

# RML2future

Network for multilingualism and  
linguistic diversity

It's never too late ...  
monolingualism is easy to cure!

Es ist nie zu spät ...  
Einsprachigkeit ist heilbar!

## DOKUMENTATION

SPRACHPLANUNG:  
Workshop / Training

[www.rml2future.eu](http://www.rml2future.eu)

Impressum:

RML2future – Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa  
unter Leitung der Föderalistischen Union Europäischer Volksgruppen (FUEV)

[www.language-diversity.eu](http://www.language-diversity.eu), [www.rml2future.eu](http://www.rml2future.eu)

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in Zusammenarbeit mit



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[www.dglive.be](http://www.dglive.be)



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Network for multilingualism and linguistic diversity in Europe  
Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

## **TRAINING / WORKSHOP (Deutsch, Englisch, Regional- und Minderheitensprachen)**

Trainingsprogramm Erwachsene

Trainingsprogramm Kinder

Programme course adults

Programme workshop pupils

Programma workshop folwoeksenen

Programma workshop learlingen

Theoretische Grundlagen

Fakten zur Mehrsprachigkeit

PowerPoints Erwachsene

PowerPoints Kinder



[www.fuen.org](http://www.fuen.org)



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[www.dglive.be](http://www.dglive.be)



[www.hojoster.dk](http://www.hojoster.dk)



[www.nsk.at](http://www.nsk.at)



[www.yeni.org](http://www.yeni.org)

The network is supported by the European Commission and the Autonomous Region Trentino-South Tyrol.  
Gefördert wird das Netzwerk durch Mittel der Europäischen Kommission und der Autonomen Region Trentino-Südtirol.



## Network for multilingualism and linguistic diversity in Europe Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

### Programme course adults

#### *Main aim of this course*

Nowadays, we are living in a multicultural and multilingual society. Everywhere around us, you can hear at least the mother tongue, national language and English. This workshop is a tool to make people aware of the different languages in Europe. We designed a digital toolbox with all the materials you need for a one hour workshop about multilingualism.

#### *Duration*

45-60 minutes

#### *Organisation*

<b>Before</b>	Preparing the material: <ul style="list-style-type: none"> <li>• RML2future medals for all pupils</li> <li>• Switching on the computer for the podcast</li> <li>• Language map of Europe</li> <li>• RML2future quiz and answers on the computer</li> </ul>
<b>During</b>	Explaining the programme of the course to the people. Dividing the material. Opening the podcast.
<b>After</b>	Tidying up. Evaluation.

Phase	Time	Course description
<b>Introduction</b>	10 min.	<p>A. <i>Introduction game with medals.</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Making people realize how many languages they are able to speak: one, two or more than three languages? To show the diversity and amount of languages in the room.</li> <li>• <u>Method:</u> Giving the medals to the people. While you are dividing the medals, you ask them how many languages they speak. Depending on the answer they can get either a medal with a 1, a 2 or a 3+. Afterwards counting all the languages they can speak.</li> <li>• <u>Material:</u> RML2future medals.</li> </ul>

	30 min.	<p><i>B. Theory about multilingualism.</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Making the people realize that there are a lot of languages being spoken in the world. Make people aware of the benefits of multilingualism.</li> <li>• <u>Method:</u> Show a map of the world to the people. Ask them how many languages they think that are being spoken in the world. Show the language map of Europe and show them minority areas. Ask people what they think the benefits and disadvantages of multilingualism are. After discussing the benefits and disadvantages you can give them some facts about the benefits of multilingualism.</li> <li>• <u>Material:</u> Language map of Europe.</li> </ul> <p><i>C. Game with stickers</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Finding out about minority and majority languages. Can they find the language with the right sticker?</li> <li>• <u>Method:</u> The people can work individually, in pairs or in groups. The people get a couple of stickers, explain them that these stickers all have the same text on it, but all in different minority and majority languages. They have to find the right language with the right sticker.</li> <li>• <u>Material:</u> RML2future stickers in different languages with the text: 'It's never too late...monolingualism is easy to cure'</li> </ul> <p><i>D. Watching the podcast</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Watching the podcast to listen to different majority and minority languages to make them aware of all the languages.</li> <li>• <u>Method:</u> The people watch the podcast.</li> <li>• <u>Material:</u> Podcast 1 RML2future, <a href="http://www.youtube.com/results?search_query=Rml2future&amp;og=Rml2future&amp;aq=f&amp;aqi=&amp;aql=&amp;gs_sm=3&amp;gs_upl=886l1406l0l1990l6l6l0l0l0l0l107l484l4.2l6l0">http://www.youtube.com/results?search_query=Rml2future&amp;og=Rml2future&amp;aq=f&amp;aqi=&amp;aql=&amp;gs_sm=3&amp;gs_upl=886l1406l0l1990l6l6l0l0l0l0l107l484l4.2l6l0</a></li> </ul>
<b>Closing</b>	10 min.	<p><i>E. Quiz and answers</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> A game to guess some questions about languages and to find out what people have learned from this workshop.</li> <li>• <u>Method:</u> The questions can be answered individually. Afterwards the answers can be discussed with the group.</li> <li>• <u>Material:</u> RML2future quiz and answers.</li> </ul>

Extra:

*F. Extra language facts and theory*

- Aim: Inform the people more about language facts and give some extra background information on multilingualism.
- Method: You can talk the people through the facts, using the powerpoint facts.
- Material: RML2future sheet 'Info-fakten' (German, English or Frisian)

## RML2future quiz answers

- 1) How many languages are being spoken in the world?
  - a. between 3000-4000
  - b. between 4000-5000
  - c. between 5000-6000
  - d. **between 6000-7000**
- 2) What language is this? Dydy byth yn rhy hwyr ... mae gwellhad rhag unieithrwydd!
  - a. Turkish
  - b. English
  - c. **Welsh**
  - d. Breton
- 3) How many languages are estimated to be indigenous to Europe?
  - a. <100
  - b. 100-200
  - c. **200-300**
  - d. 300-400
- 4) What part of the world's population is bilingual or plurilingual (i.e. they speak two or more languages?)
  - a. at least one fifth of the population
  - b. at least a quarter of the population
  - c. at least two third of the population
  - d. **at least half of the population**
- 5) Which is considered to be the oldest of the languages still spoken in Europe?
  - a. **Basque**
  - b. Icelandic
  - c. Greek
  - d. Galician
- 6) What language is this? Et as uler tu lääs - et snååken foon mån ån ånkelten språke as en krunkhäid, wat hiild wårde koon!
  - a. West-Frisian
  - b. **North-Frisian**
  - c. Sater-Frisian
  - d. East-Frisian
- 7) The European Union has:
  - a. 17 official languages
  - b. 21 official languages
  - c. **23 official languages**
  - d. 26 official languages
- 8) Which of the following languages belong to the group of Celtic languages?
  - a. English
  - b. **Breton**
  - c. **Welsh**
  - d. Basque
- 9) What language is this? Igl ei mai memia tard... monolinguitad ei curabla!

- a. **Rhaeto-Romance**
- b. Ladin
- c. Italian
- d. Latin

10) Which of the following languages are considered to be Romance languages?

- a. Luxembourgish
- b. **Romanian**
- c. **Catalan**
- d. **Sardinian**

11) Which language family does Estonian belong to?

- a. **Finno-Ugric**
- b. Semitic
- c. Germanic
- d. Celtic

12) What language is this?

Mai és massa tard el monolingüisme es pot curar!

- a. Basque
- b. Spanish
- c. Slovenian
- d. **Catalan**

13) Which language family does Rromani (a Roma language) belong to?

- a. **Indo-Aryan**
- b. Semitic
- c. Turkic language
- d. Caucasian language

14) In which country is the language Cymraeg spoken?

- a. Ireland
- b. Scotland
- c. **Wales**
- d. The Faroe Islands

15) The European Union has:

- a. less than 30 indigenous regional minority language communities
- b. approximately 40 indigenous regional minority language communities
- c. approximately 50 indigenous regional minority language communities
- d. **more than 60 indigenous regional or minority language communities**

16) Which of the following languages belong to the group of Germanic languages?

- a. **Yiddish**
- b. Slovenian
- c. **Icelandic**
- d. Polish

17) What language is this? Nigdë nie za pózno ... znajomosc leno jednégò jãzëka je prostô do zwalozeniégò!

- a. Polish
- b. **Kashubian**
- c. Sorbian
- d. German

**Bonus point:**

Translate the slogan of questions: 2, 6, 9, 12, 17 into English/German and into your mother tongue!



## Network for multilingualism and linguistic diversity in Europe Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

### Programme workshop pupils

#### *Main aim of this course*

Nowadays, young people are growing up in a multicultural and multilingual society. Everywhere around us, you can hear at least the mother tongue, national language and English. This workshop is a tool to make young people aware of the different languages in Europe. We designed a digital toolbox with all the materials you need for a one hour workshop about multilingualism.

#### *Duration*

45-60 minutes

#### *Organisation*

<b>Before</b>	Preparing the material ready: <ul style="list-style-type: none"> <li>• RML2future medals for all pupils</li> <li>• Copies of EURAC method, page 1 for all pupils</li> <li>• Switching on the computer for the podcast.</li> <li>• Language map of Europe</li> <li>• Language tree</li> <li>• RML2future quiz and answers on the computer</li> </ul>
<b>During</b>	Explaining the programme of the course to the pupils. Dividing the material. Opening the podcast.
<b>After</b>	Tidying up. Evaluation.

Phase	Time	Course description
<b>Introduction</b>	10 min.	A. <i>Introduction game with medals.</i> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Making the pupils realize how many languages they are able to speak: one, two or more than three languages? To show the diversity and amount of languages in the room.</li> <li>• <u>Method:</u> Giving the medals to the pupils. While you are dividing the medals, you ask them how many languages they speak. Depending on the answer they can get either a medal with a 1, a 2 or a 3+. Afterwards counting all the languages they can speak.</li> <li>• <u>Material:</u> RML2future medals.</li> </ul>

	30 min.	<p><i>B. How many languages are being spoken in the group? Which languages do they, their family and their friends speak?</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Making them realize that a lot of different languages are being spoken in their environment. With the use of the material they will have to write which languages are being spoken, which makes them think deeper about it.</li> <li>• <u>Method:</u> Ask the pupils which language(s) they are able to speak. Explain about the term mother tongue. What is their mother tongue? Which other language(s) in their environment do they know? Give each pupil a copy of 'Meine Sprachen' and let them write down which language(s) their family and friends speak.</li> <li>• <u>Material:</u> Page 1 of EURAC: Meine Sprachen.</li> </ul> <p><i>C. Listening to a podcast and guessing the languages.</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> A game to listen to different majority and minority languages to make them aware of the amount of small and large languages.</li> <li>• <u>Method:</u> The pupils listen to the podcast and have to guess the languages. If it's too hard to guess the language, you can give three options where they can choose from.</li> <li>• <u>Material:</u> Podcast 1 RML2future, <a href="http://www.youtube.com/results?search_query=Rml2future&amp;og=Rml2future&amp;aq=f&amp;aqi=&amp;aql=&amp;gs_sm=3&amp;gs_upl=88611406101990161610101010107148414.21610">http://www.youtube.com/results?search_query=Rml2future&amp;og=Rml2future&amp;aq=f&amp;aqi=&amp;aql=&amp;gs_sm=3&amp;gs_upl=88611406101990161610101010107148414.21610</a></li> </ul> <p><i>D. How many languages are being spoken in the world? Explanation difference majority and minority language(s.)</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Making the children realize that there are a lot of languages being spoken in the world. As well that they learn more about the existence of minority languages and where they are being spoken.</li> <li>• <u>Method:</u> Show a map of the world to the pupils. Ask them how many languages they think that are being spoken in the world. Tell them that there is a difference between large and small languages. To make it more interesting and the subject less big, you can show the pupils the language map of Europe. Ask them which languages they already know, show them some minority language areas and tell them some facts about these areas.</li> <li>• <u>Material:</u> Language map of Europe.</li> </ul>
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<b>Closing</b>	10 min.	<p><i>E. Quiz and answers</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> A game to guess some questions about languages and to find out what the pupils have learned from this course.</li> <li>• <u>Method :</u> Depending on the age/level of the pupils, decide if you either let the pupils choose out of two answers. In case you choose for this option: let the pupils stand up if they think the answer is correct and let them sit down if the answer is incorrect. You can also decide to let them choose out of the four multiple choice answers. In this case the battle can be played individually or, an easier option, to let them play in pairs or groups. To motivate the pupils more, you can organize a prize for the winner(s).</li> <li>• <u>Material:</u> RML2future quiz and answers.</li> </ul>
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Extra:

- *Game with stickers:*  
Aim: Finding out about language families in Europe by having a look at the RML2future stickers. Which languages look like each other?  
Method: The pupils can work in pairs or in groups. The pupils get a couple of stickers, explain them that these stickers all have the same text on it, but all in different minority and majority languages. They have to put all languages that look like each other together. After this task, explain them more about the language families in Europe (see background information).  
Material: RML2future stickers in different languages with the text: 'It's never too late...monolingualism is easy to cure'

## RML2future quiz answers

- 1) How many languages are being spoken in the world?
  - a. between 3000-4000
  - b. between 4000-5000
  - c. between 5000-6000
  - d. **between 6000-7000**
- 2) What language is this? Dydy byth yn rhy hwyr ... mae gwellhad rhag unieithrwydd!
  - a. Turkish
  - b. English
  - c. **Welsh**
  - d. Breton
- 3) What part of the world's population is bilingual or plurilingual (i.e. they speak two or more languages?)
  - a. at least one fifth of the population
  - b. at least a quarter of the population
  - c. at least two third of the population
  - d. **at least half of the population**
- 4) Which is considered to be the oldest of the languages still spoken in Europe?
  - a. **Basque**
  - b. Icelandic
  - c. Greek
  - d. Galician
- 5) What language is this? Et as uler tu lääś - et snååken foon mǎn ǎn ǎnkelten språke as en krunkhǎid, wat hiild wårde koon!
  - a. West-Frisian
  - b. **North-Frisian**
  - c. Sater-Frisian
  - d. East-Frisian
- 6) Which of the following languages belong to the group of Celtic languages?
  - a. English
  - b. **Breton**
  - c. **Welsh**
  - d. Basque
- 7) What language is this? Igl ei mai memia tard... monolinguitad ei curabla!
  - a. **Rhaeto-Romance**
  - b. Ladin
  - c. Italian
  - d. Latin
- 8) Which of the following languages are considered to be Romance languages?
  - a. Luxembourgish
  - b. **Romanian**
  - c. **Catalan**
  - d. **Sardinian**
- 9) What language is this?  
Mai és massa tard el monolingüisme es pot curar!

- a. Basque
- b. Spanish
- c. Slovenian
- d. **Catalan**

10) In which country is the language Cymraeg spoken?

- a. Ireland
- b. Scotland
- c. **Wales**
- d. The Faroe Islands

11) Which of the following languages belong to the group of Germanic languages?

- a. **Yiddish**
- b. Slovenian
- c. **Icelandic**
- d. Polish

12) What language is this? Nigdë nie za pózno ... znajomosc leno jednégò jãzëka je prostô do zwalozeniégò!

- a. Polish
- b. **Kashubian**
- c. Sorbian
- d. German

## Network for multilingualism and linguistic diversity in Europe Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

### Programma workshop folwoeksenen

#### *Doel fan dizze workshop:*

Hjoeddedei wenje wy yn in multikulturele en meartalige maatskippij. Oeral rûn ús hearre wy teminsten ús memmetaal, de nasjonale taal en Ingelsk. Om minsken bewust te meitsjen fan dit ferskaat oan talen, kin dizze workshop jûn wurde. Wy hawwe in digitale materialeboks makke mei alle materialen dy't jo nedich hawwe foar in oere duorjende workshop oer meartaligens.

#### *Tiid:*

45-60 minuten

#### *Organisaasje*

<b>Foar</b>	It materiaal klearsette: <ul style="list-style-type: none"> <li>• RML2future medaljes foar elkenien</li> <li>• Podcast op de kompjûter klearsette</li> <li>• Talekaart fan Europa</li> <li>• RML2future kwis en antwurd op de kompjûter</li> </ul>
<b>Ünder</b>	It programma beprate. It materiaal útdiele. De podcast iepenje.
<b>Nei</b>	Opromje. Evaluaasje.

Fase	Tiid	Beskriuwing programma
<b>Yntroduksje</b>	10 min.	<p><i>A. Yntroduksjespul mei medaljes.</i></p> <ul style="list-style-type: none"> <li>• <u>Doel</u>: De minsken bewust meitsje hoefolle talen sy sels prate kinne: ien, twa of mear as trije talen?</li> <li>• <u>Metoade</u>: Jou de medaljes oan de minsken. By it útdielen fan de medaljes freegje hoefolle talen de minsken prate. Ofhinklik fan it antwurd krije de minsken in medalje mei in 1, in 2 of in 3+.</li> <li>• <u>Materiaal</u>: RML2future medaljes.</li> </ul>

<b>Kern</b>	30 min.	<p><i>B. Teory oer meartaligens</i></p> <ul style="list-style-type: none"> <li>• <u>Doel</u>: De minsken bewust meitsje dat der in soad talen praten wurde op de wrâld. De minsken bewust meitsje fan de foardielen fan meartaligens.</li> <li>• <u>Metoad</u>: Lit in kaart fan de wrâld sjen. Freegje de minsken hoefolle talen sy tinke dat der op de wrâld praten wurde. Lit de talekaart fan Europa sjen en lit harren de minderheistaalgebieten sjen. Freegje de minsken hokker foar- en neidielen meartaligens neffens harren hat. Nei de diskusje oer de foar- en neidielen kinne der in pear feiten oer de foardielen fan meartaligens bepraten wurde.</li> <li>• <u>Materiaal</u>: Talekaart fan Europa.</li> </ul> <p><i>C. Spul mei stickers</i></p> <ul style="list-style-type: none"> <li>• <u>Doel</u>: Mear leare oer grutte en lytse (minderheids-)talen. Kinne de minsken de goeie taal by de goeie sticker fine?</li> <li>• <u>Metoad</u>: De minsken kinne yndividueel, yn pearen of yn groepkes wurkje. Elkenien krijt in pear stickers, lis út dat op alle stickers deselde tekst stiet, mar dat it yn in ferskaat oan grutte en lytse (minderheids-)talen is. De goeie taal moat by de goeie sticker socht wurde. Nei it útsykjen kin de poster brûkt wurde om de goeie talen sjen te litten.</li> <li>• <u>Materiaal</u>: RML2future stickers yn ferskate talen mei de tekst: 'It is nea te let. Ientaligens is maklik te ferhelpen.' Poster mei antwurden.</li> </ul> <p><i>D. De podcast besjen</i></p> <ul style="list-style-type: none"> <li>• <u>Doel</u>: De podcast wurdt besjoen om de minsken nei de ferskate talent harkje te litten en harren bewust te meitsjen oan it ferskaat fan talen.</li> <li>• <u>Metoad</u>: De minsken de podcast sjen litte.</li> <li>• <u>Materiaal</u>: Podcast 1 RML2future, <a href="http://www.youtube.com/results?search_query=Rml2future&amp;aq=Rml2future&amp;aq=f&amp;aql=&amp;aql=&amp;gs_sm=3&amp;gs_upl=88614061019901616101010101107148414.21610">http://www.youtube.com/results?search_query=Rml2future&amp;aq=Rml2future&amp;aq=f&amp;aql=&amp;aql=&amp;gs_sm=3&amp;gs_upl=88614061019901616101010101107148414.21610</a></li> </ul>
<b>Ofsluting</b>	10 min.	<p><i>E. Kwis en antwurden</i></p> <ul style="list-style-type: none"> <li>• <u>Doel</u>: In spul om fragen oer talen te rieden en om te sjen oft de minsken wat leard hawwe fan dizze workshop.</li> <li>• <u>Metoad</u>: De fragen kinne yndividueel beantwurde wurde. Nei de kwis kinne de fragen mei elkoar bepraten wurde.</li> <li>• <u>Materiaal</u>: RML2future kwis en antwurden.</li> </ul>

Extra:

*F. Ekstra taalfaiten en teory*

- Doel: De minsken djipper ynformearje oer taalfaiten en wat mear eftergrûnynformaasje jaan oer meartaligens.
- Metoad: De powerpointpresintaasje kin brûkt wurde om de taalfaiten sjen te litten..
- Material: RML2future blêd 'Info-fakten' (yn it Dútsk of Ingelsk beskikber)

## RML2future kwisantworten

- 1) Hoefolle talen wurde der op wrâld praten?
  - a. tusken de 3000-4000
  - b. tusken de 4000-5000
  - c. tusken de 5000-6000
  - d. **tusken de 6000-7000**
- 2) Hokker taal is dit? Dydy byth yn rhy hwyr ... mae gwellhad rhag unieithrwydd!
  - a. Turks
  - b. Ingelsk
  - c. **Welsk**
  - d. Bretonsk
- 3) Hoefolle talen wurde sjoen as talen dy't by Europa hearer?
  - a. <100
  - b. 100-200
  - c. **200-300**
  - d. 300-400
- 4) Hokfoar part fan de wrâldpopulaasje is twatalich of meartalich? (dat wol size; hja prate twa of mear talen)
  - a. teminsten ien fyfde fan de populaasje
  - b. teminsten in kwart fan de populaasje
  - c. teminsten twa tredde fan de populaasje
  - d. **teminsten de helte fan de populaasje**
- 5) Hokker taal wurdt sjoen as de âldste taal dy't noch hieltyd praten wurdt yn Europa?
  - a. **Baskysk**
  - b. Iislânsk
  - c. Gryksk
  - d. Galisysk
- 6) Hokker taal is dit? Et as uler tu lääs - et snååken foon mǎn ǎn ǎnkelten språke as en krunkhäid, wat hiild wårde koon!
  - a. West-Frysk
  - b. **Noard-Frysk**
  - c. Sater-Frysk
  - d. East-Frysk
- 7) De Europeeske uny hat:
  - a. 17 offisjele talen
  - b. 21 offisjele talen
  - c. **23 offisjele talen**
  - d. 26 offisjele talen
- 8) Hokker fan de folgjende talen heart by groep fan Keltyske talen?
  - a. Ingelsk
  - b. **Bretonsk**
  - c. **Welsk**
  - d. Baskysk
- 9) Hokker taal is dit? Igl ei mai memia tard... monolinguitad ei curabla!
  - a. **Retoromaansk**



- b. Ladinysk
- c. Italiaansk
- d. Latyn

10) Hokker fan de folgjende talen wurde sjoen as Romaanske talen?

- a. Lúksemburchsk
- b. Roemeensk**
- c. Katalaansk**
- d. Sardynsk**

11) By hokker taalfamylje heart it Ests?

- a. Fin-Ugrysk**
- b. Semitysk
- c. Germaansk
- d. Keltysk

12) Hokker taal is dit?

Mai és massa tard el monolingüisme es pot curar!

- a. Baskysk
- b. Spaansk
- c. Sloveensk
- d. Katalaansk**

13) By hokker taalfamylje heart Rromanyisk (in Roma taal)?

- a. Indo-Aryaansk**
- b. Semitysk
- c. Turks
- d. Caucasiaanke taal

14) Yn hokker lân wurdt de taal Cymraeg praten?

- a. Ierlân
- b. Skotlân
- c. Wales**
- d. De Faroe Eilannen

15) De Europeeske Uny hat:

- a. minder as 30 ynheemske regionale of minderheidstaal mienskippen
- b. likernôch 40 ynheemske regionale of minderheidstaal mienskippen
- c. likernôch 50 ynheemske regionale of minderheidstaal mienskippen
- d. mear as 60 ynheemske regionale of minderheidstaal mienskippen**

16) Hokker fan de folgjende talen hearre by de groep fan Germaanske talen?

- a. Jiddysk**
- b. Sloveensk
- c. Iislânsk**
- d. Poalsk

17) Hokker taal is dit? Nigdë nie za pózno ... znajomosc leno jednégó jǎzěka je prostô do zwalozeniégò!

- a. Poalsk
- b. Kasjûbysk**
- c. Sorbysk
- d. Dútsk

## Network for multilingualism and linguistic diversity in Europe Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

### Programma workshop learlingen

#### *Doel fan dizze workshop*

Hjoeddedei groeit de jongerein op yn in multikulturele en meartalige maatskippij. Oeral rûn ús hearre wy teminsten ús memmetaal, de nasjonale taal en Ingelsk. Om jonge minsken bewust te meitsjen fan dit ferskaat oan talen, kin dizze workshop jûn wurde. Wy hawwe in digitale materialeboks makke mei alle materialen dy't jo nedich hawwe foar in oere duorjende workshop oer meartaligens.

#### *Tiid*

45-60 minuten

#### *Organisaasje*

<b>Foar</b>	It materiaal klearsette: <ul style="list-style-type: none"> <li>• RML2future medaljes foar alle learlingen</li> <li>• Kopys fan de EURAC metoade, side 1 foar alle learlingen</li> <li>• Podcast op de kompjûter klearsette</li> <li>• Talekaart fan Europa</li> <li>• RML2future kwis en antwurd op de kompjûter</li> </ul>
<b>Under</b>	It programma beprate. It materiaal útdiele. De podcast iepenje.
<b>Nei</b>	Opromje. Evaluaasje.

Fase	Tiid	Beskriuwing programma
<b>Yntroduksje</b>	10 min.	<p><i>A. Yntroduksjespul mei medaljes.</i></p> <ul style="list-style-type: none"> <li>• <u>Doel</u>: De learlingen bewust meitsje hoefolle talen sy sels prate kinne: ien, twa of mear as trije talen?</li> <li>• <u>Metoade</u>: Jou de medaljes oan de learlingen. By it útdielen fan de medaljes freegje hoefolle talen de learlingen prate. Ofhinklik fan it antwurd krije de minsken in medalje mei in 1, in 2 of in 3+.</li> <li>• <u>Materiaal</u>: RML2future medaljes.</li> </ul>

Kern	30 min.	<p><i>B. Hoefolle talen wurde der yn 'e groep praten? Hokker talen prate de learlingen, harren famylje en freonen?</i></p> <ul style="list-style-type: none"> <li>• <u>Doel</u>: De learlingen bewust meitsje dat der in soad ferskate talen praten wurde yn harren omjouwing. Mei it brûken fan it wurkblêd moatte se noch djipper neitinke en opskriuwe hokker talen der eins praten wurde.</li> <li>• <u>Metoad</u>: Freegje de learlingen hokker taal/talen sy prate kinne. Lis út wat de term memmetaal betsjut. Wat is harren memmetaal? Hokker oare taal/talen út harren omjouwing kenne se? Jou elke learling in kopy fan 'Meine Sprachen'. De learlingen moatte opskriuwe hokker taal/talen harren famylje en freonen prate.</li> <li>• <u>Materiaal</u>: Side 1 fan EURAC: Meine Sprachen.</li> </ul> <p><i>C. Nei in podcast harkje en de talen riede.</i></p> <ul style="list-style-type: none"> <li>• <u>Doel</u>: In spul om nei de ferskate talen te harkjen en om de learlingen bewust te meitsjen fan it ferskaat oan grutte en lytse talen.</li> <li>• <u>Metoad</u>: De learlingen harkje nei de podcast en moatte de talen riede. As it te dreech is om de taal te rieden, kinne der trije opsjes jûn wurde dêr't de learlingen út kieze kinne.</li> <li>• <u>Materiaal</u>: Podcast 1 RML2future, <a href="http://www.youtube.com/results?search_query=Rml2future&amp;og=Rml2future&amp;aq=f&amp;aqi=&amp;aql=&amp;gs_sm=3&amp;gs_upl=8861140610119901616101010101107148414.21610">http://www.youtube.com/results?search_query=Rml2future&amp;og=Rml2future&amp;aq=f&amp;aqi=&amp;aql=&amp;gs_sm=3&amp;gs_upl=8861140610119901616101010101107148414.21610</a></li> </ul> <p><i>D. Hoefolle talen wurde der op 'e wrâld praten? Utlis grutte talen en minderheidstalen.</i></p> <ul style="list-style-type: none"> <li>• <u>Doel</u>: De learlingen bewust meitsje dat der in soad talen praten wurde op 'e wrâld. Ek leare de learlingen mear oer it bestean fan minderheidstalen en wêr't dy praten wurde.</li> <li>• <u>Metoad</u>: Lit in kaart fan de wrâld sjen. Freegje de learlingen hoefolle talen sy tinke dat der op 'e wrâld praten wurde. Lis út dat der in ferskil is tusken grutte en lytse talen. Om it ûnderwerp ynterressanter en minder grut te meitsjen, kin de talekaart fan Europa sjen litten wurde. Freegje de learlingen hokker talen se al kenne. Lit harren in pear minderheidstaalgebieten sjen en fertel se in pear taalfakten oere dizze gebieten.</li> <li>• <u>Materiaal</u>: Talekaart fan Europa.</li> </ul>
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<b>Ofsluting</b>	10 min.	<p><i>E. Kwis en antwurden</i></p> <ul style="list-style-type: none"> <li>• <u>Doel</u>: In spul om fragen oer talen te rieden en om te sjen oft de learlingen wat leard hawwe fan dizze workshop.</li> <li>• <u>Metoaden</u>: Ofhinklik fan de leeftyd en it nivo fan de bern kin der besletten wurde om de learlingen út twa antwurdmooglikheden kieze te litten. As foar dizze opsje keazen wurdt: lit de learlingen oerein komme as sy dat tinke dat it antwurd kloppet en lit se sitten bliuwe as it antwurd ferkeard is. Der kin ek foar keazen wurde om de learlingen út alle fjouwer antwurdmooglikheden kieze te litten. As hjir foar keazen wurdt: it spul kin yndividueel, yn pearen of yn groepkes spile wurde. Om de learlingen te motivearjen kin der foar keazen wurde om te spyljen foar in pryske.</li> <li>• <u>Materiaal</u>: RML2future kwis en antwurden</li> </ul>
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Ekstra:

- *Game with stickers*:  
Doel: Mear leare oer taalfamylje yn Europa mei it gebrûk fan de RML2future stickers. Hokker talen lykje op elkoar?
- Metoaden: De learlingen kinne yndividueel, yn pearen of yn groepkes wurkje. Elkenien krijt in pear stickers, lis út dat op alle stickers deselde tekst stiet, mar dat it yn in ferskaat oan grutte en lytse (minderheids-)talen is. De talen dy't op elkoar lykje moatte by elkoar socht wurde. Nei dizze taak, kin der mear útlis jûn wurde oer taalfamyljes yn Europe (sjoch eftergrûnynformaasje).
- Materiaal: RML2future stickers yn ferskate talen mei de tekst: 'It is nea te let. Ientaligens is maklik te ferhelpen.' Poster mei antwurden.

## Antwurden kwis

- 1) Hoefolle talen wurde der op 'e wrâld praten?
  - a. tusken 3000-4000
  - b. tusken 4000-5000
  - c. tusken 5000-6000
  - d. **tusken 6000-7000**
- 2) Hokker taal is dit? Dydy byth yn rhy hwyr ... mae gwellhad rhag unieithrwydd!
  - a. Turksk
  - b. Ingelsk
  - c. **Welsk**
  - d. Bretonsk
- 3) Hokker diel fan de wrâldpopulaasje is twatalich of meartalich (sy kinne twa of mear talen prate?)
  - a. teminsten in fyfde fan de populaasje
  - b. teminsten in fearn fan de populaasje
  - c. teminsten twa tredde fan de populaasje
  - d. **teminsten de helte fan de populaasje**
- 4) Hokker taal wurdt sjoen as de âldste taal dy't noch hieltyd praten wurdt yn Europa?
  - a. **Baskysk**
  - b. Iislânsk
  - c. Gryksk
  - d. Galisysk
- 5) Hokker taal is dit? Et as uler tu läǟs - et snååken foon mǎn ǎn ǎnkelten språke as en krunkhåid, wat hiild wårde koon!
  - a. West-Frysk
  - b. **Noard-Frysk**
  - c. Sater-Frysk
  - d. East-Frysk
- 6) Hokker fan de folgjende talen heart by groep fan Keltyske talen?
  - a. Ingelsk
  - b. **Bretonsk**
  - c. **Welsk**
  - d. Baskysk
- 7) Hokker taal is dit? Igl ei mai memia tard... monolinguitad ei curabla!
  - a. **Retoromaansk**
  - b. Ladinysk
  - c. Italiaansk
  - d. Latyn
- 8) Hokker fan de folgjende talen wurde sjoen as Romaanske talen?
  - a. Lúksemburchsk
  - b. **Roemeensk**
  - c. **Katalaansk**
  - d. **Sardinysk**
- 9) Hokker taal is dit? Mai és massa tard el monolingüisme es pot curar!
  - a. Baskysk

- b. Spaansk
- c. Sloveensk
- d. Katalaansk**

10) Yn hokker lân wurdt de taal Cymraeg praten?

- a. Ierlân
- b. Skotlân
- c. Wales**
- d. De Faroe eilannen

11) Hokker fan de folgjende talen hearre by de groep fan Germaanske talen?

- a. Jiddysk**
- b. Sloveensk
- c. Iislânsk**
- d. Poalsk

12) Hokker taal is dit? Nigdë nie za pózno ... znajomosc leno jednégó jăzëka je prostô do zwalozeniégò!

- a. Poalsk
- b. Kasjûbysk**
- c. Sorbysk
- d. Dútsk

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## Theory

The language where you grow up with, is the mother tongue. This language you learn because people around you talk to each other and to you. As a young child you hear sounds, words and sentences. In the end the child will pick up the language and will express itself in this language.

Without language offer in the environment of the child, there is no language development. There are different theories and opinions on what children are already able to do when they are born. This is questioned. There is so how the language develops in the first couple of years.

In some cases children learn two languages at the same time, for example if the mother speaks Dutch and the father speaks Frisian to the child. In this situation the child has got two mother tongues, that can both be used equally good. This is called simultaneous bilingualism. Parents do have to use the language consistently to the child, so there is a clear division between the languages.

With two languages the child has to learn two language systems. Both languages have got different sounds, words and grammar. Of course there are also similarities between the language, for example between Frisian and Dutch and Spanish and French.

A child can also learn a second language if, for example, at home the language is Frisian and at school the language is Dutch. This is called successive bilingualism. Simultaneous and successive bilingualism can both make a child perfect bilingual.

If a young child has to deal with two languages, the child will use those languages as one system. The child will use words from one language in the other language and the other way around. This is called the in-between-language. It is not a problem that this in-between-language exists, it is just necessary that a child experiments and plays with the languages. The child will figure out how both language systems work and which differences and similarities there are between the languages.

There are a couple of models for raising children bilingually:

- One Language with one parent: each person speaks one language to the child. For example the father speaks Frisian and the mother speaks Dutch to the child. Both parents do have to talk a lot to the child.
- The minority language as the home language: the family at home speaks a different language than the majority around them.
- The first sentence counts: if a conversation starts in language, the conversation has to end in the same language.
- One situation – one language: this depends on the situation, for example during the week the language is the minority language and during the weekend the majority language. Other combinations are possible.

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## Theory Cummins

### Bilingual Children's Mother Tongue: Why Is It Important for Education?

Jim Cummins, University of Toronto

[www.iteachilearn.com/cummins](http://www.iteachilearn.com/cummins)

#### What We Know About Mother Tongue Development

The research is very clear about the importance of bilingual children's mother tongue for their overall personal and educational development. More detail on the research findings summarized below can be found in Baker (2000), Cummins (2000), and Skutnabb-Kangas (2000).

- 1. Bilingualism has positive effects on children's linguistic and educational development<sup>1</sup>.** When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively. They have more practice in processing language, especially when they develop literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. More than 150 research studies conducted during the past 35 years strongly support what Goethe, the German philosopher, once said: The person who knows only one language does not truly know that language. The research suggests that bilingual children may also develop more flexibility in their thinking as a result of processing information through two different languages.
- 2. The level of development of children's mother tongue is a strong predictor of their second language development<sup>2</sup>.** Children's knowledge and skills transfer across languages from the mother tongue they have learned in the home to the school language. From the point of view of children's development of concepts and thinking skills, the two languages are interdependent. Transfer across languages can be two-way: when the mother tongue is promoted in school (e.g. in a bilingual education program), the concepts, language, and literacy skills that children are learning in the majority language can transfer to the home language. In short, both languages nurture each other when the educational environment permits children access to both languages
- 3. Mother tongue promotion in the school helps develop not only the mother tongue but also children's abilities in the majority school language<sup>3</sup>.** This finding is not surprising in view of the previous findings that (a) bilingualism confers linguistic advantages on children and (b) abilities in the two languages are significantly related or interdependent. Bilingual children perform better in school when the school effectively teaches the mother tongue and, where appropriate, develops literacy in that language. By contrast, when children are encouraged to reject their mother tongue and, consequently, its development stagnates, their personal and conceptual foundation for learning is undermined.
- 4. Spending instructional time through a minority language in the school does not hurt children's academic development in the majority school language<sup>4</sup>.** One of the most strongly established findings of educational research, conducted in many countries around the world, is that well-implemented bilingual programs can promote literacy and subject matter knowledge in a minority language without any negative effects on children's development in the



majority language. Within Europe, the Foyer program in Belgium which develops children's speaking and literacy abilities in three languages (their mother tongue, Dutch and French) in the primary school most clearly illustrates the benefits of bilingual and trilingual education (see Cummins, 2000, pp. 218-219).

5. **Children's mother tongues are fragile and easily lost in the early years of school**5. Many people marvel at how quickly bilingual children seem to "pick up" conversational skills in the majority language in the early years at school (although it takes much longer for them to catch up to native speakers in academic language skills). However, educators are often much less aware about how quickly children can lose their ability to use their mother tongues, even in the home context. The extent and rapidity of language loss will vary according to the concentration of families from a particular linguistic group in the school and neighborhood. Where the mother tongue is used extensively in the community outside the school, then language loss among young children will be less. However, where language communities are not concentrated or "ghettoized" in particular neighborhoods, children can lose their ability to communicate in their mother tongue within 2-3 years of starting school. They may retain receptive (understanding) skills in the language but they will use the majority language in speaking with their peers and siblings and in responding to their parents.

To reduce the extent of language loss, parents should establish a strong home language policy and provide ample opportunities for children to expand the *functions* for which they use the mother tongue (e.g. reading and writing) and the *contexts* in which they can use it (e.g. community mother tongue day care or play groups, visits to the country of origin, etc.).

6. **To reject a child's language in the school is to reject the child**6. When the message, implicit or explicit, communicated to children in the school is "Leave your language and culture at the schoolhouse door", children also leave a central part of who they are-their identities-at the schoolhouse door. When they feel this rejection, they are much less likely to participate actively and confidently in classroom instruction. It is not enough for teachers to passively accept children's linguistic and cultural diversity in the school. They must be **proactive** and take the initiative to affirm children's linguistic identity ... and generally create an instructional climate where the linguistic and cultural experience of the whole child is actively accepted and validated.

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