



Mini Language Course

Topic: Linguistic diversity in class



 45 minutes

 from 9 years (from grade 3)

Necessary material/Preparation

- paper (Size A1) that works as a blackboard or leaflet
- DIN A4 pieces of paper and a stapler for crafting a vocabulary book
- ruler, pencils
- thick felt-tip pens

Learning objective/Skills

The students

- learn how to connect and explain best in their language.
- begin learning to appreciate the family language and other languages means.
- discover similarities and differences between languages and get to know the feeling having a hard time learning and mastering a different language.
- learn to understand short dialogues in a foreign language.

Arrangement

Group work, discussion

Lesson plan

The basic idea is that children give their classmates an understanding of their family language as part of the mini language course. Therefore and first of all, languages have to be chosen for the mini language course. If there are several children speaking the same language, they can perhaps guide the language course together. Depending on class size and how many children speak which language, another option would be to organize several language courses for a language. The size of the language course can be defined individually, according to the class size and the variety of languages (e.g. a class with 20 children and four languages means four children and a teacher per language course). In order to keep the distribution well-balanced and the choice of language courses fair, the participation in different courses should be drawn or the teacher assigns the students.

The activity can last a whole lesson or can be organized as a long-term project. In this case, the course can be done for instance once a week for a certain amount of time.

Apart from the language course, the children can craft a vocabulary book and write down the first words they have learned. Perhaps, they keep the book when the language course is over and carry on learning new words in a different language with the help of their classmates.

Detailed description of the most important activities

Activities	Comments
1. Distribution of the language course, determining the »language teacher« and drawing the language course.	Teachers can prepare short profiles of the language and hand them out to the students as an introduction and info. If tablets are available, the profiles from the » <i>Traveller between wor(l)ds</i> « app can also be used.
2. Short review on the contents and topics of the language course, handing out the materials (poster as substitute for the blackboard and pieces of paper for the vocabulary book). Information about the aim of the language courses and how the students are supposed to present what they have learned	Topics can be greetings, short dialogue, present oneself, songs or rhymes, objects in the classroom etc.
3. Children work in groups and complete the language course (25 minutes). Therefore, they use the blackboard (A1 paper) and the vocabulary book for notes.	The teacher can prepare a short guideline in order to make the introduction easier for the the new guide of the language course.
4. Students get together and recount or present what they have learned.	<p>The way of presenting what they have learned is depending on the course contents and can be defined individually e.g.</p> <ul style="list-style-type: none"> ▪ performing a dialogue, rhyme or song ▪ students introduce themselves in the language they have learned (My name is, I am ... years old etc.) ▪ filling word cloud on the blackboard with favourite words the students have learned and getting an explanation for choosing it from every child ▪ putting stickers with the terms in the language the students have learned on objects in the classroom

Further tips (Ideas for further activities, projects, open tasks)

The mini language course can be done over a longer period of time or it can be connected with an upcoming event e.g. European Day of Languages, class party to which the parents of multilingual students are invited to attend and are welcomed in the language the students learned. Depending on the school equipment, the language course can also be done in the computer room and can be connected with research on the respective language. For instance, the students could prepare a profile of the language and gather facts about the language. Also, the students can prepare a regularly updated filing box for the languages spoken in class (teacher takes a certain event up e.g. it is snowing and for this event the students create vocabulary cards for the respective language. By doing so, the filing box is being more and more extended.