

# **Plurilingual competences in terms of knowledge, attitudes and skills – teaching materials from the DELA-NOBA project**

**Age 12-15**

# Teaching materials from the DELA-NOBA project

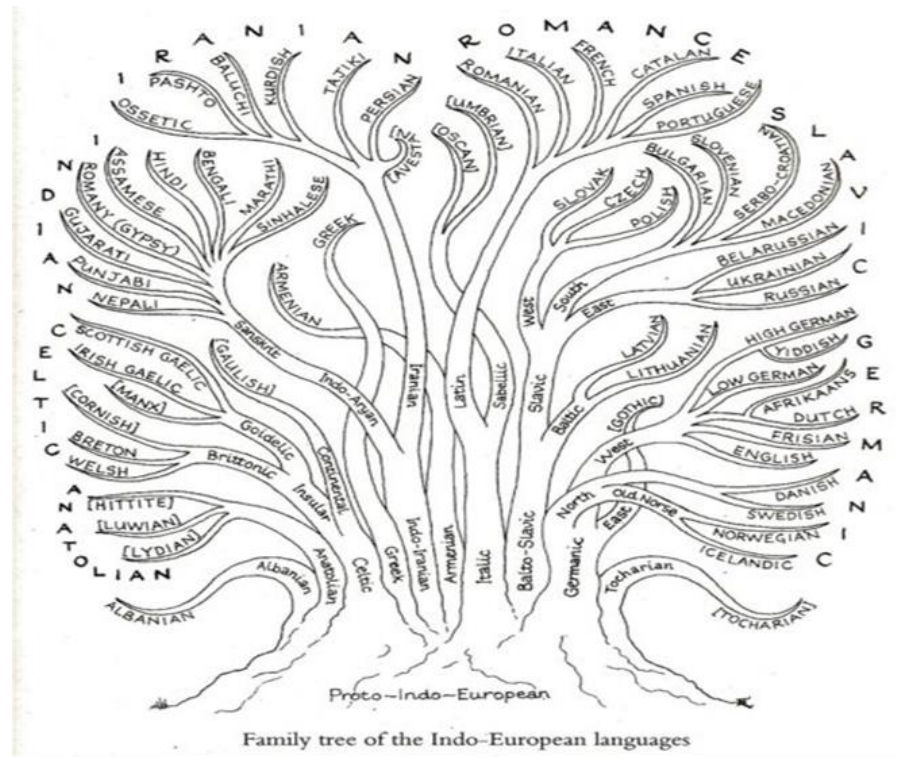
- Developed and tried out in the following subjects:
  - Latvian lang,
  - English lang,
  - Culture Study.



# Languages around us

## Worksheet 1

- Students are informed about Language Family Tree.
- Study where own family languages, language of schooling, the first languages of neighbors and relatives belongs to.
- Color the branch till the root.
- Calculate the branches.



# Languages around us

## Worksheet 2

- Investigate the content of their kitchen cupboards and shop shelves, looking for names of different products in the given foreign languages.
- Fill in the table about products:

LATVIAN	LITHUANIAN	ESTONIAN	RUSSIAN	ENGLISH
Piens				
Cukurs				
Sviests				
Ola				
Tēja				
Biezpiens				
Gala				
.....				

# Languages around us

## Worksheet 2

- In groups design the new, improved package for a product mentioned in the table.

## Worksheet 3

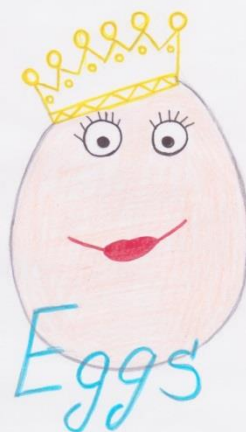
- Write a paragraph on “Languages in my daily life”:





Kiaušiniai

Mūsu etiķetē ir uzminēta vieta, kurā mēs dzīvojam, jo viņa ir oļu ražotāja. Vieta ir izvēlēta Latvijas kartē, kurā mēs dzīvojam. Mēs uzminējam jaunu vietu, lai to pieņemtu cilvēki un mēs.



Mēs izvēlējāmies dzīvot šeit, jo šeit ir labākais  
mūsu dzīvē. Tāpēc es izvēlējos šo vietu, kurā  
gribu dzīvot. Šeit ir labākais, jo šeit ir  
pasaule. Šeit ir labākais, jo šeit ir  
dādas olas, kuras rada karaliskos mūsdienu karaliskos  
mūsdienu pilsētās, kurās cilvēki dzīvo.



Mūsu izveidotā etiķete ir šāda, jo tā ir izveidota  
izņemot karoga mākslu. Etiķete ir jauna norāde, lai  
pasaule cilvēki izņemtu. Tāpēc šādu etiķeti  
cilvēki uzņem. Daudzi cilvēki uzņem vēlētus  
izveidotus šādi šīs mākslas olas.

# Languages around us

- Pupils' evaluations of the teaching material:**

I would like to know more about...

	Strongly agree	Agree	I don't know	Disagree	Strongly disagree
- the languages I speak.	<b>15%</b>	<b>62%</b>	15%	8%	0%
- the Icelandic language (=lang. of schooling).	<b>15%</b>	<b>54%</b>	15%	15%	0%
- the languages/dialects the pupils in my class know.	<b>8%</b>	<b>46%</b>	23%	15%	8%
- the languages in my neighbourhood.	<b>23%</b>	<b>38%</b>	23%	8%	8%
- the languages in the world.	<b>23%</b>	<b>46%</b>	31%	0%	0%
- cultures and other countries.	<b>15%</b>	<b>46%</b>	31%	0%	8%



# Languages around us

- Knowledge, attitudes and skills developed by the material.





# Languages around us

## Knowledge (based on 10 main FREPA descriptors)

- Has knowledge about the sociolinguistic diversity of one's own environment (K 2.5.1).
- Knows about the role played by different languages in one's own environment (e.g. common language of the country and the school, language of the family, etc.) (K 2.5.2).
- Knows that languages are linked between themselves by so-called "kinship" relationships; knows that languages belong to families (K 4.1).
- Knows about some families of languages and of some languages which make up these families (K 4.1.1).
- Knows that there are many different kinds of script (K 5.3).

# Languages around us

## **Attitudes** (based on 10 main FREPA descriptors)

- Considering or apprehending linguistic or cultural phenomena as an object of observation or reflection (A 1.1.2).
- Attention to (or paying attention to) the formal aspects of language in general, particular languages or cultures (A 1.1.3).



# Languages around us

## **Skills** (based on 10 main FREPA descriptors)

- Can resort to observing different languages or cultures simultaneously in order to formulate hypotheses for analysing phenomena in a particular language or culture (S 1.1.4).
- Can identify (or recognise) written forms (S 2.2).

# Punctuation in Language and Nature

## Worksheet 1: Work in pairs

- Students matched the pictures with the correct name of the punctuation mark using Internet or dictionaries. The punctuation marks were in Danish, English, Estonian, Latvian, Lithuanian, Polish and Russian.





# Punctuation in Language and Nature

## Worksheet 2

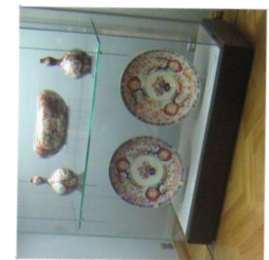
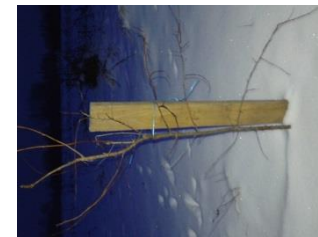
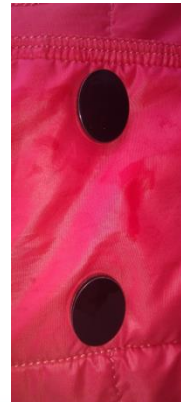
- Wrote definition of the punctuation marks.



## Worksheet 3

- As a homework students in pairs made photos of the punctuation marks they found in architecture, nature etc.
- Made a presentation about the punctuation marks using own photos.

# Punctuation in Language and Nature





# Punctuation in Language and Nature

## Worksheet 4: Individual work

- Wrote a fairy tale with the following title “Travelling of the .....  
(*choose the punctuation mark*) to .... (*choose the country*)” using full stops, dots of ellipsis, commas etc.

## Worksheet 5: Work in pairs

- Translated punctuation marks were compared with their state language (sounds similar/ different), did conclusions.

## Worksheet 6: Individual work

- Did self-evaluation of the offered activities.

# Punctuation in Language and Nature

- Pupils' evaluations of the teaching material**

I would like to know more about...

	Strongly agree	Agree	I don't know	Disagree	Strongly disagree
- the languages I speak.	<b>10%</b>	<b>75%</b>	15%	0%	0%
- the Icelandic language (=lang. of schooling).	<b>20%</b>	<b>50%</b>	15%	15%	0%
- the languages/dialects the pupils in my class know.	<b>15%</b>	<b>30%</b>	<b>40%</b>	10%	5%
- the languages in my neighbourhood.	0%	<b>40%</b>	<b>40%</b>	15%	5%
- the languages in the world.	<b>35%</b>	<b>45%</b>	15%	5%	0%
- cultures and other countries.	<b>35%</b>	<b>50%</b>	10%	5%	0%



# Punctuation in Language and Nature

- Knowledge, attitudes and skills developed by the material



# Punctuation in Language and Nature

## **Knowledge** (based on 10 main FREPA descriptors)

- Knows that each language has its own system (K 6.1).
- Knows that each language has its own phonetic and phonological system (K 6.5).
- Knows that systems of script may function in different ways (K 6.9).



# Punctuation in Language and Nature

## **Attitudes (based on 10 main FREPA descriptors)**

- Attention to (or paying attention to) the formal aspects of language in general, particular languages or cultures (A 1.1.3).
- Being aware of the diversity of linguistic universes (e.g. sounds, graphics, syntactic organisations, etc.) or cultural universes (e.g. table manners, traffic laws, etc.) (A 2.2.1.1).
- Considering the way languages and their different units (e.g. phonemes, words, sentences or texts) function as objects of analysis and reflection (A 9.2.1).
- Being sensitive both to differences and to similarities between different languages or cultures (A 2.4).

# Punctuation in Language and Nature

## **Skills** (based on 10 main FREPA descriptors)

- Can identify (or recognise) elementary graphic forms (e.g. letters, ideograms, punctuation marks, etc.) (S 2.2.1).
- Can establish similarity and difference between languages or cultures from observation, analysis, identification or recognition of some of their components (S 3.1.1).
- Can perceive proximity and distance between sounds (or can discriminate aurally) (S 3.2).



# Zodiac signs. Symbolism in art

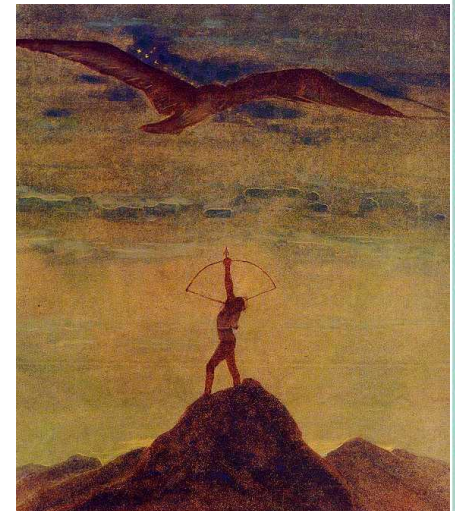
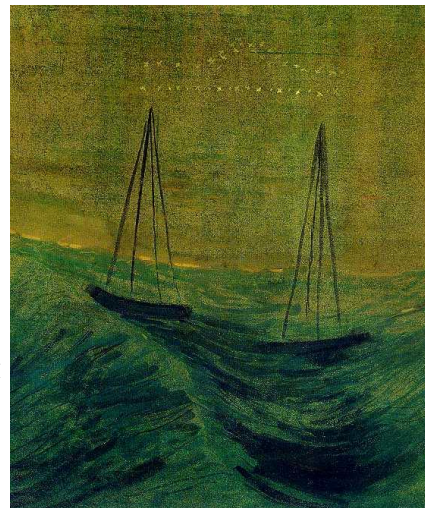
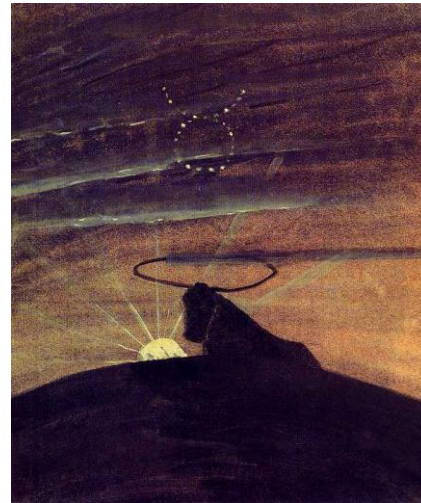
## Worksheet 1:

- Wrote the names of the Zodiac signs into different languages using the Internet, filled in the table; discussed similarities and differences with their partner.
- Wrote the name of their own Zodiac sign in native language.
- Described or drew the features and symbols of their own Zodiac sign filling in the given table.

# Zodiac signs. Symbolism in art

## Worksheet 2

- Read information about the Lithuanian writer M.K.Čurloņis (1875-1911).
- Looked at the paintings of M.K.Čurloņis about the Signs of the Zodiac.
- Analysed which symbols (colors, objects, things, nature elements) are used in description of the Zodiac sign.





# Zodiac signs. Symbolism in art

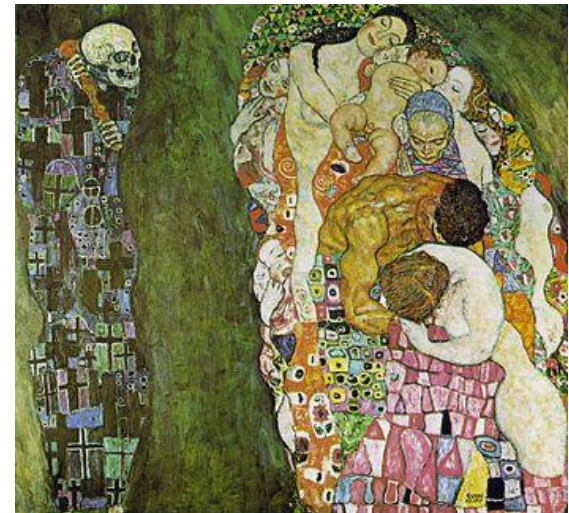
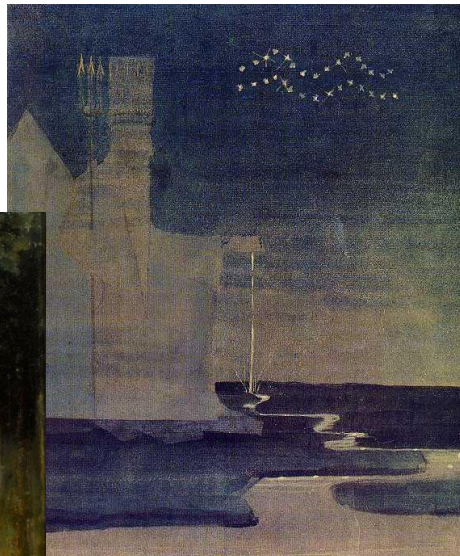
## Worksheet 3

- In groups worked with worksheets, where were mixed definitions of different zodiac signs in three languages. Descriptions were written in Latvian.

# Zodiac signs. Symbolism in art

## Worksheet 4

- Chose 3 pictures from the offered reproductions .
- Compared the paintings after the given criteria and filled in the table.

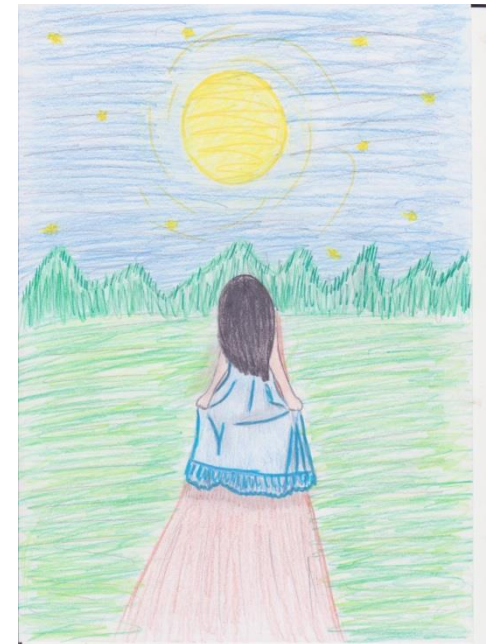
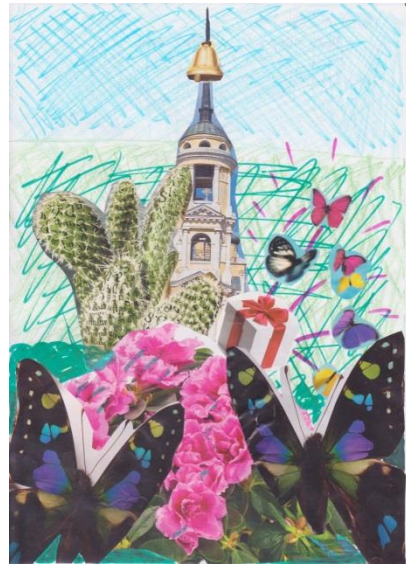




# Zodiac signs. Symbolism in art

## Worksheet 5

- Read 3 poems of symbolist poets (both in original and the translation).
- Chose one poem and visualized it.



# Zodiac signs. Symbolism in art

## • Pupils' evaluations of the teaching material

I would like to know more about...

	Strongly agree	Agree	I don't know	Disagree	Strongly disagree
- the languages I speak.	<b>20%</b>	<b>60%</b>	0%	20%	0%
- the Icelandic language (=lang. of schooling).	13%	33%	<b>47%</b>	7%	0%
- the languages/dialects the pupils in my class know.	<b>7%</b>	<b>40%</b>	27%	20%	6%
- the languages in my neighbourhood.	<b>20%</b>	<b>27%</b>	33%	13%	7%
- the languages in the world.	<b>7%</b>	<b>60%</b>	20%	13%	0%
- cultures and other countries.	<b>33%</b>	<b>20%</b>	33%	13%	0%



# Zodiac signs. Symbolism in art

- Knowledge, attitudes and skills developed by the material



# Zodiac signs. Symbolism in art

## **Knowledge** (based on 10 main FREPA descriptors)

- Knows that apart from linguistic communication, there are other forms of communication (or, that linguistic communication is but one of the possible forms communication can take) (K 3.1).
- Knows that each language has its own, partly specific, way of perceiving or organising reality (K 6.2).



# Zodiac signs. Symbolism in art

## **Attitudes** (based on 10 main FREPA descriptors)

- Attention to language (to semiotic manifestations), to cultures or to persons in general (A 1.1).
- Sensitivity towards one's own language or culture and other languages or cultures (A 2.1).
- Openness towards the unfamiliar (linguistic or cultural) (A 5.3.3).
- Motivation for the observation and analysis of more or less unfamiliar linguistic or cultural phenomena (A 7.5.1).
- Considering the way cultures and their domains (e.g. institutions, rituals or uses) function as objects of analysis and reflection (A 9.2.2).

# Zodiac signs. Symbolism in art

## **Skills (based on 10 main FREPA descriptors)**

- Can identify (or recognise) written forms (S 2.2).
- Can make use of linguistic evidence to identify (or recognise) words of different origin (S 2.3).
- Can relate documents or events from another culture to documents or events in one's own culture (S 3.10.5).



**Thank you!**

**Aitäh!**

**Paldies!**

**Tak!**

**Vielen Dank!**

**Kiitos!**

**Tack!**

**Ačiū!**

**Þakka þér!**