

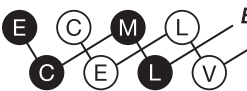


EMPOWERING LANGUAGE PROFESSIONALS
VALORISER LES PROFESSIONNELS EN LANGUES
SPRACHLEHRENDE IN IHRER ROLLE STÄRKEN



Plurilingualism and pluriculturalism in content-based teaching A training kit

Mercè Bernaus, Áine Furlong, Sofie Jonckheere and Martine Kervran



European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

PROMOTING EXCELLENCE IN LANGUAGE EDUCATION

The European Centre for Modern Languages (ECML) is an “Enlarged Partial Agreement” of the Council of Europe to which thirty-four countries subscribe¹. The institution focuses on bridging the gap between language policy theory and classroom learning practice. In a period of unparalleled change and mobility, the Centre offers concrete approaches to issues and challenges facing Europe’s culturally diverse societies.

The Centre seeks to make a positive difference to the language education profession by:

- promoting innovative approaches;
- advancing the quality of teaching and learning languages;
- supporting the implementation of language education policies;
- fostering dialogue between language education practitioners and decision makers.

ECML activities are complementary to those of the Council of Europe’s Language Policy Division, responsible for the development of policies and planning tools in the field of language education and the Secretariat of the European Charter for Regional or Minority Languages.

The present series of publications results from the ECML 2008-2011 programme, entitled *Empowering language professionals: Competences – Networks – Impact – Quality*. The programme has taken place against a backdrop of major international political developments in the sphere of education, where increasing demands are placed on the professional skills of teachers. The profession is expected to contribute to national education reform processes and face a wide range of challenges relating, among others, to standard-linked tuition, result-oriented assessment, greater autonomy of educational institutions and increasing ethnic and cultural heterogeneity among students.

The publications illustrate the dedication and active involvement of all those who participated in a series of 24 international projects, particularly the teams who coordinated the projects.

All ECML publications and accompanying materials are available for download: <http://www.ecml.at/publications>.

¹ The 34 member states of the Enlarged Partial Agreement of the ECML are: Albania, Andorra, Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, “the former Yugoslav Republic of Macedonia”, United Kingdom (status 30 June 2011).

Plurilingualism and pluriculturalism in content-based teaching: A training kit

Mercè Bernaus, Áine Furlong, Sofie Jonckheere and
Martine Kervran

European Centre for Modern Languages

Council of Europe Publishing

French edition:

*Plurilinguisme et pluriculturalisme dans l'enseignement d'une matière:
kit de formation*

ISBN: 978-92-871-7156-6

The opinions expressed in this work are the sole responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

All rights reserved. No part of this publication may be translated, reproduced or transmitted in any form or by any means, electronic (CD-Rom, Internet, etc.) or mechanical, including photocopying, recording or any information storage or retrieval system, without prior permission in writing from the Public Information Division, Directorate of Communication (F-67075 Strasbourg Cedex or publishing@coe.int).

Cover: Georg Gross
Layout: Stenner Medienproduktion
Copy-editing: Robert Blackwell

<http://book.coe.int>
Council of Europe Publishing
F-67075 Strasbourg Cedex

European Centre for Modern Languages / Council of Europe
Nikolaiplatz 4
A-8020 Graz
www.ecml.at

ISBN: 978-92-871-7157-3
© Council of Europe, 2011
Printed in Austria

Table of contents

1.	Welcome	7
2.	Development of the project	9
3.	Rationale	11
4.	Beliefs and attitudes towards content-based teaching and plurilingualism/culturalism	25
5.	Sample activities for the classroom	31
	5.1. Contar hasta diez	32
	5.2. Motion in the ocean	48
	5.3. Les droits de l'homme	70
	5.4. Identidades, familia, muros y lenguas	90
6.	The website	109
7.	List of participants and activities	111
	Appendix 1. Survey results on attitudes toward content-based learning and plurilingualism	115

Further materials, including 26 classroom activities on plurilingualism and pluriculturalism in content-based teaching are available from the website <http://conbat.ecml.at>.

Acknowledgements

The project team would like to thank Dr Fernando Trujillo Saez and Dr Peter MacIntyre for their valuable contributions to the project. The team would also like to express their gratitude to the participants for their enormous contribution to this project. This was reflected by their hard work, their creativity and their open minds. Special thanks also to the European Centre for Modern Languages (ECML) and its staff for their smiles and continuous support.

CONBAT+

This publication is the result of a project of the European Centre for Modern Languages entitled "Content based teaching and plurilingual/cultural awareness" (ConBat+). Frequent reference is made in the text to the project/publication through its acronym ConBaT+.

For further information and materials relating to this publication, visit the website <http://combat.ecml.at>.

1. Welcome

This project responds to ECML's third medium-term programme (2008-2011) entitled "Empowering Language Professionals: Competences – Networks – Impact – Quality". The acronym ConBaT+ stands for Content-Based Teaching + plurilingual and pluricultural awareness. We use "bridges" as a metaphor for the project.

Why bridges? We need bridges to introduce and disseminate content-based and plurilingual activities that can be linked to several subjects of the curriculum. This new approach needs the collaboration of the professionals of languages and the professionals of other non-linguistic subjects who will be empowered to manage ethnic and cultural heterogeneity as well as overcrowded curricula.

What kind of bridges do we need? We need wide bridges to allow many vehicles (methodologies, didactics, research, etc.) and many people (students, teachers, educational bodies, etc.) from all over the world to cross over. We need long bridges to reach out to all kinds of languages, cultures and knowledge. We need open bridges to facilitate and support free and unrestricted communication and exchanges and strong bridges that can withstand possible adverse wind.

Where should ConBaT+ bridges lead? They should lead towards:

- plurilingual, pluricultural and intercultural *competence* among primary and secondary school teachers and their pupils;
- empowering teachers to create *quality* cross-curricular materials in English, French and Spanish, as a second language (L2), for primary and secondary school learners;
- the introduction of the *languages* and *cultures* present in the classroom into a number of subjects.

Such bridges will also motivate teachers to make an *impact* on reform of language learning and teaching, and they will strengthen professional *networks* by providing several international and national meetings.

How do we make sure our bridges do not collapse? This can be done by:

- creating strong links with other educators;
- empowering language professionals to provide innovative materials;
- setting up a collaborative body of professionals with all the members of our educational community (head teachers, teachers, advisers, parents, social workers, non-governmental organisations (NGOs), etc.) in order to encourage democratic citizenship, social cohesion, mutual understanding and respect between the members of our community;

- creating networks including educational institutions and organisations at national and international level, with the aim of contributing to curriculum changes in order to have fairer societies in the near future.

We hope that the materials we present in this publication will help educators to build the bridges needed to make changes in our profession. These bridges will contribute to building a knowledgeable and fairer world where every citizen can develop his or her own abilities and skills to live in peace.

2. Development of the project

The main outcome of the project is the production of materials in three languages (English, French and Spanish) to teach other subjects at primary and secondary level. The project developed around the following main events:

- the initial workshop (September 2008);
- two network meetings (September 2009 and June 2010);
- two editorial team meetings (September 2010 and January 2011).

2.1. The initial workshop

The four team members and the two associated experts first met in January 2008 to prepare the first workshop. It was decided to build up sets of activities to be presented as examples to the participants and to write a questionnaire for teachers and learners.

The workshop opened with a presentation of the symbolic meaning of the project's central metaphor: bridges. Indeed, throughout the three-day meeting, the participants were made aware of the absolute necessity of bridging gaps between:

- language learners and language users;
- “foreign” languages and the languages of the pupils;
- mother tongue(s) and the official school language;
- content and language integrated learning (CLIL) and plurilingualism.

The workshop was also an opportunity to present the questionnaire, the sets of tasks developed by the team members and also the template for the development of new materials. The tasks were reviewed by participants who provided feedback to the team members. This hands-on and democratic process sensitised the participants to the aims of the project and established a fruitful relationship between the co-ordinating team and the participants. Central to the future and successful development of ConBaT+ tasks was articulation of the principles that would guide the participants over the following months. At the workshop the website of the project was presented.

2.2. The network meetings

The 2009 network meeting enabled the team and the participants to review the materials they had created and piloted in their countries. We now had 18 sets of activities covering 12 school subjects for a whole range of target groups (from early primary to upper secondary school). We exchanged feedback to improve them and ensured that the plurilingual and pluricultural dimensions were successfully included in the materials.

Between the two meetings, the participants elaborated a new series of materials and the team members concentrated on writing the rationale for the publication.

The 2010 network meeting was devoted to finalising the materials, discussing the rationale and producing a new template for the final version of the materials.

2.3. The editorial team meetings

The 2010 editorial meeting took place in Canada where the team had been invited to present the project. The team meeting was followed by a symposium and workshop at the Official Languages and Bilingualism Institute (OLBI), University of Ottawa. The team reviewed the template materials and the rationale.

The 2011 editorial meeting was devoted to the preparation of the final version of the present kit for publication. Final decisions about the organisation of the book and the website were taken, in co-operation with the ECML team.

3. Rationale

3.1. Content-based teaching

3.1.1. Content-based teaching in Europe

The European Commission’s position with regard to content-based teaching is clear: “[the approach] in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union’s language learning goals” (European Commission 2003: 8).

This view is justified by the belief that content-based teaching provides immediate relevance for language learners. In other words, the transfer from being a *language learner* to becoming a *language user* happens at the time of learning as opposed to a putative later stage. Moreover, the approach allows pupils to experience the language differently, as well as to view the content from a different perspective. Another advantage associated with CLIL is the potential time-saving component that the integration of a language into curriculum content affords. Key data on teaching languages at school provided by Eurydice (2008 11) indicates that content-based teaching “is included in normal provision in most education systems”, yet the report also acknowledges that “no more than a minority of pupils are catered for”. Although regional and/or minority languages are among the languages integrated into content (see for example the Basque and Catalan experiences below), the provision of English still dominates the language learning landscape of Europe. English is compulsory in 13 European countries (more than 90% of learners in secondary education). In countries where English is not compulsory, pupils choose this language in equally large numbers (close to 90%). Learning English at primary level is also on the rise, particularly in the Latin countries of southern Europe.

Encouraging evidence emerges from the Basque Country where content-based teaching/ learning has prevailed for the past 20 years. Similarly, and as far back as 1983, the linguistic immersion programme was introduced for the first time in Catalonia beginning at pre-school age. It was a turning point in the consideration of Catalan as the main teaching and communicative language in schools. Spanish is the second language and English and/or French are the third or fourth languages in primary and secondary education. Recently many schools introduced CLIL in secondary education and some primary schools are using Catalan, Spanish and English to teach the different subjects of the curriculum.

The Catalan and Basque educational contexts appear to enable the concept of plurilingualism to flourish within a CLIL approach where learners are expected to achieve a B2 level according to the Common European Framework of Reference for Languages (CEFR – see below) for Basque/Catalan and Spanish, a B1 for English and/or an A2 for French at the end of compulsory education.

A longitudinal study conducted between 2004 and 2006 explored learners' competence in English and in subject content, and how other languages (Basque and Spanish) were affected. In terms of linguistic competence, CLIL learners showed superior competence to non-CLIL students. This difference increased longitudinally. With regard to content knowledge, learners performed equally well when compared to non-CLIL students who had learned the content through Basque or Spanish (Lasagabaster and Ruiz de Zarobe 2010). More evidence in this regard continues to emerge (see Ruiz de Zarobe, Sierra and Gallardo del Puerto, 2011). Interestingly, one of the success factors in this experience was attributed to teachers' high motivation linked to the fact that these teachers had a language degree but, most importantly, to the support they received in the design of materials as well as training seminars. Our hope is that the ConBaT+ materials provided here will contribute further to supporting teachers in their plurilingual CLIL endeavours.

3.1.2. Key competences for lifelong learning – a European reference framework (2006)

Many a language teacher will be familiar with the Common European Framework of Reference for Languages which enables the mutual recognition of language qualifications to facilitate educational and occupational mobility. Apart from this, curriculum developers may be aware of the Key Competences for Lifelong Learning framework, which in turn, proves most relevant for the development of CLIL programmes.

This framework aims to inform national educational bodies when revising curricula. However, the framework can also assist schools and their teachers in setting up a CLIL programme by examining the set of skills which they might like to emphasise at any given time. The framework reflects European efforts to achieve commonly agreed educational objectives.

Each key competence combines a set of knowledge, skills and attitudes described in *Key Competences for Lifelong Learning. European Reference Framework* (European Commission 2007).

There are eight key competences in this European framework:

1. communication in the mother tongue;
2. communication in foreign languages;
3. mathematical competence and basic competences in science and technology;
4. digital competence;
5. learning to learn;
6. social and civic competences;
7. sense of initiative and entrepreneurship; and
8. cultural awareness and expression.

The following description shows how this framework will prove particularly relevant to teachers when developing CLIL programmes and associated materials, since overlapping of competences, with language and culture for learning at its core, characterises CLIL itself:

Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings play a role in all eight key competences (2007: 5).

In parallel, the European Qualifications Framework provides a useful set of indicators from Level 1 in primary education to Level 8 at tertiary level. This document can help match each key competence with the desired outcome at the appropriate level.¹

Mindful of the eight key competences mentioned above, it may be useful to consider a few basic content-based learning principles that contribute to the enrichment of content teaching while fostering the acquisition of *knowledge*, *skills* and (positive) *attitudes*.

3.1.3. Conceptualising content-based teaching

While there are many models of CLIL delivery, the approach is characterised by a language-sensitive approach to the teaching of content. Focus on language has led to a consideration of the type of language needed by learners (and in some cases by teachers) in order to make the content accessible. In the context of the Canadian bilingual programmes, Cummins (1984) identified two linguistic dimensions in formal instruction, namely basic interpersonal communication skills (BICS) and cognitive and academic language proficiency (CALP). Each dimension plays a role in the learning process: BICS places fewer demands on the learner as the language is highly contextualised and supported by other means of communication, for example gestures. On the other hand, CALP relates to the language required for the learning of the content and places greater cognitive demands because of its decontextualised nature. Some 20 years later, another similar model emerged in Europe also recognising the tension between the linguistic and cognitive challenges presented to learners (CLIL Matrix 2004-2007²). Both the Canadian and the European models recommend that content be cognitively challenging but supported by more accessible and contextualised language. However, Coyle (2007) argues that the dual focus on language and content is not sufficient in itself to realise the full potential of CLIL. A more holistic approach to CLIL pedagogies, varied as these may be, needs to be articulated within a coherent

1 This framework is available at:
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

2 Available at <http://www.ecml.at/mtp2/clilmatrix/EN/qMain.html>

framework. This framework allows the following four dimensions – the 4Cs – to be taken into account when embarking on the development of CLIL pedagogies: content/communication/cognition/culture.

The 4Cs Framework focuses on the interrelationship between content (subject matter), communication (language), cognition (learning and thinking) and culture (social awareness of self and “otherness”). It takes account of “integration” on different levels: learning (content and cognition), language learning (communication and cultures) and intercultural experiences (Coyle 2007: 550).

Coyle believes that “Culture(s) permeates the whole” (2007: 550), to such an extent that context and culture constitute the actual frame of the recently revised 4Cs Framework (see Figure 1 below) in order to foster what Cummins (2004) describes as global citizenship and/or social awareness of self and otherness (Coyle 2007: 550).

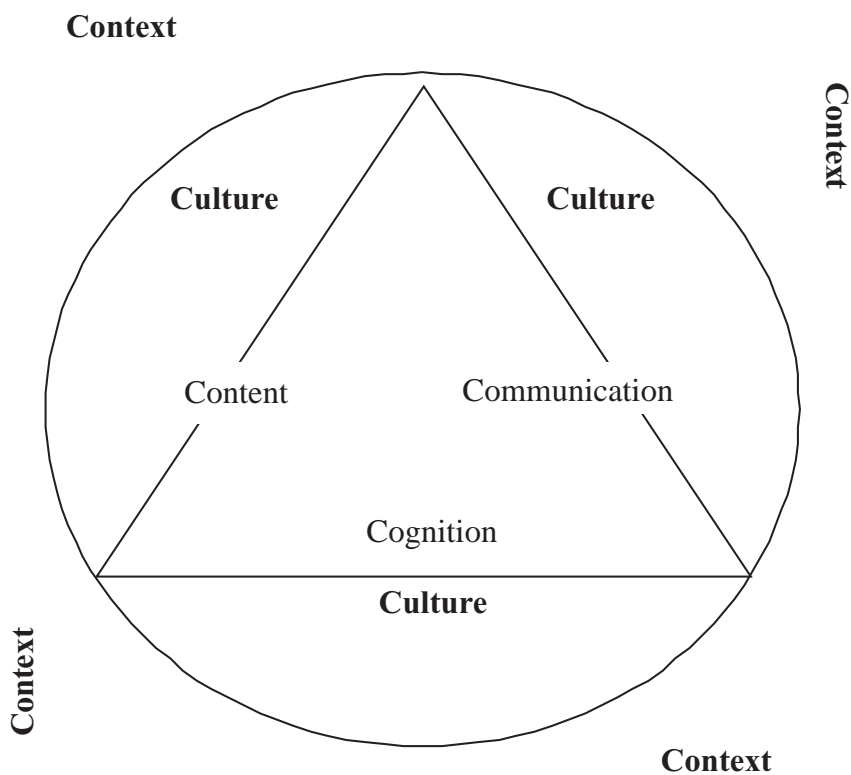


Figure1: The 4Cs Framework (adapted from Coyle et al. 2010: 41)

Similarly, the European Commission prioritises intercultural knowledge, understanding and communication skills by placing these dimensions at the top of their list of benefits associated with a CLIL approach as evidenced below:

CLIL's multi-faceted approach can offer a variety of benefits. It:

- builds intercultural knowledge and understanding
- develops intercultural communication skills
- improves language competence and oral communication skills
- develops multilingual interests and attitudes
- provides opportunities to study content through different perspectives
- allows learners more contact with the target language
- does not require extra teaching hours
- complements other subjects rather than competes with them

- diversifies methods and forms of classroom practice
- increases learners' motivation and confidence in both the language and the subject being taught

(European Commission 2008).

In a communication from the Commission to the European Parliament and the Council, Europe acknowledges that learning one lingua franca is not enough to grow as a truly multilingual community and to create “individual multilingualism” (European Commission 2005: 3). This aspiration led to the recommendation that all Europeans should acquire “two languages in addition to his or her mother tongue” (ibid: 3).

However, a 2009 Eurydice comparative study recognises that Europe also comprises a significant immigrant population and calls for measures to foster “communication with immigrant families and the teaching of heritage languages for immigrant children”.

A number of European countries have recently established strategic policies concerned with the phenomenon of migration in their educational systems that see the linguistic diversity linked to the mother tongue of immigrant pupils as a benefit and reflect a readiness to cultivate this diversity (Eurydice 2009: 27).

In this context and given Coyle’s view of culture permeating the framework for CLIL, the question of integrating the reality of classroom diversity into CLIL teaching practice emerges.

3.2. Plurilingualism and pluriculturalism – awareness of languages and cultures

Contemporary societies are characterised by multilingualism and complex cultural exchanges. This social diversity appears together with a complexity of identities at the individual level. Educational institutions can no longer ignore the challenge offered by the encounters and interactions between languages and cultures in the classroom.

The aim of the ConBat+ project is to take this dimension into account and to enhance learners’ “plurilingual and pluricultural competence” (Coste, Moore and Zarate 1997). It does not consist of the juxtaposition of competences in several languages but constitutes a global and composite competence and varies according to the specific combinations of linguistic and cultural abilities experienced by each individual. The CEFR defines it as “the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures” (Council of Europe 2001: 168). This definition relies on the numerous studies conducted in the fields of psycholinguistics and sociolinguistics which have shown that languages and cultures cannot be seen as separate entities coexisting in isolation and

added in a cumulative way through individual experiences. They interact under flexible and diversified dynamic interactions both at social and individual levels. Cook (1992) and, later, Herdina and Jessner (2002) described multilingual proficiency as a “wholistic” system. The description of plurilingual competence as a system enables the inclusion of its complexity and its unity within the same coherent whole. In other words, the specificity of any single language coexists with the mutual influences and connections between the components of the individual repertoires: “This means that on the one hand the dynamic model is separatist or modular in interpreting the involved language systems and factors as separate modules, but assumes on the other hand that the subsystems outlined interact with each other and influence each other in the complex and dynamic system we call multilingualism” (Herdina and Jessner 2002: 149-150).

Recent empirical studies focusing on how to raise awareness of linguistic and cultural diversity and how to develop plurilingual proficiency at school have been conducted at the European level. The main outputs of projects such as Evlang³ (1996-2001), Janua Linguarum⁴ (2000-2004) and Language Educator Awareness⁵ (LEA, 2004-2008) were published teaching materials (Evlang, Janua Linguarum) and teacher-training modules (LEA) favouring the development of knowledge, attitudes and skills related to otherness, plurality and diversity. These projects have their roots in the movement initiated by Hawkins (1984) who proposed the introduction of a “bridging subject” called “awareness of language” into the British curriculum. This approach aims to complement language learning by learning about language and languages and to stimulate not only the pupils’ curiosity and interest in languages and cultures but also their observation skills and language analysis skills. The main objectives are to challenge pupils to ask questions about language and discuss diversity in order to set the foundations of a general “language education”, which the CEFR now puts forward as a major issue for language teaching.

The awareness of languages, cultures, plurilingualism and pluriculturalism, in the senses defined above, is the major aim of ConBat+. The teaching materials assembled in the present publication have been conceived to foster positive attitudes towards other languages, their speakers and their cultures by offering learners the opportunity to compare the target L2 to other languages whether or not they are their mother tongues. Another challenge, closely linked to the first one, is to enrich the knowledge of any subject content with the various points of view offered by other languages and cultures on this particular content and to emphasise the connections and exchanges between languages and cultures.

At the same time, pupils whose first language (L1) is different from the official language(s) of instruction have the opportunity to see that the languages in their

3 European Commission, Socrates Lingua, co-ordinator: M. Candelier (see Candelier 2003a).

4 European Commission, Socrates Comenius and ECML (Graz, Council of Europe), co-ordinator: M. Candelier (see Candelier 2003b).

5 LEA, ECML (Graz, Council of Europe), co-ordinator: M. Bernaus (see Bernaus et al. 2007).

repertoires are valued and referred to as different but equal in ways of representing reality through language.

For all the learners, whatever their repertoires and cultural backgrounds, the distanced approach to content because of the L2 is enhanced by the interlinguistic and intercultural comparisons; thus, the approach promotes “the favourable development of the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture” (Council of Europe 2001: 1). It combines the promotion of attitudes, such as the acceptance of differences and the valorisation of plurality, with the development of skills in the field of metalinguistic and metacommunicative abilities by stimulating learners’ reflection about language. The integrated approach to languages and cultures proposed in the project is both trans- and interdisciplinary. It includes the integration of all the languages and cultures present in the classroom (the official language(s) of instruction, the L2 used for content, the other languages taught and the languages of the individual, that is, the repertoires of the pupils) within non-linguistic subjects.

3.3. ConBaT+: reconciling CLIL with plurilingualism and pluriculturalism

The “+” in the acronym ConBaT+ suggests that content-based teaching needs to be complemented by some added value. This added value is related to linguistic and cultural diversity. The project places the concepts of plurilingualism and pluriculturalism at the core of a content-based approach. The aim of the ConBaT+ project is to produce CLIL materials in three languages – English, French and Spanish – for the teaching of other subjects at primary and secondary level. Concrete support is provided for the CLIL practitioner wishing to integrate the concept of plurilingualism/culturalism in his or her class.

How can awareness of plurilingualism and pluriculturalism be raised in the context of CLIL? First, this can be done by using an L2 to teach any subject in the curriculum and, second, by offering the pupils whose L1 is a minority language the opportunity to use it for specific activities. At the same time, those pupils may contribute to the enrichment of any topic presented in the subject in question, by comparing the way in which the same topic is viewed in his or her country of origin.

Furthermore, the materials present an intercultural approach. In this connection, empirical research shows that more positive and accepting views of other cultures are more likely to be held when learners experience other languages (Rubinfeld et al. 2006).

Moreover, this project and its products which aim to reconcile different approaches to language learning and teaching take into account views articulated by Wolff (2002):

It is absolutely necessary to reform language teaching ... what is new is the way in which different language learning approaches which have developed in isolation, are brought together in order to promote more efficient language teaching and multilingualism (Wolff 2002: 184).

As pointed out by Candelier (2006), a plurilingual approach is not content dependent; any subject may introduce a plurilingual aspect to the content. Equally, “CLIL is methodologically neutral” and can incorporate any learning/teaching approach (Little 2003: 39). Consequently the integration of a plurilingual approach into content-based learning is both sensible and innovative.

ConBaT+ proposes a means to manage diversity through a plurilingual and pluricultural approach that can help to relieve the increasing pressure on teachers to accommodate diversity. Pressure associated with overcrowded curricula can also be alleviated through content-based instruction designed to be cross-curricular, that is, a content-based and plurilingual activity can be linked to several subjects in the curriculum.

Finally, with regard to a pedagogical approach for ConBat+, the combination of three approaches enables the realisation of the project aims. First, considering the key competences for lifelong learning, a competence-based approach with a focus on tasks should be adopted. Focus on task accommodates a focus on content – that is, text or input – which in turn accommodates a plurilingual approach focusing on languages and their speakers – that is, the learners. Such a combination fosters the development of positive attitudes as illustrated below in Figure 2.

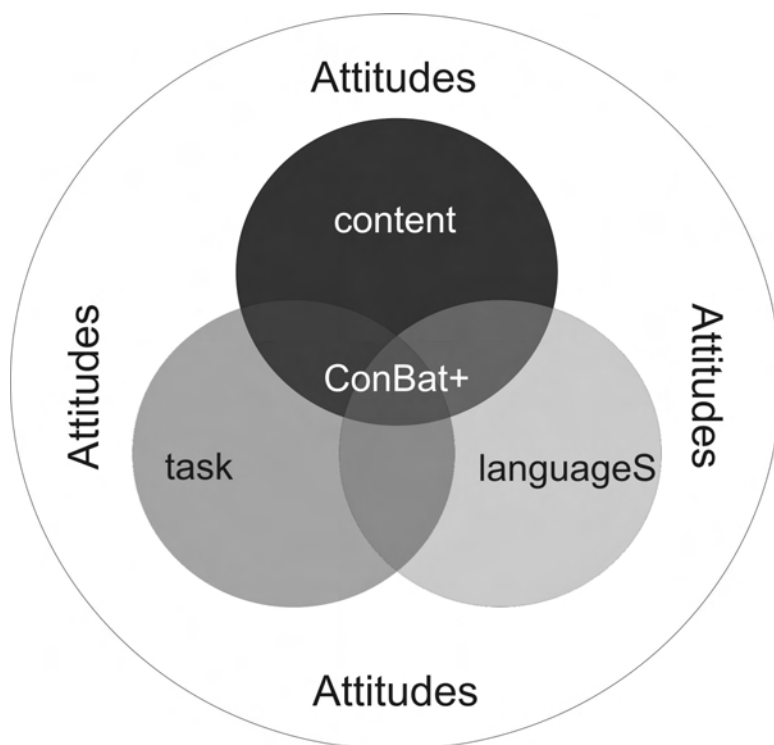


Figure 2: A pedagogical approach for ConBaT+

To summarise, ConBaT+:

- evolves from the experience of previous projects;
- impacts on reform processes in language teaching by integrating plurilingualism and pluriculturalism into content-based learning;
- provides concrete support to practitioners through the production of quality materials for the plurilingual/cultural CLIL classroom;
- brings tangible added value to content-based learning;
- contributes to change processes in national contexts by empowering professionals of languages to manage ethnic and cultural heterogeneity as well as overcrowded curricula.

3.4. A languageS-sensitive curriculum

A key feature of content-based teaching is the adoption of a language-sensitive approach to content. This implies that all language skills are considered and exploited in a way that will enable learners to access content as well as to use language in a meaningful way. To this effect language learning strategies are activated and include reading strategies, writing strategies, speaking strategies and listening strategies. An example of the promotion of these strategies is found in the following activity prepared for this project:

You need to become real experts, so use as many strategies as you can to become more and more familiar with the content of the expert card: one of you explains, the others listen and help, ask each other questions, quiz each other ...

When your teacher tells you to work in pairs with someone from your “expert” group, take turns explaining the text to each other without looking at it. The listener can look at the text and help the speaker.

(from “A symphony of fractions” by Oriol Pallares and Carlota Petit)

This example shows the high level of interaction which takes place between the content and the learner as he/she engages with cognitive challenges as well as the wide variety of language learning strategies that promote both comprehension and social interaction in a real communicative situation. This particular activity is cross-curricular, as both music and mathematics are targeted. However, as pointed out in section 3.2., educational practitioners can no longer ignore the linguistic and cultural diversity that exist in our classrooms. Therefore, it is up to us teachers to provide opportunities for this diversity to be heard by all learners. The following excerpt taken from the same unit of activities mentioned above shows how it is possible to evolve from a language-sensitive approach to content to language-sensitive behaviour in the classroom:

Allegro, π , mezzo forte, β , Lied Can you think of languages and cultures that are important in the world of music? And in the world of maths?

In some of the expert cards some languages and cultures are mentioned. In teams, take one of the languages you consider important in the world of music, and make a new expert card which contains new relations between music and/or maths and the new language you have chosen.

What about your mother tongue? And what about other languages you may know? Taking everything you have learnt in this first and second part of the project, think of how many of these new music and maths concepts you can say in the languages you know. Make a word cloud like the one in activity 1. You can use the online tool Wordle (www.wordle.com).

(from “A symphony of fractions” by Oriol Pallares and Carlota Petit)

The focus on music and maths opens a window onto other languages through the terminology associated with these disciplines. The terminology also enables the smooth transition from “academic” language to the languages of the class.

The following example shows how a plurilingual approach to content contributes to the development of language awareness and the strategic skills that learners can develop when confronted with multilingual information:

Observez les phrases suivantes dans les différentes langues ci-dessous:

- Il fait chaud aujourd’hui (français)
- Hace mucho calor hoy (espagnol)
- Es ist warm heute (allemand)
- It is warm today (anglais)
- Fa calor avui (catalan)
- Fa caldo oggi (italien)

Discute avec ton voisin. De quoi est-il question ?

Reconnais-tu des mots ?

Y a-t-il des points communs (mot que tu reconnais, ordre des mots) ? Des différences ?

Peux-tu traduire cette phrase dans d’autres langues que tu connais ?

Partage ces nouvelles phrases avec le reste de la classe et ajoute-les aux phrases ci-dessus.

Regarde maintenant plus attentivement la construction de toutes ces phrases.

Réflexion en groupe-classe : que pouvez-vous en conclure ?

(from “Notre terre nous nourrit” by Nathalie Auger)

Here, the target language is French and the task involves a comparison between the same expression in French, Spanish, German, English, Catalan and Italian. Children are encouraged to look for words they can recognise, to consider the word order in each of the sentences and to identify similarities and differences. This activity was conceived for a geography unit.

Another example of the integration of plurilingualism in a content-based approach involves work on the etymology of words and their origins as shown below:

Look for the meaning of these words in a dictionary and try to guess which language they were borrowed from.

avalanche: _____

canyon: _____

fjord: _____

geyser: _____

golf: _____

iceberg: _____

jungle: _____

tundra: _____

(from “Motion in the ocean” by Martine Kervran)

This last example illustrates the cognitive challenges that the approach also offers; moreover, the activity promotes learner autonomy and gives useful opportunities for learners to develop dictionary skills.

Two more examples will be discussed. The “Japanese calligraphy” unit is principally an awareness-raising activity which creates a sensorial experience of language for the learner; it is also an art activity. The learner is invited to observe and try his or her hand at Japanese calligraphy following the instructions on the website. It also encourages children to pronounce words from different languages, that is, to exercise their jaws and tongue around new sound systems. In order to succeed in completing the task, children must become aware of the syllables that constitute a word and recognise word boundaries. Finally, the unit promotes positive attitudes to other languages and their speakers, as children who speak other languages can also draw and pronounce nouns in their own language for the class.

The set of tasks proposed in “Fêtons la Déclaration Universelle des Droits de l’Homme” promotes a variety of language skills in many languages. For example, Task 2 exposes learners to languages from the USA, Egypt, Mexico, Bosnia and Herzegovina, Cambodia, France, Australia, Papua New Guinea, Nepal, Bangladesh, Ethiopia, South Africa and New Zealand and asks children to discriminate between the sounds for the word “free” aurally in Arabic, Spanish and other languages. The content deals with the Universal Declaration of Human Rights, a typical topic in civic education.

Finally, it is likely that awareness of the potential of plurilingualism on the part of the CLIL teacher will lead to the systematic integration of a language-sensitive approach to content. Given that CLIL proposes that culture permeates its conceptual framework, one simply needs to recognise the diversity and dynamism that fundamentally characterise “culture” since there is no culture of one. Similarly, if learners’ linguistic repertoires are actively promoted in the classroom, the coexistence of languages, as

well as the linguistic and cultural influences, will emerge naturally. Hence, plurilingualism becomes a useful instrument for the development of language learning strategies, creates a cognitively enriching experience of the content and is a means of acknowledging the languages of the class that, so often, remain unheard and separate from the shared reality of learners during school hours.

4. Beliefs and attitudes towards content-based teaching and plurilingualism/ culturalism

Introduction

As part of the CONBAT+ project, a survey was developed to study attitudes toward content-based learning and plurilingualism. The survey has 32 items and was administered in 12 countries (Armenia, Belgium, Bulgaria, Czech Republic, France, Finland, Greece, Netherlands, Poland, Romania, Spain, and Sweden)⁶. The following pages present a brief statistical report on the data gathered from 72 teachers and 558 students. If there is an overall conclusion emerging from the data analysis, it is that attitudes toward content-based and plurilingual approaches to learning are positive, among both students and teachers. Therefore, we believe that students and teachers will be receptive to the CONBAT+ materials.

The survey

In developing items for the survey, care was taken to write an equal number of items reflecting positive and negative attitudes. This avoids a “response set” bias where participants circle the same response for every item as a way to more quickly complete the questionnaire. Items were written to reflect the advantages of content-based and plurilingual education, and also to address areas of concern that might be reflected in negative attitudes. It is important to keep in mind the wording of each item (positive or negative) when interpreting the results. For example, respondents can express a favourable attitude toward plurilingualism either by agreeing with a positive item or by disagreeing with a negative item.

Demographic information

Teachers. A total of 74 teachers completed a version of the survey modified to be appropriate for teachers. The sample of teachers was predominantly female (84%) with an average age of 39 years. The language of content-based instruction most often was English (70%). Almost all teachers had a university degree, but only 27% of the sample received formal training in content-based teaching techniques. It should be noted that over half of the teacher sample (63%) were from Romania. The teachers’ responses are summarised in Table 1, along with the student responses. In general, the teachers and

6 For the complete set of responses see Appendix 1.

students attitudes are consistent with each other and show a similar pattern of endorsing the items. Given that the overall sample of teachers is small and tends to be from one location, further statistical analysis of the teacher data will not be reported here.

Students. A total of 558 students, from 18 educational institutions in 12 countries completed the survey. Approximately 40% of the sample was male, 60% was female. The ages of the students ranged from 6 to 32 years of age, with most of the respondents in their teenage years (average age = 15 years). The majority of students in the sample (60%) had two years or less of content-based learning.

Analysis of student responses

Even without a great deal of experience in content-based and plurilingual classrooms, students showed positive attitudes. Examining the most popular items in the survey, we see that students endorse content-based instruction to improve language learning and expressing ideas in different languages.

Q1. Content-based activities can help me to improve language learning (77% agree).

Q7. Content-based activities help me to value the richness of being able to express my ideas using different languages (69% agree).

Students also enjoy being a student at a school that uses content-based approach

Q12. I am fully satisfied with being a student in this school. (69% agree).

Concerns that students have negative attitudes toward the approach or toward other cultures are not supported by the data. The respondents *disagreed* most strongly with the following three statements:

Q9. Introducing several languages in class is a waste of time and energy (74% disagree).

Q23. Content-based teaching leads me to negative attitudes toward speaking other languages (74% disagree)

Q14. I do not see any benefit from content-based teaching (77% disagree).

Examining the data as a whole, the attitudes tend to be positive and supportive of the goals of content-based and plurilingual approaches.

In order to examine further development of the scale itself, a principle components analysis was conducted. This analysis allows for the reduction of the large number of items into a smaller number of underlying common factors or key components of the responses. Using the scree plot as a guide to the appropriate number of factors underlying the 32 items, three factors were extracted.

- Factor I: Positive attitude toward CONBAT+

- Factor II: Acceptance and promotion of the CONBAT+ approach
- Factor III: Satisfaction with institution and teachers.

An aggregate score was computed for each factor by adding the scores on the items that are associated with each factor. This approach produced three aggregate variables, Attitudes, Acceptance, and Satisfaction. We should note that Question 14 was associated with both Factors I and II but was assigned to the aggregate for factor II because it was a little more strongly correlated with that factor. A further note of caution is in order when interpreting Factor II (*Acceptance and promotion of the CONBAT+ approach*). It is important to keep in mind both that (a) all of the factor loadings are negative and (b) that all of the items reflect negative attitudes. In effect, this ‘double negative’ results in a scale that reflects positive opinions concerning acceptance and promotion of the CONBAT+ approach. When computing the scores for the aggregates, we reversed all of the negatively worded items (by changing responses of ‘5’ into ‘1’, 4’ into ‘2’, and so on). In this way, higher scores on the aggregates indicate positive attitudes, acceptance, and satisfaction.

The three aggregates were significantly positively inter-correlated. Students with more positive attitudes tended to show greater acceptance of the CONBAT+ approach and satisfaction with their school. There also was a weak tendency for older students to show greater acceptance of CONBAT+, but lower satisfaction with school. Previous research has shown that students’ attitudes toward school generally decline as they get older; we believe this correlation reflects a general trend in school and is not tied specifically to languages. The correlation with acceptance, though small, is encouraging if one takes a longer view of learning, beyond schooling.

	Attitudes	Acceptance	Satisfaction
Attitudes	1,0		
Acceptance	0,59	1,0	
Satisfaction	0,32	0,14	1,0
Age	0,06 *	0,10	-0,14

*Table 1: Correlations among the aggregates and with age of student
 Note: * correlation is not significant at $p < .05$*

One of the questions that frequently occurs in the applied linguistics literature is whether there are differences between boys and girls in their attitudes toward languages and cultures. We found that girls had statistically significantly more positive attitudes and satisfaction than boys. Figure 1 shows the mean (average) level of endorsement of the items (on a scale of 1 – 5).

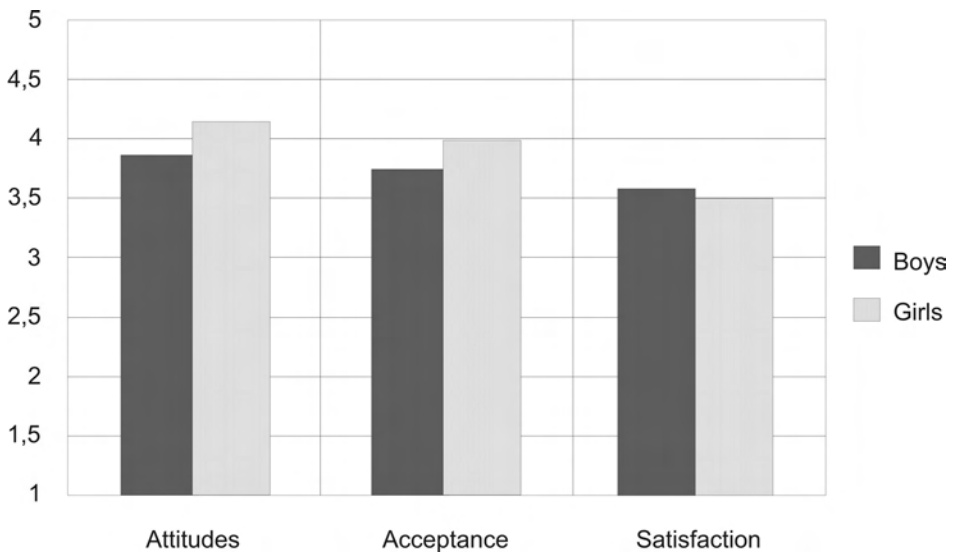


Figure 1: Difference between boys and girls on the aggregates

Conclusion

In conclusion, the pilot survey shows that three factors underlie the items in the questionnaire: Attitudes toward CONBAT+, Acceptance of its approach, and Satisfaction with the schools where the programme materials were developed. Both students and teachers expressed positive attitudes, acceptance and satisfaction. There was a slight tendency for boys to be less positive than girls and teachers might wish to consider the differences between boys' and girls' reactions to the programme materials. Overall, we believe that students and teachers will be receptive to the CONBAT+ materials.

5. Sample activities for the classroom⁷

Four didactic units for children and teenagers are presented here. They include activities in Spanish, French and English in the subjects of mathematics, gymnastics, music, social sciences, history, art, physics and geography.

The following symbols are used in the materials:



denotes plurilingual and pluricultural content



denotes individual work



denotes pair work



denotes group work



denotes whole class activity



represents student materials



represents teacher guidelines

7 This and other classroom activities relating to plurilingualism and pluriculturalism are available in downloadable format from the website <http://combat.ecml.at>.

5.1. Contar hasta diez

Sofie Jonckheere

sofie.jonckheere@foyer.be

Regionaal Integratiecentrum Foyer

Belgium



Grupo a quién va dirigido:

- 6 – 12

Areas:

- Matemáticas
- Educación física
- Música

Objetivos:

- Mejorar los conocimientos de la lengua castellana mediante la utilización de la misma en un contexto de aprendizaje de matemática
- Valorar otras lenguas y otras culturas distintas a las propias
- Familiarizarse con el multilingüismo y con la diversidad de lenguas como características de la propia clase, de la escuela y de la sociedad
- Controlar y corregir el propio proceso de aprendizaje

Competencias clave:

Comunicación en lenguas:

- Ser capaz de utilizar la lengua castellana oral y escrita de manera interactiva
- Valorar el uso de diferentes lenguas

Aprender a aprender:

- Aprender a trabajar con diferentes fuentes de información

Competencias sociales y cívicas:

- Respetar y valorar las diferentes formas de expresarse
- Colaborar con otros sin hacer una distinción entre distintas familias, sexo u origen étnico

Temporización global de las actividades:

- 3 horas



5.1.1. Enseñar a contar

Notas para el profesor: Los alumnos forman parejas con alguien que no habla la misma lengua. Entre ellos se enseñan a contar hasta diez en su lengua materna. Si todos los niños hablan la misma lengua, cada pareja escoge una lengua de la tabla en la ficha para el alumno 1 y tratan de aprenderlo de memoria. Cuando todos los alumnos sepan contar hasta diez en por lo menos una nueva lengua, se juntan los resultados en la pizarra, tal como están en la tabla.

Temporización:

- 30'

Agrupación:



Contenido:

- Valorar la matemática como dimensión de la creatividad humana

Lenguas:

- Ser capaz de utilizar la lengua castellana oral y escrita de manera interactiva
- Valorar el uso de diferentes lenguas

Ficha nº 1:

	neerlandés	español	eslovaco	griego	turco	húngaro	portugués	polaco	sueco
1	een	uno	ena	éna	bir	egy	um	jeden	en
2	twee	dos	dva	dhío	iki	kettő	dois	dwa	två
3	drie	tres	tri	tría	üç	három	três	trzy	tre
4	vier	cuatro	shtiri	téssera	dört	négy	quatro	cztery	fyra
5	vijf	cinco	pet	pénde	beş	öt	cinco	Pięć	fem
6	zes	seis	shest	éksi	altı	hat	seis	sześć	sex
7	zeven	siete	sedem	eftá	yedi	hét	sete	siedem	sju
8	acht	ocho	osem	oxtó	sekiz	nyolc	oito	osiem	åtta
9	negen	nueve	devet	ennéa	dokuz	kilenc	nove	dziewięć	nio
10	tien	diez	deset	dhéka	on	tíz	dez	dziesięć	tio

Evaluación :

Cuando todos los alumnos sepan contar hasta diez en por lo menos una nueva lengua que puede aparecer o no en la tabla, se escriben todas las lenguas en la pizarra, tal como están en la tabla.



5.1.2. Jugar con los números: matemáticas

Notas para el profesor: Un alumno dicta al otro un ejercicio básico de sumar, restar, multiplicar o dividir y éste lo escribe en números. Luego, se intercambian los roles. Para las operaciones matemáticas (sumar, restar, multiplicar y dividir) los alumnos usarán el español. Los números los toman de cualquier lengua de la tabla o de la pizarra. El resultado no puede dar más de diez. El profesor escribe los ejemplos siguientes en la pizarra para que los alumnos sepan verbalizar las operaciones matemáticas en español:

- Alumno 1 dice: “téssera más dois es szeć”
Alumno 2 escribe: $4 + 2 = 6$
- Alumno 2 dice: “acht menos jeden es yedi”
Alumno 1 escribe: $8 - 1 = 7$
- Alumno 1 dice: “två multiplicado por öt es diez”
Alumno 2 escribe: $2 \times 5 = 10$
- Alumno 2 dice: dziewięć dividido por három es drie”
Alumno 1 escribe: $9 : 3 = 3$

Temporización:

- 30'

Agrupación:



Contenido:

- Valorar la matemática como dimensión de la creatividad humana
- Conocer los conceptos de sumar, restar, multiplicar y dividir

Lenguas:

- Ser capaz de utilizar la lengua castellana oral y escrita de manera interactiva
- Valorar el uso de diferentes lenguas

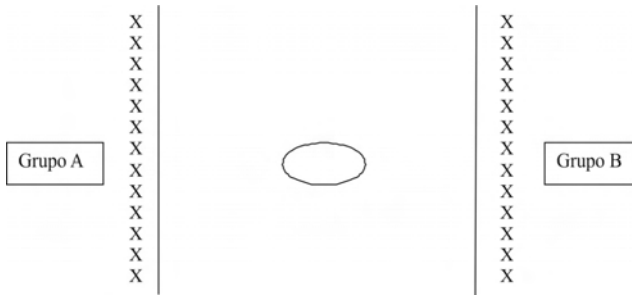
Evaluación:

- Los alumnos se corrigen entre ellos



5.1.3. Jugar con los números: educación física

Notas para el profesor: En el gimnasio o en el patio, los alumnos forman dos grupos. En cada grupo se ponen uno al lado del otro detrás de las dos líneas paralelas, tal como en el dibujo siguiente:



Entre las dos líneas, en el medio, hay un objeto (una lata, un pañuelo,...) Los alumnos reciben un número del 1 al 10. Los números del 1 al 10 en los idiomas utilizados en la primera hoja de trabajo están en una pizarra o los alumnos los tienen en una cartulina. El profesor dice dos números en cualquier idioma. Los alumnos que representan estos números corren hacia el centro y tratan de coger el objeto sin ser tocados por los alumnos que tienen los mismos números en el otro grupo. Cuando el alumno consigue llevar el objeto a su equipo, este grupo gana un punto. Si un alumno se equivoca de número el grupo pierde el punto. El profesor puede decir al mismo tiempo 3 o más números.

Temporización:

- 30'

Materiales de apoyo:

- pizarra (o flipchart) con los números en los diferentes idiomas de la hoja de trabajo 1 o cartulinas con los mismos números.

Agrupación:



Contenido:

- Estimular las habilidades de movimiento
- Aprender a jugar de una forma táctica
- Aceptar las reglas del juego y las sanciones al infringirlas
- Saber jugar en grupo

Lenguas:

- Ser capaz de utilizar la lengua castellana oral y escrita de manera interactiva
- Valorar el uso de diferentes lenguas



5.1.4. Jugar con los números: educación física

Notas para el profesor: Se juega en el gimnasio, en el patio o en un parque. Antes de empezar el juego los alumnos se ponen de acuerdo en qué idioma de la hoja de trabajo 1 van a jugar. 2/3 de los alumnos se van a esconder y 1/3 se queda en su base defendiéndola. Los alumnos que se van a esconder llevan escrito un número del 1 al 10 en su frente. Los alumnos de la base cuentan hasta 10 en el idioma acordado mientras los demás se van a esconder. Cuando terminan de contar, los alumnos escondidos intentan acercarse a la base. Los alumnos de la base van a buscarlos. Si los ven, tienen que intentar leer el número que el alumno lleva en la frente. Este no lo puede ocultar con la mano pero puede caminar hacia atrás o dar la espalda o bajar la cabeza para que no lo puedan leer. Si logra llegar a la base sin que vean su número, el grupo gana un punto. En cambio, si los alumnos de la base descubren el número, tienen que decirlo en el idioma acordado y este alumno está eliminado. Se cuentan los puntos acumulados y luego se intercambian los roles: los de la base se esconden y los que estaban escondidos ahora defienden la base. Escogen otro idioma y empiezan a jugar nuevamente.

El vencedor es el grupo que obtuvo más puntos.

Temporización:

- 30'

Materiales de apoyo:

- pizarra (o flipchart) con los números en los diferentes idiomas de la hoja de trabajo 1 o cartulinas con los mismos.

Agrupación:



Contenido:

- Estimular las habilidades de movimiento
- Aprender a jugar de una forma táctica
- Aceptar las reglas del juego y las sanciones al infringirlas
- Saber jugar en grupo

Lenguas:

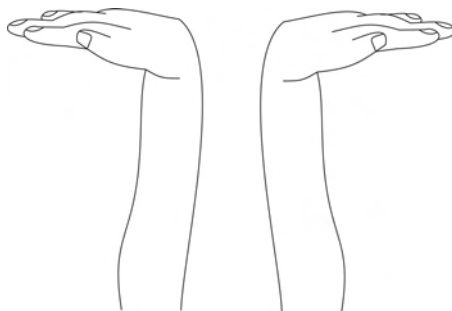
- Ser capaz de utilizar la lengua castellana oral y escrita de manera interactiva
- Valorar el uso de diferentes lenguas



5.1.5. Jugar con los números: educación física

Notas para el profesor: Toda la clase forma un círculo. Un alumno empieza a contar. Dice el número 1 en cualquier idioma de la hoja de trabajo 1. El alumno que está a su derecha dice el número 2 en el mismo idioma. Así siguen hasta el número 7. El alumno al cual le toca el número 7, dice el número 7 en el mismo idioma y levanta el brazo. Su brazo forma el número 7 indicando con la mano si después le toca al alumno que está a su derecha o al de su izquierda (ver el dibujo aquí abajo). Si la mano indica el lado derecho, el alumno que está a su derecha dice el número 8 en el mismo idioma. Si la mano indica el lado izquierdo, el alumno que está a su izquierda dice el número 8 en el mismo idioma y se sigue contando hasta 10. Luego, empiezan de nuevo con el número 1.

El alumno que se equivoca, está eliminado.



Si los alumnos conocen bien el juego pueden aplicar otras reglas para hacerlo más difícil. Por ejemplo:

1. Cada vez que el grupo llega al número 3, este alumno puede cambiar el idioma y todo el grupo sigue contando en el nuevo idioma. El alumno que se equivoca, está eliminado.
2. Cuando le toca el turno al número 5 el niño da un salto sin decir el número y pasa el turno al número 6. El alumno que se equivoca, está eliminado.
3. ...
4. El último alumno que queda, es el vencedor.

Temporización:

- 30'

Materiales de apoyo:

- pizarra (o flipchart) con los números en los diferentes idiomas de la hoja de trabajo 1 o cartulinas con los mismos

Agrupación:**Contenido:**

- Estimular las habilidades de movimiento
- Aprender a jugar de una forma táctica
- Aceptar las reglas del juego y las sanciones al infringirlas
- Saber jugar en grupo

Lenguas:

- Ser capaz de utilizar la lengua castellana oral y escrita de manera interactiva
- Valorar el uso de diferentes lenguas



5.1.6. Jugar con los números: música

Notas para el profesor: El profesor pregunta si algún alumno conoce una canción en la que aparecen números, que no sea en la lengua de la escuela. Si hay alumnos que conocen una canción pueden enseñarla a los otros. En caso de no tener ningún alumno que puede enseñar una canción a los otros, el profesor puede usar algunas canciones de la ficha 1 para contarlas o bien leerlas como poesías. Se pueden cantar o leer varias veces cambiando cada vez de lengua cuando cantamos o leemos los números.

Temporización:

- 30'

Materiales de apoyo:

- pizarra con los números en los diferentes idiomas de la hoja de trabajo 1 o cartulinas con los mismos

Agrupación:



Contenido:

- Disfrutar del hecho de poderse expresar por medio de la música
- Escuchar y experimentar la música
- Estar abierto a, respetar y valorar la música de otros países y de otras culturas

Lenguas:

- Ser capaz de utilizar la lengua castellana oral y escrita de manera interactiva
- Valorar el uso de diferentes lenguas

Ficha n° 1: Ejemplos de canciones

🎵 🎵 En neerlandés

Een, twee, drie, vier

Hoedje van, hoedje van,

Een, twee, drie, vier

Hoedje van papier

(uno, dos tres, cuatro)

(sombbrero de, sombrero de)

(uno, dos tres, cuatro)

(sombbrero de papel)

Heb je dan geen hoedje meer?

Maak er een van bordpapier!

Een, twee, drie, vier

Hoedje van papier.

(¿Ya no tienes el sombrero?)

(¡Haz uno de papel!)

(uno, dos tres, cuatro)

(sombbrero de papel)

En als dat hoedje dan niet past,

Zet ik het in een glazen kast,

Een, twee, drie, vier

Hoedje van papier.

(Y si ya no te queda bien ese sombrero)

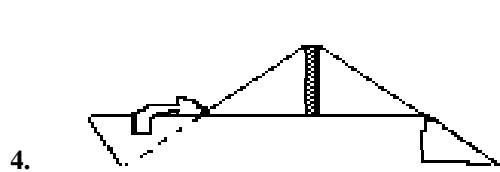
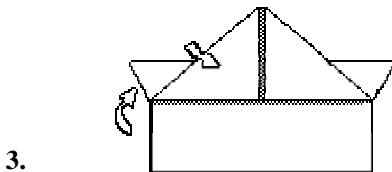
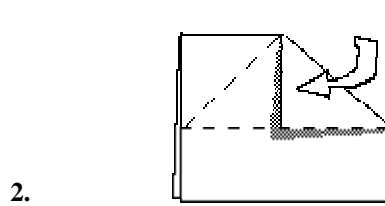
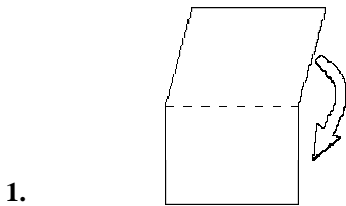
(lo pongo en un armario de vidrio)


(uno, dos tres, cuatro)

(sombbrero de papel)

Luego podéis hacer un sombrero de papel:

(fuente: <http://kids.flevoland.to/knutselen/origami.shtml>)



 **En alemán**

(Fuente: <http://ingeb.org/Lieder/meinhuth.html>)

Mein Hut, der hat *drei* Ecken,
Drei Ecken hat mein Hut.
Und hätt' er nicht *drei* Ecken,
So wär's auch nicht mein Hut.


(Mi sombrero tiene 3 ángulos)
(3 ángulos tiene mi sombrero)
(Y si no tuviera 3 ángulos)
(no sería mi sombrero)

 **En inglés**

(Fuente: http://www.rhymes.org.uk/baa_baa_black_sheep.htm)

Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full!
One for the master,
And *one* for the dame,
And *one* for the little boy
Who lives down the lane.

(Mee, mee, oveja negra)
(¿Tienes lana?)
(Sí señor, sí señor)
(3 bolsas enteras)
(¡1 para mi dueño)
(1 para mi dueña)
(y 1 para el chiquito)
(que vive en el callejón!)

 **En portugués**

(Fuente: <http://ingeb.org/Lieder/meinhuth.html>)

O meu chapéu tem *três* bicos
Tem *três* bicos o meu chapéu
Se não tivesse *três* bicos
Não seria o meu chapéu.

(Mi sombrero tiene 3 ángulos)
(3 ángulos tiene mi sombrero)
(Y si no tuviera 3 ángulos)
(no sería mi sombrero)

 **En sueco**

(Fuente: <http://ingeb.org/Lieder/meinhuth.html>)

Min hatt, den har *tre* kanter
Tre kanter har min hatt
Och har den ej *tre* kanter
Så är det ej min hatt.

(Mi sombrero tiene 3 ángulos)
(3 ángulos tiene mi sombrero)
(Y si no tuviera 3 ángulos)
(no sería mi sombrero)

🎵 🎵 En francés

(Fuente: <http://www.laukart.de/multisite/songbook/french.php>)

<i>un, deux, trois,</i>	(1, 2, 3)
nous irons au bois,	(vamos al bosque)
<i>quatre, cinq, six</i>	(4, 5, 6)
cueillir des cerises,	(a recolectar cerezas)
<i>sept, huit, neuf,</i>	(7, 8, 9)
dans mon panier neuf,	(en mi cesta nueva)
<i>dix, onze, douze,</i>	(10, 11, 12)
elles seront toutes rouges!	(¡estarán muy rojas!)

🎵 🎵 En italiano

(Fuente: <http://www.laukart.de/multisite/songbook/italian.php>)

<i>Un</i> elefante si dondolava sopra il filo di una ragnatela E trovando la cosa interessante Andò a chiamare un altro elefante	(1 elefante se columpiaba) (sobre la tela de una araña) (le parecía tan interesante) (fue a buscar otro elefante)
<i>Due</i> elefanti si dondolavano sopra il filo di una ragnatela E trovando la cosa interessante.. Andarono a chiamare un altro elefante	(2 elefantes se columpiaban) (sobre la tela de una araña) (les parecía tan interesante) fueron a buscar otro elefante)
<i>Tre</i> elefanti si dondolavano ...	(3 elefantes se columpiaban) ...

🎵 🎵 En español

(Fuente: Hebe Almeida de Gargiulo, *Folklore para Jugar*, Editorial Plus Ultra-Argentina)

Yo tenía *diez* perritos
Uno se murió en la nieve,
No me quedan más que *nueve*.
Yo tenía *nueve* perritos
Uno se comió un bizcocho,
No me quedan más que *ocho*.
Yo tenía *ocho* perritos
Uno se metió en un brete,
No me quedan más que *siete*.
Yo tenía *siete* perritos

Uno ya no lo veréis,
No me quedan más que *seis*.
Yo tenía *seis* perritos
Uno se murió de un brinco,
No me quedan más que *cinco*.
Yo tenía *cinco* perritos
Uno se lo llevó un gato,
No me quedan más que *cuatro*.
Yo tenía *cuatro* perritos
uno se volvió al revés,
no me quedan más que *tres*.
Yo tenía *tres* perritos
Uno se murió de tos,
No me quedan más que *dos*.
Yo tenía *dos* perritos
Uno se lo llevó Bruno,
No me queda más que *uno*.
Yo tenía un perrito
Y se me cayó del cerro
Ya no me quedan más perros.

Evaluación de todos los juegos :

- ¿Conoces más juegos con números?
- ¿Te han gustado las actividades? ¿Cuáles sí? ¿Cuáles no? ¿Por qué?
- ¿Crees que ha mejorado tu español? ¿En qué sentido? ¿Por qué sí o por qué no?
- ¿Crees que han mejorado tus competencias lingüísticas en general? ¿Por qué sí o por qué no?
- ¿Te gustaría aprender otras lenguas?
- Haciendo actividades en las cuales se utilizan otras lenguas ¿has cambiado la imagen que tenías con respecto a estas lenguas y las personas que las hablan? ¿En qué sentido? ¿Por qué sí o por qué no?
- ¿Te gustaría que este sistema de enseñanza se aplicara en todo el currículo? ¿Por qué sí o por qué no?

5.2. Motion in the Ocean

Martine Kervran
martine.kervran@bretagne.iufm.fr
IUFM de Bretagne
France



Target group (age):

- 9-14

Subjects:

- Geography
- Physical Sciences

Aims:

- Learn about the location and names of the main oceans in the world
- Identify the main causes for water movement in the ocean
- Explore the relationships between wind and ocean waves
- Learn about storms at sea

Key competencies:

Communication in languages:

- Improve reading competencies in English as a foreign language
- Learn English vocabulary related to the topic of oceans and ocean water movement
- Learn about the etymology of some English words
- Learn about borrowings and exchanges between languages

Learning to learn:

- Look for information and share it with others

Digital competence:

- Look for information on the Internet and be able to sort it out

Social and civic competences:

- Co-operate with peers

Timing of the overall activities:

- Approximately 6 hours

5.2.1. The oceans of the world

Notes for the teacher: This first set of tasks aims to introduce the topic by learning the names of the five oceans and localising them.

Learner worksheet 1:

- discuss the contents of the chart (worksheet 1.1) with the whole class
- ask the pupils to complete the chart individually
- discuss the question of worksheet 1.2 collectively and ask the pupils to answer it individually.

Learner worksheet 2 is to be done individually and self-corrected.

Hand out learner worksheet 3:

- ask the pupils to fill in the chart and answer the questions individually
- discuss the questions collectively and ask the pupils to complete the answers.

Timing:

- 90 minutes

Material required:

- worksheets 1, 2 and 3

Grouping:



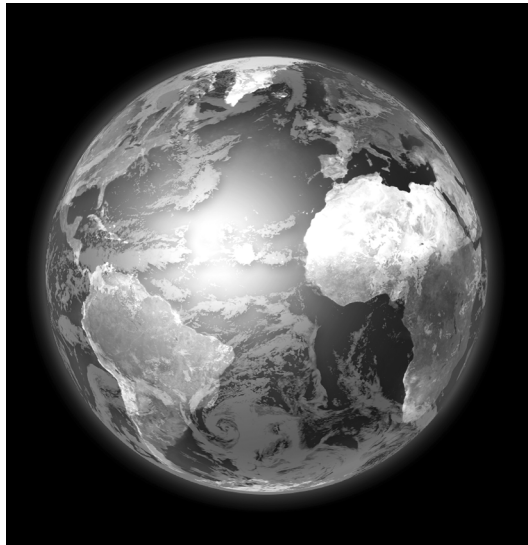
Focus on content:

- localisation of the five oceans

Focus on language:

- names of the oceans
- names of the continents
- geographical terminology
- etymology of the word “ocean”
- language families

Learner worksheet 1



1.1. Fill in the chart below after discussing the items with your friends and your teacher (use the language you know best – your teacher will help you if necessary).

What we know about the ocean	What we want to learn about the ocean
-	-
-	-
- (...)	- (...)

1.2. Answer the following question after discussing it with your friends and your teacher (use the language you know best – your teacher will help you if necessary).

Why does the water of the sea move?

.....

.....

Learner worksheet 2

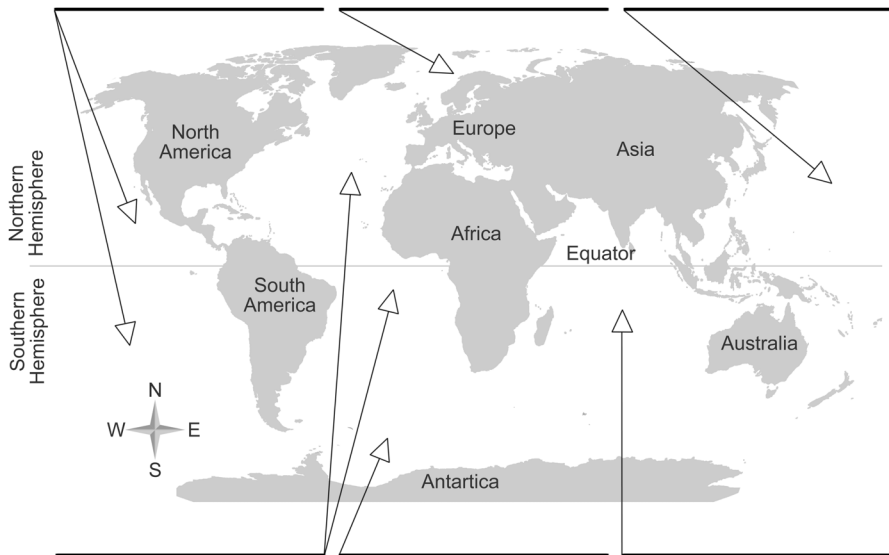
Grouping:



2.1. Read the definitions and label the map.

Oceans cover nearly 71% of the Earth's surface:

- *The Pacific Ocean* is the largest ocean and borders the five continents.
- *The Atlantic Ocean's* neighbouring seas include the Mediterranean Sea, the North Sea and the Baltic Sea.
- *The Arctic Ocean* is the smallest ocean. It surrounds the North Pole. It is frozen all the time, except at its edges.
- *The Southern Ocean* is where you'll find Antarctica and the South Pole.
- *The Indian Ocean* borders areas from the southern hemisphere.



Grouping:



2.2. Check your answers and learn more about the five oceans by following this link:
<http://www.gdrc.org/oceans/world-oceans.html>

Learner worksheet 3: Multilingual ocean!



Grouping:



3.1. Look at the translations of the word “ocean” in a few different languages and try to answer the questions which follow.

Language	The word “ocean”
German	ozean
French	océan
Italian	oceano
Russian	океан
Danish	ocean
Dutch	oceaan
Spanish	océano
Portuguese	oceano
Swedish	ocean
...	...
...	...

What do you notice?

.....

.....

Can you guess why?

.....

.....

Can you write the word "ocean" in any other language(s)? If so, add it to the list above.

Grouping:



3.2. Then discuss your answers with the whole class (use the language you know best – your classmates and teacher will help you if necessary).

Answer sheet (Learner worksheet 3): Multilingual ocean!

The word ocean looks the same in many languages because it comes from the ancient greek word *Ωκεανός*, *Okeanos* (Oceanus). Oceanus was believed to be the world-ocean in classical antiquity, which the ancient Romans and Greeks considered to be an enormous river encircling the world. This world-ocean was personified as a Titan, a son of Uranus (the Sky) and Gaia (the Earth).

5.2.2. Waves and wind

Notes for the teacher: Learner worksheet 1: the correction of Part 2 is made through collective agreement. To confirm the answers, the pupils can be asked to look up the words in a dictionary.

Learner worksheet 2: the work is basically individual but pupils can help each other. The teacher can give complementary explanations about the diagram.

Timing:

- 2 hours

Material required:

- worksheets 1 and 2

Resources:

- photographs, pictures or paintings of waves

Focus on content (physical sciences):

- formation and measurement of waves

Focus on language:

- vocabulary of wave components (crests, troughs, foam, etc.)

Learner worksheet 1: How can waves be described?

Grouping:



1.1. Bring photographs, pictures or paintings about waves to class. Share them with the class and describe them.



Grouping:



1.2. Match each word to its definition.

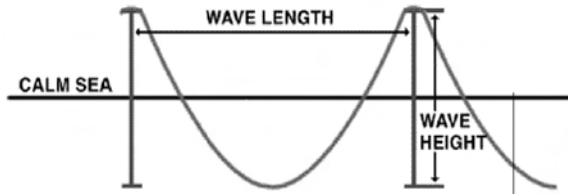
duration	bottom of a wave
trough	length of time
crest	distance over which the wind blows
fetch	top of a wave

Learner worksheet 2: How are waves measured?

Grouping:



2.1. Look at the diagram and fill in the blanks in the text with words from the list below.



Wave model from www.ndbc.noaa.gov/educate/educate.shtml

The water in the ocean is always _____. Waves are one movement of the ocean _____. They are caused by the _____. The _____ of these waves depends on wind _____, on the _____ of the wind and on the _____. It is measured from the wave _____ to the wave _____. The wave _____ is defined as the horizontal distance between two successive _____.

water; moving; height; waves; length; crest; troughs; wind; duration; fetch; speed

Answer sheet (Learner worksheet 2.1): How are waves measured?

The water in the ocean is always *moving*. Waves are one movement of the ocean *water*. They are caused by the *wind*. The *height* of these waves depends on wind *speed*, on the *duration* of the wind and on the *fetch*. It is measured from the wave *crest* to the wave *trough*. The wave *length* is defined as the horizontal distance between two successive *waves*.

Grouping:



2.2. Create your own ocean wave! Follow this link and discover the wave machine:
<http://www.pbs.org/wnet/savage seas/multimedia/wavemachine.html>

5.2.3. When the waves grow bigger and bigger ...

Notes for the teacher: Learner worksheet 1: additional information about Beaufort and his scale can be given to the pupils, if the teacher finds it necessary.

Learner worksheets 2 and 3: the correction can be done collectively. The teacher can give all the information needed for the understanding of the process of word exchanges between languages. The use of etymology to better understand concepts (here: physical phenomena and geographical terminology) should be underlined.

Timing:

- 90 minutes

Material required:

- worksheets 1, 2 and 3

Focus on content (physical sciences):

- wind as the main cause for storms
- the Beaufort wind scale

Focus on language/s:

- storm words and their etymology
- borrowings

Language skill:

- reading comprehension

Learner worksheet 1: The Beaufort wind scale

In 1805, British admiral Francis Beaufort devised a descriptive wind scale to standardise wind reports. The Beaufort wind scale is still used today.

Grouping:



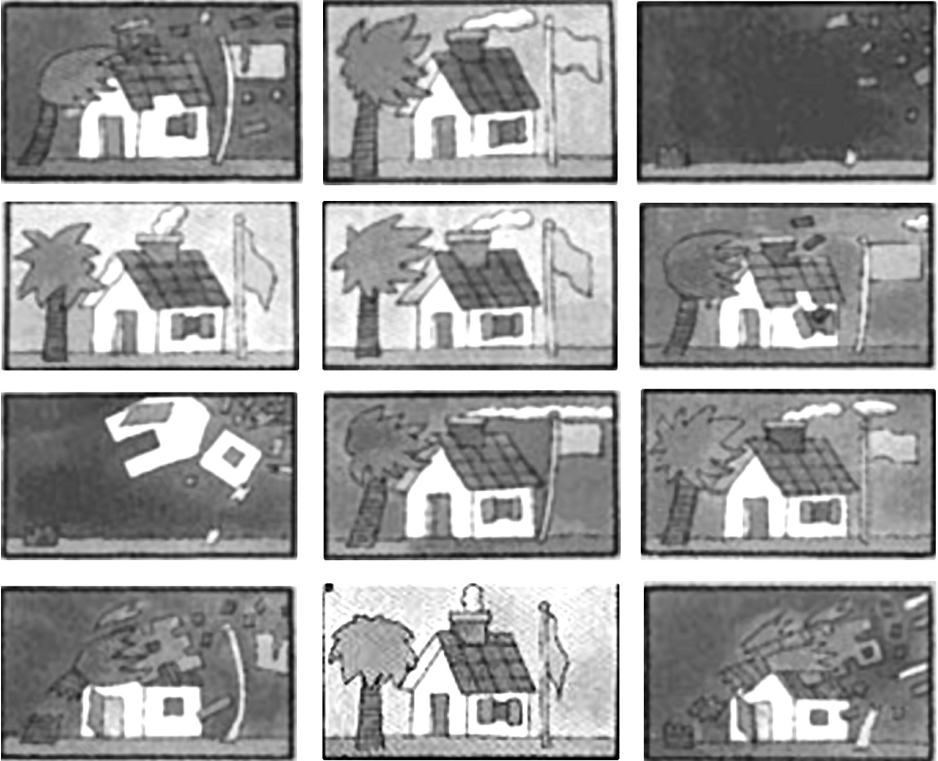
1.1. Look at the chart below and read it carefully.

Beaufort scale number	Descriptive term	Wind speed km/h	Description of the sea	Description of the land
0	calm	0	sea like a mirror	
1-3	light winds	19 km/h or less	small wavelets	
4	moderate winds	20-29 km/h	small waves	
5	fresh winds	30-39 km/h	moderate waves	
6	strong winds	40-50 km/h	large waves	
7	near gale	51-62 km/h	sea heaps up; some white foam from breaking waves	
8	gale	63-75 km/h	moderately high waves of greater length	
9	strong gale	76-87 km/h	high waves; spray may affect visibility	
10	storm	88-102 km/h	very high waves; the surface of the sea takes on a white appearance with visibility affected	
11	violent storm	103-117 km/h	Exceptionally high waves; the sea is completely covered with long white patches of foam	
12+	hurricane	118 km/h or more	The air is filled with foam; the sea is completely white; visibility is very seriously affected	

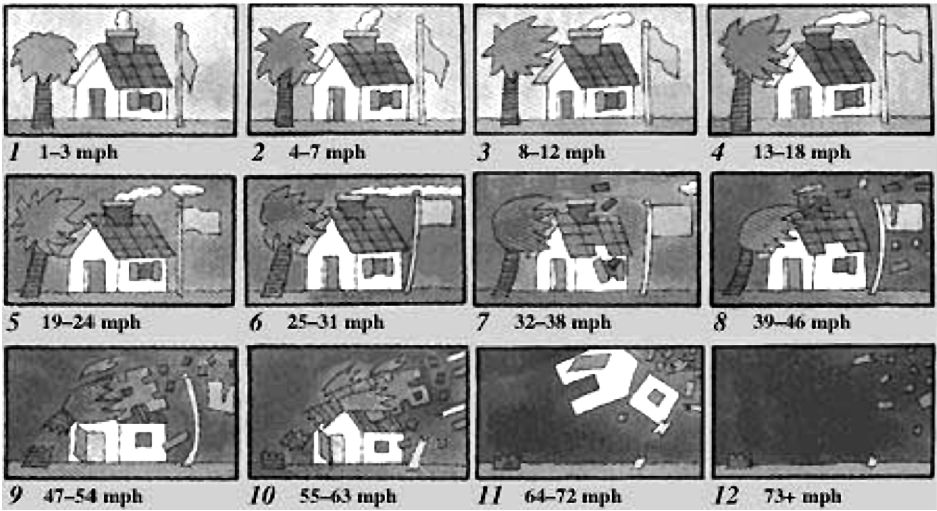
Grouping:



1.2. In pairs, cut out the drawings and stick them in the right place in the above chart to describe the land at each stage.



Answer sheet: (Learner worksheet 1): The Beaufort wind scale



Learner worksheet 2: All kinds of storms at sea



There are various kinds of storms at sea that are given different names. Those names depend on the region of the world where those phenomena generally occur.

Grouping:



2.1. Link each English word to the original word you think it comes from.

English word	original word
hurricane	<i>Kyklōma</i>
typhoon	津波
tsunami	<i>Huracan</i>
cyclone	台风

Grouping:



2.2. Try to find out the name of each of the above languages.

The word *hurricane* comes from _____

The word *typhoon* comes from _____

The word *tsunami* comes from _____

The word *cyclone* comes from _____

Answer sheet (Learner worksheet 2.2.): All kinds of storms at sea

The word *hurricane* comes from Spanish.

The word *typhoon* comes from Chinese.

The word *tsunami* comes from Japanese.

The word *cyclone* comes from Greek.

The word *hurricane* came to English from the Spanish word *hurican*. Spanish explorers and conquerors took the word from the *Taino word*, meaning *storm*. Taino is an extinct language from the Bahamas.

The word *typhoon* comes from the Chinese word 台风 (*tai-fung*) which means "great wind".

The word *tsunami* comes from the Japanese word 津波, meaning "port" (tsu).

The word *cyclone* comes from modifications of the Greek word *kyklōma* which means wheel and is derived from *kyklos*, meaning circle.

Grouping:



2.3. Look for a definition of each term in a dictionary and write it down.

hurricane: _____

typhoon: _____

tsunami: _____

cyclone: _____

Answer sheet (Learner worksheet 2.3.): All kinds of storms at sea

Hurricane: a tropical cyclone with winds that have reached a constant speed of 74 miles per hour (119 km/h) or more.

Typhoon: a tropical cyclone occurring in the western Pacific or Indian oceans.

Tsunami: a huge ocean wave that can travel at speeds up to 600 miles per hour (965 km/h) hundreds of miles over open sea before it hits land.

Cyclone: an atmospheric circulation system in which the sense of rotation of the wind about the local vertical is the same as that of the Earth's rotation.

Grouping:



2.4. Look for more information about those phenomena on the Internet. Read the information on these web pages and write a very short summary of the contents:

Cyclones: [http://ww2010.atmos.uiuc.edu/\(Gh\)/guides/mtr/cyc/def.rxml](http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/cyc/def.rxml)

Hurricanes: [http://ww2010.atmos.uiuc.edu/\(Gh\)/guides/mtr/hurr/def.rxml](http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/hurr/def.rxml)

Typhoons:

http://library.thinkquest.org/03oct/00477/NatDisasterPages/jeb.webpages/Typhoon/typhoon_definition.htm

Tsunamis: <http://www.pbs.org/wnet/savage seas/neptune-side-tsunamis.html>

Learner worksheet 3: Borrowings



Find out about borrowings in the English language.

Grouping:



3.1. The words hurricane, typhoon and tsunami were borrowed to other languages. Can you guess why?

3.2. These other words from the geographical domain are also borrowed words. Look for their meaning in a dictionary and try to guess which language they were borrowed from.

avalanche: _____

canyon: _____

fjord: _____

geyser: _____

golf: _____

iceberg: _____

jungle: _____

Answer sheet (Learner worksheet 3.2): Borrowings

avalanche: Swiss Romansh

canyon: Spanish

fjord: Norwegian

geyser: Icelandic

golf: Gaelic

iceberg: Dutch

jungle: Hindi

2. Now that you know what you have learnt, is there anything else you would like to know about oceans?

3. Make your own multilingual ocean scrapbook.



Grouping:



3.1. Collect information and documents about waves and other information about the motion of the ocean from this module, classbooks, websites, magazines or books.

Grouping:



3.2. Make sure the documents:

- come from various sources
- include various types of information (texts, pictures, drawing, paintings, photographs, stories, etc.)
- are written in different languages.

Grouping:



3.3. Choose the most interesting ones, put them together, arrange them into chapters and make them into a nice file or book.

Grouping:



3.4. Share your ocean scrapbook with your classmates and your teacher.

References

A few websites about the ocean:

Oceanlink: <http://www.oceanlink.info>

Links to a glossary, ocean facts, career information, and more.

Ocean Planet, Smithsonian: http://seawifs.gsfc.nasa.gov/ocean_planet.html

A virtual tour of the Ocean Planet exhibit at the Smithsonian's Museum of Natural History.

Ocean Voice International: <http://www.ovi.ca>

Information about their projects, and general information on the ocean.

Oceanic Information Center: <http://www.cms.udel.edu/>

Resources on oceanographic experiments, research projects, databases, etc.

5.3. Les droits de l’homme

Below is an abbreviated version of the unit entitled “Fêtons la Déclaration Universelle des Droits de l’Homme”. This sample presents work designed for two groups of learners. The full version comprising work for a total of six groups of learners within a class, as well as additional information, is available on the ConBaT+ website.

La séquence ci-dessous est une version abrégée du module intitulé *Fêtons la Déclaration Universelle des Droits de l’Homme*. Cet extrait présente le travail destiné à deux groupes d’élèves. La version complète, qui comprend des activités pour six groupes d’élèves, est disponible sur le site Internet du projet.

Fêtons la Déclaration Universelle des Droits de l’Homme

Áine Furlong
afurlong@wit.ie
Waterford Institute of Technology
Irlande



Groupe cible:

- collège, 13-15 ans

Matière:

- Education civique, sociale et politique

Objectifs:

1. Développer les facultés critiques et morales contenues dans un système de valeurs basé sur les droits de l’homme;
2. Etudier la Déclaration Universelle des Droits de l’Homme;
3. Ecouter, lire et comprendre des interprétations personnelles et plurilingues des mots *liberté* et *discrimination* en utilisant ses connaissances en français.

Compétences clés:

Communication en langue(s):

- Acquérir une compréhension globale d'un texte difficile en français;
- Sensibiliser l'élève à d'autres langues connues ou inconnues de la classe par le biais de textes identiques;
- Stimuler la curiosité pour d'autres langues et d'autres locuteurs à l'oral et à l'écrit.

Apprendre à apprendre:

- Travailler en équipe;
- Tirer les avantages de sa participation à un groupe hétérogène;
- Partager ce que l'on a appris;
- Rechercher des occasions d'apprendre et d'appliquer les acquis dans diverses situations.

Culture numérique:

- Aptitude à rechercher, recueillir et traiter l'information et à l'utiliser de manière critique;
- S'engager dans des communautés et réseaux à des fins culturelles, sociales et/ou professionnelles;
- Sensibilisation aux principes éthiques à respecter dans l'utilisation interactive des TIC.

Compétences interpersonnelles, interculturelles et sociales et compétences civiques (étude de la Déclaration Universelle des Droits de l'Homme):

- Connaître les notions d'individu, de groupe, d'organisation du travail, d'égalité entre homme et femme, de société et de culture;
- Posséder le respect absolu des droits de l'homme,
- Comprendre le principe d'égalité, base de la démocratie, apprécier et comprendre les différences entre les systèmes de valeur des diverses religions ou de groupes ethniques;
- Développer l'aptitude à s'engager concrètement avec d'autres;
- Encourager la diversité, respecter les valeurs et la vie privée des autres.

Esprit d'entreprise (les droits de l'homme au quotidien):

- Reconnaître les possibilités offertes aux fins d'activités privées, professionnelles et/ou commerciales, y compris d'aspects « de plus grande ampleur » qui sont révélateurs du contexte dans lequel des personnes vivent et travaillent (projet).

Sensibilité culturelle (célébration du 60^e anniversaire de la Déclaration Universelle des Droits de l'Homme)

- Comprendre la diversité culturelle et linguistique de l'Europe (et des pays d'Europe) ;
- Comparer ses propres opinions et expressions créatrices à celles des autres et repérer dans une activité culturelle des possibilités économiques et les réaliser ;
- Avoir la volonté de cultiver une faculté esthétique au travers d'un épanouissement personnel d'ordre artistique et d'un intérêt pour la vie culturelle.

Durée globale des activités:

- 5 heures



5.3.1. Comprendre la Déclaration Universelle des Droits de l'homme

Ressources et matériaux nécessaires

- Accès à l'Internet, photocopies des articles de la Déclaration Universelle des Droits de l'Homme en plusieurs langues (le français, l'anglais et l'italien accompagnent les activités qui suivent). Les articles dans d'autres langues sont disponibles à l'adresse suivante: www.knowyourrights2008.org.

Notes pour l'enseignant : cette unité de travail comprend trois tâches qui favorisent la prise en compte d'autres langues dans le contenu et qui prennent en considération tous les savoir-faire linguistiques : production orale et écrite, compréhension orale et écrite en plusieurs langues.

La Tâche 1 propose une sensibilisation aux et une réflexion sur des extraits de la Déclaration, individuellement et en groupe. La classe doit être divisée en 6 groupes. La compréhension est aidée par des supports visuels (Document 2) que les élèves doivent associer au texte (Document 1). Certains supports visuels sont accompagnés de phrases en allemand.

Les élèves entameront l'ébauche d'une affiche qui servira pour la Tâche 3.

Ressources:

- Photocopie des *Documents 1 et 2*. Ciseaux, 6 grandes feuilles et colle.
- Dictionnaires et dictionnaires en ligne.

Mode de groupement:



Contenu disciplinaire:

- Les droits de l'homme

Savoir-faire langagier:

- Lecture et oral, mots clés de la déclaration en français

Fiche de travail n°1: Comprendre la Déclaration Universelle des Droits de l'homme

Mode de groupement:



- Individuellement, étudiez les articles de la Déclaration Universelle des Droits de l'Homme correspondants à chaque groupe (Document 1). Observez les images qui accompagnent les articles (Document 2).
- Individuellement, découpez ou recopiez chaque article et associez l'article à une des images.
- Discutez de votre choix avec votre groupe.
- Avez-vous choisi les mêmes images pour les mêmes articles ?
- Pourquoi ? Trouvez un moyen de représenter les opinions du groupe.
- Trouvez un titre qui représente le mieux les articles de votre groupe. Utilisez les dictionnaires bilingues ou en ligne.
- Quand vous vous serez mis d'accord, composez une affiche avec les articles et les images que vous avez découpés. Laissez beaucoup d'espace libre dans votre affiche. N'oubliez pas de mettre le titre.
- Montrez votre affiche aux autres groupes et expliquez le choix de votre titre pour cet ensemble d'articles et le choix des images pour chaque article.

Auto-évaluation: mettre l'affiche dans le dossier du portfolio et remplir la grille d'évaluation ci-dessous. Cette grille peut être remplie par votre propre groupe, par d'autres groupes ou par votre enseignant.

Grille d'évaluation Fiche de travail n° 1	Insuffisant 1 point	Satisfaisant 2 points	Excellent 3 points
Association des images et des articles			
Utilisation d'outils linguistiques (dictionnaires, Internet...)			
Pertinence du titre représentant les articles du groupe			
Travail d'équipe (suivi des consignes, échange de point de vue équitable, consensus sur le choix d'un titre)			
Total			

Document 1

Groupe 1



Article 1

Tous les êtres humains sont libres et égaux en dignité et en droits.

Article 2

Chacun dispose de tous les droits et libertés énoncés, sans distinction de race, de couleur, de sexe, de langue, de religion, d'opinion, d'origine, de fortune ou de naissance.

Article 3

Chacun a droit à la vie, à la liberté et à la sûreté de sa personne.

Article 4

Personne ne sera tenu en esclavage.

Article 5

Personne ne sera soumis à la torture.



Article 6

Chacun doit être traité de façon identique par la loi.

Article 7

Chacun a le droit à une égale protection de la loi.

Article 8

Chacun a le droit de demander justice devant un tribunal compétent lorsque ses droits ne sont pas respectés.

Article 9

Personne ne peut être détenu arbitrairement.

Article 10

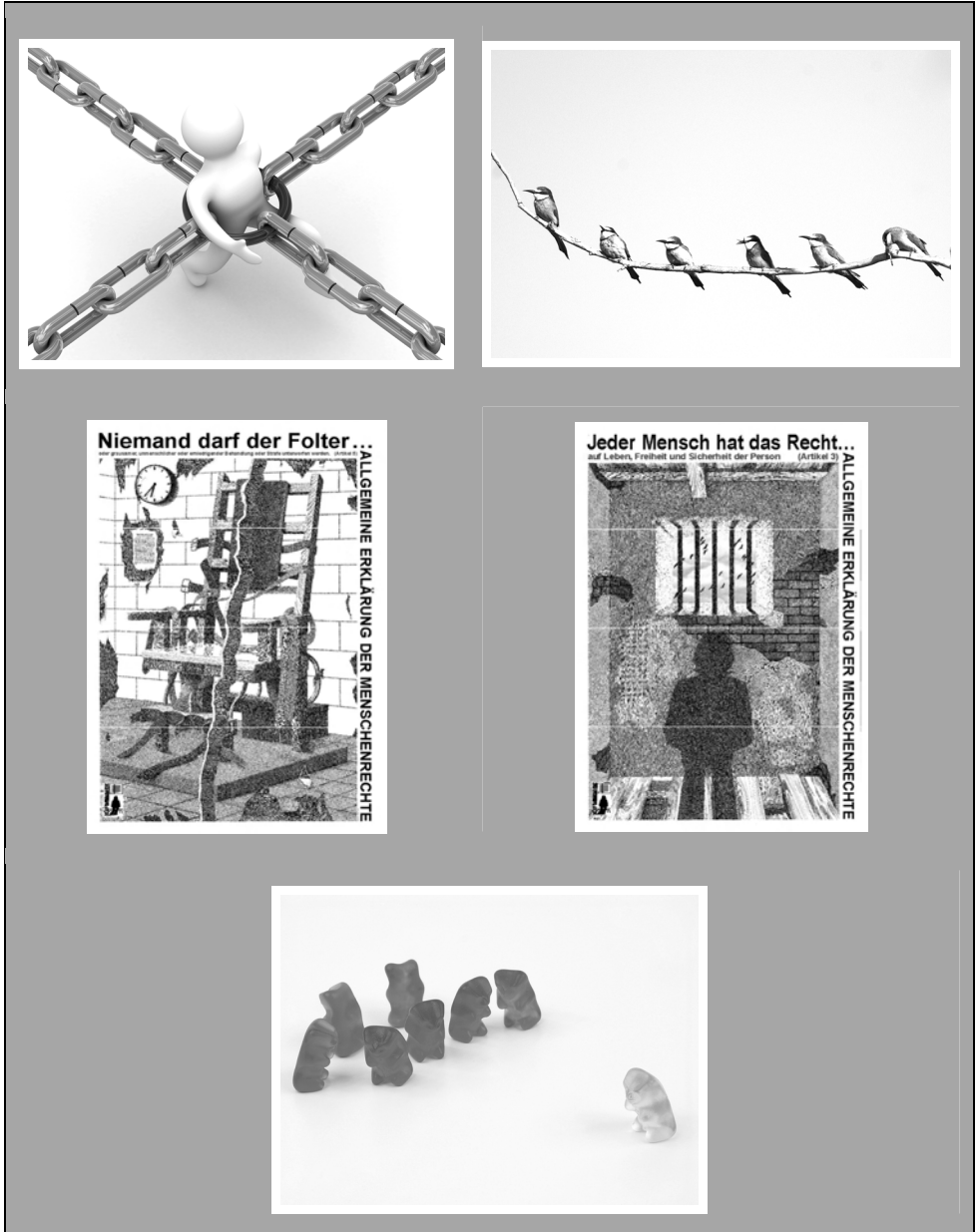
Chacun a droit à être entendu publiquement devant un tribunal indépendant.

Article 11

Tout accusé est présumé innocent jusqu'à ce qu'il soit jugé coupable lors d'un procès public lui assurant toutes les garanties nécessaires à sa défense.

Document 2

Groupe 1



Notes for the teacher/ Notes pour l'enseignant/ Notas para el profesor:

Timing/ Durée/ Temporización:

Material required/ Matériel nécessaire/ Material necesario:

Ressources/ Documents d'appui/ Materiales de apoyo:

Grouping/ Groupement/ Agrupación:

- (individual) or (pairs) or (small group) or (whole class)

Focus on content/ Contenu/ Contenido:

Focus on language(S)/ Langue(S)/ Lengua(S):

Learner worksheet/ Fiche de travail pour l'apprenant/ Ficha para el alumno:

Assessment/ Évaluation/ Evaluación:

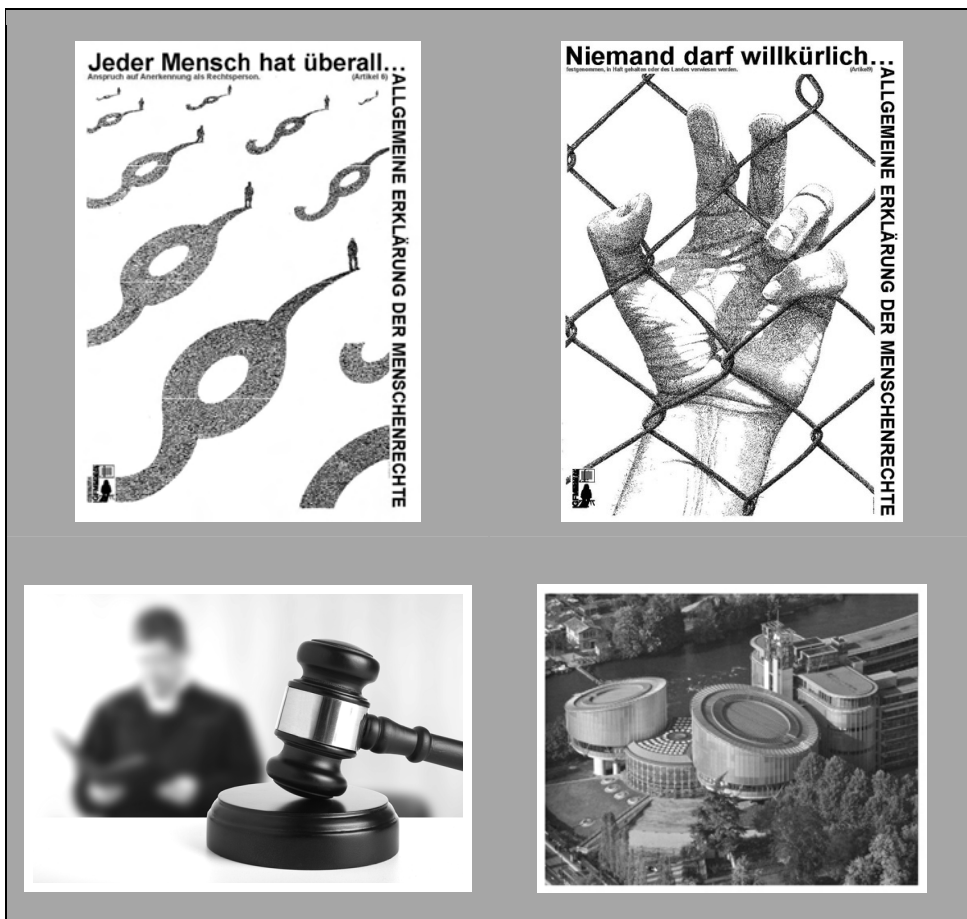
Answer sheets/ Feuille de réponse/ Hoja de respuestas

Follow the same template as above for all the tasks that you plan to include.
Suivez le modèle ci-dessus pour toutes les tâches que vous prévoyez d'inclure.
Seguid el mismo modelo de arriba para todas las tareas que queréis incluir.

References/ Références/ Referencias:

Document 2

Groupe 2



(reproduction of posters UDHR posters by kind permission of Internationale Gesellschaft für Menschenrechte (IGFM), www.igfm.de)

5.3.2. La Déclaration Universelle des Droits de l'homme – Témoignages

Notes pour l'enseignant: l'enseignant peut diriger cette tâche en montrant les pages du site *6 milliards d'autres* tout en stimulant la réflexion et la discussion sur chaque intervenant dans le site. Les interventions sont sous-titrées et les réponses figurent à l'adresse suivante:

<http://www.knowyourrights2008.org/index.php?nav=declaration&rub=testimony&lang=fr>.

Cette tâche est très importante, car les différentes langues sont entendues et cela provoque souvent des réactions émotives et, dans la majorité des cas, positives de la part des élèves. Cette tâche représente une occasion d'entendre les langues de la classe et de stimuler la curiosité et l'ouverture aux autres.

Ressources:

- accès à l'internet.

Contenu disciplinaire:

- les droits de l'homme.



Savoir-faire langagier:

- écoute de plusieurs langues et lecture en français

Mode de groupement:



Fiche de travail n°2:

1. Visitez le site <http://www.6milliardsdautres.org> et cliquez sur «Français» et «Témoignages».
2. Choisissez «Etre libre» et «Discrimination».
3. Ecoutez et choisissez l'article de la Déclaration Universelle des Droits de l'Homme qui correspond le mieux à la situation de chaque personne. Il y a peut-être plusieurs possibilités.

Pour *Etre Libre*, témoignages de:

Etats-Unis: _____

Egypte: _____

Mexique: _____

Bosnie-Herzégovine: _____

Cambodge: _____

France: _____

Australie – Papouasie-Nouvelle Guinée: _____

Pour *Discrimination*, témoignages de:

Etats-Unis: _____

Népal: _____

Bangladesh: _____

Ethiopie: _____

Afrique du Sud: _____

France: _____

Nouvelle Zélande: _____

4. Comparez vos réponses avec celles qui se trouvent à l'adresse suivante:
<http://www.knowyourrights2008.org/index.php?nav=declaration&rub=testimony&lang=fr>.
5. Pouvez-vous deviner comment on dit «libre» en arabe? En espagnol? En d'autres langues?

Evaluation:

- Vous pouvez choisir une liste de mots considérés comme importants pour la classe et les écrire sur une affiche ou enregistrer ces mots sur une cassette ou un mini-disque. Ce travail ira dans le dossier du portfolio de votre groupe.

5.2.3. Une Déclaration Universelle des Droits de l'Homme Plurilingue

Notes pour l'enseignant : cette tâche encourage les élèves à comparer plusieurs langues dont le français, l'anglais, l'italien et une autre langue présente dans la classe ou dans l'un des groupes. Une comparaison de l'ordre des mots dans la phrase, de l'origine commune de certains mots ou de la formation de la forme négative peut être considérée.

L'affiche amorcée dans la Tâche 1 sera complétée à l'issue de cette dernière tâche.

Les réponses pour cette tâche figurent après la liste des documents 3 et 4. Une copie de l'ensemble des articles en français, anglais et italien est aussi incluse.

Ressources:

- Photocopie des Documents 3 et 4. Ciseaux, les affiches de la Tâche1 et colle. Accès à l'internet et dictionnaires en ligne.

Contenu:

- Les droits de l'homme

Savoir-faire langagiers:

- Travail sur textes parallèles en français, en italien et en anglais + une autre langue présente dans la classe ou dans l'une des groupes

Fiche de travail n° 3:

Une Déclaration Universelle des Droits de l'Homme Plurilingue

Mode de groupement:



1. Reformez vos groupes (6 groupes) et utilisez le texte qui correspond à votre groupe dans le Document 3.
2. Maintenant, utilisez les encadrés qui correspondent à votre groupe dans le Document 4 (3 encadrés par groupe).
3. Individuellement, comparez chaque article du Document 4 avec les articles du Document 3.
4. En groupe, retrouvez l'ordre des articles du Document 4. Sur une feuille séparée, faites une liste des indices qui vous ont permis de retrouver l'ordre des articles. Avez-vous remarqué des différences ? Des similitudes ? Avez-vous pensé à examiner l'ordre des mots dans la phrase, de l'origine commune de certains mots ou de la formation de la forme négative ? Comparez vos observations avec les autres groupes et constituez une liste des observations de chaque groupe pour la classe (au tableau ou sur un ordinateur).
5. Trouvez les mêmes articles dans une autre langue en visitant l'adresse suivante : <http://www.knowyourrights2008.org/index.php?nav=declaration&rub=declarationLanguages>. Cette langue peut-être la langue de quelqu'un dans la classe.
6. Sur l'affiche, recopiez ces articles à côté des articles équivalents en français.
7. Découpez ou recopiez également les articles en anglais et en italien et collez-les sur votre affiche. Placez ces articles sous, autour ou à côté du même article en français.
8. Exposez votre travail sur les murs de l'école.
9. Pour célébrer encore un peu plus... Vous pouvez composer une chanson, un rap pour les articles de votre groupe. Cette chanson peut être plurilingue!

Auto-évaluation:

- Evaluation de la fiche de travail n° 3 et faire le total des points pour les 3 tâches après avoir considéré les dossiers de chaque groupe. Ceci peut être fait sous forme d'auto-évaluation, d'évaluation par d'autres groupes et/ou par l'enseignant.

Grille d'évaluation Fiche de travail n° 3	Insuffisant 1 point	Satisfaisant 2 points	Excellent 3 points
Association des articles dans plusieurs langues			
Utilisation d'outils linguistiques (dictionnaires, Internet...)			
Pertinence des observations linguistiques			
Esthétique de l'affiche			
Travail d'équipe (suivi des consignes, échange de point de vue équitable, consensus sur le produit final)			
Total			

Document 3

Groupe 1



Article 1

Tous les êtres humains sont libres et égaux en dignité et en droits.

Article 2

Chacun dispose de tous les droits et libertés énoncés, sans distinction de race, de couleur, de sexe, de langue, de religion, d'opinion, d'origine, de fortune ou de naissance.

Article 3

Chacun a droit à la vie, à la liberté et à la sûreté de sa personne.

Article 4

Personne ne sera tenu en esclavage.

Article 5

Personne ne sera soumis à la torture.



Article 6

Chacun doit être traité de façon identique par la loi.

Article 7

Chacun a le droit à une égale protection de la loi.

Article 8

Chacun a le droit de demander justice devant un tribunal compétent lorsque ses droits ne sont pas respectés.

Article 9

Personne ne peut être détenu arbitrairement.

Article 10

Chacun a droit à être entendu publiquement devant un tribunal indépendant.

Article 11

Tout accusé est présumé innocent jusqu'à ce qu'il soit jugé coupable lors d'un procès public lui assurant toutes les garanties nécessaires à sa défense.

Document 4

Groupe 1:



Groupe 1 (Italien)

- a. Libertà dalla tortura
- b. Diritto alla vita, alla libert  ed alla sicurezza della propria persona
- c. Ad ogni individuo spettano diritti senza distinzione alcuna per ragioni di razza, di colore, di sesso, di lingua, di religione, di opinione politica o di altro genere, di origine, di ricchezza, di nascita o di residenza
- d. Libert  dalla schiavit 
- e. Tutti gli esseri umani nascono liberi ed eguali in dignit  e diritti

Groupe 1 (Anglais)

Everyone

- a. has the right not to be discriminated against on any basis
- b. is born in freedom, equality and dignity
- c. has the right to liberty and freedom.
- d. Has the right to security of person. No one should be tortured or suffer cruel and inhuman treatment.
- e. Has the right to live and live in freedom and safety

Groupe 1

Une langue de votre classe

Consultez www.knowyourrights2008.org

Document 4

Groupe 2:



Groupe 2 (Italien)

- a. Diritto all'effettiva possibilità di ricorso a tribunali competenti
- b. Diritto a eguale tutela da parte della legge
- c. Diritto alla presunzione di innocenza fin quando la colpevolezza non sia stata provata legalmente in un pubblico processo con tutte le garanzie necessarie per la propria difesa
- d. Diritto a non essere arrestato arbitrariamente
- e. Diritto ad un'equa e pubblica udienza davanti ad un tribunale indipendente e imparziale
- f. Diritto di essere trattato equamente dalla legge

Groupe 2 (Anglais)

Everyone

- a. has the right to a full and fair hearing before an impartial and independent tribunal
- b. has the right to equality before the law and equal protection
- c. has the right not to be subjected to arbitrary arrest or detention.
- d. Has the right to effective remedy.
- e. Has the right to recognition before the law.
- f. Has the right to be presumed innocent until proven guilty.

Groupe 2

Une langue de votre classe

Consultez www.knowyourrights2008.org

Corrections pour la fiche de travail n° 3

Français	Italien	Anglais
Article 1	E	B
Article 2	C	A
Article 3	B	E
Article 4	D	C
Article 5	A	D
Article 6	B	E
Article 7	F	B
Article 8	A	D
Article 9	D	C
Article 10	E	A
Article 11	C	F
Article 12	B	F
Article 13	F	B
Article 14	A	A
Article 15	D	D
Article 16	C	E
Article 17	E	C
Article 18	B	C
Article 19	D	B
Article 20	A	A
Article 21	C	D
Article 22	D	D
Article 23	B	B
Article 24	A	A
Article 25	C	C
Article 26	B	E
Article 27	D	C
Article 28	A	B
Article 29	C	D
Article 30	E	A

5.4. Identidades, familia, muros y lenguas

Mercè Bernaus
merce.bernaus@uab.es
Universitat Autònoma de Barcelona (UAB)

5.4.1: Identidades



Ficha nº 1: Autorretrato de Frida Kahlo⁸

Agrupación:



Leed el siguiente párrafo extraído del diario de Frida Kahlo.

Esquema de mi vida. 1910.-⁹

Nací en el cuarto de la esquina entre Londres y Allende Coyoacán. A la una de la mañana. Mis abuelos paternos húngaros- nacidos en Arat Hungría- ya casados fueron a vivir a Alemania donde nacieron varios de sus hijos entre ellos mi padre, en Baden Baden Alemania... Él emigró a Méjico en el siglo 19. Radicó aquí siempre, toda su vida. Se casó con una muchacha Mejicana, madre de mis hermanitas Luisita y Margarita. Al morir muy joven su señora, se casó con mi madre Matilde Calderón y González, hija entre doce de mi abuelo Antonio Calderón de Morelia de raza indígena Mejicana... y de mi abuelita Isabel González y González, hija de un general español.

Texto extraído de Fuentes, C. (1995) *El diario de Frida Kahlo. Un íntimo autorretrato*. Madrid: Editorial Debate.

8 Si quieres más información sobre Frida Kahlo puedes consultar esta página web
<http://www.fridakahlofans.com/mainmenu.html>

9 Frida Kahlo nació en el 1907 aunque ella decía haber nacido en el 1910, año de la Revolución Mejicana.

Contestad a las siguientes preguntas:

- ¿En qué año nació realmente Frida Kahlo?
- ¿Por qué escribe en su diario que nació en 1910?
- ¿Qué acontecimiento histórico ocurrió en 1910 en Méjico?
- ¿Dónde habían nacido sus abuelos paternos?
- ¿Dónde nació su abuelo materno?
- ¿Qué nacionalidad tenía el padre de la abuelita de Frida?
- ¿Dónde nació el padre de Frida Kahlo?
- ¿Cuántos hermanos tenía la madre de Frida?

Ficha nº 2: Debate sobre identidades

Agrupación:



- Formad grupos de 3 o 4 estudiantes.
- Discutid que significado tiene para vosotros la palabra *identidad*.
- Discutid sobre las distintas identidades que pudo haber heredado Frida Kahlo de sus abuelos y de sus padres.
- Discutid sobre cuáles son los factores que conforman la/s identidad/es de un individuo y de una sociedad.
- Elegid un representante del grupo para exponer los resultados de la discusión al grupo-clase.

Agrupación:



- Puesta en común de vuestras discusiones Ficha nº 3: Árbol genealógico.

Agrupación:



- Haz el árbol genealógico de tu familia (abuelos maternos y paternos, padres y hermanos) indicando el lugar de nacimiento y la profesión de padres y abuelos. Haced un árbol genealógico lo más artístico posible usando una cartulina y rotuladores.
- Colgad los árboles genealógicos en un tablero.

Ficha nº 4: Diversidad cultural en el grupo-clase

Agrupación:



- Formad grupos de 3
- Observad si hay diversidad entre todos los árboles genealógicos desde el punto de vista de procedencia geográfica y de las profesiones.
- Poned el resultado de la observación en esta tabla marcando con un \surd la casilla correspondiente

	no	poca/o	bastante	mucha/o
Diversidad procedencia geográfica de abuelos y abuelas				
Diversidad procedencia geográfica de padres y madres				
Diversidad en las profesiones de abuelas				
Diversidad en las profesiones de abuelos				
Diversidad en las profesiones de madres				
Diversidad en las profesiones de padres				
Ha habido cambio entre las profesiones de los abuelos y de los padres				
Ha habido cambio entre las profesiones de las abuelas y de las madres				

Agrupación:



- Discutid con el grupo-clase vuestras observaciones intentando buscar una explicación a las respuestas que habéis encontrado.

Ficha nº 5: Autorretratos e impresiones

Agrupación:



- Observad dos o tres veces el vídeo sobre los autorretratos de Frida Kahlo: <http://www.youtube.com/watch?v=LJYAg36n19I>
- ¿Cuáles de los autorretratos os han impresionado más? ¿Por qué?
- ¿Qué relación podéis ver entre su biografía y sus autorretratos?
- ¿Tienen alguna relación con sus identidades?

Agrupación:



- Puesta en común de vuestras observaciones e impresiones.

Agrupación:

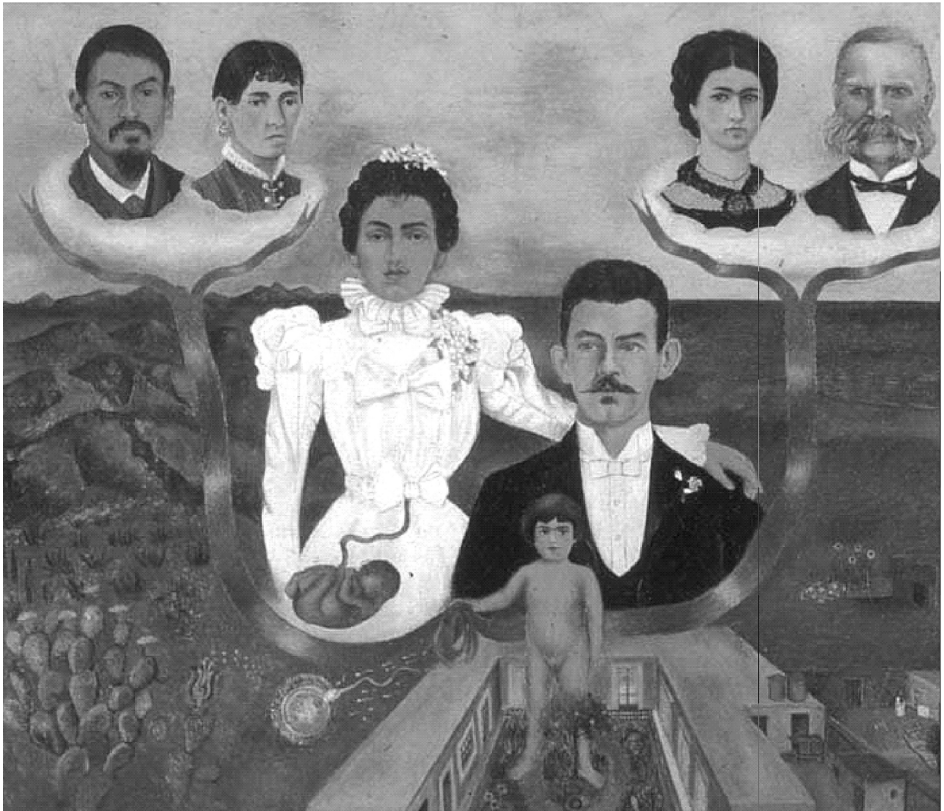


- Haced una caricatura de vuestro autorretrato para exponerla en el aula. Si la hacéis en formato digital se puede colgar en la página web de vuestro centro educativo.

5.4.2. Tipologías de familias

Ficha nº 1: Evolución del tipo de familias: *Mis abuelos, mis padres y yo*

Agrupación:



Mis abuelos, mis padres y yo. Frida Kahlo, 1936.

Reflexiona sobre las siguientes preguntas y toma algunas notas:

- ¿En qué te hacen pensar los personajes del cuadro? ¿Cuáles son tus impresiones, tus sentimientos frente a este cuadro?
- ¿Puedes observar alguna diferencia entre las parejas y los paisajes que hay a la derecha y a la izquierda del cuadro? Cita alguna de estas diferencias.

- ¿Qué diferencias y similitudes hay entre las parejas de principios del siglo XX y las del siglo XXI?
- ¿Qué roles suponéis que tenían los abuelos, padres e hijos a principios del siglo XX?
¿Qué roles tienen actualmente los abuelos, padres e hijos en la estructura familiar?
- ¿Qué aspectos positivos y negativos ves entre la estructura familiar de principios del siglo XX y la del siglo XXI?

Agrupación:



- Formad grupos de 3 o 4 estudiantes.
- Discutid y poned en común las respuestas de cada uno de vosotros para llegar a unas conclusiones.
- Preparad una presentación Power Point con el resultado de la discusión y las conclusiones. Poned un título a vuestra presentación.

Agrupación:



- Cada grupo presenta sus conclusiones al grupo.
- Discusión final.
- Podéis colgar en la web de vuestro centro educativo los Power Point y/o los podéis presentar a los estudiantes de otros cursos.

5.4.3. Fronteras

Ficha nº 1: La frontera entre Méjico y Estados Unidos

Agrupación:



Autorretrato en la frontera entre Méjico y los Estados-Unidos, 1932

Reflexionad sobre las siguientes cuestiones. Podéis consultar la biografía de Frida Kahlo (anexo 1) y la historia de Méjico (anexo 2) que pueden ayudaros a responder algunas de las preguntas.

- ¿Por qué creéis que Frida Kahlo dio este título a su cuadro?
- ¿Qué simbolismos veis en este cuadro? ¿Podríais explicarlos?

- ¿Qué relación puede tener el cuadro con la situación histórica de Méjico en los años 30? Podéis leer la historia de Méjico en el Anexo 2.
- ¿Podráis relacionar este cuadro con la sociedad Mejicana actual? ¿En qué os basáis?
- ¿Tiene alguna semejanza con la historia de vuestro país o con algún otro país? Justificad la respuesta.

Agrupación:



- Preparad vuestras conclusiones en Power Point.

Agrupación:



- Cada grupo presenta sus conclusiones a la clase utilizando el Power Point.
- Discusión final.

5.4.4. Muros

Ficha nº 1: Muro entre la frontera de Méjico y Estados Unidos

Agrupación:



- Mientras visionáis el vídeo señalad si los ítems son verdaderos o falsos.

	Verdadero	Falso
1. A este muro le llaman el « muro de la humillación »	V	F
2. El muro contiene tres bardas de contención	V	F
3. Pueden hacer muros hasta el cielo, los inmigrantes hallarán un hueco	V	F
4. Tendrán miedo de que su lengua se convierta en Español	V	F
5. La bandera que aparece al final del vídeo es la bandera mejicana	V	F

Agrupación:



- Comparad las respuestas y discutid las coincidencias y las diferencias
- Visionamos por segunda vez el vídeo.
- Discutid si las respuestas de vuestras fichas eran acertadas.

Agrupación:



- Poned en común las respuestas con el grupo clase.

Ficha nº 2: Noticia periodística

Agrupación:



- Lee la siguiente noticia aparecida en *El País Internacional* el 13 de marzo del 2008 y toma notas.

EL PAÍS.com

Internacional

Jueves, 13/3/2008

El Senado de Estados Unidos aprueba la construcción del muro en la frontera con Méjico

La valla se extiende a lo largo de 595 kilómetros
EFE - Washington - 17/05/2006

Con el levantamiento de este muro, compuesto de tres vallas, el Gobierno de EE UU busca terminar con la entrada de millones de ciudadanos de esta nacionalidad a su territorio, donde viven en situación de ilegalidad. Se calcula que los inmigrantes indocumentados suman aproximadamente 12 millones de personas en EE UU.

Una barrera de 804 kilómetros

En medio de un debate cada vez más emotivo respecto a la nueva legislación sobre inmigración, los senadores han votado a favor de sumar a la valla una barrera de 804 kilómetros conformada por vehículos a lo largo de la frontera. Esta decisión marca la primera victoria significativa de los conservadores, que durante los dos últimos días han luchado por sacar adelante esta medida.

Además del reforzamiento de la frontera, el presidente George W. Bush ha ordenado, para el mes próximo, el despliegue temporal de hasta 6.000 soldados de la Guardia Nacional para dar apoyo logístico y administrativo a la Patrulla Fronteriza.

Ficha nº 3: Discusión ilustrada con un dibujo y un titular

Agrupación:



Responded y discutid las siguientes cuestiones:

- Si a Estados Unidos le hace falta la mano de obra de los mejicanos, ¿por qué creéis que construyeron el muro?
- ¿Conocéis otros muros que en la actualidad separen países fronterizos? ¿cuáles?
- ¿Cuáles fueron las razones para la construcción de estos muros?
- ¿Se han construido otros muros para dividir países durante la historia de la humanidad? ¿Cuáles fueron las razones para la construcción de estos muros?
- Aparte de los muros o murallas físicas, ¿se crean otro tipo de *muros* (no físicos) entre los humanos? ¿os habéis encontrado en alguna situación donde hayáis percibido un *muro* de separación entre vosotros y los otros? ¿qué razones puede haber para crear esos *muros*?
- Ilustrad con un dibujo en una cartulina o papel de embalar los resultados de la discusión y poned un titular a vuestro dibujo.

Agrupación:



- Presentación de los dibujos y discusión.
- Conclusiones finales.

5.4. 5. Las lenguas de Méjico y su influencia en la lengua española

Ficha nº 1: Las lenguas de Méjico

Agrupación:



- Leed la siguiente información sobre las lenguas que se hablan en Méjico y resumid la información en el diagrama que tenéis más abajo.

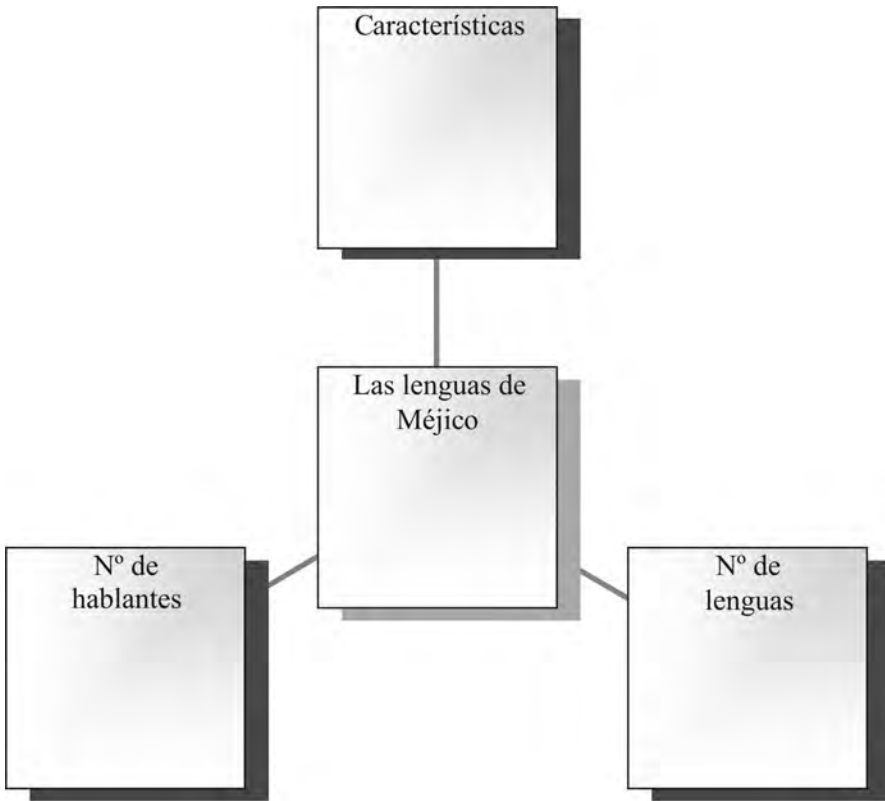
La información ha sido extraída de http://es.wikipedia.org/wiki/Lenguas_de_M%C3%A9jico

Las *lenguas habladas en Méjico* son numerosas, incluyendo las decenas de lenguas indígenas y las lenguas de otras procedencias. Méjico es la nación hispanohablante más poblada del mundo, con sus 103,2 millones de habitantes, de los cuales la gran mayoría habla el idioma español. Constitucionalmente, no existe ninguna declaración oficial que haga de esa lengua de filiación latina la lengua oficial del país, que *de facto* ocupa ese papel.

Desde 1992, la Constitución Mejicana define al país como nación "pluricultural", en reconocimiento de los pueblos indígenas. Oficialmente el gobierno reconoce a 65 lenguas indígenas, que de acuerdo con la Ley de los Derechos Lingüísticos del 2001, "lenguas nacionales" en igualdad de condiciones con respecto al español; esto es, con la "misma validez en sus territorios". Así, por ejemplo, a partir del año 2005, el gobierno ha oficializado la traducción del himno nacional a las lenguas indígenas.

La clasificación de las lenguas indígenas habladas en Méjico tiende a agrupar dialectos de la misma familia, si éstas llegan a ser ininteligibles entre sí (por ejemplo, el gobierno reconoce al náhuatl como una sola lengua, aun si las variaciones dialectales que hablan los nahuas de la Sierra de Puebla, y los nahuas de Morelos son significativas). Por ello, algunos lingüistas tienden a elevar esta cifra a más de 100, clasificando a estos dialectos como lenguas separadas.

La población hablante de lenguas indígenas en Méjico no es conocida con precisión. El censo del INEGI señala que se trata de alrededor de seis millones de personas, pero el dato corresponde sólo a los mayores de cinco años. La población étnica indígena fue calculada por la CDI en 12,7 millones de personas en 1995, lo que equivalía al 13,1% de la población nacional en ese año (1995). A su vez, la CDI sostenía que en 1995, los hablantes de lenguas indígenas en el país sumaban alrededor de siete millones. La mayor parte de esa población se concentra en la región centro y sur.



Agrupación:



- Poned en común las respuestas.

Ficha n° 2: La lengua Náhuatl

Agrupación:



- Elige de esta lista la palabra correspondiente a las definiciones de la tabla y escríbela en su casilla.

Aguate, Cacao, Cacahuete, Canica, Chicle, Chocolate, Coyote, Guacamole, Tiza, Tomate.

Definición	
Proviene del náhuatl " <i>Ahuacamolli</i> " traducido al español Mejicano, que se compone de las palabras " <i>Ahuacatl</i> " + " <i>molli</i> ".	
<i>Canis latrans</i> , que significa "perro ladrador". Es un miembro de la familia Canidae, emparentado con el perro doméstico.	
Es una planta de la familia de las solanáceas (Solanaceae) originaria de América y cultivada en todo el mundo por su fruto comestible. Dicho fruto es una baya muy coloreada, típicamente de tonos que van del amarillento al rojo, debido a la presencia de los pigmentos licopeno y caroteno.	
<i>Persea americana</i> es el nombre científico de un árbol probablemente originario del sur de Chiapas y cultivado desde el Río Bravo hasta Chile central antes de la llegada de los europeos. <i>P. americana</i> puede alcanzar 20 m de altura. Su fruto es comestible.	
Arcilla terrosa blanca que se usa para escribir generalmente en los pizarrones. Proviene de las raíces náhuatl <i>tizne</i> (ceniza) y <i>atl</i> (agua), esta mezcla era y es usada como pintura por varias culturas mesoamericanas.	
Es el alimento que se obtiene mezclando azúcar con dos productos derivados de la manipulación de las semillas del cacao: una materia sólida (<i>la pasta de cacao</i>) y una materia grasa (<i>la manteca de cacao</i>).	
En griego, significa 'alimento de los dioses'; viene del maya <i>Ka'kaw</i> .	
Planta fibrosa originaria de América y mide de 3 a 5 dm de altura. Los frutos crecen bajo el suelo dentro de una cáscara leñosa que, normalmente, contiene dos semillas. Ha sido cultivada para el aprovechamiento de sus	

semillas desde hace 4000 ó 5000 años. Se cultiva en mayo, y se recolecta en finales de otoño.	
Son pequeñas esferas de vidrio, alabastro, cerámica, arcilla o metal que se utilizan en numerosos juegos infantiles.	
Es un polímero gomoso. Originario de Méjico, América Central y América del Sur tropical. Por su sabor dulce y aromático, numerosos pueblos amerindios utilizaban la goma para mascar.	

Agrupación:



- Comparad las respuestas y discutid las coincidencias y las diferencias

Agrupación:



- Poned en común las respuestas

Ficha nº 3: Préstamos

Agrupación:



- Intentad hacer un listado de préstamos en vuestra L1 indicando la lengua de procedencia de esos términos y traducid la palabra a otras lenguas que conozcáis.

Nombre de los estudiantes	Préstamos	Lengua de procedencia	Traducción a otras lenguas
L1			
L1			
L1			
L1			
L1			
L1			
L1			
L1			
L1			
L1			

Agrupación:



- Comentarios sobre los préstamos en vuestras L1.
- Colgad vuestras tablas en un sitio visible de la clase.
- Un grupo voluntario de estudiantes podría hacer un histograma de los préstamos que han aparecido en las tablas y presentarlo a la clase.

Auto-evaluación

Agrupación:



- ¿Crees que han mejorado tus competencias de comprensión y expresión lingüísticas, artísticas, históricas, de socialización con los compañeros
- ¿En cuáles de estas competencias crees que has mejorado más y por qué?
- ¿Crees que ha mejorado tu español a nivel de comprensión y expresión oral?
- ¿y a nivel escrito?
- ¿Qué temas te han interesado más?
- ¿Por qué?
- ¿Qué tareas te han gustado más y cuáles te han gustado menos?
- ¿Qué tipo de trabajo prefieres: individual, por parejas o en grupo?
- ¿Qué añadirías para mejorar esta unidad didáctica?

Agrupación:



- Puesta en común y discusión de las respuestas individuales.
- Un representante del grupo presentará las conclusiones del grupo.

Agrupación:



- Puesta en común de todos los grupos y discusión general.

6. The website

On the ConBaT+ website you will find the project description. You will also find a bibliography and a useful list of annotated websites for teachers and teacher trainers. For those interested in the terminology associated with plurilingualism/culturalism and content-based teaching, a glossary was developed by the team. Those interested in finding out more about the participants and the team can browse the photo gallery. Various aspects of the project are reflected in different PowerPoint presentations. Finally and most importantly, participants developed 26 complete didactic units in Spanish, French or English for a wide variety of subjects at primary and secondary level that are downloadable. You can access all these resources at: <http://combat.ecml.at> and we hope you enjoy new plurilingual/cultural experiences.

7. List of participants and activities

The following 26 classroom activities relating to plurilingualism and pluriculturalism are available in downloadable format from the website <http://conbat.ecml.at>.

	Author	Title	Subject	Age group	Language
1	Sofie Jonckheere	Contar hasta diez	matemáticas, educación física, música	6-12	Español
2	Áine Furlong	Japanese calligraphy	art	8-12	English
3	Martine Kervran	Motion in the ocean	geography, physics	9-12	English
4	Nathalie Auger	Notre terre nous nourrit	géographie, sciences de la vie et de la terre	9-13	Français
5	Pia Berg	Fairy tales	music, art, geography, science, physical education	9-16	English
6	Marie Hofmannová & Radek Vit	Our home – our world	homeland studies, mathematics	10-12	English
7	Sofie Jonckheere, Kristel Provost & Arzu Basoglu	Addictively tasty	history, geography, cooking, home economics	10-16	English
8	Mercè Bernaus & Manel Castellano	La reproduction des animaux	sciences naturelles	11-13	Français
9	Elena Coman	Il est temps de connaître tes droits	éducation civique	11-14	Français
10	Nathalie Auger & Elena Coman	L' énergie	technologie, géographie, économie, éducation civique	11-14	Français
11	Petri Vuorinen	A healthy diet	health education, biology	11-15	English
12	Oriol Pallarés & Carlota Petit	Una estadística plurilingüe	matemáticas	12-14	Español
13	Christoph Suter	Coffee	biology, social science, geography	12-15	English
14	Christoph Suter	Trees: linguistic and cultural aspects	geography, biology	12-16	English
15	Gayane Hovhannisyán	Units of measurement	geometry, history, geography	12-16	English

16	Oriol Pallarés & Carlota Petit	A symphony of fractions	mathematics, music	12-18	English
17	Áine Furlong	Fêtons la déclaration universelle des droits de l'homme	éducation civique, sociale et politique	13-15	Français
18	Anu Parts & Mare Kallas	Parasites	biology, art, geography	13-15	English
19	Pia Berg	Explorers	art, biology, geography, history, mathematics, technology	13-18	English
20	Angeliki Deligianni & Sofia Avtzoglou	Our beautiful earth: a view from space	geography, natural sciences	14-16	English
21	Anu Parts & Mare Kallas	Yoghurt	biology, chemistry	14-16	English
22	Marie Hofmannová	Body part mathematics	mathematics	15-16	English
23	Anu Parts	Science and scientists	science, geography, art	15-17	English
24	Anna Ananieva	Are you sexist?	ethics, civics, citizenship	15-20	English
25	Marek Zając & Magdalena Żaboklicka	Le fonctionnement de l'oeuil humain	biologie	16-17	Français
26	Mercè Bernaus	Identidades, familia, muros y lenguas	ciencias sociales, historia, arte	16-18	Español

References

- Bernaus, M., Andrade, A.-I., Kervran, M. and Murkowska, A. (eds) (2007). *Plurilingual and pluricultural awareness in language teacher education: A training kit*. Strasbourg/Graz: Council of Europe/European Centre for Modern Languages [book + CD-Rom]. Available at http://www.ecml.at/mtp2/LEA/HTML/LEA_E_Results.htm.
- Candelier, M. (ed.) (2003a). *Evlang – l'éveil aux langues à l'école primaire – Bilan d'une innovation européenne*. Brussels: De Boek – Duculot.
- Candelier, M. (ed.) (2004) *Janua Linguarum – The Gateway to languages – The introduction of language awareness into the curriculum: Awakening to languages*, Council of Europe / European Centre for Modern Languages.
- Candelier, M. (2006). Key note address at the ALA conference at the Université du Maine, July 2006, Le Mans, France.
- Cook, V.-J. (1992). Evidence for multi-competence. *Language Learning*, 42/4, 557-591.
- Coste, D., Moore, D. and Zarate, G. (1997). *Compétence plurilingue et pluriculturelle*. Strasbourg: Council of Europe Publishing.
- Council of Europe (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Available at http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf.
- Coyle, D., (2007). 'Making the case: an alternative research base for content and language integrated learning'. *The International Journal of Bilingual Education and Bilingualism* Vol. 10, No. 5, pp. 543-562
- Coyle, D., Hood, P. and Marsh, D. (2010). *CLIL*. Cambridge: Cambridge University Press.
- Cummins, J. (1984) *Bilingualism and special education*. Clevedon : Multilingual Matters
- European Commission (2003). Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions promoting Language Learning and Linguistic Diversity: an Action Plan (2004-2006). Available at: http://ec.europa.eu/education/doc/official/keydoc/actlang/act_lang_en.pdf.
- European Commission (2005). Communication from the Commission to the European Parliament and the Council. The European Indicator of Language Competence. Available at: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0356:FIN:EN:PDF>.

European Commission (2007). *Key Competences for Lifelong Learning. European Reference Framework*. Available at

http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf.

European Commission (2008). *Multilingualism – Content and language integrated learning*. Available at

http://ec.europa.eu/education/languages/language-teaching/doc236_en.htm.

Eurydice (2008). *Key Data on Teaching Languages at School in Europe*. Education, Audiovisual and Culture Executive Agency. Available at

http://eacea.ec.europa.eu/about/eurydice/documents/KDL2008_EN.pdf.

Eurydice (2009). *Integrating Immigrant Children into Schools in Europe*. Education, Audiovisual and Culture Executive Agency. Available at

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/101EN.pdf.

Hawkins, E. (1984). *Awareness of Language. An Introduction*. Cambridge, Cambridge University Press.

Herdina, P. and Jessner, U. (2002). *A dynamic model of multilingualism – perspectives of change in psycholinguistics*. Clevedon: Multilingual Matters.

Lasagabaster, D. and Ruiz de Zarobe, Y. (2010). *CLIL in Spain: Implementation, Results and Teacher Training*. Newcastle upon Tyne: Cambridge Scholars Publishing.

Little, D. (2003). Languages in the post-primary curriculum: a discussion paper. Dublin: NCCA.

Ruiz de Zarobe, Y., Sierra, J.M. and Gallardo, F. (2011) *Content and Foreign language Integrated Learning: Contributions to Multilingualism in European Contexts*. Bern: Peter Lang

Rubinfeld, S., Clément, R., Lussier, D., Lebrun, M., Auger, R. (2006). Second language learning and cultural representations: beyond competence and identity. *Language Learning* 56/4, December 2006, 609-632.

Wolff, D. (2002), 'Methodological success factors' in D. Marsh, A. Ontero and Shikongo T. (eds), *Enhancing English medium Education in Namibia*, Finland: University of Jyväskylä.

Appendix 1. Survey results on attitudes toward content-based learning and plurilingualism

	Item		Mean	s.d.	Strongly Agree = 1 (%)	2 (%)	3 (%)	4 (%)	Strongly Disagree = 5 (%)
1	Content-based activities can help me to improve language learning.	Students	4.1	1.2	6.3	3.9	12.5	27.4	49.5
		Teachers	4.2	1.0	2.6	3.9	10.5	35.5	46.1
2	I think that content-based activities help me to learn the subject as well as the target language.	Students	3.5	1.2	7.2	14.0	24.0	31.7	22.8
		Teachers	3.9	1.1	6.6	5.3	13.2	42.1	32.9
3	Content-based is not effective in getting me to enjoy other cultures.	Students	2.5	1.2	24.9	27.4	27.2	11.1	7.5
		Teachers	1.9	1.2	55.3	22.4	7.9	9.2	5.3
4	I think that the teachers in my school really work as a coherent team.	Students	3.5	1.3	8.6	12.7	24.0	25.4	26.0
		Teachers	3.4	1.2	6.6	13.2	30.3	23.7	21.1
5	Content-based activities should be introduced only in classes where students already know at least 2 other languages.	Students	2.3	1.3	36.6	23.8	17.9	8.8	10.9
		Teachers	2.8	1.4	25.0	18.4	27.6	10.5	18.4
6	I find content-based methods confusing and frustrating.	Students	2.0	1.2	43.5	26.3	14.5	10.4	4.3
		Teachers	2.2	1.1	30.3	30.3	18.4	10.5	3.9
7	Content-based activities help me to value the richness of being able to express my ideas using different languages.	Students	3.8	1.2	6.5	7.3	14.7	35.7	33.5
		Teachers	4.3	.9	1.3	1.3	13.2	28.9	53.9
8	I wish the teachers saw more value in me and the job I am doing.	Students	3.4	1.3	8.6	12.0	29.4	19.9	24.9
		Teachers	4.3	1.0	2.6	6.6	7.9	25.0	56.6
9	Introducing several languages in class is a waste of time and energy.	Students	1.9	1.2	55.2	19.2	12.7	5.7	6.1
		Teachers	1.7	1.2	68.4	9.2	9.2	9.2	3.9
10	I benefit from content-based teaching because I use reference materials (e.g., dictionaries, thesaurus, grammars, and internet) more often.	Students	3.5	1.1	5.4	8.4	32.6	30.6	20.4
		Teachers	4.4	1.0	2.6	3.9	9.2	21.1	60.5

11	Content-based teaching cannot make students appreciate other languages.	Students Teachers	2.1 1.7	1.2 1.1	40.5 60.5	24.2 15.8	17.4 11.8	10.2 7.9	5.6 2.6
12	I am fully satisfied with being a student in this school.	Students Teachers	3.9 3.9	1.2 1.1	8.1 2.6	7.0 9.2	14.0 17.1	30.3 35.5	38.7 34.2
13	In any class, teachers should never refer to the native languages the students know.	Students Teachers	2.6 2.0	1.4 1.2	28.3 44.7	13.4 26.3	26.2 14.5	11.3 6.6	19.4 5.3
14	I do not see any benefit from content-based teaching.	Students Teachers	1.8 1.6	1.1 1.0	56.6 63.2	20.4 15.8	12.9 13.2	3.8 1.3	5.4 2.6
15	Content-based teaching will help me appreciate other languages and cultures.	Students Teachers	3.8 4.5	1.2 .7	7.0 0	8.6 2.6	18.5 5.3	31.5 27.6	33.2 60.5
16	I would like to change to another school where content-based is not used.	Students Teachers	1.9 2.1	1.3 1.3	53.9 46.1	16.7 15.8	13.8 18.4	6.3 10.5	7.3 6.6
17	Content-based activities allow us to make links with other subjects.	Students Teachers	3.5 4.4	1.1 .8	6.5 1.3	8.1 0	32.6 13.2	31.7 27.6	18.8 55.3
18	I do not like content-based activities.	Students Teachers	2.0 2.0	1.7 1.2	47.1 44.7	22.4 21.1	15.8 13.2	7.0 13.2	5.2 2.6
19	Content-based teaching does not motivate me to learn other languages.	Students Teachers	2.2 1.8	1.3 1.1	41.4 55.3	22.4 23.7	17.9 10.5	9.9 2.6	6.5 5.3
20	I wish I could be taught the content-based subjects in my mother tongue.	Students Teachers	2.8 2.3	1.3 1.4	20.8 43.4	19.9 11.8	28.1 18.4	16.1 11.8	12.9 10.5
21	Teachers should not allow students speak any other languages in the language class, apart from the target language.	Students Teachers	3.0 2.7	1.4 1.3	18.5 23.7	22.0 26.3	18.8 15.8	22.2 22.4	17.2 9.2
22	I consider that content-based activities help me to transfer skills to other areas of the curriculum different from the language areas.	Students Teachers	3.5 3.8	1.0 1.0	4.1 2.6	9.0 6.6	34.2 26.3	31.9 32.9	18.8 28.9
23	Content-based teaching leads me to negative attitudes toward speaking other languages.	Students Teachers	1.9 1.5	1.1 1.0	52.5 67.1	21.1 15.8	13.8 9.2	7.0 2.6	3.6 2.6

24	I wish I could change to a new educational centre.	Students Teachers	2.0 2.3	1.3 1.4	51.3 42.1	17.2 14.5	14.3 18.4	7.5 10.5	7.7 10.5
25	Content-based teaching increase my acceptance of people from other cultures or countries.	Students Teachers	3.5 4.3	1.2 .9	9.5 1.3	9.5 2.6	29.4 11.8	28.0 27.6	22.6 55.3
26	Teachers should introduce comparisons between different languages and cultures wherever possible, in any subject.	Students Teachers	3.4 4.3	1.2 1.0	8.4 1.3	11.5 6.6	27.2 11.8	33.2 18.4	17.7 59.2
27	The Educational Authorities are doing their best to improve the quality of public schools.	Students Teachers	2.8 2.7	1.3 1.2	19.9 14.5	16.7 32.9	31.9 27.6	19.4 10.5	10.4 10.5
28	Content-based activities should be integrated into the school curriculum.	Students Teachers	3.5 4.2	1.2 1.0	6.8 1.3	7.9 5.3	34.9 17.1	23.5 25.0	25.1 48.7
29	Content-based teaching methods increase my interest in speaking several languages.	Students Teachers	3.7 3.9	1.2 1.0	8.4 1.3	9.7 3.9	17.7 30.3	32.3 26.3	30.8 31.6
30	The Director and her/his team are doing an excellent job at our educational institution.	Students Teachers	3.4 3.9	1.2 1.1	9.7 3.9	12.4 5.3	24.7 27.6	28.9 22.4	22.2 36.8
31	I prefer the traditional approaches to language teaching (e.g., audio-lingual, grammar-based) over content-based teaching.	Students Teachers	2.5 2.3	1.2 1.0	24.0 25.0	25.8 34.2	27.6 21.1	11.6 11.8	8.8 1.3
32	I believe that content-based activities help me to learn faster in other areas of the curriculum (different from the language areas).	Students Teachers	3.5 3.8	1.2 1.0	5.9 2.6	10.6 6.6	30.5 25.0	26.7 32.9	24.4 27.6

Sales agents for publications of the Council of Europe Agents de vente des publications du Conseil de l'Europe

BELGIUM/BELGIQUE

La Librairie Européenne -
The European Bookshop
Rue de l'Orme, 1
BE-1040 BRUXELLES
Tel.: +32 (0)2 231 04 35
Fax: +32 (0)2 735 08 60
E-mail: info@libeurop.eu
http://www.libeurop.be

Jean De Lannoy/DL Services
Avenue du Roi 202 Koningslaan
BE-1190 BRUXELLES
Tel.: +32 (0)2 538 43 08
Fax: +32 (0)2 538 08 41
E-mail: jean.de.lannoy@dl-servi.com
http://www.jean-de-lannoy.be

BOSNIA AND HERZEGOVINA/ BOSNIE-HERZÉGOVINE

Robert's Plus d.o.o.
Marka ManuĴa 2/V
BA-71000, SARAJEVO
Tel.: + 387 33 640 818
Fax: + 387 33 640 818
E-mail: robertsplus@bih.net.ba

CANADA

Renouf Publishing Co. Ltd.
1-5369 Canotek Road
CA-OTTAWA, Ontario K1J 9J3
Tel.: +1 613 745 2665
Fax: +1 613 745 7660
Toll-Free Tel.: (866) 767-6766
E-mail: order.dept@renoufbooks.com
http://www.renoufbooks.com

CROATIA/CROATIE

Robert's Plus d.o.o.
Marasoviĉeva 67
HR-21000, SPLIT
Tel.: + 385 21 315 800, 801, 802, 803
Fax: + 385 21 315 804
E-mail: robertsplus@robertsplus.hr

CZECH REPUBLIC/ RÉPUBLIQUE TCHÈQUE

Suweco CZ, s.r.o.
Klecakova 347
CZ-180 21 PRAHA 9
Tel.: +420 2 424 59 204
Fax: +420 2 848 21 646
E-mail: import@suweco.cz
http://www.suweco.cz

DENMARK/DANEMARK

GAD
Vimmelskaffet 32
DK-1161 KØBENHAVN K
Tel.: +45 77 66 60 00
Fax: +45 77 66 60 01
E-mail: gad@gad.dk
http://www.gad.dk

FINLAND/FINLANDE

Akateeminen Kirjakauppa
PO Box 128
Keskuskatu 1
FI-00100 HELSINKI
Tel.: +358 (0)9 121 4430
Fax: +358 (0)9 121 4242
E-mail: akatilaus@akateeminen.com
http://www.akateeminen.com

FRANCE

La Documentation française
(diffusion/distribution France entière)
124, rue Henri Barbusse
FR-93308 AUBERVILLIERS CEDEX
Tél.: +33 (0)1 40 15 70 00
Fax: +33 (0)1 40 15 68 00
E-mail: commande@ladocumentationfrancaise.fr
http://www.ladocumentationfrancaise.fr

Librairie Kléber
1 rue des Francs Bourgeois
FR-67000 STRASBOURG
Tel.: +33 (0)3 88 15 78 88
Fax: +33 (0)3 88 15 78 80
E-mail: librairie-kleber@coe.int
http://www.librairie-kleber.com

GERMANY/ALLEMAGNE

AUSTRIA/AUTRICHE
UNO Verlag GmbH
August-Bebel-Allee 6
DE-53175 BONN
Tel.: +49 (0)228 94 90 20
Fax: +49 (0)228 94 90 222
E-mail: bestellung@uno-verlag.de
http://www.uno-verlag.de

GREECE/GRÈCE

Librairie Kauffmann s.a.
Stadiou 28
GR-105 64 ATHINAI
Tel.: +30 210 32 55 321
Fax: +30 210 32 30 320
E-mail: ord@otenet.gr
http://www.kauffmann.gr

HUNGARY/HONGRIE

Euro Info Service
Pannónia u. 58.
PF. 1039
HU-1136 BUDAPEST
Tel.: +36 1 329 2170
Fax: +36 1 349 2053
E-mail: euroinfo@euroinfo.hu
http://www.euroinfo.hu

ITALY/ITALIE

Licosa SpA
Via Duca di Calabria, 1/1
IT-50125 FIRENZE
Tel.: +39 0556 483215
Fax: +39 0556 41257
E-mail: licosa@licosa.com
http://www.licosa.com

NORWAY/NORVÈGE

Akademika
Postboks 84 Blindern
NO-0314 OSLO
Tel.: +47 2 218 8100
Fax: +47 2 218 8103
E-mail: support@akademika.no
http://www.akademika.no

POLAND/POLOGNE

Ars Polona JSC
25 Obroncow Street
PL-03-933 WARSZAWA
Tel.: +48 (0)22 509 86 00
Fax: +48 (0)22 509 86 10
E-mail: arspolona@arspolona.com.pl
http://www.arspolona.com.pl

PORTUGAL

Livraria Portugal
(Dias & Andrade, Lda.)
Rua do Carmo, 70
PT-1200-094 LISBOA
Tel.: +351 21 347 42 82 / 85
Fax: +351 21 347 02 64
E-mail: info@livrariaportugal.pt
http://www.livrariaportugal.pt

RUSSIAN FEDERATION/ FÉDÉRATION DE RUSSIE

Ves Mir
17b, Butlerova ul.
RU-101000 MOSCOW
Tel.: +7 495 739 0971
Fax: +7 495 739 0971
E-mail: orders@vesmirbooks.ru
http://www.vesmirbooks.ru

SPAIN/ESPAGNE

Diaz de Santos Barcelona
C/ Balmes, 417-419
ES-08022 BARCELONA
Tel.: +34 93 212 86 47
Fax: +34 93 211 49 91
E-mail: david@diazdesantos.es
http://www.diazdesantos.es

Diaz de Santos Madrid

C/Albasanz, 2
ES-28037 MADRID
Tel.: +34 91 743 48 90
Fax: +34 91 743 40 23
E-mail: jpinilla@diazdesantos.es
http://www.diazdesantos.es

SWITZERLAND/SUISSE

Planetis Sàrl
16 chemin des Pins
CH-1273 ARZIER
Tel.: +41 22 366 51 77
Fax: +41 22 366 51 78
E-mail: info@planetis.ch

UNITED KINGDOM/ROYAUME-UNI

The Stationery Office Ltd
PO Box 29
GB-NORWICH NR3 1GN
Tel.: +44 (0)870 600 5522
Fax: +44 (0)870 600 5533
E-mail: book.enquiries@tso.co.uk
http://www.tsoshop.co.uk

UNITED STATES and CANADA/ ÉTATS-UNIS et CANADA

Manhattan Publishing Co
2036 Albany Post Road
USA-10520 CROTON ON HUDSON, NY
Tel.: +1 914 271 5194
Fax: +1 914 271 5886
E-mail: coe@manhattanpublishing.com
http://www.manhattanpublishing.com

Council of Europe Publishing/Éditions du Conseil de l'Europe

FR-67075 STRASBOURG Cedex

Tel.: +33 (0)3 88 41 25 81 – Fax: +33 (0)3 88 41 39 10 – E-mail: publishing@coe.int – Website: http://book.coe.int

Plurilingualism and pluriculturalism in content-based teaching A training kit

Mercè Bernaus, Áine Furlong, Sofie Jonckheere and Martine Kervran

This publication is targeted at:

- Primary and secondary school teachers working with learners from different linguistic and cultural backgrounds
- Teacher trainers looking for a training kit with very practical resources
- Educational inspectors and decision-makers faced with accommodating diversity in the school curriculum

Educational institutions increasingly face the challenge of accommodating learners from a wide range of linguistic and cultural backgrounds in their classrooms. The training kit presents an innovative way of managing diversity in the classroom by combining plurilingual and pluricultural approaches with content-based instruction. The reader will discover how content-based and plurilingual activities can be linked to several subjects of the curriculum.

The accompanying website presents sample activities which illustrate the approach outlined in the rationale. A primary school teacher will, for example, find an activity suitable for mathematics, sports and/or music and a secondary school teacher of civic, social and political education may be interested in testing out plurilingual comparative text work on the theme of the Universal Declaration of Human Rights.

For further information and materials relating to this publication, visit the website:
<http://conbat.ecml.at>

The Council of Europe has 47 member states, covering virtually the entire continent of Europe. It seeks to develop common democratic and legal principles based on the European Convention on Human Rights and other reference texts on the protection of individuals. Ever since it was founded in 1949, in the aftermath of the second world war, the Council of Europe has symbolised reconciliation.



<http://www.coe.int>

<http://book.coe.int>
Council of Europe Publishing

12 € / 24 US\$



ISBN 978-92-871-7157-3