Teaching guide: language awareness and language biographies

This guide is designed to support teachers in recognising and valuing their pupils' languages and cultures. Four lessons have been developed to help teachers encourage their pupils to reconsider their perceptions of the languages around them, leading to the creation of their own language biographies.
*"A key tool in the didactics of plurilingualism, a **language biography** refers to […] any language production by the learner which enables them, on the one hand, to value the learning they have achieved in the field of languages and cultures through contact with others, and, on the other, to develop their plurilingual and pluricultural repertoire" (Molinié, 2006, p. 9).*

The four lessons are set out in detail in this guide. In the appendices at the end, teachers will find the materials needed to deliver them (cards, pupil worksheets and examples of language biographies).

These four lessons are intended as a flexible framework and can be adapted by the teacher according to the context, the pupils, the time available and the learning objectives. Depending on pupils' age, some activities may be conducted orally only or in digital form, with the whole class or in small groups. It is not necessary to complete every activity. Teachers may select those that are most appropriate for their class.

Learning objectives

For pupils

- To activate pupils' prior knowledge about languages
- To bring out and value the plurilingual repertoire of pupils in the class
- To encourage pupils to reconsider their perceptions of languages
- To foster a collaborative and inclusive classroom environment.
- To place pupils at the centre of the pedagogical process and build on their personal experiences
- To support pupils in writing their language autobiography and in becoming aware of their own plurilingual and pluricultural capital, as well as that of their classmates

For the teacher

- To value and build on pupils' linguistic repertoires by incorporating their family and personal experiences into classroom learning and developing their awareness of their own backgrounds
- To create bridges between the classroom and the wider world
- To centre the teaching process more firmly on the learner, their stories and interests
- To introduce languages into the classroom beyond those included in the curriculum

Lesson 1

Objectives

- To lay the foundations for a shared reflection on languages
- To help pupils become aware of the great variety of languages spoken throughout the world
- To develop visual and auditory discrimination skills

Materials needed

Question cards to print or project; Pupil Worksheet No. 1; internet access and speakers or other equipment for playing an audio recording; a world map (printed or projected).

1. Introduction

Use the question cards "What is a language?" and "How many languages are spoken in the world?" (see appendices) to begin a discussion with your pupils to draw on their existing perceptions. The activity can be done in small or large groups, using a printed or projected question card, or simply posed orally.

What is a language?

Aim of the question: to reflect on what characterises a language and to agree on what is meant when we talk about a language. Clarify the distinction between the terms "language" and "dialect", in order to help pupils become aware of the hierarchy that may exist between different languages.

Possible teacher response: Is a language a language because it can be written down? Because it is spoken by many people? Because it has official status? Is there a difference between a language and a dialect? And what about sign language, is it a language?

Linguists (those who study how languages work) define a language as follows: **it is a system, a set of resources, which enables people to communicate** (to talk, learn, bring up children, etc.) and which does not exactly resemble another linguistic system: its vocabulary, pronunciation or grammar differs. Can you think of examples of languages and dialects? Do they fit this definition? What about sign language? Is it indeed a system that enables people to communicate and has features that differ from another system? The answer is yes! Without using speech or writing, sign language enables people to

communicate. It is as complete and complex as other languages; it is therefore genuinely a language in its own right.
If we start from the definition above, we can say that there are no major distinctions between languages and dialects. The only difference is that languages have official status, whereas dialects do not. The term “dialect” can therefore devalue these languages and give the impression that they are less important. Yet, before French was proclaimed the official language of the Republic, it too was one dialect among others: that of the Île-de-France region, where Francis I had established himself. This gave that particular dialect much greater importance. Subsequently, in 1539, Francis I issued the Ordinance of Villers-Cotterêts, which established françoys, the French of the Île-de-France, as the language of administration, in place of Latin.

How many languages are spoken in the world?

Aim of the question: to become aware of the large number of languages spoken throughout the world and of the fact that there are many more languages than countries. So seeing as there are so many languages, there is nothing unusual about an individual speaking several languages.

Possible teacher response: It is estimated that there are between 6,500 and 7,000 languages spoken in the world (see Louis-Jean Calvet, *Les confettis de Babel*, and *ethnologue.org*). Does that seem like a lot, or a little?

Seven thousand languages for 197 countries means far more than one language per country. It is therefore very common and quite normal for several languages to be spoken within the same country. Among these 7,000 languages, you can probably name a small number, the best-known and most widely spoken ones, but most are languages whose names we have never heard of, languages which are spoken by a very small number of people. Some of these languages are in danger of extinction. UNESCO estimates that a language dies every 15 days, either because the last people who speak it die, or because people stop using it and choose another, better-known and/or more highly valued language.

2. Worksheet activity

Give out Worksheet No. 1 to the pupils. Depending on the size of the group, you can give the same worksheet to all pupils, or divide them into two groups, in order to discover more languages and present them during a shared feedback session.

- Link to the audio to play for pupils: http://eole.irdp.ch/activites_eole/audios/buenos_dias.html (Audio 1 for Group 1; Audio 2 for Group 2)
- Answer key: http://eole.irdp.ch/activites_eole/documents/buenos_dias/buenos_dias_doc_2.pdf This answer key can be used to set the activity as independent work with self-correction.
- Link to a digital version of the activity: https://content.e-me.edu.gr/wp-admin/admin-ajax.php?action=h5p_embed&id=1178986

3. Sharing and feedback

Ask pupils to write the "hellos" they have discovered on post-its and to come and place them on the map you have prepared, where they think the relevant "hello" can be heard. Help pupils become aware that a language may be spoken in several different countries.
Depending on the subject taught, links can be made with varieties of French, English, Spanish, etc.
In addition to the "hellos" in the activity, invite pupils to add all the other "hellos" they know, using two different colours to distinguish languages from dialects. Among all the "hellos" known to the group, which come from languages with official status? Which come from languages without official status?

This activity can also be carried out digitally:

1. Using the Padlet application, create a world map and share the link with your pupils. You can also use a digital tool such as Google My Maps (https://www.google.com/maps/d/?hl=fr).
2. Ask pupils to place the "hellos" they have discovered in the different countries where they can be heard, by adding markers to the map. In addition to the "hellos" in the activity, invite pupils to add all the other "hellos" they know, using two different colours to distinguish languages from dialects. Among all the "hellos" known to the group, which come from languages with official status? Which come from languages without official status?
3. You can also ask pupils to research the languages indicated and add a short text to each marker giving information about the different languages.

Lesson 2

Objectives

- To develop pupils' perceptions of the value of languages
- To help pupils become aware of the number of languages present in their immediate environment
- To legitimise, value and build on pupils' linguistic repertoires

Materials needed

Question cards to print or project; materials for creating a word cloud of the class's "hellos", depending on the format chosen (internet access for a digital version; large sheets of paper, felt-tip pens, paint, etc. for an artistic version).

1. Introduction

Use question cards one by one "Are some languages more important than others?" and "In your opinion, how many languages are spoken in this group?" (see appendices) to begin a discussion with your pupils to draw on their existing perceptions. The activity can be done in small or large groups, using a printed or projected question card, or simply posed orally.

Are some languages more important than others?

Aim of the question: to reflect on the criteria that might appear to allow languages to be ranked. To question their relevance and recognise that all languages have different characteristics and that, while it is natural to like some languages more than others, objectively they are all equally important.

Possible teacher response: Some languages are spoken from birth by many people: Mandarin, Spanish, Arabic, etc. Other languages are learnt by many people, such as English, French or Spanish. Some languages are considered more useful than others for finding work, while others are heard more often in television series or music. Some languages are considered beautiful, others less so. Some are perceived as melodious, others as harsh. Some seem easy to learn, while others seem more difficult.

Do all these criteria make it possible to rank languages in order of importance? The answer is no. All languages are equally effective means of communication, and each has evolved to correspond to the reality of the people who speak it. That is why the Inuit

people have 25 different words to describe snow (*The Language of the Inuit*, Louis-Jacques Dorais), something we do not necessarily need in France. While each language has its own particular features, none is more important than the others.

In your opinion, how many languages are spoken in this group?

Aim of the question: to become aware of the prejudices that may lead us to assign people identities with which they do not identify. To reflect on how external cues can shape, and sometimes distort, our perceptions. To understand that the best way to get to know a person (and their languages!) is to talk to them.

Possible teacher response: We cannot know! How could we guess which languages these children speak without having met them? Physical appearance, clothing, accent or even a person's name do not tell us which language or languages they speak. It is very important not to project onto people an identity we imagine for them and which may not correspond to who they are. The best thing to do is to talk to them and give them the time and choice to share, or not share, their knowledge!

To encourage them to do so, pupils can be offered language awareness activities such as those in this guide which will enable them to discover a wide variety of languages and realise that all languages are equally important.

2. Data collection and group creation

1. Ask pupils how many languages they think are spoken in their class.
2. Invite them to test their hypothesis by carrying out a survey and asking their classmates. Depending on the subject taught, the activity can be conducted in another foreign language.
3. Create a word cloud of the class's "hellos" using a digital tool such as WordArt (https://wordart.com/) or AnswerGarden (https://answergarden.ch/). The "hello" word cloud can also take another form and complement the work begun in Lesson 1 with the world map; or it can become a stand-alone artistic project (creating a "tree of hellos", a "wall of hellos", etc.). Depending on the objectives, the different "hellos" can be collected in audio format, for example using the *e-me content* application to record pupils' productions and the platform's wall to share them.

Examples:



Credits: University of Thessaloniki



Photo credits: Cha Gonzalez for the Dulala association



Credits: Dulala association (downloadable here).

Lesson 3

Objectives

- To show pupils that, across the globe, it is more common to be bilingual or plurilingual than monolingual
- To help pupils understand the purpose and content of a language autobiography
- To enable pupils to infer the content of a language autobiography through reading examples and group discussion
- To help pupils become aware of the different languages that play a part in their lives, whether directly or indirectly

Materials needed

Question cards to print or project; Pupil Worksheet No. 2 for secondary school, or Pupil Worksheet No. 3 for primary school.

1. Introduction

Use the question card "Is it normal to speaking more than one language?" (see appendices) to begin a discussion with your pupils to draw on their existing perceptions. The activity can be carried out in small or large groups, using a printed or projected question card, or simply posed orally.

Speaking more than one language: is it normal?

Aim of the question: to become aware that it is more common to be bilingual or plurilingual than monolingual. To understand that bilingualism is a common and normal phenomenon. *Link France's (or your country's) linguistic history with current perceptions of languages and plurilingualism*.

Possible teacher response: Worldwide, 60% of the population uses two or more languages on a daily basis to communicate. There are therefore more people who speak several languages than people who speak only one! This is because, in very many countries, people are exposed to different languages from an early age: a language spoken at home, a language used at school, another heard on television or in newspapers, and so on. This phenomenon is therefore normal. Our brains are wired to be plurilingual, and it is entirely possible to learn several languages without confusing them. Two at the same time, one after another, three or more, anything is possible! What matters is that learning takes place in an enjoyable and secure environment.

In France, we tend to think that it is "normal" to speak only one language and that people who speak several are the exception. This way of thinking can be explained by France's history: since the sixteenth century, France has sought to unify its territory through a single language, French, (and more precisely, the French from the Île-de-France area, where the king lived). At the time, however, French was not the most widely spoken language. It was in fact one dialect among others. Regional languages (such as Occitan, Breton, Alsatian) were very numerous. Since then, the policy of one language has been reinforced, notably through compulsory schooling (in French!), the two World Wars, which required soldiers from different regions of France to communicate in a common language (French!), and the spread of radio and television (in French!). All these factors have contributed to the impression among French people today that speaking one language is "normal".

Moreover, Article 2 of the French Constitution states that "the language of the Republic is French". Yet it is estimated that around 600 languages are spoken in France (see François Grosjean's, *Parler plusieurs langues*)! These include French Sign Language (LSF), regional languages, languages of metropolitan France and the overseas territories, and certain languages brought by immigration. With so many languages present on French territory, it is therefore not surprising that approximately one child in four grows up in France with a language other than French (INED study, *Trajectoires et Origines*, 2008). It is difficult to continue believing that France is a monolingual country!

2. Worksheet activity

For secondary-school pupils
Hand out Pupil Worksheet No. 2. Pupils can work in small groups to generate discussion about the text.

For primary-school pupils
Hand out Pupil Worksheet No. 3. Working in small groups, pupils are invited to examine the language biography and identify the languages represented in it. The teacher can observe pupils during their discussions and ask questions to help develop their thinking: Do all the languages have the same role in this child's life? Can they imagine the child's daily life across the different languages in their language biography? Are they in a similar situation to that of the child?

3. Sharing and feedback

At the end of their reading or observation, each group of pupils presents its work to the class. The feedback session provides an opportunity for discussion in a larger group about the questions or observations raised by the analysis of the language biographies.

To prepare for the final lesson, in which pupils create their own language biographies, the teacher may conclude by asking the group a few questions:

- In your own words, can you define what a language biography is?
- What is the purpose of creating a language biography?

Lesson 4: Creating your language biography

Objectives

- To become aware of the linguistic repertoire of the class
- To value all pupils' languages
- To foster acceptance of others and of linguistic and cultural diversity.
- To help pupils become aware of their linguistic repertoire and the importance of valuing it
- To develop plurilingual skills
- To implement pluralistic approaches

Materials needed

Materials for creating the language biography, depending on the chosen format: flowers, clouds, colouring activities, podcasts, videos, poems or a plurilingual acrostic. Any form of expression can be used to create a language biography. Be creative and encourage your pupils to do the same.

To give you some ideas, several examples of language biographies in different formats can be found in the appendices.

1. Creating the language biographies

After carrying out a series of activities designed to familiarise pupils with the languages around them and to establish a climate of trust conducive to sharing personal experiences, pupils are invited to create their language biography by considering the following questions:

- What is/are their mother tongue(s)?
- Which languages have they learned in a school context?
- Which languages do they hear or see every day (family, friends)?
- Which languages would they like to learn?

To provide additional support for younger pupils, an initial stage may involve drawing their family tree and indicating the languages spoken by members of their family.

Then invite pupils to create their language biography, in a format of their choice or one determined by the teacher.

Depending on their age and the skills targeted, the language biography can take many forms: language flowers, drawings, podcasts, videos, written text, etc. It is up to the teacher to decide which format seems most appropriate and interesting for their pupils. To guide them, the teacher can point out that the previous activities can be used to support pupils' work.

Tip: if the language biography takes an artistic form, it may be interesting to ask pupils to pay particular attention to the colours they use to represent their different languages. Do these colours reflect how they perceive their languages? The emotions associated with them? Small research activities can be carried out to discover the meaning of colours in different cultures: for example, pupils may find that in the Western world white symbolises purity and innocence, whereas in Asia it symbolises mourning.

2. Sharing and valuing pupils' work

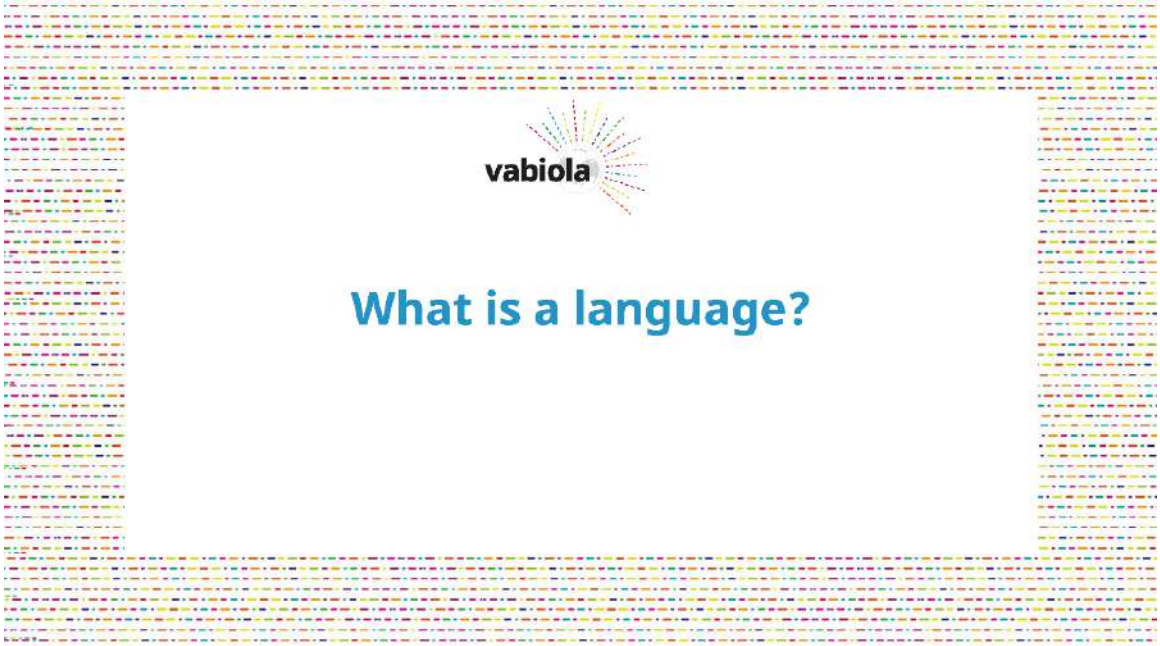
Once pupils have completed their language biographies, if they agree, it may be appropriate, to showcase them in different ways: creating a collection of language biographies if they have been produced as written texts; making a film bringing together language biographies produced as videos; creating a garden for the "language flowers"; putting on an exhibition; etc.

Time can also be set aside to reflect with pupils on the impact of the project on their perceptions of languages and diversity. Have the activities made them want to discover new languages? Have they made them feel more confident or prouder to be bilingual or plurilingual?

At the end of the project, it is always possible to continue intercultural education activities with your group using the additional digital resources listed in the appendices or that you find elsewhere.

APPENDICES

Question cards to print or project



vabiola

vabiola

How many languages are spoken in the world?

vabiola

vabiola

Are some languages more important than others?

vabiola

In your opinion, how many languages are spoken in this group?



vabiola

vabiola

Is it normal to speak more than one language?

Pupil worksheets to print

Pupil Worksheet 1: The languages of the world — Group 1

Surname: ***First name:***

Introductory activity: Discovering the languages of the world!

A. Before listening

Do you know any of the languages listed below? Which ones?

……

……

B. While listening

Listen carefully to Audio 1 and complete Activities 1, 2 and 3.

First listening

1. Circle the languages you hear.

Bonjour	Buongiorno	Buenos dias
Subax wanaagsan	Günaydin	Good morning
доӧбар даӈ (Dobar dan)	عَلَيْكُمْ السّلَامُ (Salam aleikoum)	Bos días

Second listening

2. Match the “hellos” to the following languages:
a. French, b. Italian, c. Spanish, d. Somali, e. Turkish, f. English, g. Serbo-Croatian, h. Wolof, i. Galician

The “hellos”	***The languages***
bonjour	
buongiorno	
buenos días	
subax wanaagsan	
günaydın	
good morning	
дȍбар дâн (dobar dan)	
السَّلَامُ عَلَيْكُمْ (Salam aleikoum)	
Bos días	

Sharing and feedback

Share your answers with **Group 2.**

Pupil Worksheet 1: The languages of the world — Group 2

Surname: ***First name:***

Introductory activity: Discovering the languages of the world!

A. Before listening

Do you know any of the languages listed below? Which ones?

……

……

B. While listening

Listen carefully to Audio 1 and complete Activities 1, 2 and 3.

First listening

1. Circle the languages you hear.

Bom dia	Mirëdita	Bonjour
Rojbaş	Guten Tag	добар дан (Dobar dan)
Mbóte	Καλημέρα (Kaliméra)	Bon dia

Second listening

2. Match the “hellos” to the following languages:

a. Portuguese, b. Albanian, c. French, d. Kurdish, e. German, f. Serbo-Croatian, g. Lingala, h. Catalan

The “hellos”	The languages
Bom dia	
Mirëdita	
Bonjour	
Rojbaş	
Guten Tag	
дȍбар дâн (dobar dan)	
Mbóte	
Bom dia	

Sharing and feedback

Share your answers with **Group 1.**

Pupil Worksheet 2: The language biography

Au collège on m'appelle Julie. J'ai 14 ans. Je suis née à Paris, dans le 13e arrondissement. Je suis française. […] Je me trouve plutôt banale. Je suis pas grande, pas petite, pas grosse et pas mince, pas jolie, mais pas moche non plus.
Mon vrai prénom, c'est An Binh, et je suis une fille d'immigrés. Ça veut dire que mes parents, eux, ne sont pas français. […] Ils sont venus ici parce que, dans leur pays, le Vietnam, il y a eu la guerre entre le Nord et le Sud pendant très longtemps. […] Mes parents, eux, ont eu de la chance. Ils ont pu venir jusqu'en France, où ils vivent depuis 1977. […] Comment est-ce que je peux décrire mes parents ? Bon, déjà, ils sont vieux. Mon père a 50 ans, et ma mère, 48. Quand on lit ça, ça ne fait pas beaucoup. Mais quand on les voit tous les deux, on croit qu'ils ont au moins mille ans. Ma mère dit toujours que c'est le malheur qui les a fait vieillir. […] J'ai deux frères. Ils sont tous les deux plus grands et plus âgés que moi. Vuong a 28 ans. Il n'a pas de prénom français, il n'en veut pas. Il est marié et habite avec sa femme Kim Liên et leur petit garçon, Vinh, dans le même quartier que nous. Il travaille avec notre père dans notre épicerie asiatique. C'est un homme calme et gentil. […] Ma mère me dit toujours que Kim Liên est un bon exemple pour moi. Pas comme mon deuxième frère ! […] Vuong, c'est un peu le dieu de mes parents, Max, leur diable ! Il ne veut pas travailler à l'épicerie, il veut devenir musicien ! Il joue dans un groupe avec des copains, et habite avec eux à Montmartre. Pour gagner de l'argent, il travaille comme livreur à moto, le jour ; et le soir, lui et son groupe jouent dans des bars. […]

Bien sûr, je suis née en France, je vis en France et je vais au collège en France. Je suis aussi française. Mais mes parents sont vietnamiens, à la maison, on mange vietnamien, on parle vietnamien, on travaille vietnamien. Et on vit dans le 13e, le plus grand quartier asiatique de France. […]
Au collège, je suis Julie, une ado française (presque) comme les autres. […] Je ne dois pas me faire remarquer. Je veux dire, au collège, je m'habille comme une ado française, je ne dois pas utiliser mon prénom vietnamien, et je ne dois jamais, jamais parler vietnamien, même avec les autres Vietnamiens du collège. […] Ça, c'est ma vie numéro deux. Ma vie numéro un, c'est à la maison et dans mon quartier. Nous vivons dans un quartier qu'on appelle le quartier chinois de Paris. […] Ici, je dois être An Binh, « celle qui aime la paix ». Une bonne jeune fille vietnamienne. À la maison, je parle vietnamien, je porte la robe traditionnelle du Vietnam et je mange vietnamien. J'obéis à mes parents. Toujours. […] En fait, c'est parce que je vais au collège que je sais que je suis en France. Parce que dans mon quartier, j'ai souvent l'impression de vivre au Vietnam.

Extraits de *An Binh se rebelle*, de Marie Gauvillé, Maison des Langues, 2013.

Text taken from "A plus 4", pupil's book, p. 12

Publisher: Maison des Langues, 2016.

1. Read the language biography and answer the questions

a) What is the name of the heroine of this novel?

……

……

b) Why does she use two first names?

……

……

……

c) What is the origin of her parents?

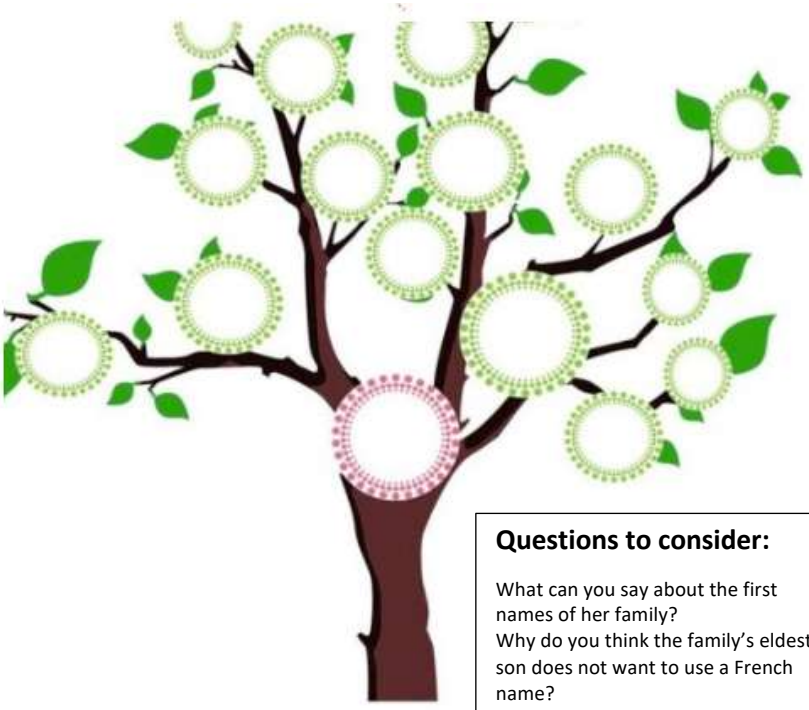
……

d) Why did they leave their country of birth?

……

……

2. Complete the writer's family tree. Identify all the members of her family, as well as their first names.



Questions to consider:

What can you say about the first names of her family?
Why do you think the family's eldest son does not want to use a French name?

3. In the second paragraph, she says that she has "**two lives**". Explain, in your own words, what this means:

……

……



……

4. In your opinion, is having dual nationality and being bilingual or plurilingual an advantage or a disadvantage? What challenges do people with a dual culture face?
……
……
……

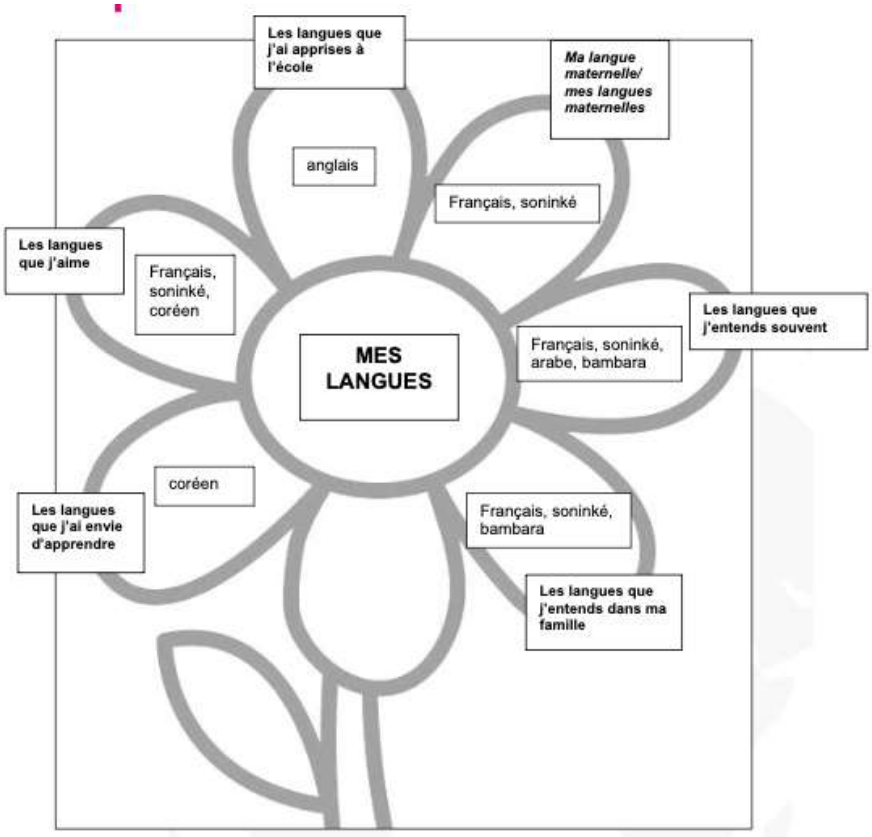
5. In your opinion, what do the following terms mean? Discuss them with your classmates and your teacher.

Mother tongue(s):
……
Second language(s):
……
Foreign language(s):
……
Being bilingual:
……
Being plurilingual:
……

6. Are the writer's feelings and attitudes common to all languages and cultures?
……
……
……
……
……

7. What conclusions can you draw about the writer's relationship with the languages and cultures she encounters?
……
……
……
……
……

Pupil Worksheet 3: The language biography



What are the six languages known by the child who made this “language flower”?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

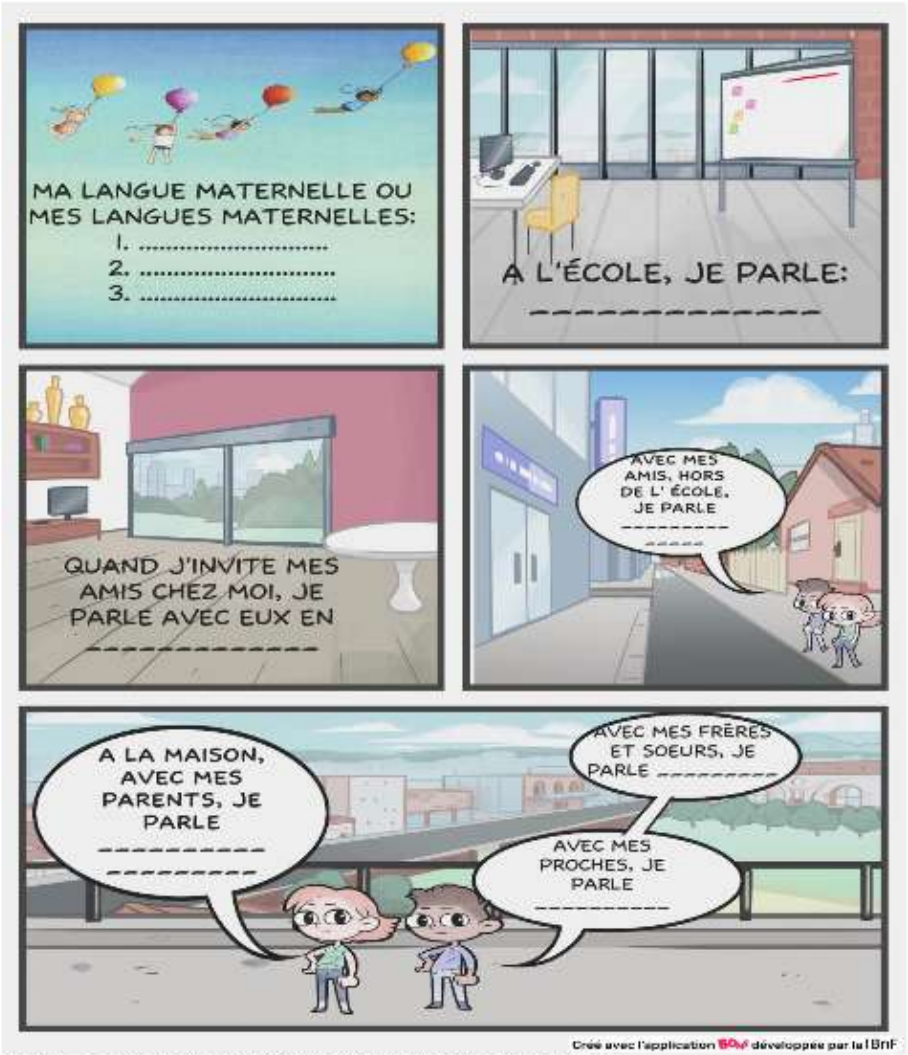
What are the three languages they can speak?

1. _____
2. _____
3. _____

How do they know the other languages?

_____
_____
_____
_____

Examples of different formats for language biographies



Inspiré par Julie Noël - Juin 2014/ PRODUCTION : TV5 MONDE

vabiola

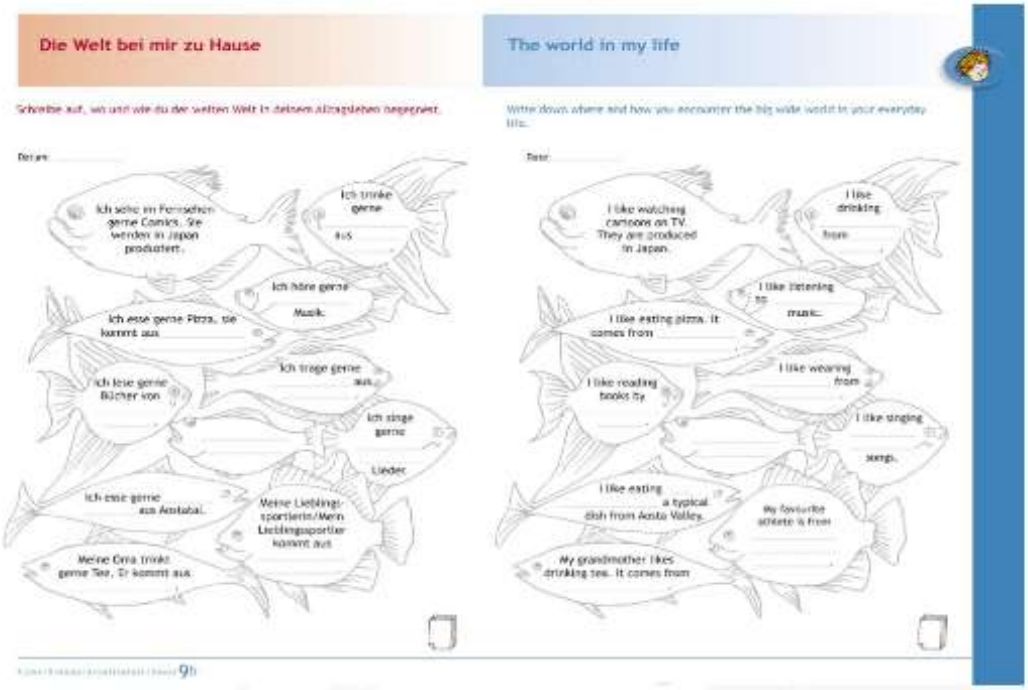
Les langues que je connais

Italien (orange)	Allemand (rouge)	Francoprovençal (vert)	Anglais (bleu)
Arabe (jaune)	Français (violet)	..... (rose)	..... (marron)

Les cernes d'un arbre nous racontent son histoire. Avec eux, vous pouvez raconter votre histoire de personne qui apprend les langues. Chaque cerne représente une année de votre vie. Pour chaque langue apprise ou rencontrée au cours d'une année, vous devez utiliser une couleur différente. L'espace que chaque couleur occupe représente le « poids » de chacune de ces langues : plus vous avez parlé ou appris une langue, plus la partie de cerne à colorier doit être grande. Vous pourrez compléter au fil des ans le coloriage des cernes de votre arbre.
Vous pouvez coller votre photo dans l'espace au milieu.



Crédits : Conseil de L'Europe entre 2000 et 2014



Crédits : Conseil de L'Europe entre 2000 et 2014



Figura 2 – Caravela das línguas, a biografia linguística da turma.

Voiles pour la construction de la caravelle des langues

Voiles vertes: langues avec lesquelles j'ai grandi

(Quelles langues sont parlées dans ta famille ? Quelles langues utilises-tu pour parler avec tes amies ? Et avec les gens que tu rencontres dans la rue, quelles langues parles-tu ?)

Voiles jaunes: langues que j'ai appris

ou que je suis en train d'apprendre

(Quelles langues apprends-tu à l'école et ailleurs ? As-tu appris ou es-tu en train d'apprendre quelque(s) langue(s) ? Quelle(s) langue(s) ?)

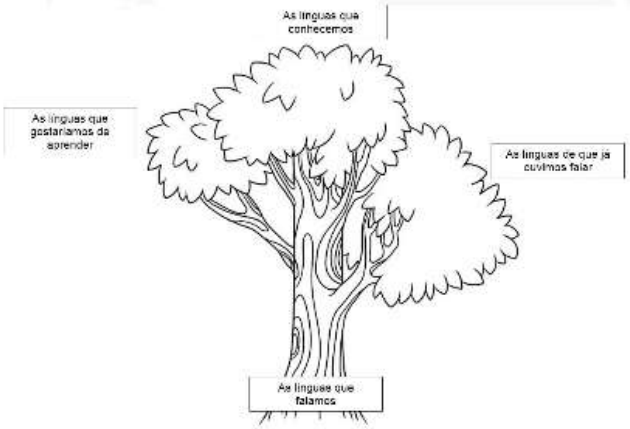
Voiles orangs: d'autres contacts avec des langues

(Dans quelles situations as-tu eu l'occasion d'être en contact avec d'autres langues ? Par exemple: voyages, télévision, internet, langues que tu as entendu parler, langues que tu as entendu mas que tu ne parles pas...).

Voiles bleues: langues que j'aimerais connaître

(Quelles langues aimerais-tu apprendre ? Y-a-t-il des langues que tu n'aimerais pas apprendre ? Quelle(s) langue(s) ?)

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Ma représentation des langues

Par ce dessin, tu peux présenter ton histoire personnelle des langues. Pour chaque langue que tu as apprise ou que tu as rencontrée utilise une couleur différente pour colorier l'image. Mieux tu connais une certaine langue, plus tu l'utilises ou tu l'as fréquemment rencontrée, et plus grande sera la place que tu accorderas à cette langue. Compare ton dessin avec celui d'une/un de tes camarades de classe et discute avec eux sur les langues que tu connais et sur les couleurs que tu as utilisées pour les représenter.

Français :
Italien :
Allemand :
Anglais :
Francoprovençal :
Espagnol :
Arabe :
_____ :
_____ :



La mia immagine delle lingue

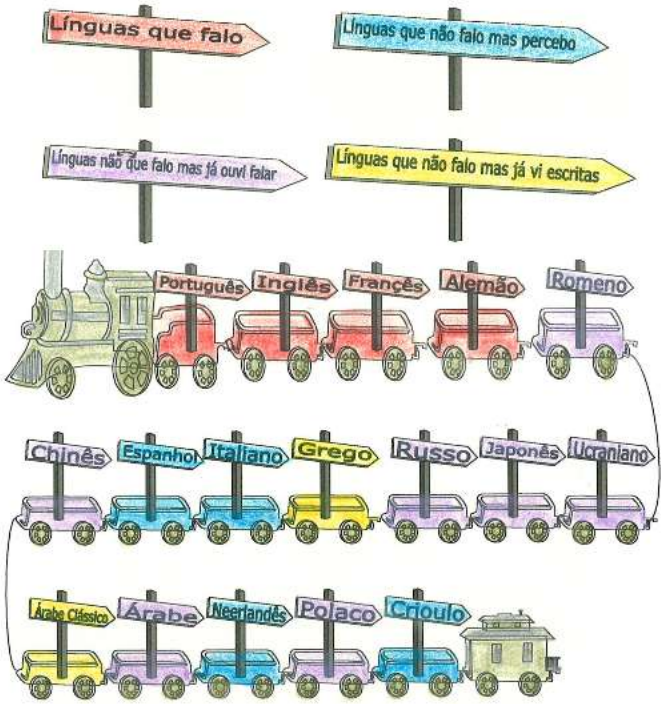
Questa immagine ti permette di rappresentare la tua storia personale delle lingue.
Per ogni lingua che hai imparato o hai incontrato usa un colore diverso per colorare l'immagine. Meglio conosci una certa lingua, più la usi o più spesso l'hai incontrata, più grande sarà la macchia di colore che disegnerai per quella lingua. Confronta il tuo disegno con quello di una compagna o di un compagno e discuti con loro sulle lingue che conosci e sui colori che hai usato per rappresentarle.

Francese:
Italiano:
Tedesco:
Inglese:
Francoprovenzale:
Spagnolo:
Arabo:
_____ :
_____ :

Date/Data:

Crédits : Conseil de L'Europe entre 2000 et 2014

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Crédits : Universidade de Aveiro



Crédits : Association Dulala



Crédits : Association Dulala



Figura 3- Kieza e balão de apresentação



Figura 7- Balão de apresentação da Kieza em cabo-verdiano

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Additional digital resources

- 21 faits sur les langues : pour organiser un quizz et découvrir des ressources complémentaires sur les langues
- **Quiz : Je dis « bonjour » au monde !**
- https://view.genial.ly/5f673d4751337070914e422a/game-jel-2020
- **Mots cachés : Trouvez les « bonjours » cachés !**
- https://learningapps.org/view13956804
- **Dialog cards : Devine ! C'est quelle langue !**
- https://content.e-me.edu.gr/wp-admin/admin-ajax.php?action=h5p_embed&id=1179610