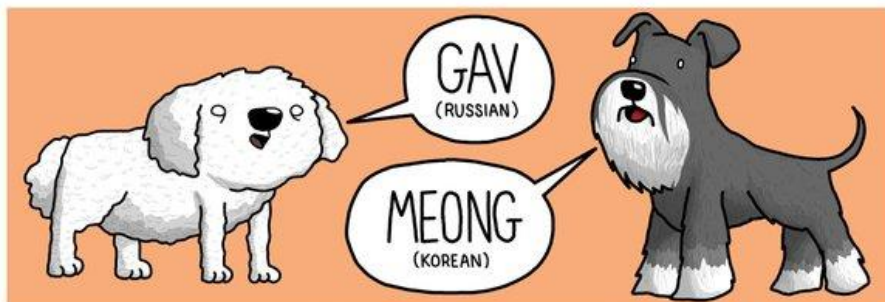
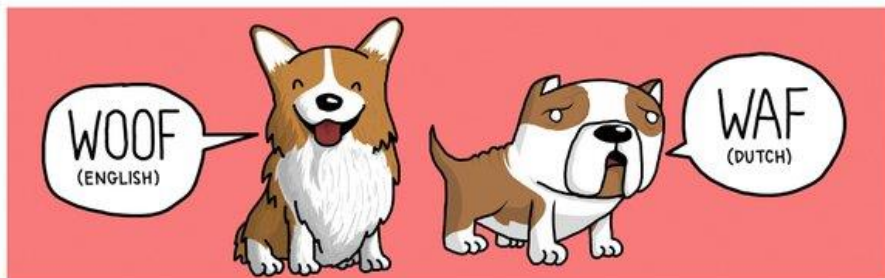
<https://edl.ecml.at/Home/tabid/1455/language/en-GB/Default.aspx>

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WHAT SOUND DOES A DOG MAKE?

DOGS MAKE THE SAME SOUND WHEREVER THEY ARE, BUT YOU MIGHT GET A DIFFERENT ANSWER DEPENDING ON WHO YOU ASK!

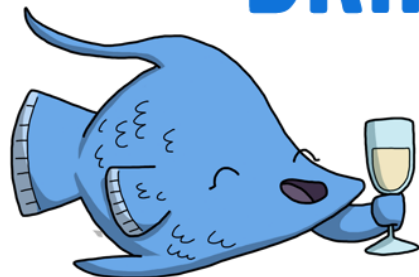


SUPPORTING



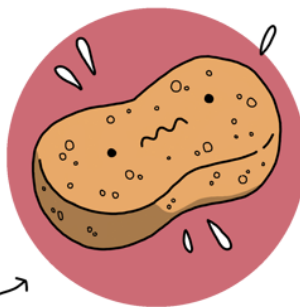
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DRINK LIKE A FISH AROUND THE WORLD



JAMES CHAPMAN
SOUNDIMALS.COM

Drink like
a sponge
(Portugal)



Drink like a snake
(Serbia)



Drink like a rainbow
(Czech Republic)



Drink like a
Templar Knight
(Netherlands)

<http://soundimals.com/>

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ACHOO
ENGLISH



HẮT XÌ
VIETNAMESE

EICHI
KOREAN



HAPŞU
TURKISH



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Dominoes on expressions designed by learners



Département de l'instruction publique - Genève

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Avoir une mémoire d'éléphant.

Tenez una memoria de elefante.

Ter un memoria de elefante

zgon un carad elefante.

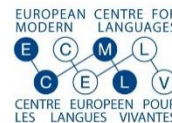
ki avo memorie de elefante

Aux la memoria come un elefante

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Pluralistic approaches

Two activities

A

- Alle mensen worden vrij en gelijk in waardigheid en rechten geboren. Zij zijn begiftigd met verstand en geweten, en behoren zich jegens elkander in een geest van broederschap te gedragen.
- Todos los seres humanos nacen libres e iguales en dignidad y derechos y, dotados como están de razón y conciencia, deben comportarse fraternalmente los unos con los otros.
- Vsi ljudje se rodijo svobodni in imajo enako dostojanstvo in enake pravice. Obdarjeni so z razumom in vestjo in bi morali ravnati drug z drugim kakor bratje.
- Tous les êtres humains naissent libres et égaux en dignité et en droits.
Ils sont doués de raison et de conscience et doivent agir les uns envers les autres dans un esprit de fraternité.
- Të gjithë njerëzit lindin të lirë dhe të barabartë në dinjitet dhe në të drejta. Ata kanë arsye dhe ndërgjegje dhe duhet të sillen ndaj njëri tjetrit me frymë vëllazërimi.

B

A mouse was walking around the house with her baby.	Un ratòn se pasea por la casa con su ratoncillo.
Tot d'un còp, auson un cat.	Plötzelech ghöre si ä Chatz.
Şoricelul este foarte speriat.	The baby mouse was very frightened.
Il giat s'avischina.	Die Katze kommt näher.
Mama govori mišicu :	Manman-sourit la di ti sourit la
«No tengas miedo y escucha !»	«Non avere paura e ascolta ! »
É douvan pitit: a'y sézi y meté'y ka japé	Ed a la surpraisa da sia pitschna cumenza elle a bublar :
«waf, waf, waf»	«vu vu, vu vu... »
Il gatto riparte subito di corsa, impaurito.	O gato pöe-se a fugir cheio de medo.
Da sagt die Mama zu ihrem Mausekind:	Atunci, mama zice şoricelului ei :
Vés como é útil ser-se bilingue!	« Veses qu'aquò sièrv de saupre una outra lenga ! »

Source: Matériaux EOIE (CIIP, Suisse). Adaptation par Anna Schröder-Sura et Michel Candelier.



- Alle mensen worden vrij en gelijk in waardigheid en rechten geboren. Zij zijn begiftigd met verstand en geweten, en behoren zich jegens elkander in een geest van broederschap te gedragen.
- Todos los seres humanos nacen libres e iguales en dignidad y derechos y, dotados como están de razón y conciencia, deben comportarse fraternalmente los unos con los otros.
- Vsi ljudje se rodijo svobodni in imajo enako dostojanstvo in enake pravice. Obdarjeni so z razumom in vestjo in bi morali ravnati drug z drugim kakor bratje.
- Tous les êtres humains naissent libres et égaux en dignité et en droits. Ils sont doués de raison et de conscience et doivent agir les uns envers les autres dans un esprit de fraternité.
- Të gjithë njerëzit lindin të lirë dhe të barabartë në dinjitet dhe në të drejta. Ata kanë arsye dhe ndërgjegje dhe duhet të sillen ndaj njëri tjetrit me frymë vëllazërimi.

Source – Lexilogos – <http://lexilogos.com>

SUPPORTING



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CLASSROOMS

Sva ljudska bića rađaju se slobodna i jednaka u dostojanstvu i pravima. Ona su obdarena razumom i svešću i treba jedni prema drugima da postupaju u duhu bratstva.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

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www.ecml.at/ec-cooperation





- Alle mensen worden vrij en gelijk in waardigheid en rechten geboren. Zij zijn begiftigd met verstand en geweten, en behoren zich jegens elkander in een geest van broederschap te gedragen. **Dutch**
- Todos los seres humanos nacen libres e iguales en dignidad y derechos y, dotados como están de razón y conciencia, deben comportarse fraternalmente los unos con los otros. **Spanish**
- Vsi ljudje se rodijo svobodni in imajo enako dostojanstvo in enake pravice. Obdarjeni so z razumom in vestjo in bi morali ravnati drug z drugim kakor bratje. **Slovene**
- Tous les êtres humains naissent libres et égaux en dignité et en droits. Ils sont doués de raison et de conscience et doivent agir les uns envers les autres dans un esprit de fraternité. **French**
- Të gjithë njerëzit lindin të lirë dhe të barabartë në dinjitet dhe në të drejta. Ata kanë arsye dhe ndërgjegje dhe duhet të sillen ndaj njëri tjetrit me frymë vëllazërimi. **Albanian**

Source – Lexilogos – <http://lexilogos.com>

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Possible sources for this text

- <https://www.lexilogos.com/declaration/index.htm> (Lexilogos - French website)
- <https://omniglot.com/udhr/> (Omniglot - classified by language family)
- <https://www.ohchr.org/en/human-rights/universal-declaration/translations/> (United Nations Human Rights – with audio recordings)



Understanding different languages

A mouse was walking around the house with her baby.

Tot d'un còp, auson un cat.

Șoricelul este foarte speriat.

Il giat s'avischina.

Mama govori mišicu :

«iNo tengas miedo y escucha !»

É douvan pitit a'y sézi y meté'y ka japé

« waf, waf, waf »

Il gatto riparte subito di corsa, impaurito.

Da sagt die Mama zu ihrem Mausekind:

Vês como é útil ser-se bilingue!

Un ratòn se pasea por la casa con su ratoncillo.

Plötzlech ghöre si ä Chatz.

The baby mouse was very frightened.

Die Katze kommt näher.

Manman-sourit la di ti sourit la

« Non avere paura e ascolta ! »

Ed a la surpraisa da sia pitschna cumenza elle a bublar :

« vu vu, vu vu... »

O gato põe-se a fugir cheio de medo.

Atunci, mama zice șoricelului ei :

« Veses qu'aquò sièrv de saupre una outra lenga ! »

Source: Matériaux EOLE (CIIP, Suisse). Adaptation par Anna Schröder-Sura et Michel Candelier.



A mouse was walking around the house with her baby.

All of a sudden, they heard a cat.

The baby mouse was very frightened.

The cat came closer.

The mother mouse said to her baby : « Don't be afraid. Listen! »

And to the young mouse's greatest surprise, she started barking :
« Woof, woof, woof, woof ! »

Now it was the cat's turn to be scared, and it ran off...

The mother turned to her baby and said :

« See how useful it is to be bilingual! »



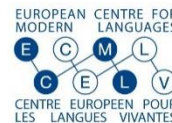
English	Spanish
Occitan	Swiss German
Romanian	English
Romansch	German
Serbian/Croatian	Guadeloupean creole
Spanish	Italian
Guadeloupean creole	Romansch
Italian	Portuguese
German	Romanian
Portuguese	Occitan



Strategies for comprehension

Participants' ideas

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Strategies for comprehension

- Collaboration/teamwork – drawing on everyone’s knowledge of other languages as a resource to aid comprehension.
- Shared strategies, e.g., looked at punctuation marks, quotation marks, articles.
- Tried to pronounce the languages to help identify the language, which was interesting.
- Looked at the context, drawing on our knowledge of the world, which helped us to guess, e.g., ‘woof woof woof’ helped to identify the characters.
- International words – similar in several languages.
- Identify register – formal language helped identify what it might be about.
- Recognise grammatical categories, e.g., verbs and nouns.
- Comparing word order across the languages.
- Using logic, making hypotheses/educated guesses by comparing etc.
- Having fun and not getting frustrated.
- Intellectual challenge (‘tickle to the brain’) and feeling of success.



Knowledge, skills and attitudes

- Formal linguistic knowledge – families, categories etc.
- Knowledge that languages work differently.
- Knowledge about languages – that they are connected.
- Making hypotheses and verifying them.
- Comparing etc.
- Paying attention, focusing, staying on the task.
- Positive attitudes to other languages and cultures - openness.
- Feeling that you can succeed, persevere, when task is challenging.

Developing competences

- What resources did you draw on / activate in order to achieve the task ?
- Knowledge ?
- Skills ?
- Attitudes ?



Knowledge

K4.1 : Knows that languages belong to language families.

K6.8.1 : Knows that the order of words may differ from one language to another

Etc.

Skills

S 1 : Can observe / analyse linguistic elements / cultural phenomena

S3: Can apply procedures for making comparisons

Etc.

Attitudes

A.2.3 : Sensitivity to linguistic / cultural similarities

A 4.8 : Acceptance of linguistic complexity

Etc.



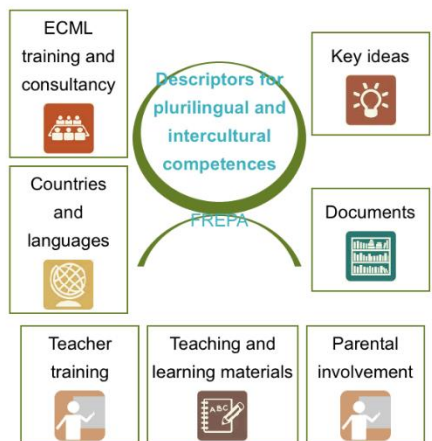
FREPA – CARAP : carap.ecml.at



EUROPEAN CENTRE FOR MODERN LANGUAGES

A framework of reference for pluralistic approaches to languages and cultures

This publication opens ways for implementing pluralistic approaches in classrooms in order to develop the plurilingual and intercultural competences of learners of all subjects. The term *pluralistic approaches to languages and cultures* refers to didactic approaches which involve the use of more than one / several varieties of languages or cultures simultaneously during the teaching process.



Latest news

NEW ON OUR PAGE "USING FREPA"

Pluralistic approaches and FREPA (Framework of Reference for the Pluralistic Approaches of Languages and Cultures) in the new Aosta Valley Programmes / Implementation of the new Aosta Valley Programmes

Introducing Pluralistic Approaches and FREPA in programmes and curricula – the current state in Europe

BABYLONIA

The issue 2/15 of this journal (coordinated by B. Gerber and J-F de Pietro, FREPA team members) is devoted to *Pluralistic approaches to languages and cultures*– see <http://babylonia.ch/>

In



SURVEY What do you think about these resources?



Videos

SUPPORTING



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Languages and human rights

Short description

The four activities are based on extracts of the universal declaration of human rights, translated into various languages. The participants are invited to draw on their knowledge of languages and use comprehension strategies in order to, first of all, guess what text is presented, then reconstruct an article, identify words in several translations or translate words.

Level of instruction

Secondary 2 and beyond

Themes

comprehension strategies, history of languages/language families, language variation/diversity

Languages

English, French

☆☆☆☆☆ (0 ratings, 0 comments)

☰ CARAP Descriptors

carap.ecml.at

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www.ecml.at/ec-cooperation





FREPA : Framework of reference for pluralistic approaches

A 2.2	K 4.1	S 1.1
A 2.3	K 5.1	S 1.4
A 4.8	K 6	S 2.3
A 5.3	K 6.8	S 2.5
A 7.5		S 3.1
A 8.4.2		S 3.4
A 14.3.1		S 3.5
A 15.1		S 5
A 19.2.1		

Attitudes

Knowledge

Skills

<https://carap.ecml.at/>

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La souris plurilingue

<https://carap.ecml.at/>



Short description

The activity wants to sensitize the learner for foreign languages. The story is available in ten different languages. The learner gets the story in at least two languages which he does not know. Then he is requested to find hints to relate the text with the correct language...

Level of instruction

Secondary 1

Themes

animals, story/tale

Languages

French, Polish, Polish

★★★★★ (1 ratings, 1 comments)

☰ CARAP Descriptors

A 1.1	K 4.1	S 1.1
A 2.3	K 5.6.1.2	S 1.2.1
A 2.5	K 6	S 1.3.1
A 3.2.1	K 6.6	S 1.4.3
A 7.5		S 2.5
A 15.1		S 3.1
A 18.1		S 3.3
		S 3.5






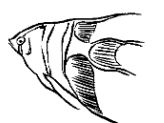


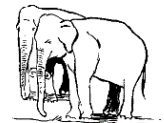

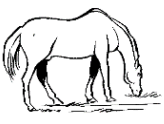
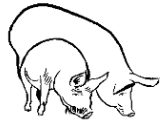












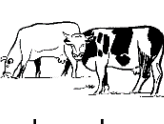










Description

www.ecml.at/ec-cooperation



Some of the attitudes listed in FREPA

- **Sensitivity** to the existence of other languages and diversity
- **Curiosity** about a multilingual or multicultural environment
- **Motivation** to study or compare the functioning of different languages (e.g. structures, vocabulary, systems of writing, etc.) or cultures
- **Openness** to the diversity of languages / to difference / towards the unfamiliar
- **Ability to deal with** what is new / strange in the linguistic behaviour of others
- **Having confidence** in one's own abilities in relation to languages

				
l'escargot	kokinoj	katak-katak	l'éléphant	ikan-ikan
				
keçiler	ikan	les escargots	birdoj	les éléphants
				
simioj	kaballu	babi-babi	fareler	anunaka
				
keçi	les serpents	kuniklo	simio	birdo
				
singa	phisinaka	eşekler	kokino	develer
				
le serpent	les vaches	qarwa	babi	phisi
				
eşek	anu	deve	kunikloj	qarwanaka
				
la vache	fare	kaballunaka	katak	singa-singa

Draw the missing animals

the



EOLE: <http://www.irdp.ch/eole/>

1. Trouve en quelle langue les noms d'animaux du tableau ont été écrits.
 6. The learners fill in the table with the names of animals in the singular and the plural for each language.

Langue : TURC

TURC		FRANÇAIS	
singulier	pluriel	singulier	pluriel
eşek	eşekler	l'âne	les ânes

Then they try to formulate the rule for each language.



	French	Esperanto	Indonesian	Turkish	Aymara
Singular	l'escargot	kokino	ikan	keçi	kaballu
Plural	les escargots	kokinoj	ikan-ikan	Keçiler	kaballunaka
Singular	l'éléphant	birdo	babi	fare	anu
Plural	les éléphants	birdoj	babi-babi	fareler	anunaka
Singular	la vache	simio	singa	eşek	phisi
Plural	les vaches	simioj	singa-singa	eşekler	phisinaka
Singular	le serpent	kuniklo	katak	deve	qarwa
Plural	les serpents	kunikloj	katak-katak	develer	qarwanaka

6. Inviter les élèves qui connaissent ou qui suivent des cours dans d'autres langues à essayer d'expliquer le fonctionnement du pluriel dans celles-ci.

The learners who know or study other languages are invited to explain how the plural works in these languages.



Awakening to languages / Language Awareness

Learners...

- learn the language of schooling through other languages.
- observe a phenomenon in an «unknown» language and understand how languages work.
- learn from the classmates who speak other language (e.g., how the plural works)

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In order to overcome a difficulty in the language of schooling, pupils are invited to make a **detour** through other languages.

Inviting them to observe a phenomenon in languages they don't understand makes it easier for them to « see » how a language works.

cf. De Pietro JF. (2004). « La diversité aux fondements des activités réflexives » . *Repères n°28: L'observation réfléchie de la langue à l'école*

Translated by B. Gerber

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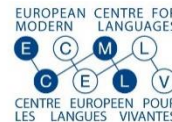
With your learners....

- Is there a structure in the language you teach for which it would be worthwhile to use such an approach ?
- Discuss in groups

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EUROPEAN CENTRE FOR
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LES LANGUES VIVANTES



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An example of a teacher working with his learners' languages

Comparons nos langues

https://youtu.be/C874sN1_1WA

or in the [Maledive](#) project

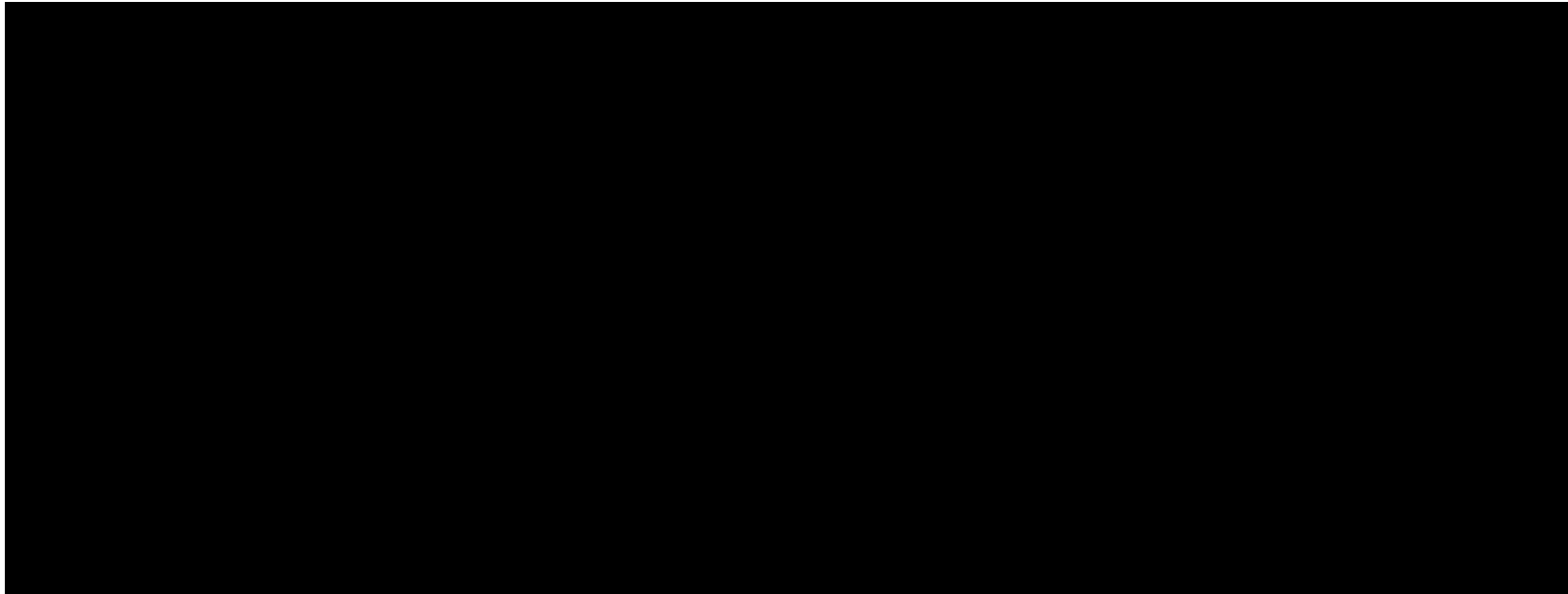
SUPPORTING



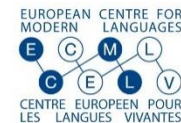
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Comparons nos langues French school (Nathalie Auger)

https://youtu.be/C874sN1_1WA



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Teacher competences – comparing languages

What are this teacher's competences?

- What exactly does he do? How would you describe his approach?
- How do you think his learners benefit from it?
- How would you describe his attitude(s)?
- What do you think of the atmosphere in this classroom?
- Do you sometimes use the same approach? If not, why not? If you do, would you like to share with us?

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Finding resources /information about languages

Omniglot.com

Writing Systems
Alphabets | Abjads | Abugidas | Syllabaries | Semanto-phonetic scripts | Alternative scripts | Undeciphered scripts | A-Z index | Index by writing direction

Constructed scripts
For natural languages | For constructed languages | Colour-based | Tactile | Phonetic/Universal | Adapted | Fictional | Magical | A-Z index | Submit a con-script

Languages
Languages profiles | Language learning tips | Language lessons | Language names | Language families | Celtic languages | Articles | Language learning materials

Multilingual pages
Useful phrases | Silly phrases | Phrase Finder | Numbers | Time | Colours | Family words | Terms of endearment | Weather | Time | Idioms | Proverbs | Tongue twisters | UDHR | Tower of Babel | Songs | Stories

What's new?
Languages: Yola, Munji, Yidgha | **Constructed/Adapted Scripts:** Glagolicy, Arabo-Chinese, Inglisuraya | **Numbers:** Yola, Ho, Sierra Leone Creole | **Blog:** Mountain Wind, Antidry, Quiz |

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Finding resources /information about languages

[Lexilogos.com](https://www.lexilogos.com) (French website – in French)

[Ethnologue](https://www.ethnologue.com) – Languages of the world (subscription)

[The World Atlas of Language Structures online](https://wals.info)

For example, about negations, as seen in the video:

<https://wals.info/chapter/143>

Simple information about the main structures in various languages, in French:

[Langues et Grammaire du monde – fiches-langues](https://www.coe.int/en/web/language-support-for-adult-refugees/list-of-all-tools)

(very basic) information about Arabic, Kurdish, Persian, Somali:

<https://www.coe.int/en/web/language-support-for-adult-refugees/list-of-all-tools>

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The World Atlas of Language Structures online

- Information about the place of the negative word in a sentence in all languages (point addressed in the video from *Comparons nos langues*)

<https://wals.info/feature/143A#2/19.3/152.8>

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The World Atlas of Language

Map 143A: Order of Negative Morpheme and Verb

Go to map

Value	Representation
● NegV	525
● VNeg	171
▲ [Neg-V]	162
▲ [V-Neg]	202
● Negative Tone	1
● Type 1 / Type 2	22
■ Type 1 / Type 3	9
■ Type 1 / Type 4	12
◆ Type 2 / Type 3	2
■ Type 2 / Type 4	9
▲ Type 3 / Type 4	8
▲ Type 3 / Negative Infix	1
● Optional Single Negation	1
● Obligatory Double Negation	114
● Optional Double Negation	80
▼ Optional Triple Negation with Obligatory Double Negation	5

<https://wals.info/chapter/143#143A>

Initiatives
Et



The World Atlas of Language Structures online

Type 2: VNeg

Type 2 represents those languages in which there is a negative word which follows the verb, again not necessarily immediately, as in (9) from **Kresh** (Central Sudanic, Nilo-Saharan; Sudan).

(9) **Kresh** (Brown 1994: 165)

Kôkó āmbá gōkó ʼdĩ.

Koko he.hit Goko NEG
.....

‘Koko did not hit Goko.’

Type 2: VNeg

Type 2 represents those languages in
Saharan; Sudan).

(9) **Kresh** (Brown 1994: 165)

Kôkó āmbá gōkó ʼdĩ.

Koko he.hit Goko NEG
.....

‘Koko did not hit Goko.’

<https://wals.info/chapter/143#143A>

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www.ecml.at

The World Atlas of Language Structures online

Arabic (Egyptian)	● OptDoubleNeg
Arabic (Gulf)	● NegV
Arabic (Iraqi)	▲ [Neg-V]
Arabic (Kuwaiti)	● NegV
Arabic (Modern Standard)	● NegV
Arabic (Moroccan)	● ObligDoubleNeg
Arabic (Syrian)	● NegV

<https://wals.info/feature/143A#2/19.3/152.8>

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Finding resources /information about languages

And also....

Your learners themselves!

Colleagues

Parents

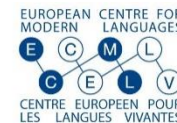
Online translators

...

...

...

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Awakening to languages / language awareness activities

- stimulate the learners' curiosity/interest in/
languages (and cultures)
- stimulate their observation and analysis skills
- stimulate the development of learning strategies
- may valorise languages spoken by some of the
learners
- may aim at the learning of specific language items



European Day of Languages

<https://edl.ecml.at/Home/tabid/1455/language/sr-Latn-ME/Default.aspx>

Mobility in primary school x European Day of Languages > Home x

edl.ecml.at/Home/tabid/1455/language/sr-Latn-ME/Default.aspx

PROSLAVI EVROPSKI DAN JEZIKA SA NAMA!

Širom Evrope, 700 miliona Evropljana zastupljenih u 46 država članica Savjeta Evrope, podstaknuti su da uče što više jezika, u bilo kojoj dobi, u školi i izvan nje. Budući da je jezička raznovrsnost alat za postizanje većeg interkulturalnog razumijevanja i ključni element bogate kulturne baštine našeg kontinenta, Savjet Evrope promovira višjezičnost u cijeloj Evropi.


Na inicijativu Savjeta Evrope, Evropski dan jezika se obilježava u saradnji sa Evropskom Komisijom **26. septembra** svake godine još od 2001.

AZE	BUL	BOS	CAT	CES	CYM	DAN	DEU	ELL	ENG	SPA	EST	EUS	FIN	FRA	FRY	GLA	GLG	HRV	HUN
HYE	ITA	KAT	LIT	LAV	MNE	MKD	MLT	NLD	NOR	POL	POR	RON	RUS	SLK	SLV	SQI	SRP	SWE	
								TUR	UKR										

4

European Day of Languages Language journey across Europe

<https://cdn.ecml.at/EDL/language-journey/pdf/language-journey-BS.pdf>



language-journey-BS.pdf

1 / 52 | 90%

1

2

3

4

BS

LARINO JEZIČKO
PUTOVANJE KROZ EVROPU

EUROPEAN CENTRE FOR MODERN LANGUAGES
CENTRE EUROPÉEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

FRA 12:20 26-04-23



BOSANSKI BS

👥 3 000 000

Bosanski je jako sličan hrvatskom i srpskom, ali se može reći da ima snažnu vezu sa turskim: Oko 400 godina Bosna je bila dio Osmanlijskog Carstva i tako usvojila mnoge posuđenice iz turskog, kao što su "minduše", "bujrum" ili "avlija".

č

ž



<<< Poslušaj kako zvuče ove riječi

Photo: Old Bridge in Mostar, Bosnia and Herzegovina

Kako si?

Ćao!

Hvala!

- 1 jedan
- 2 dva
- 3 tri
- 4 četiri
- 5 pet
- 6 šest
- 7 sedam
- 8 osam
- 9 devet
- 10 deset

da

ne

ć đ š

25



8



9



10



11



Nasılsın?

Merhaba!

Teşekkür ederim!

Türki jezik bez roda! Postoji jedna riječ za "on", "ona" i "ono", ili zapravo samo jedno slovo – "o". Tako da je moguće opisati neku osobu na turskom bez da ukažemo na to da li je ta osoba dječak ili djevojčica. Okreni sljedeću stranicu da vidiš koji još jezik dijeli ovu sličnost sa turskim...

TÜRKÇE TR

75 700 000

1 bir

2 iki

3 üç

4 dört

5 beş

6 altı

7 yedi

8 sekiz

9 dokuz

10 on

evet

hayır

ç ğ ö ş ü İ

««« Bu sözcüklerin sesini dinle

Photo: Cappadocia, Turkey

11



- 20
- 21
- 22
- 23
- 24

Njemački je jedan od jezika sa najdužim riječima. Da bi opisao stvari jednostavno kombinuješ različite riječi kako bi napravio novu. Stoga, riječ za kvalifikacijsku utakmicu za svjetsko prvenstvo u fudbalu bi bila: "Fußballweltmeisterschaftsqualifikationsspiel". Neke riječi mogu biti pomalo zbunjujuće ukoliko ne znaš koje su riječi kombinovane poput "Urinsekten", ali ostaviću da to skotič sam/a!

ja nein

DEUTSCH DE

👤 95 000 000

ü ö ä ß

⏪ ⏩ Hör dir an, wie diese Wörter klingen

Photo: Island Sylt, Germany

1 eins
2 zwei
3 drei
4 vier
5 fünf
6 sechs
7 sieben
8 acht
9 neun
10 zehn





Integrated didactic approach / integrated language learning

- A general principle underlying every learning process: **we rely on what is known to deal with what is less known**
- **Integrated approaches** are directed towards helping learners to establish links between all the languages studied within the school curriculum

SUPPORTING



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Integrated didactic approach / integrated language learning

- Establishing links between a limited number of languages – those taught within the school curriculum.
- The goal is to promote mutual support between languages, from the languages already known to the new languages and vice-versa.

< CARAP/FREPA

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Linking vocabulary and grammatical structures

- Helping learners
 - to reflect on the language, to observe and identify structures
 - to identify similarities and differences
- Develop observation and analysis skills

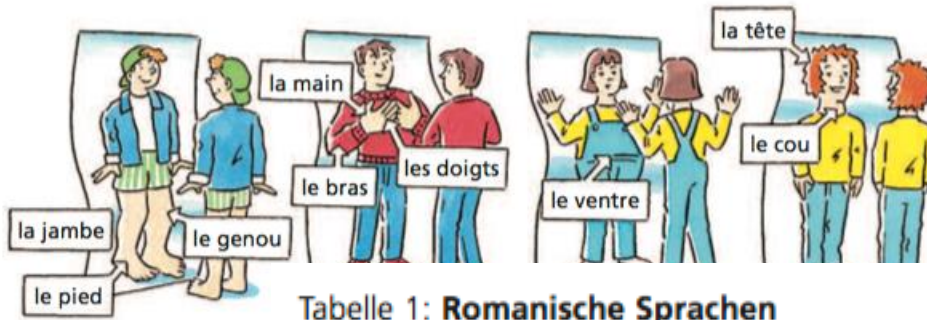


Tabelle 1: Romanische Sprachen

Français	Espagnol	Italien	Portugais	Roumain
pied	pie	piede	pé	picior
bras	brazo	braccio	braço	braț
main	mano	mano	mão	mână
doigt	dedo	dito	dedo	deget
tête	cabeza	testa / capo	cabeça	cap

Tabelle 2: Germanische Sprachen





Allemand	Anglais	Norvégien	Suédois	Néerlandais
Fuss	foot	fot	fot	voet
Arm	arm	arm	arm	arm
Hand	hand	hånd	hand	hand
Finger	finger	finger	finger	vinger
Kopf	head	hode	huvud	hoofd

Egli Cuenat, Kuster, Klee (2012) *Brücken zwischen Explorers und envol – unterwegs zur Mehrsprachigkeit. Implementierungskonzept*



Language links * Food words

1 Write the food words. Highlight the differences in spelling.

	GB	F	D
1 			
2 			
3 			
4 			

2 Listen to the words using an online dictionary.
Notice the differences in pronunciation.

© Cambridge University Press 2015 English in Mind 10e Language **UNIT 4**

35

English in Mind 10^e U4

- f) Wann braucht man die Form genau im Englischen und Spanischen aus? Fülle die blauen und roten Kästen in der Tabelle aus. Die Beispiele helfen dir dabei.
- g) Welche weiteren Signalworte (signal words / **indicadores**) kennst du im Englischen und Spanischen? Auf den vorangegangenen Seiten findest du Hinweise.



Spanish
after
English

1

	in English	en español
examples ejemplos	<i>At this moment he is painting a car.</i>	<i>En este momento está pintando un coche.</i>
signal words indicadores		
Gebrauch		

2

examples ejemplos	<i>In this photo David and Marta are running on the beach.</i>	<i>En esta foto David y Marta están corriendo en la playa.</i>
signal words indicadores		
Gebrauch		

© Albert-Schweitzer-Gymnasium Hürth

La buena vida



Para evitar errores...

1. Vermeinte Meinungsverben (*no creer que, no pensar que...*) werden bei Fragen und als Ausdruck der Verwunderung mit Indikativ anstatt mit *subjuntivo* verwendet:

¿No crees que **estoy** muy guapa?

Glaubst du nicht, ich sehe sehr hübsch aus?

¡No me digas que te **has casado**!

Was du nicht sagst: du bist (jetzt) verheiratet!

2. Vergessen Sie nicht, dass bei den substantivischen Nebensätzen vor dem **que** (anders als im Deutschen!) kein Komma steht:

Me gusta que me **alaben**, pero odio que me **critiquen**.

Ich mag es, gelobt zu werden, aber ich hasse es, kritisiert zu werden.

3. Für die Wahl des richtigen Modus ist es wichtig, zu unterscheiden, ob es sich um einen substantivischen Nebensatz oder einen Relativsatz handelt:

Substantivischer Nebensatz:

No veo **que** el chico te **guste** tanto.

Ich sehe nicht, **dass** dir der Junge so gut gefällt.

Relativsatz:

No veo al chico **que** te **gusta** tanto.

Ich sehe den Jungen, **der** dir so gut gefällt, nicht.

4. Im Deutschen erfordert die indirekte Rede den Konjunktiv. Im Spanischen steht – wie im Französischen oder Englischen – der Indikativ:

Ich habe gehört, dass Inés Tänzerin **sei** und einen Preis **gewonnen habe**.

He oído que Inés **es** bailarina y que **ha ganado** un premio.

J'ai entendu dire qu'Inés **est** danseuse et qu'elle **a gagné** un prix.

I heard Inés **is** a dancer and **has won** an award.

5. Der französische *subjunctif* kommt weitgehend parallel zum spanischen *subjuntivo* zur Anwendung, jedoch nicht immer:

Antes de que **sepamos** la noticia...

Avant que nous (n')**apprenions** la nouvelle... (= *subjunctif présent*)

Antes de que **supiéramos** la noticia...



Language links * Asking for permission

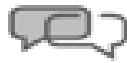
Put the words in order to ask for permission.

In English	<div style="display: flex; justify-content: space-around; border: 1px solid gray; padding: 5px;"> go Can party Saturday we the on to </div> <p>.....?</p>
En français	<div style="display: flex; justify-content: space-around; border: 1px solid gray; padding: 5px;"> nous - samedi à Pouvons la aller fête </div> <p>.....?</p>
Auf Deutsch	<div style="display: flex; justify-content: space-around; border: 1px solid gray; padding: 5px;"> gehen am Können auf wir Party die Samstag </div> <p>.....?</p>

English in Mind 9^e U3

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Language links

* Superlative adjectives

1 Highlight the superlative forms.

<p>GB The highest mountain in the world is Mount Everest.</p>	
<p>F La montagne la plus haute au monde est le Mont Everest.</p>	
<p>D Der höchste Berg der Welt ist der Mount Everest.</p>	

2 What similarities and differences are there in how we form the superlative in the three languages? Make notes on the right.

English in Mind 10^e U1

Ü 1 Vergleichen Sie Sätze mit und ohne Modalverben in beiden Sprachen. Übersetzen Sie sie in die Muttersprache.

Comparez les phrases avec et sans
Compare the sentences with and without modals in the two languages.
Translate into your language.

English	German	Your first language
He <u>can speak</u> Russian fluently.	Er <u>kann</u> fließend Russisch <u>sprechen</u> .	
<u>May I go</u> home now, please?	<u>Darf</u> ich jetzt bitte nach Hause <u>gehen</u> ?	
She <u>started to read</u> the text.	Sie <u>fang an</u> den Text <u>zu lesen</u> .	
He <u>forgot to open</u> the letter.	Er <u>vergaß</u> den Brief <u>zu öffnen</u> .	
I <u>hope to see</u> you soon.	Ich <u>hoffe</u> dich bald wieder <u>zu sehen</u> .	

Ü 2 Vergleichen Sie Ihre Muttersprache mit Englisch und Deutsch.

Compare your first language with German and English.

1. Are there any modals in your first language?
2. Are modals used with the infinitive?
3. In your first language, are there patterns such as : Modal + zu or to + verb ?



- 2** Überprüfe in den folgenden Sätzen, ob das, was im Merkkasten (S. 29) über die deutsche Sprache gesagt wurde, auch auf Englisch, Französisch bzw. Russisch zutrifft.
Zu welchem Ergebnis kommst du?

I asked	our guide	many questions.	
J'ai posé		beaucoup de questions	à notre guide.
Я поставил(а)	нашему гиду	много вопросов.	
Our guide shows		the town	to tourists from all over the world.
Notre guide montre		la ville	aux touristes du monde entier.
Наш гид показывает		город	туристам со всей земли.

- 3** In der Englisch-, Französisch- und Russischgrammatik werden die Bezeichnungen *direktes und indirektes Objekt* verwendet.
Finde mithilfe der Beispielsätze heraus, in welchem Verhältnis das Akkusativobjekt und das Dativobjekt in der deutschen Sprache zum direkten und zum indirekten Objekt in den anderen Sprachen stehen.
Ergänze dann die folgenden Sätze:

Das Akkusativobjekt entspricht in der Regel dem _____

Das Dativobjekt entspricht in der Regel dem _____

Behr, U. (Hrsg.) (2005): *Sprachen entdecken – Sprachen vergleichen. Deutsch – Englisch – Französisch – Russisch – Latein*. Berlin: Cornelsen

Il cielo

Con le sue nuvole

È un grande libro di immagini

Ed è il vento

Che gira le pagine.

El cielo

Con sus nubes

Es un gran libro de imágenes

Y es el viento

Quien pasa las páginas.

O céu

Com as suas nuvens

É um grande livro de imagens

E é o vento

Que volta as páginas

http://eole.irdp.ch/activites_eole/ciel_nuage.pdf



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To sum up

- There are similarities between languages
- They are not an obstacle, (cf. « false friends »), but can help learning
- It is therefore relevant and useful to sensitize learners and help them use all the knowledge and skills they already have when learning a new language

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When learning a third language, a learner can draw on more elements than when learning a second language.

For example :

- Metalinguistic awareness
- A larger linguistic repertoire
- Learning strategies
- Strategies, for listening, reading, speaking, writing

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Intercomprehension between related languages

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<https://www.youtube.com/watch?v=LMpfF2NniUM>



Intercomprehension between related languages

FRANÇAIS	<i>Tous les êtres humains naissent libres et égaux en droits</i>
OCCITAN	<i>Totes los éssers umans naisson liures e egals en dreits</i>
CATALAN	<i>Tots els essers humans neixen lliures i iguals en drets</i>
ESPAGNOL	<i>Todos los seres humanos nacen libres e iguales en derechos</i>
PORTUGAIS	<i>Todos os seres humanos nascem livres e iguais em direitos</i>
ITALIEN	<i>Tutti gli esseri umani nascono liberi ed uguali in diritti</i>
CORSE	<i>Tutti l' esseri umani nascinu libari è pari di dritti</i>
ROUMAIN	<i>Toate fiintele umane se nasc libere si egale în drepturi</i>

APIC

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Intercomprehension between related languages

- The learner works on two or more languages of the same linguistic family (Romance, Germanic, Slavic languages, etc.) in parallel.
- The focus is on receptive skills and the development of observation/comparison skills

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Intercomprehension between related languages

LES LANGUES DE L'EUROPE : 3 GRANDES FAMILLES



Dans l'Europe, % de locuteurs natifs :

42% de langues romanes

37% de langues germaniques

17% de langues slaves

3% autres

Initiative co-fundée par l'Union européenne et le
Centre européen pour les langues modernes
www.ecml.at/ec-cooperation

Voici le début d'une histoire d'une auteure tessinoise, parue dans «Reisegeschichten. Récits de voyage. Racconti di viaggio.»

» Lisez et écoutez le texte français.

Português (portugais)

É Domingo, Lisa espera no banco da estação de Lugano.

Quando o altifalante anuncia a chegada iminente do seu comboio, ela sobressalta-se como que assustada. Com um suspiro, aproxima-se da carruagem, abre a porta afadigada, respira profundamente e depois entra.

O comboio está semi-deserto: poucos passageiros cansados e alguns idosos em viagem de lazer.

Italiano (italien)

E Domenica, Lisa aspetta sulla panchina della stazione di Lugano.

Quando l'altoparlante annuncia l'arrivo imminente del suo treno, lei sobbalza come spaventata. Con un sospiro si avvicina alla carrozza, apre con fatica la porta, respira profondamente poi sale.

Il treno è semi deserto: pochi pendolari stanchi e qualche anziano in viaggio di piacere.

Français

C'est dimanche, Lisa attend sur un banc de la gare de Lugano.

Quand le haut-parleur annonce l'arrivée imminente de son train, elle sursaute, effrayée. Elle s'approche du wagon en poussant un soupir, ouvre péniblement la porte, respire profondément puis monte.

Le train est à moitié vide: quelques pendulaires fatigués et de rares personnes âgées qui voyagent pour leur plaisir.

Rumantsch (romanche)

Igl è dumengia, Lisa spetga sin il banc da la staziun da Lugano.

Cura che l'autpledader annunzia che ses tren arriva proximamain, siglia ella si sco spaventada. Cun in suspir va ella tar il vagun, avra cun fadia la porta, respira profundamain ed entra en il tren.

Il tren è mez vid: paucs pendularis stanchels ed in pèr vegls che viagian per lur plaschair.

Español (español)

Es domingo, Lisa espera sentada en el banco de la estación de Lugano.

Cuando desde el altavoz se anuncia la inminente llegada de su tren, se sobresalta asustada. Con un suspiro se acerca al vagón, abre la puerta con dificultad, respira hondo y sube.

El tren está casi desierto: escasos trabajadores pendulares cansados y algunos ancianos en viaje de placer.

Română (roumain)

Este duminică, Liza așteaptă pe o bancă în gara din Lugano.

Când difuzoarele anunță sosirea trenului, ea tresare. Cu un oftat ea se apropie de vagon, deschide cu greu ușa, respiră adânc și urcă.

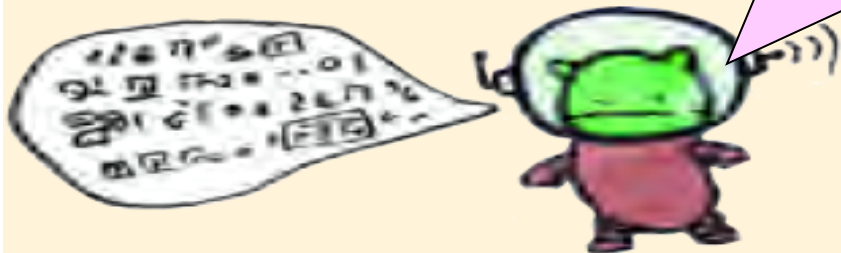
Trenul este pe jumătate gol. Doar puțini navetiști obosiți și câteva persoane mai în vârstă, care

<https://www.lehrmittelverlag.ch/de-de/nav-Downloads/Home/CMS/efc44f9d-a6ea-4c16-9a6e-7a11be34d587>

Clin d'œil 82G -
Schulverlag (for
German speaking
learners of French)

Per comprendere il dialogo tra i nostri amici, leggi quello che Rio Rio il Marziano ha tradotto in ciascuna delle lingue:

Ecrivez le texte italien!



TESTO PORTOGHESE

Paul: Como se chama **este** planeta que está perto do sol?
Silvia: **Este** planeta é Mercúrio.
João: E **esse** que está um pouco mais longe?
Clara: **Esse** é Vénus.
Mara: E **aquele** que está mais longe, como se chama?
Carmen: **Aquele** é Marte.
Paul: A Terra está mais perto do sol do que Saturno.

TESTO SPAGNOLO

Paul: ¿Cómo se llama **este** planeta que está cerca del sol?
Silvia: **Este** planeta es Mercurio.
João: ¿Y **ese** que está un poco más lejos?
Clara: **Ese** es Venus.
Mara: Y **aquel** que está más lejos, ¿cómo se llama?
Carmen: **Aquel** es Marte.
Paul: La Tierra está más cerca del sol que Saturno.

TESTO OCCITANO

Paul : Cossí s'apèla **aceista** planeta qu'es pròcha del solelh ?
Silvia : **Aicesta** planeta se sona Mercuri.
João : E **aquesta** qu'es un pauc mai luènh ?
Clara : **Aquesta** es Vènus.
Mara : E **aquela** qu'es encara mai luènh, cossí s'apèla ?
Carmen : **Aquela** es Març.
Paul : La Tèrra es mai pròcha del solelh que Saturn.

TESTO FRANCESE

Paul : Comment s'appelle **cette** planète-ci qui est près du soleil ?
Silvia : **Cette** planète-ci s'appelle Mercure.
João : Et **celle-ci** qui est un peu loin?
Clara : **Celle-ci** est Vénus.
Mara : **Et celle-là** qui est plus loin, comment s'appelle-elle ?
Carmen : **Cette-là** s'appelle Mars.
Paul : La Terre est plus proche du soleil que Saturne.

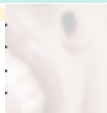
TESTO RUMENO

Paul: Cum se numește planeta **aceasta**, care este aproape de Soare?
Silvia: Planeta aceasta se numește Mercur.
João: Dar **aceasta**, care este puțin mai departe?
Clara: **Aceasta** este Venus.
Mara: Și **aceea**, care este puțin mai departe cum se numește?
Carmen: **Aceea** este Marte.
Paul: Terra este mai aproape de Soare decât Saturn.



Osserva le parole in grassetto dei documenti 2 e 5. Trovi qualche somiglianza tra loro? Cerca di completare la tabella seguente:

Portoghese	Spagnolo	Catalano	Occitano	Francese	Italiano	Rumeno
liberdade	libertad	llibertat	libertat	liberté	libertà	libertate
	veloci...	veloci...	veloci...	vélocité	veloci...	<i>viteză</i>
antigui...		antigui...	antiqui...	antiqui...	antichi...	antichi...
reali...	reali...	reali...	reali...	réali...	real...	reali...



-ade

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-at

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-é

-à

-ate



<https://www.youtube.com/@rozum-razum>

Boîte x Portail x Courri x ECML x Coher x A roa x ECML x ECML x ECML x CEFRL x interc x Rozur x Paper x

youtube.com/@rozum-razum

Rechercher

ACCUEIL VIDÉOS SHORTS PLAYLISTS COMMUNAUTÉ CHAÎNES À PROPOS

Accueil
Shorts
Abonnements
Bibliothèque
Historique
Vos vidéos
À regarder plus tard
Vidéos "J'aime"
Plus

Abonnements
Russell Stannard (T...
BBC Learning En...
RealLife English
Cambridge Universi...
Learn English with ...
Chaînes

La famille (des langues slaves), c'est important
282 vues · il y a 7 mois

◆ Après avoir vu quelles sont les langues slaves, nous répondons ici à quelques questions :

- Qu'est-ce qu'une famille de langues ?
- Pourquoi est-il bon de s'intéresser à la famille d'une langue qu'on apprend ?
- En pratique, à quoi ressemblent les langues slaves ? (exemple du lexique)...

LIRE LA SUITE

Vidéos ▶ Tout lire

The mysterious case of Misko
Les cas mystérieux de Misko
47 vues · il y a 1 mois
Sous-titres

Les 1000 cas des langues slaves !!!
Combien en...
94 vues · il y a 1 mois
Sous-titres

Les chiens et les chats mignons savent prononcer...
34 vues · il y a 2 mois
Sous-titres

Vôüs nê devînezéz JÁMÁIS
cómment prónoncéz tóutes...
71 vues · il y a 2 mois
Sous-titres

EXERCICES - EXERCISES
KRUH
CZ, SK, SI, HR
53 vues · il y a 3 mois
Sous-titres

Taper ici pour rechercher

15:19
24-04-23

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YouTube – Rozum-Razum

<https://www.youtube.com/@rozum-razum>

<https://www.youtube.com/watch?v=x82WTAIregw&t=190s>

Language families in Europe

<https://www.youtube.com/watch?v=mefDIpz9SYk&t=432s>

Slavic languages – what are they?

<https://www.youtube.com/watch?v=s3AZBuZUMYA>

Declinaisons in Slavic languages

<https://www.youtube.com/watch?v=wTOLcq1t8KE&list=PLyCOfLnW-v-77oCVjhjAaduTiJI9RcQs>

Learning to read in 5 Slavic languages

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If you want to learn more about intercomprehension

- [Intercomprehension : exploring its usefulness for DGT, the Commission and the EU](#) (2012)

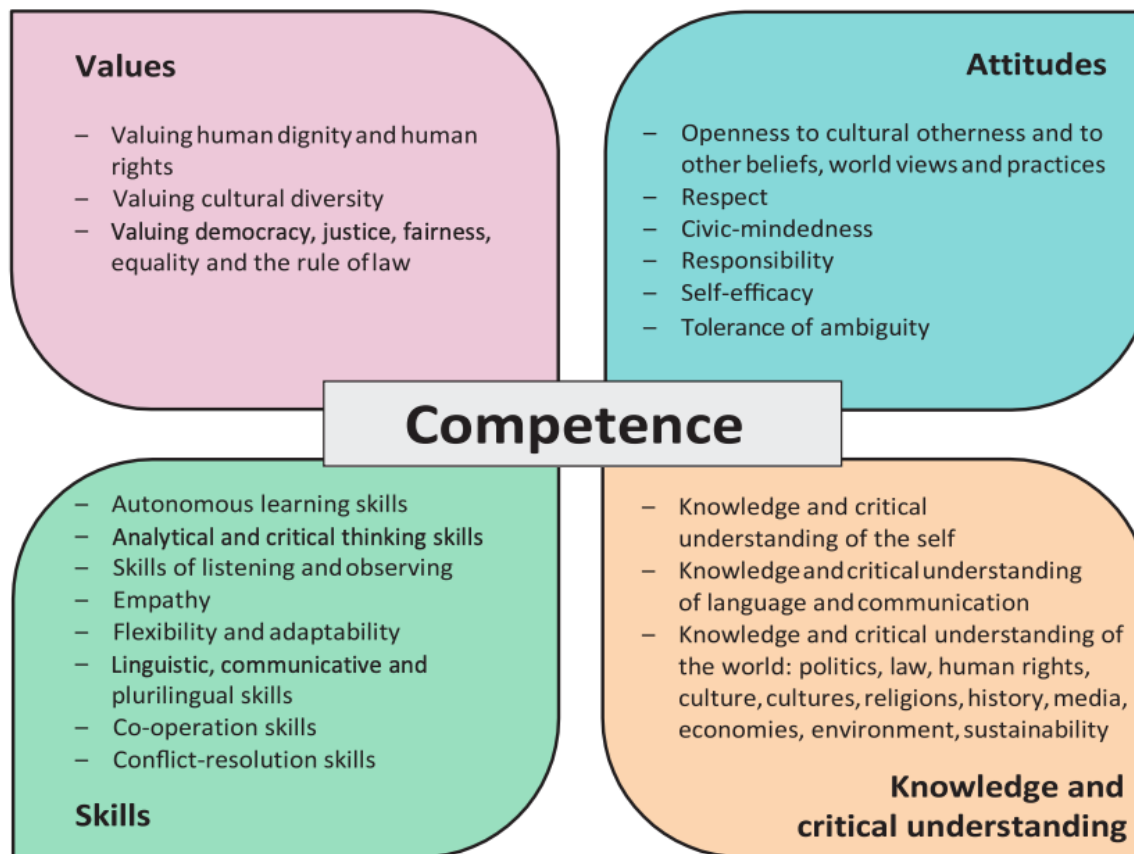
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Reference Framework of Competences for Democratic Culture

The 20 competences included in the competence model



<https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture>

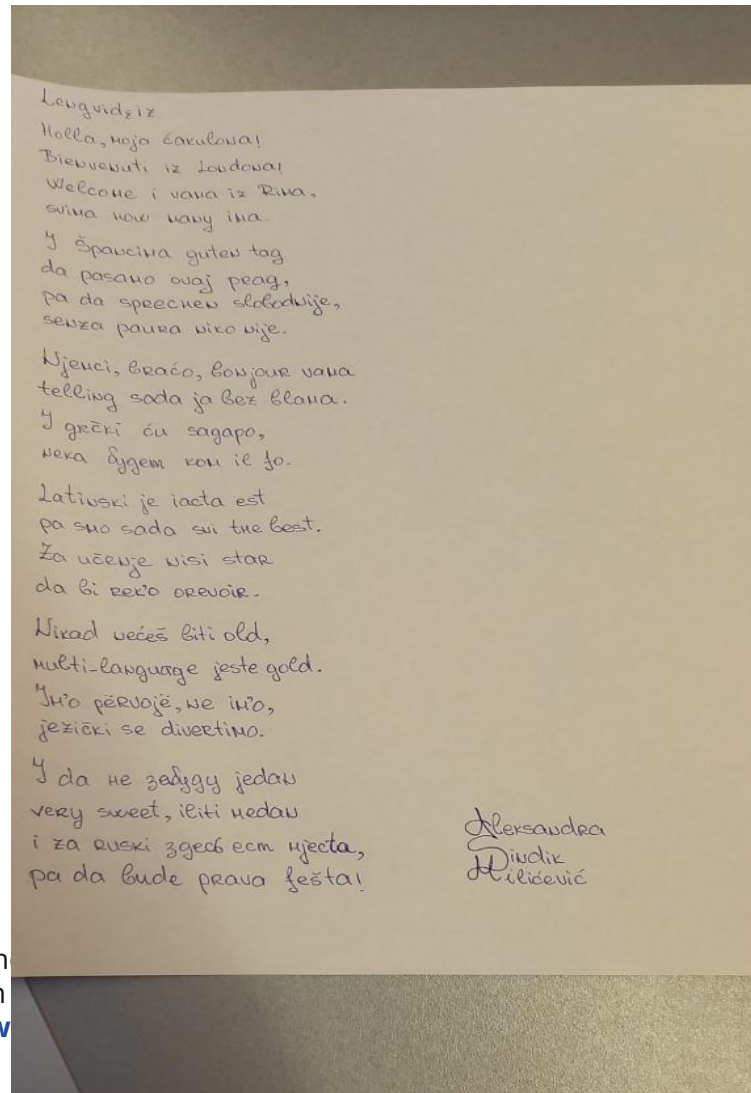


Pluralistic approaches In your context

- Work in groups
- With (a) colleague(s) from the same school and/or who teach at the same school level
- What aspects of pluralistic approaches are relevant for your context?
- Brainstorm ideas of activities to use in your context (including adaptation of activities shown today)



Thank you so much for this! 😊



Reflection

What I found on my plate was...



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SUPPORTING



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Summarising

Tasty

Nourishing

Difficult
to digest

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EUROPEAN UNION

