

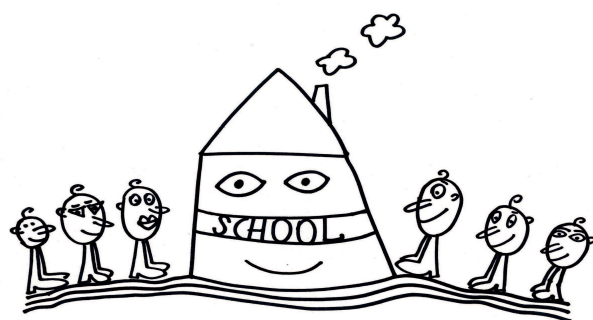


Multilingual Families



ACTIVITIES TO SUPPORT MULTILINGUALISM AT SCHOOL

TEACHER'S GUIDE
HOW TO MOTIVATE CHILDREN TO USE LANGUAGES



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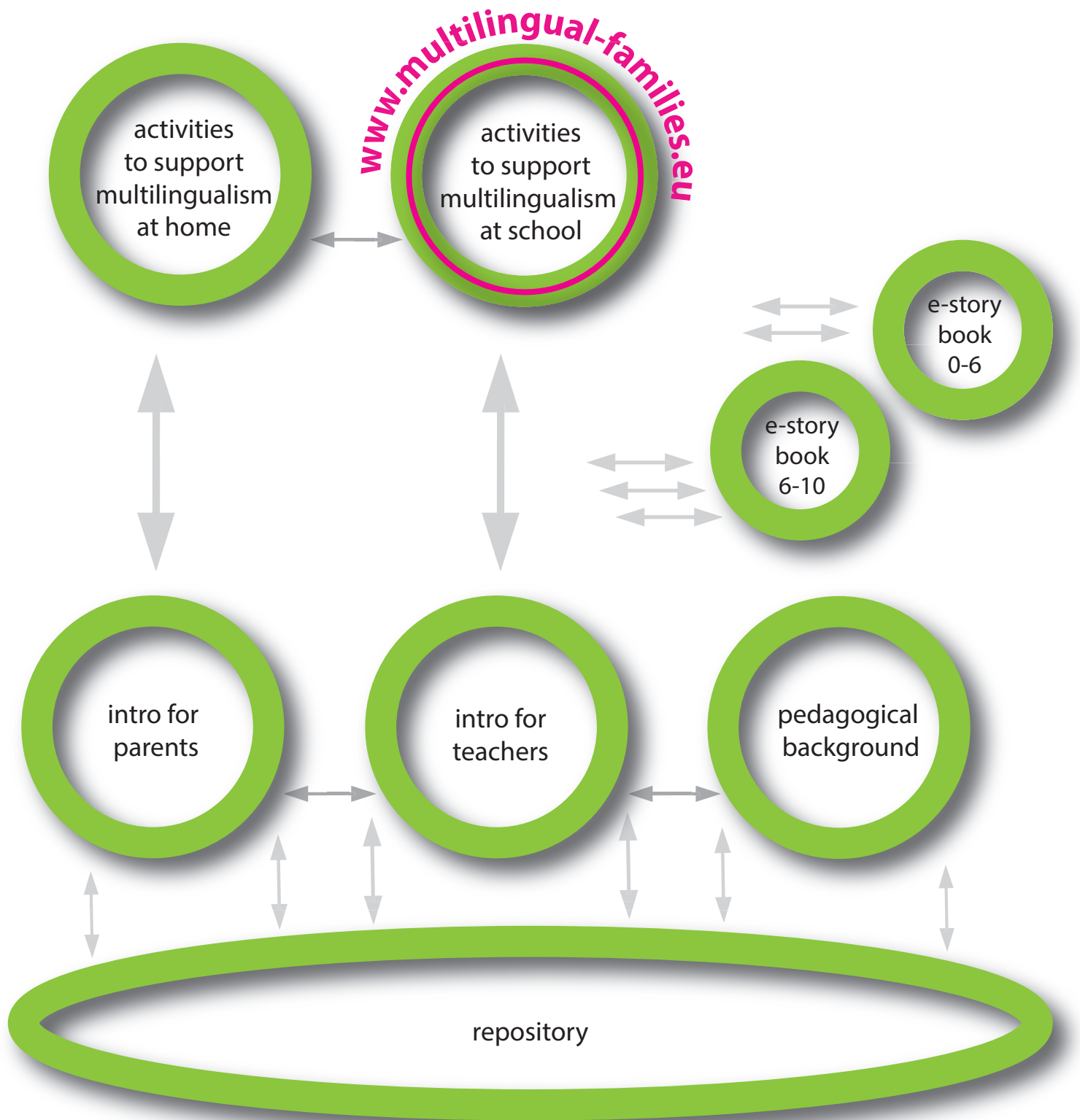
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Multilingual Families

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PREFACE

Dear nursery educator and teacher,

On the following pages you will find 26 activities for children created by the authors of *Multilingual Families*. You can use them for group work to involve the participants in the program, so that they can gain a new skill through an experience, solidify new knowledge and insights and work on the development of their personality in collaboration with others. The activities are designed to represent an adequate support for multilingual children by highlighting the benefits of the ability to speak multiple languages, to interest other children in languages and to reinforce the respect, curiosity and desire for further knowledge by all participants.

Activities are designed to lead to the immediate acquisition of new skills. It is a process which is effective and its effects are long-lasting. Practice helps to consolidate the acquired knowledge in memory, thus it creates a new experience and consequently a skill. Important elements to acquire new skills are:

Motivation – desire to discover new things, thirst for knowledge, curiosity.

Safe environment – helps to prevent a sense of shame, embarrassment and insecurity. It is an environment in which children are not afraid to be whom they really are and where they are not afraid to show their feelings in front of others. They can thus obtain valuable information from others and they are not afraid to accept others.

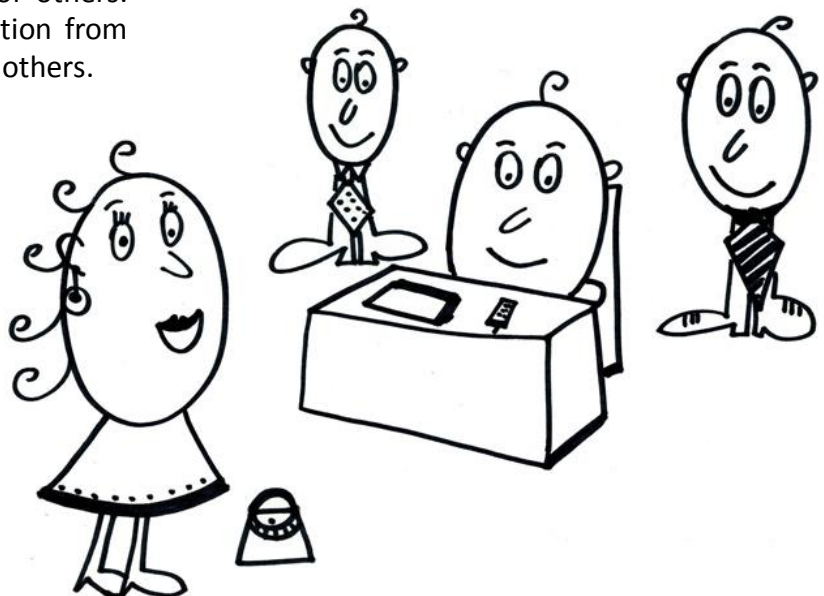
Solidarity with others – supports children's creativity, their willingness to take risks, venturing into new situations and competing with others. It creates a sense of safety and security, the joy of sharing experiences, impressions which they can share with others and as a result, enriches one another.

Enjoyment is a side effect of the situation, when children are successful, they feel content, they can work together to discover and acquire situations when children enjoy new experiences with others and feel good.

The activities in this collection can be used as they stand but, of course, they can also serve as an inspiration to create your own ideas so that they suit your own context or the wishes or preferences of you and your children.

We wish you and your students' success in working with the activities, much mutually enriching experiences, and fulfilment with the result achieved.

Authors



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INTRODUCTION TO THE ACTIVITIES

The Multilingual Families project activities are designed to help teachers to maximize the motivation of their students from families with more than one language to raise their children to learn and retain their family languages. They also will arouse the children's interest in language and to promote multilingualism in a stimulating and fun environment.

The practical implementation of the material is designed to raise the awareness of the linguistic and multi-cultural diversity of Europe through creative, playful methods and to promote multilingualism in children of pre- and primary school age.

Not only multilingualism is promoted, but also the interest in intercultural communication. In order to prevent the social exclusion of children whose native language is different from the national language, the activities provide incentives to learn other languages and convey that learning languages is fun and that knowing more languages has great value.

Children are interested in languages and motivated to learn, but often do not know how to proceed without help from parents, relatives or other adults. Children who are multilingual can also be held up as an example that the ability to speak several languages is achievable. In addition to the present instructions, educators can make use of the activities in many different ways. They can let their creativity run free.

The activities offer a clear system where you can understand how to deal, from a motivational aspect, with the different issues present within multilingual education. The activities were not regimented or consistent by the length of each entry. This was felt to be a forced approach and it was not appropriate to try to expand simpler activities just to fill space or to truncate more complicated activities to achieve uniformity. All activities have the same structure. We include the age group that the activity is suitable for, its objectives and duration. The procedure for the implementation of each activity is carefully described step by step, to allow for simple use in the classroom. You will also find the expected skills that the activity builds and strengthens.

The activities can easily be integrated into the educational daily routine of the nursery groups and classes in schools.

HOW TO USE THIS BROCHURE

To make it easy to understand the activities they all follow the same structure:

- **DURATION:** the time needed for each activity.
- **AGE RECOMMENDATION:** the target groups of each activity, which are 0–6 and 6–10 years.
- **KEY WORDS:** the main objectives, the contents and methods of each activity.
- **LANGUAGES OF THE ORIGINAL SOURCE:** the materials are authentic “good practice”, collected from different partners of *Multilingual Families* and therefore they have different languages of origin. In order to allow as many schools and kindergartens as possible to use these materials you'll find translations, if needed, in the 17 languages of *Multilingual Families*. Also some more, if parents or educators offered them, see www.multilingual-families.eu. Most of the activities can be used in any language.
- **MATERIALS NEEDED:** all the materials needed for carrying out an activity.
- **AIM OF THE ACTIVITY:** the aims of the activity. You will also find the expected outcomes of activities, with the focus on skills that the activity builds and strengthens.
- **PREPARATION FOR THE ACTIVITY:** all preparatory steps necessary, before you should do an activity.
- **PROCEDURE:** each activity is carefully described with a step by step, guide to allow for easy use. Feel free to adapt the procedure or add your own ideas. If you want to share your ideas with others, please join us at www.multilingual-families.eu.
- **SIGNIFICANT BENEFIT OF THE ACTIVITY:** the “significant benefit of the activity” is a single sentence. It is the added value of the activity and you can also find a link to theoretical information, why this activity or category is supportive to language development.
- **SOURCE OF THE ACTIVITY:** the source of every activity is fully cited.

* — All words that are asterisked are defined in the *Glossary* on page 31.

INDEX OF ACTIVITIES

Nr.	TITLE	AGE GROUP	KEYWORDS	DESCRIPTION
A1	FROLICKING WITH THE RHYME	6–10	rhymes, comprehension, content	Work with poems in different languages.
A2	LET'S GO ON MY HOLIDAY	6–10	holiday, photos, imagination, souvenirs, culture	Your favourite holiday description.
A3	CLAP THE WORD FOR FUN	6–10	audio, handclap, recording, sound	Foreign words identification.
A4	MOVE YOUR BODY!	0–6	body, describing, movement, picture of human body	Language acquisition using human body.
A5	EUROPEAN MAP GAME	6–10	map, countries, matching, names	Geographical game with languages.
A6	MY DOG MAKES WANG WANG	0–6	languages, animal sounds, online	Languages versions of animal sounds.
A7	MANY HATS – MANY LANGUAGES	0–6 6–10	languages, animals, colours	Language game with hats.
A8	OUR LANGUAGE COLLECTION	6–10	world map, languages	Creating a collection of class languages.
A9	TEAPOT	6–10	game, homonyms, describing, definitions, language repertoire	Words that sound similar.
A10	DESCRIBE SOUND – PRODUCE STORIES	0–6	game, describing, language repertoire, storytelling, online	Creating little stories.
A11	SING AND DANCE	0–6	sing, dance, body parts, vocabulary	Language acquisition using songs.
A12	MY PERSONAL PAINTED LANGUAGE PORTRAIT	6–10	reflecting languages, language use	Colouring a body shape.
A13	A MAP OF HOME COUNTRIES AND LANGUAGES	6–10	language awareness, cultural diversity	Imaginative travel game.
A14	LANGUAGE TOWER	6–10	game, creativity, extend language repertoire	Building a tower with language objects.
A15	IS IT SIMILAR IN YOUR LANGUAGE?	6–10	vocabulary, comparing words, recognizing words	Comparing words in different languages.
A16	WE CELEBRATE...	0–6 6–10	cultural diversity, cultural awareness and understanding	Favourite holiday presentation.
A17	MATCH THE LETTERS!	6–10	letters, reading, alphabet, Latin, Arabic, Cyrillic, Greek	Game with letters of different alphabets.
A18	MEETING THE WORLD OF LANGUAGES	6–10	words recognition, language acquisition	Envelope game with foreign expressions.
A19	POSTCARDS	6–10	words recognition, language acquisition	A multilingual postcard for your family.
A20	THE TOURIST	6–10	tourist, tourism, city, names, matching, travelling	Virtual traveller on an European mission.
A21	MOVING FINGERS	0–6	numbers, counting, parts of the body	Learning to count in different languages.
A22	HIDDEN WORDS	6–10	communication, words, expression, game	Guessing words using clues.
A23	COMPLETE THE GARFIELD'S COMIC	6–10	comic, greetings, animated cartoon, online	Multilingual comic strip.
A24	WORDS BEHIND LETTERS	6–10	alphabet, vocabulary, online	Game based on correct pronunciation.
A25	START A COLLABORATIVE GLOSSARY	6–10	listening skills, vocabulary, cooperative learning	Glossary of words collected by children.
A26	REVIVAL OF COLOURING BOOK	0–6	colouring book, crayons, colours, online	Learning colours using online colouring book.

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DURATION	15–20 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	rhymes, comprehension, content
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	selected rhyme

AIM OF THE ACTIVITY

The aim is to widen linguistic awareness and to develop the basic idea of a foreign language, through short rhymes in a foreign language.

It will help them to learn about basic features and characteristics of a foreign language in a natural and fun way and give an example of using rhymes in a language different from their own (Léglu, 2010).

PREPARATION FOR THE ACTIVITY

The child chooses a rhyme in their native language. They should know what it is about so they can explain the meaning to their classmates. It is best to use short simple rhymes and can be based on the national folklore of the language the child is learning. This kind of rhymes should be easy to comprehend and learn by heart. The teacher's support will be necessary.

SIGNIFICANT BENEFIT OF THE ACTIVITY

Psychologically the multilingual child will feel pride in their languages being at the centre of the lesson. They are in the role of the teacher telling other children how pronounce correctly. Through the rhyme, other children will gain familiarity with the sound and form of the language as well.

SOURCE OF THE ACTIVITY

Léglu C., 2010, *Multilingualism and mother tongue in medieval French, Occitan, and Catalan narratives*, University Park, Pa.: Pennsylvania State University Press.

PROCEDURE

All the in the class children are given copies of the poem in the foreign language. The poem can also be written on the board so the multilingual child can help with the pronunciation by pointing out particular words. The child briefly describes what the rhyme is about. Then the child reads the text aloud several times and the class follow his lead, until the pronunciation is clear. It is advisable for children to transcribe phonetically any difficult words while the rhyme is being read to them to help their pronunciation. The multilingual child now translates the words and phrases of the rhyme into the majority language. The main part of the activity comes when the children try to read the poem as accurately as possible. This can be funny as they try to copy the intonation and pronunciation of the language they are not accustomed to. In the end, the whole class should be able to read the text together. The activity is concluded by highlighting important words such as nouns and verbs or fixed phrases in the rhyme with their translation into the majority language.

LET'S GO ON MY HOLIDAY

DURATION	20–30 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	holiday, photos, imagination, souvenirs, culture
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	photos, souvenirs, holiday evidence

AIM OF THE ACTIVITY

This activity familiarises children with holidays, customs and traditions typical of foreign countries. It supports their imagination and narrative competences.

PREPARATION FOR THE ACTIVITY

A multilingual child prepares as many pictures, souvenirs and information about their favourite holiday, as possible, so that other children get the picture of the holiday and the way it is celebrated. The teacher can help the child to make a presentation of the holiday (if the child wishes) or the child can be autonomous. The child should also be prepared for potential questions asked by the rest of the class.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The activity helps children to understand the idea of a holiday which is usually related to a celebration of a particular event. It also familiarizes children with historical and cultural differences.

SOURCE OF THE ACTIVITY

Ennaji M., 20–6, *Multilingualism, cultural identity and education in Morocco*, New York: Springer.

PROCEDURE

The multilingual child talks about their holiday and then gives out the materials of the holiday to the class. The teacher divides the class into groups of four and asks the pupils to think of as many characteristic words in connection with the holiday as they can. They write the words on a piece of paper together with some drawings representing their idea of the holiday. The multilingual child evaluates all the words and pictures and announces the winning group that can be given a small present related to the holiday.. The activity can be concluded by children inventing and drawing a holiday of their own including its history, origin and typical characteristics. The ideas of each group are then presented to the class.

CLAP THE WORD

DURATION	15–20 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	audio, handclap, recording, sound
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	audio recording

AIM OF THE ACTIVITY

The aim of the activity is to introduce the languages of multilingual children to their classmates— the activity is designed to give an idea of the language's pronunciation and its fundamental features.

PREPARATION FOR THE ACTIVITY

A multilingual child from brings to class an audio that they knows well in the families language. This could be a song or a story. It is recommended to use an audio with very clear pronunciation to allow children to identify the words easily.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The activity helps children to listen to the family language which is an important and essential part of all language learning.

SOURCE OF THE ACTIVITY

Teller V., White S.J., 1980, *Studies in child language and multilingualism: transnationalism, ethnicity, and the languages of American literature*. New York, N.Y.: New York Academy of Sciences.

PROCEDURE

Pupils sit in a circle. The teacher tells them that they will hear an audio in a foreign language. The multilingual child introduces the audio and gives other children with some information about it. They will hear one word several times in the recording. The child writes the targeted word on the board with its meaning and says it clearly several times. The teacher then instructs the pupils to clap their hands every time they hear that word as they listen to the recording. In order to make the activity more fun, the teacher can choose more than one word to identify. You will need to give different signals to different words. For example, raising hands or stamping a foot.

MOVE YOUR BODY!

DURATION	10–15 minutes
AGE RECOMMENDATION	0–6
KEY WORDS	body, describing, movement, picture of human body
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	picture of a human body

AIM OF THE ACTIVITY

The activity is about describing parts of the body in different languages in a funny way. The activity can also be used as a warm up, as it involves physical activity.

PREPARATION FOR THE ACTIVITY

The child has to know all the main parts of the human body in their language to be able to do the activity.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The benefit of the activity is combining movement and language acquisition at the same time. This activity can be modified freely, for example it is possible to substitute the body parts for colours or animals. It is also suitable for older children, with the names of different parts of the body written on the blackboard.

SOURCE OF THE ACTIVITY

Kharkhurin A.V., 2012, *Multilingualism and creativity*, Buffalo: Multilingual Matters.

PROCEDURE

The multilingual child takes a picture of a human body and names various body parts in their language. It is best to use basic parts, such as a hand, leg, head, stomach or fingers. The other children repeat the words several times together and individually. When the words in the foreign language are known, the child steps before the pupils and start saying the words aloud slowly. Every time they hear a word, the children show or point at the correct part of their own body. The child then can start saying the words faster and faster, so the other children must react very quickly. When the children are good at it another child can take the role of the multilingual child and repeat the activity.

DURATION	10–15 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	map, countries, matching, names
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	map of Europe, list of names (appendix no.1), list of salutations (appendix no. 2)

AIM OF THE ACTIVITY

The aim of the activity is to increase awareness of cultural symbols and characters from different countries and arouse a feeling of multiculturalism.

PREPARATION FOR THE ACTIVITY

Prepare a map of Europe for each group of children and study the appendix to the activity which contains adaptations of the names in five European languages.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The activity spreads language diversification and studies the geographical structure of Europe which can help children to associate language features with geographical placement of the country.

SOURCE OF THE ACTIVITY

Schultz T., Kirchhoff K., 2006, *Multilingual speech processing: transnationalism, ethnicity, and the languages of American literature*, Amsterdam: Elsevier Academic Press.

PROCEDURE

Children are divided into groups of three or four. Each group is given the map of Europe and the list of names in five European languages. The first task is to colour in the countries they have already visited. Each child of the group is represented by one colour which means that countries might be coloured by more than one pencil. The teacher helps with the identification if required. Then, children have to match the list of names in appendix with the right country. Then the teacher reads aloud salutations from appendix no.2 and children guess in which language they say that. The winner of the game is the group with the highest number of visited countries and correctly matched names and salutations.

APPENDIX NO. 1

CZECH	SPANISH	ENGLISH	FINNISH	FRENCH
Jakub	Jacobo	James	Jaakko	Jacques
Jan	Juan	John	Janne	Jean
Zuzana	Susana	Susan	Sanni	Suzanne
Jiří	Jorge	George	Jyrki	Jorjioz
Marie	Maria	Mary	Mai	Marion

APPENDIX NO. 2

CZECH	SPANISH	ENGLISH	FINNISH	FRENCH
Ahoj	Hola	Hello	Hei	Salut
Dobrý den	Buenos días	Good morning	Hyvää päivää	Bonjour
Nashledanou	Hasta la vista	See you	Näkemiin	Au revoir

DURATION	15–20 minutes
AGE RECOMMENDATION	0–6
KEY WORDS	languages, animal sound, online
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	find out what sounds animals make in different languages

AIM OF THE ACTIVITY

The aim is to widen linguistic awareness and make children aware that the sounds animals make in various languages are different.

PREPARATION FOR THE ACTIVITY

Before the activity, it is necessary to view the YouTube video “Bow wow meow” by seedeeep (<http://www.youtube.com/watch?v=loMy3kfTMgE>). The teacher might also want to prepare cue cards as used in the video (for: dog, cat, pig, chicken and cow).

SIGNIFICANT BENEFIT OF THE ACTIVITY

Children are made aware of the different ways that languages represent animal languages and that there is no language such as “dog”, “cat” or “bird” but that humans use different onomatopoeic means to imitate these sounds. They become aware that there is no single relationship between a concept in reality and how it is said and written in a language.

SOURCE OF THE ACTIVITY

“Bow wow meow” by seedeeep,

<http://www.youtube.com/watch?v=loMy3kfTMgE> In: YouTube

Inspired by Prap L., 2006, *Das tierische Wörterbuch*, Gossau [u. a.]: Nord-Süd-Verl.

PROCEDURE

Children watch the video and try to imitate the sounds animals make. Older children can also imitate the sounds and find out in which language animals make which sounds. Children then collect the sounds animals make in their own languages, make a poster with pictures of animals and the sounds in different languages.

OPTIONS AND ALTERNATIVES

This activity could be more challenging by not using the video and just giving the children the pictures of the animals. They can try imitating the sounds the animals make in all of their languages.

MANY HATS – MANY LANGUAGES

DURATION	15–20 minutes (plus 1 week preparation time)
AGE RECOMMENDATION	0–6, 6–10
KEY WORDS	languages, animals, colours
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	words in different languages made visible and used by the whole classroom

AIM OF THE ACTIVITY

The aim is to widen linguistic awareness and to sample words in all languages available in the classroom and to make languages visible and strengthen the speakers of the languages in a classroom.

PREPARATION FOR THE ACTIVITY

The teacher collects names of animals, colours, dishes and objects in all languages that children speak in a class. This could be done over a longer period of time and is an activity in itself. The teacher should also collect as many coloured hats or ribbons as there are languages spoken in the classroom. Each hat or ribbon represents one language.

SIGNIFICANT BENEFIT OF THE ACTIVITY

In a playful way children learn words in different languages, i.e. the ones of the other children in the group. An additional benefit of this activity is the role reversal that takes place, as the speakers of the language becomes the expert. The teacher only functions as a facilitator for this activity, but must complete the very important preparation tasks.

SOURCE OF THE ACTIVITY

Multilingual Families Project

PROCEDURE

A child picks one of the coloured hats (with their eyes closed) and puts it on. They open their eyes, and have to say at least two words in the language the hat represents. The speakers of that language are asked to support and correct, if necessary. Play the game until all languages and children have had their turn.

DURATION	15–20 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	languages, world map
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	languages of students made visible

AIM OF THE ACTIVITY

The aim is to widen linguistic awareness and to sample all languages that are spoken in the classroom by students (and possibly the teachers as well).

PREPARATION FOR THE ACTIVITY

The teacher should find a map of the world in which countries can be identified easily.

SIGNIFICANT BENEFIT OF THE ACTIVITY

Children are made aware of the different languages of the children in a class. They will also become aware that most languages are spoken in many places, not just one country, and they get a taste of how these languages sound. They also become aware that some words are quite similar in different languages.

SOURCE OF THE ACTIVITY

Schultz T., Kirchhoff K., (2006) *Multilingual speech processing: transnationalism, ethnicity, and the languages of American literature*, Amsterdam: Elsevier Academic Press.

PROCEDURE

Children collect all the languages they speak or know, from parents, grandparents, friends and other people. The names of the languages are written on cards and pinned on the map. The teacher should be aware that some languages, such as Arabic, Turkish, Spanish, Portuguese, Ukrainian, or Russian are spoken in more than one country. A good map of the world can be found at <http://www.maps ofworld.com/>. Children find out what the words are in all the languages the children collect: mother, father, tea, chocolate (you can add more words). The teacher puts these words on the board; showing all the words in all the languages. Some words might be quite similar in the different languages; the teacher should make children aware of this. The children can also find out what certain phrases mean in different languages: suggested phrases include: “Do you speak...?”, “My name is...”, “I come from...” (you can add more phrases).

DURATION	10–20 minutes (plus preparation time of 10–60 minutes as group activity)
AGE RECOMMENDATION	6–10
KEY WORDS	game, homonyms, describing, definitions, language repertoire
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	possibly pictures

AIM OF THE ACTIVITY

“Teapot” is a children’s game, where players have to guess a word with different meanings (homonyms) using clues from the other players, e.g. “At my *teapot* you can change money. Near my *teapot* you can sit and watch the ducks”.

PREPARATION FOR THE ACTIVITY

Children and teachers should collect words that look and sound the same but have different meanings in their working languages or in different languages. The teacher can intensify and at the same time make the work with homonyms easier. On the Internet there are wordlists containing homonyms in different languages. The teacher should start working on the homonyms by bringing the children pictures of some homonyms (e.g. bank). Children start collecting pictures, similar to the one in the Welt-ABC, see www.weltabc.at/nouns/page/795. Coming up with homonyms on your own is more challenging. Let the children work in teams.

SIGNIFICANT BENEFIT OF THE ACTIVITY

Describing and defining things in an abstract way raises the languages competence and can help to widen the children’s vocabulary in the languages used in class.

SOURCE OF THE ACTIVITY

This activity is a variation of a children’s game, known in many country and languages.

This activity was inspired by: *Handreichung zum guten Umgang mit schulischer Mehrsprachigkeit*, 2012, ÖSZ (ed.), KIESEL neu, Heft 2.

Online in the *Download* area of the OESZ:

www.oesz.at/OESZNEU/main_05.php?page=0511.

PROCEDURE

Teapot is normally played with nouns. The game is played with individual players sitting in a circle, with one player giving information, which makes them the referee, while all the others in the circle make guesses. Whoever guesses right is the new referee. The game can also be played in teams. To make the game easier it is also possible to use proper names or words in foreign languages. It is lots of fun to skip between languages, which raise awareness of misunderstandings at the same time. The teacher should make sure that all languages in the classroom are used. The children add descriptions of similar sounding words in different languages, e.g. “biber” means beaver in German, but peperoni in Turkish.

DURATION	45 minutes
AGE RECOMMENDATION	0–6
KEY WORDS	game, describing, language repertoire, storytelling, online
LANGUAGES OF THE ORIGINAL SOURCE	German
MATERIALS NEEDED	sound files, e.g.: theaterverlag.eu

AIM OF THE ACTIVITY

The aim of the activity is to motivate children to invent little stories based on the sounds in the target languages and at the same time strengthen their imagination and speaking in front of audience.

PREPARATION FOR THE ACTIVITY

Choose and download some sounds of the database. There are categories for: nature (Natur), traffic (Verkehr), domestic (Häusliches), other (Sonstiges) and atmosphere (Atmosphären).

SIGNIFICANT BENEFIT OF THE ACTIVITY

Describing sounds and the usage of words in different languages builds a lexicon. Children link sounds with different images, which are a wonderful start for stories and storytelling. Collective story telling can help develop narrative competence. (See Schmölzer-Eibinger 2008/2011)

SOURCE OF THE ACTIVITY

Multilingual Families Project This activity was inspired by: Theaterverlag.eu:

http://theaterverlag.eu/28.Sounds__Geraeusche.html

Auditorix – Welt des Hörens:

<http://www.auditorix.de/welt-der-geraeusche/geraeusche-memory.html>

Schmölzer-Eibinger S., 2008/2011, *Lernen in der Zweitsprache. Grundlagen und Verfahren der Förderung von Textkompetenz in mehrsprachigen Klassen*, Tübingen: Narr.

PROCEDURE

The children listen to sounds and have to guess what they hear. They describe the context in all languages of the classroom and start telling little stories using the sounds to inspire – in different languages. The teacher plays some sounds or sound files and let the class guess: What do you hear? Where is this from? Can you think of the context and describe? Then the children tell little stories in pairs: Have you ever experienced something this sounds remind you of? Tell the story. They exchange their experience and tell the story together and then draw it. They can use words of all the languages they know or want to invent. Older children can exchange their experience and produce a story together. The story can be multilingual.

DURATION	30 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	sing, dance, body parts, vocabulary
LANGUAGES OF THE ORIGINAL SOURCE	English (multilingual)
MATERIALS NEEDED	audio player or computer with speakers, the children's song "Head, Shoulders, Knees and Toes" in different languages or any songs or rhymes about parts of the body. On You Tube you can find the song performed in many languages

AIM OF THE ACTIVITY

The aim of the activity is to give children multilingual language input while singing, dancing and having fun at the same time.

PREPARATION FOR THE ACTIVITY

Before the activity the teacher has to search for the song in the languages, in which they want to perform. They also need to prepare the audio player or computer to ensure that the song works. The teacher should be prepared to be the "first singer". The room has to be spacious enough for children to be able to form a circle and dance. If the children are not familiar with the song it is an advantage if they learn the song (lyrics) and melody in their first language before dancing it.

SIGNIFICANT BENEFIT OF THE ACTIVITY

This activity combines language learning with music and movement. This means that the language dimension is closely connected to rhythm and action and that the learning process therefore happens through multiple canals (listening, speaking (melody, rhythm, singing, moving). Moreover the exercise specifically targets kinaesthetic learners. The learning aspect takes place as a positive extra gain for the children, who will have fun while performing. Another advantage is the use of different languages spoken in class.

SOURCE OF THE ACTIVITY

Song text in English: "Head, Shoulders, Knees and Toes" (lyrics and further ideas for performance): http://en.wikipedia.org/wiki/Head,_Shoulders,_Knees_and_Toos

PROCEDURE

Once the children have learned the melody and the lyrics in their first language they can combine the singing with dancing, which should point out the relevant parts of the body while singing. The children form a circle and sing the song and dance at the same time. When the children are competent with the song in the first language the teacher can introduce a versioning another language. If the new language is difficult for some of the children, e.g. if it is not a foreign language taught at the school but a language of a student in the class, it is recommend that the children first learn the words of the song. They can be written, pronounced and spoken in the class before performing. Every child should have the opportunity to participate. The children who speak the given language can be the vocalists or leading singers.

DURATION	30–60 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	reflecting languages and language use
LANGUAGES OF THE ORIGINAL SOURCE	German
MATERIALS NEEDED	sheet with the outline of a girl or of a boy (each student can choose which gender), coloured pencils

AIM OF THE ACTIVITY

The aim of the activity is to sharpen the language consciousness among multi- and monolingual children while reflecting on questions like: Which languages or dialects do I speak? What do my languages mean to me? When do I use which language? Where / how / from whom did I learn the language? What do I express with the language (emotions, school related issues, family related issues...)? Which languages would I like to learn?

PREPARATION FOR THE ACTIVITY

When the pupils have the materials the teacher should give the instructions to the class.

SIGNIFICANT BENEFIT OF THE ACTIVITY

This activity is not about language learning but about reflecting own languages, use of languages and what languages mean to you. In other words this activity appeals to reflections on language use and language and emotions on a meta level. This exercise also contributes to underline the value of the language, which the pupil speaks and it invites to conversation about the different language represented in class.

SOURCE OF THE ACTIVITY

Extensive explanation of the realization and aims of the activity (in German):

http://app.gwv-fachverlage.de/ds/resources/w_41_4715.pdf

Click here for explanation of the activity and to see examples of finished language portraits:

http://www.daz-mv.de/fileadmin/team/Handreichung/4_c_iii_a-c_farbige_Bilder.pdf

<http://www.daz-mv.de/Handreichung.17.0.html>

PROCEDURE

The teacher tells the pupils how to fill in the sheet by filling in their own language portrait in a large format on the blackboard. The questions above are asked. Questions can be discussed as a class before the pupils work on their own portrait. Every pupil receives a sheet with an outline of a girl or a boy. They now colour the outline. The aim is to connect the parts of the body with language, which the pupil speaks or would like to speak or a language to which the pupil for some reasons has a special connection. A possible colouring could be: "I have coloured a red heart connected to Italian because that is my mother tongue and the language spoken in my family. The English language belongs to my head, because I learn it at school with much effort, grammar and vocabulary". How the questions above are answered will be used to fill-in the outline. After filling in the outline the pupils present their language portrait to the class. This gives the opportunity to reflect the languages in class, to discuss what a specific language means to a pupil and also to exchange language experiences.

DURATION	60 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	language awareness, cultural diversity in class
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	a large map of the world, stickers or post-it notes, photos or drawings of the pupils

AIM OF THE ACTIVITY

The aim of the activity is to improve the language and cultural consciousness in class and pay attention to the linguistic and cultural diversity and potential in a class. The pupils build better understanding of each other as well as reflecting on their own languages and origin.

PREPARATION FOR THE ACTIVITY

The map of the world should be hung up in a visible position and the materials distributed. The teacher can start to explain the exercise.

SIGNIFICANT BENEFIT OF THE ACTIVITY

This activity is not primarily about language learning but about reflecting on different languages and cultures. This exercise contributes to underline the value of language and cultural diversity as well as initiating a conversation about culture, origin, and language.

SOURCE OF THE ACTIVITY

Multilingual Families Project

PROCEDURE

The pupils place their photo or drawing on the map according to the place they feel most at home. They may place themselves in more than one country. They also write the name of their home country and town. Then every pupil is encouraged to write a few key words or information about their home country, hometown, language and culture. The keywords are added to the map on a separate sheet of paper and should answer the questions: What persons, things or words do you connect to your home country, hometown, language and culture? What feelings connect you with your home country, hometown, language and culture? Which words or expressions, e.g. sayings, would you like your classmates to know in your language that are important to you? How do you say hello or welcome a person in your home country or town? Which words do you use? How are the words to be pronounced? After completing the map with the lists of keywords the pupils present their portrait to the class. This gives the opportunity to reflect the languages and cultures in class, to discuss what a specific language or culture aspect means to a pupil and also to exchange language experiences and learn some of the favourite words of the classmates or how to say hello and welcome guests. The world map is a joint product of the class, which can be exhibited in the classroom.

DURATION	50–100 minutes (plus preparation time at home)
AGE RECOMMENDATION	6–10
KEY WORDS	game, creativity, extend language repertoire
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	newspapers, packaging materials in different languages, manufacturer instructions for electric devices in the family languages of the pupils

AIM OF THE ACTIVITY

This activity leads to an active and intense confrontation with languages of the classroom and raises the expertise in students own family languages, in addition to the working language of the classroom.

PREPARATION FOR THE ACTIVITY

Before the activity, the children collect manufacturer's instructions. The easiest way is to involve parents, as this also shows them that the school is interested in their multilingualism. Teachers can also ask parents to do activities like "Shopping lists" or "Cooking languages and culture" – see *Multilingual Families* "Activities to support multilingualism at home and the Parents' guide on how to motivate children to use the family languages." These and other materials are available on our website at www.multilingual-families.eu.

SIGNIFICANT BENEFIT OF THE ACTIVITY

Knowing about languages in the classroom raises awareness for teachers as well as students.

SOURCE OF THE ACTIVITY

Handreichung zum guten Umgang mit schulischer Mehrsprachigkeit, 2012, ÖSZ (ed.), KIESEL neu, Heft 2.

Online in the Download area of the OESZ:

www.oesz.at/OESZNEU/main_05.php?page=0511.

PROCEDURE

The students bring packaging materials to school, if possible printed in their family languages. The children have to build a tower with different language objects. These are folded with the packaging materials or you can use the materials as they are. Examples of folded objects could be paper planes, cubes or the paper just crumpled into balls. If the packaging material is boxes or packs you could use these.

Alternatively, the teacher can divide the class into groups of 3 to 7 pupils. Each group has to build up their own language tower. Every tower has to have a name and a logo. After building the towers there is an exhibition. Every construction team can explain the spirit and specialty of their tower to the others. The "guests" may tell the constructors what they like about their tower. Then the teacher collects all the languages of the objects. They may also do a list of the languages to see how many languages are represented.

DURATION	30–60 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	vocabulary, comparing words, recognizing words, discovering similarities and differences between languages
LANGUAGES OF THE ORIGINAL SOURCE	multilingual
MATERIALS NEEDED	blackboard, markers, coloured sheets

AIM OF THE ACTIVITY

The aim of this activity is to provide children with the opportunity to discover similarities and differences between words in different languages. The children act as “language detectives” who point out resemblances and discover connections between languages. This activity also helps to reduce worries related to language learning – when similarities in vocabulary become visible and the children have their first positive connection to a foreign language.

PREPARATION FOR THE ACTIVITY

This activity does not require preparation or equipment. It is an advantage, if the teacher prepares a word selection and discovers which languages are spoken in a class. It is also important to know what dialects, and foreign languages at the school as well as languages spoken by multilingual children in the class.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The main benefit is that it acts as an eye opener to connections and similarities between languages. Especially as each child does the identification of language connections themselves –with the language, which his classmates know and with words that interest themselves. A further idea is that the children make a similar table at home – only with their specific languages and words they wish. The tables could be presented in class.

SOURCE OF THE ACTIVITY

Peters C., 2004, *Comparative evaluation of multilingual information access systems: 4th Workshop of the Cross-Language Evaluation Forum, CLEF 2003, Trondheim, Norway, August 21–22,; revised papers*. New York: Springer.

PROCEDURE

The teacher selects words in advance, e.g. typically words of objects found in the classroom. Then they write the words in the main language in a table on the blackboard. Pictures of the objects can be used instead of words. The teacher can leave free space where the pupils can contribute with their choice of words. The pupils tell the teacher which languages they know and those languages are listed in the table. You can add the gender of a word e.g. in German *Tisch (m)* or French *table (f)*.

The word lists are filled in. The words in the main languages build headlines. The teacher lists the words that the pupils’ contribute. When words from other writing systems and alphabets occur the teacher can ask the pupil to go to the blackboard and write the word in the table. The pupils tell their classmates about their language and explain what they are writing, what the letters mean and if possible translate in to Latin letters.

Once the table is filled, the class can compare the languages and the words. Which words are similar in which languages? Which letters are similar? Which are very different? Why are they different? Who speaks which languages in class?

After the table has been completed the pupils write the words with a marker on coloured sheets. The sheets are hung up in class near to the objects they describe, e.g. the sheet with words for “window” is hung up on the window. The class can agree to use words from the table in the following period to strengthen the awareness of different languages. If the class likes the activity it can be repeated with words from another field, e.g. family or hobbies. Here is an example of a table.

Language	word (in main language or pictured)				
	chair	table	blackboard	pupil	teacher
Spanish	silla (f)	mesa (f)	pizarra (f)	alumna (f), alumno (m)	profesora (f), profesor (m)
French	chaise (f)	table (f)	tableau (m)	élève (f/m)	professeur (f/m)
German	Stuhl (m)	Tisch (m)	Tafel (f)	Schülerin (f), Schüler (m)	Lehrerin (f), Lehrer (m)
Polish	krzesło (n)	stół (m)	tablica (f)	uczennica (f), uczeń (m)	nauczycielka (f), nauczyciel (m)
Arab		
Russian			

DURATION	60 minutes
AGE RECOMMENDATION	0–6, 6–10
KEY WORDS	cultural diversity, cultural awareness and understanding
LANGUAGES OF THE ORIGINAL SOURCE	multilingual
MATERIALS NEEDED	pictures of (multi)cultural events and traditions, paper, pictures, the Internet

AIM OF THE ACTIVITY

The aim of this activity is to improve the children's awareness of other cultures and the various cultures in a class. The children learn about traditions, ceremonies and different cultural aspects in other countries and other cultures. This is also an opportunity to reflect on one's own culture.

PREPARATION FOR THE ACTIVITY

Materials for the presentation should be available for the pupils. They need paper, poster, pencils, books and internet resources. If the teacher chooses to use pictures for the initial discussion they need to prepare a collection of pictures which can be shown to the children as an introduction to the activity.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The activity awakes and consolidates the pupil's cultural awareness and makes them consider the value of cultural diversity. As well as they will get impressions of other cultures and begin to reflect and compare their own culture. Another benefit of the activity is that the children in class with a multilingual or different cultural background get a chance to show their classmates aspects of their culture. This potential should be used and valued in class.

SOURCE OF THE ACTIVITY

Multilingual Families Project

PROCEDURE

The teacher should explain to the pupils the aim of the activity and initiate a discussion in class about culture and traditions by asking: What are the favourite traditions of the children and why? What do the traditions mean to them? How are they celebrated? Alternatively or complementary to the discussion in class the teacher can find pictures of different cultural happenings before initiating the activity in class. The pictures then form the basis for the initial discussion: The pupils describe the pictures and make suggestions on what is going on? Where does the picture come from? What is being celebrated? Then the pupils are encouraged to choose a cultural event, tradition or an object, which they like or find interesting. The chosen topic can be from their culture or from another culture, which they would like to know better. Every pupil can make their own choice. The pupils can work alone or in small groups on the same topic. At home or during a lesson the pupils prepare a small visual presentation of the topic chosen. The presentation should include a small talk giving information on: What is being celebrated – when, why and how? To which culture and countries does this topic belong? Why did the pupil choose that topic? What does it mean to him and why? The pupils can also choose to present typical words or language elements connected with the chosen topic, expressing compliments, lyrics, rhymes or important key words for the chosen topic. In this way cultural and linguistic aspects are connected. The presentations should be performed in class with enough time for asking and answering questions.

MATCH THE LETTERS!

DURATION	20 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	letters, reading, alphabet, Latin, Arabic, Cyrillic, Greek
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	Print and cut four different alphabets into little squares one per letter. Links to the alphabets are included below (see 'Source of the Activity')

AIM OF THE ACTIVITY

The aim of the activity is to familiarize children with different types of alphabets.

PREPARATION FOR THE ACTIVITY

The teacher should prepare all the alphabet letters before the activity starts. The Latin, Arabic, Cyrillic and Greek alphabets can be found in the links below. The teacher prints out the alphabets in accordance with the number of groups in the class. After cutting the letters into separate pieces, the activity is ready to start.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The benefit of the activity is that children become aware of other alphabets of the world influenced by a particular culture. It helps them to see things in a global context. The teacher can widen the activity with more alphabets if applicable.

SOURCE OF THE ACTIVITY

<http://en.wikipedia.org/wiki/Cyrillic>

http://en.wikipedia.org/wiki/Arabic_alphabet

http://en.wikipedia.org/wiki/Latin_alphabet

http://en.wikipedia.org/wiki/Greek_alphabet

PROCEDURE

The teacher divides the class into groups of four or five children. Each group is given the letters of all the alphabets but mixed together. Each group has to separate the letters from the same alphabet into a single pile, ending with 4 piles. It can be run as a competition – the group that completes the task first is the winner. When the children finish the first task, the teacher helps them to arrange the letters in alphabetical order. Then the children can spell five words in all the alphabets and show them to the class.

DURATION	30 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	words recognition, language acquisition
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	small pieces of paper, envelopes and markers

AIM OF THE ACTIVITY

The aim of the activity is to learn basic words in the languages present in the class.

PREPARATION FOR THE ACTIVITY

The teacher prepares pieces of paper with words in the languages of all children in class. Languages that are taught at school can be included as well. The choice of words depends on the current topics being discussed in different subjects, for example geography and history. It is recommended to use nouns such as animals or places. Then the words are mixed up and placed in as many envelopes as there are groups. Each envelope contains a set of the same words in all the languages.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The main benefit of the activity is that it helps create awareness of existing languages and the benefits of speaking more than one language. The pedagogical elements: include language and linguistic education, intercultural education, cooperative learning, self-learning. The activity is also good start point for additional topics, such as: tolerance, multiculturalism, geography or ecology.

SOURCE OF THE ACTIVITY

Root-Bernstein R., Glynn M.T., 2001, *Sparks of genius: the thirteen thinking tools of the world's most creative people*, Boston, Mass: Houghton Mifflin Co.

PROCEDURE

The teacher separates the class into small groups with at least one multilingual child in each group, if possible. Each group is given an envelope. The task is to find the same words in each of the languages. The multilingual child helps the other children in the group. This can be a competition – the first group to find the words correctly is the winner. Then the multilingual child can help the other children in the group with pronunciation of any difficult words in their language. The child shows the class pictures representing the words and other children try to remember and say the words in the language of the child.

DURATION	30 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	words recognition, language acquisition
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	pieces of paper, coloured pencils, photos from magazines, glue, scissors

AIM OF THE ACTIVITY

The aim of the activity is to arouse the curiosity about different cultures and habits through the language acquisition.

PREPARATION FOR THE ACTIVITY

In cooperation with multilingual children, the teacher prepares very short texts in the languages that are present in class. The texts should be phrases such as season greetings.

SIGNIFICANT BENEFIT OF THE ACTIVITY

Children will become aware of existing languages and the benefits of speaking many languages. The lesson includes the pedagogical elements of: language and linguistic education, intercultural education, cooperative learning, self-learning. The activity should be fun for the children.

SOURCE OF THE ACTIVITY

Multilingual Families Project

PROCEDURE

The teacher introduces the activity by writing the text on the board in all languages. The teacher gives the children pieces of paper the shape and size of a postcard. The children draw a picture on it, about a particular occasion such as Christmas, Holiday or New Year and addressed to their parents. When the picture is drawn, the children add the text prepared by the teacher in two languages – one is the mother tongue, and the second in the language of multilingual children in the class. The children can place their postcards on the classroom wall or take them home to show their parents.

DURATION	25 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	tourist, tourism, city, names, matching, travelling
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	printed national flags and names of the cities in relevant languages (for links see 'Source of the Activity')

AIM OF THE ACTIVITY

This activity is focused on seeing the difference in the name of a city in different languages. The added value of the game is familiarization with national flags which helps children in learn geography.

PREPARATION FOR THE ACTIVITY

The teacher should visit the websites where the names of European cities in different languages are and national flags (see 'Source of the Activity'). These materials should be printed before the lesson. The teacher prepares a tourist set, each consists of the name of the city in three languages and the flag of the country (e.g. UK flag: London – English, Londres – French, Londra – Italian). The teacher should prepare three 'tourist sets' of three European cities. The teacher can choose the languages and cities but the choice should be appropriate to the age of the children.

SIGNIFICANT BENEFIT OF THE ACTIVITY

This activity supports children's general knowledge of geographic facts and helps them to understand the use of languages in their ordinary life.

SOURCE OF THE ACTIVITY

http://en.wikipedia.org/wiki/Names_of_European_cities_in_different_languages
http://www.photius.com/flags/alphabetic_list.html

PROCEDURE

The class should be divided into groups of four or five children. Each group will be given 3 'tourist sets'. Their first task is to match the right flag with three names of the same city. When they match all three sets, they should guess which languages were chosen by the teacher. When the activity is completed, teacher could ask children if they have been to those cities and what they liked most.

DURATION	10 minutes
AGE RECOMMENDATION	0–6
KEY WORDS	numbers, counting, parts of the body
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	none

AIM OF THE ACTIVITY

Children should all learn to count to five in all the languages present in their group.

PREPARATION FOR THE ACTIVITY

The teacher should make sure that all children are able to count to five, in all their native languages.

SIGNIFICANT BENEFIT OF THE ACTIVITY

Children strengthen their ability to count up to five while having fun and learning new words in different languages.

SOURCE OF THE ACTIVITY

Multilingual Families Project

PROCEDURE

First, the multilingual children in the group show other children how to count to five in their lan-

guage. Then the children practise saying the numbers in the language together and individually. The multilingual child helps and corrects the pronunciation. When the children are able to remember the numbers, the teacher holds up a number of fingers and the children say the number in the chosen language, again together and individually. The activity will be funny especially if the speed of showing different numbers of fingers is gradually increased. The children can divide in to pairs and continue the activity. One child shows fingers and the other says the number. Then they swap roles.

DURATION	25 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	communication, words, expression, game
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	a pen, a piece of paper

AIM OF THE ACTIVITY

The main aim of this activity is to encourage communication between children from different cultures in the class. The discussion provides familiarization with foreign languages, cultures and the acquisition of several words in other languages.

PREPARATION FOR THE ACTIVITY

A multilingual child will prepare 5 common words in their language (e.g. book, apple, mother, bus, dog). The child may discuss the suitability of the words with the teacher to prevent possible complications during the game. Each child in the class needs a pen and a piece of paper.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The activity encourages children to talk and understand each other better. This game also develops children's imagination and deductive reasoning in connection with foreign language acquisition. It should also be fun.

SOURCE OF THE ACTIVITY

Rooyackers P., 2002, *101 language games for children: fun and learning with words, stories, and poems*, Berkeley, CA: Publishers Group West.

PROCEDURE

Children sit in a circle and ask questions or simply chat with a child that speaks another language. Their task is to detect the five foreign expressions, one by one, which are used by the child instead of the normal expression in their working language (e.g. working language is English and the child's language is French: I usually go to school with my 'père'). The children keep the discussion going until most of them detect all five expressions with suggestions of their meanings. If the children are failing to distinguish the expressions, the teacher can give them a clue. When they are finished, they present their ideas to the child speaking other language. The child gives feedback.

DURATION	10 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	comic, greeting, farewell, animated, cartoon, online
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	template (see 'Source of the Activity') or printed comic strip for each child

AIM OF THE ACTIVITY

The aim of the activity is for children to get an idea of other languages in the class through a comic.

PREPARATION FOR THE ACTIVITY

Before the activity starts the teacher prepares a comic strip. It is possible to use the template below or create a new one on the website mentioned in the 'Source of the Activity'. The teacher asks a child or children speaking other languages to prepare three short sentences and responses to be used to fill in the template. These should include greetings and farewells as well as other phrases.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The benefit of this activity lies in engaging children through a cartoon, where the visual images reinforce the text which can help them to more easily absorb expressions in foreign languages and hold a dialogue that improves their communication skills.

SOURCE OF THE ACTIVITY

<http://www.garfield.com/fungames/comiccreator.html>

PROCEDURE

Each child is given one template with three panels. The multilingual child writes on the blackboard and presents six short phrases in the migrant languages. It also explains their meaning in the working language. The teacher can help and support when necessary. Children's first task is to place the sentences into the comic's panels. Once finished, they form pairs. One of them represents the Garfield's character and the second Odie's character. Then the children act out the dialogue.

OPTIONS AND ALTERNATIVES

The activity works best with on-line comic strips. In classes with no or few computers, the teacher prints one copy of strip for each student.



Garfield characters: © Paws, Inc. All Rights Reserved. This comic was not created or approved by Jim Davis or Paws. Copying and/or distribution of this comic is prohibited.

DURATION	30 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	alphabet, vocabulary, online
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	a large sheet of paper

AIM OF THE ACTIVITY

The aim of the activity is to introduce the languages present in a class through the alphabet and common words in the languages. Children create a sheet of letters of the alphabet with pictures and words. An example of a similar use of an alphabet can be found on:

<http://www.poissonrouge.com/abc/>

PREPARATION FOR THE ACTIVITY

The teacher familiarizes themselves with the alphabet of a selected language and prepares a set of words that will be used to represent each word of the alphabet.

SIGNIFICANT BENEFIT OF THE ACTIVITY

The activity is designed to familiarize children with a new language through its alphabet and common words. By using visual aids to remember the words, the activity is more effective for retention.

SOURCE OF THE ACTIVITY

<http://www.poissonrouge.com/abc/>

PROCEDURE

The teacher introduces the alphabet by writing all the letters on the board together with the words. The teacher asks a multilingual child to come up to the front of the class to demonstrate the correct pronunciation of the words. The children then copy the alphabet on to a large sheet of paper, write the words and draw pictures to help them remember them. It is possible to use pictures from elsewhere instead of the children drawing them. Then the children work with the sheet in their groups, trying to remember and pronounce the words correctly.

DURATION	45 minutes
AGE RECOMMENDATION	6–10
KEY WORDS	listening skills, vocabulary, cooperative learning
LANGUAGES OF THE ORIGINAL SOURCE	English
MATERIALS NEEDED	a pen and a piece of paper for every child

AIM OF THE ACTIVITY

The goal of this activity is to establish a collaborative vocabulary notebook, in which students can insert the most relevant words or phrases they learn every day in class. These should be words and expressions they hear from their multilingual classmates. For each term students can also include a definition, an example of a sentence in which the new word is being used in context, synonyms (if applicable), as well as some pictures. The vocabulary notebook should be used throughout the school year.

PREPARATION FOR THE ACTIVITY

Two notebooks, some pens and crayons are needed.

SIGNIFICANT BENEFIT OF THE ACTIVITY

This activity will encourage vocabulary learning as students control their own learning making it more significant to them.

SOURCE OF THE ACTIVITY

Barnard R., Glynn T., 2004, *Bilingual children's language and literacy development: 4th Workshop of the Cross-Language Evaluation Forum, CLEF 2003, Trondheim, Norway, August 21-22, 2003*, Buffalo, N.Y.: Multilingual Matters.

PROCEDURE

The teacher should explain the activity to the students. The glossary is based on the vocabulary and expressions of the languages used in the class. There will be a notebook available to write down all the entries which are collected daily by the students. The teacher will prepare a "Vocabulary list" document with all the information and students will choose from there the entries they want to define in detail, in a new notebook (adding a definition, an example of use, synonyms, translation, pictures, etc.). The teacher will share the final version with the students.

DURATION	15-30 minutes
AGE RECOMMENDATION	0-6
KEY WORDS	colouring book, crayons, colours, online
LANGUAGES OF THE ORIGINAL SOURCE	English. This activity is suitable to be used in any language.
MATERIALS NEEDED	colouring book, coloured pencils or crayons, PC, laptop, Internet access

AIM OF THE ACTIVITY

This activity is designed to help with the acquisition of the names of different colours in any language in a fun way that includes a practical application at the same time.

PREPARATION FOR THE ACTIVITY

This activity requires an online colouring book and crayons. For example, a free on-line colouring book is 'The Color', WWW.THECOLOR.COM. The teacher should think about the colours of the picture in advance.

SIGNIFICANT BENEFIT OF THE ACTIVITY

This activity also helps to develop creativity and oral presentation.

SOURCE OF THE ACTIVITY

The color, WWW.THECOLOR.COM.

PROCEDURE

At the beginning of the activity the teacher should familiarise the children with the names of the colours in the languages present in a class. In case they do not know them. Depending on the picture (e.g. car, body or animals) parents should also prepare the words needed for the topic. It is useful to talk about what they can see in the picture first. The children's task is to choose the colours, name the colours and to colour the pictures according to their own ideas and speech. By this the children are in control and have emotional involvement. When the children colour the picture they can start talking about the objects in the picture and their meaning in one of the languages present in the class. A very attractive variety of the activity is using colouring books that are available on-line. The pictures can be coloured right on the screen with a click of the mouse, saved and then printed out.

OPTIONS AND ALTERNATIVES

The activity can be done using paper-based versions of colouring books as well.

GLOSSARY OF TERMS

LANGUAGE INPUT	the input available to second language learners is the raw data from which they derive both meaning and awareness of the rules and structures of the target language
MONOLINGUALISM	condition of being able to speak only a single language
MULTILINGUALISM	the ability of an individual speaker or a community of speakers to use multiple languages. Contrast with monolingualism
LANGUAGE ACQUISITION	the process of learning a native or a second language
CODE-SWITCHING	the practice of moving back and forth between two languages or between two dialects or registers of the same language
DIALECT	a regional or social variety of a language distinguished by pronunciation, grammar, or vocabulary, especially a way of speaking that differs from the standard variety of the language
MAJORITY/NATIONAL LANGUAGE	the official language of a sovereign country and spoken by the majority of the country's population
ONE PERSON, ONE LANGUAGE	a method of raising children in multilingual environment, with each parent consistently speaking only one language to the child
MINORITY LANGUAGE AT HOME (ALSO FOREIGN HOME PATTERN)	a method of raising children in multilingual environment. The minority language is spoken in the house only, which allows a lot of time outside of the house for the children to be exposed to the majority language
L1	It is the language first acquired, also called Native Language and Mother Tongue. In multilingual communities, where a child shifts between languages, the L1 corresponds to the language the child feels most comfortable using
L2	a language that is being learnt as a second (or third or fourth, etc.) language
LINGUISTIC AWARENESS	the ability to consciously reflect on the nature and the use of language in its situational context, including irony and sarcasm
LANGUAGE REPERTOIRE	refers to the fact that all individuals are potentially or actually plurilingual. The repertoire of languages known by each individual (individual repertoire) comprises languages acquired in different ways (languages learnt at home from infancy onwards, learnt subsequently during schooling or afterwards, learnt independently, etc) for which people have different competences (everyday conversation, reading, listening, etc) at levels of mastery which also differ (elementary, independent, experienced, etc)
HOMONYM	each of two or more words that have the same spelling or pronunciation but different meaning and origin
NARRATIVE COMPETENCE (NARRATING)	a person's capability to tell a story (oral or written). Narrative competence means to produce a coherent text and show competence in using conjunctions (such as, before, after, meanwhile), particles (such as, only) or adjectives

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MULTILINGUAL FAMILIES
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**THE MULTILINGUAL FAMILIES PROJECT IS TARGETED
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OF THE IMMIGRANTS LIVING IN THE EUROPEAN UNION
AND FAMILIES
WITH PARENTS WITH MORE THAN ONE LANGUAGE**

The project helps

- parents support their children's learning and continuing use of the family languages
- teachers meet the challenge of teaching effectively in multi-lingual settings
- children be proud of their family languages

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