

<i>Our languages, our cultures, our future</i>						
Targeted age group	Duration	Materials and Resources	Grouping	Teaching approaches	Context of the activity	Interdisciplinary links
Primary education (children aged 6-10)	6 sessions lasting between 60 and 90 minutes	<ul style="list-style-type: none"> - linguistic biography examples - camera / mobile phone with camera - computer with internet access - artwork materials (paper, scissors, tape, crayons, pencils) 	<ul style="list-style-type: none"> - individual (sessions 1, 4, 5) - small groups (sessions 2, 3, 4, 5) - big group /classroom (sessions 3, 5, 6) 	<ul style="list-style-type: none"> - project-based learning - problem-based learning - collaborative learning - reflective learning. 	<ul style="list-style-type: none"> - formal context (classroom, school library) - informal context (at home, outdoors) 	<ul style="list-style-type: none"> - Arts - Languages - Geography - Citizenship Education - ICT - Mathematics

<p>Activity summary</p>	<p>The main purpose of this activity is to contribute to the transformation of the school space towards the creation of a more inclusive school that values the linguistic and cultural diversity present both within the school walls and in its immediate surroundings.</p> <p>In particular, this module corresponds to a set of broad and diversified transdisciplinary activities that cut across different curriculum/content areas and focus on the theme of linguistic and cultural diversity within a global citizenship education (GCE) perspective.</p> <p>This module was built following GCE guidelines for action and includes all GCE learning domains (cognitive, socioemotional and behavioral), in a journey through which pupils can learn about languages and cultures, and develop attitudes of respect and appreciation towards the school community members.</p>
<p>Learning objectives</p>	<p>raising critical language awareness - exploring LL - working creatively with LL - a broad understanding of LL - raising awareness of language diversity - placing one's own language experiences in the context of LL</p>
<p>Step by step activity description</p>	<p>These activities are organized in 6 sequentially planned sessions around the languages and cultures present in the school context with the aim of promoting interaction and the development of positive attitudes towards linguistic and cultural diversity and the recognition of pupils' linguistic repertoires and life stories. The transformation of the school's linguistic landscape (LL) through the inclusion of the languages that constitute the linguistic and communicative repertoire of the school members intends to make it an inclusive safe space that enhances the diversity that characterizes it.</p>

Session 1 (60 minutes)

In the first session, pupils are asked to build two linguistic biographies: one individual, which they can create in the classroom, and a family biography, which they are expected to create at home with the help of their relatives. For the decision on which kind of linguistic biographies the class will adopt, and which items to include, the teacher can promote a discussion between pupils, asking them what kind of information they think it is important to collect for their linguistic biographies. The teacher can also present to the pupils some examples of linguistic biographies, so that they have something to start with. Once they have completed both biographies, the pupils will share them in class.

The linguistic biography can contain different elements, such as: languages I grew up with, languages I learned in school, languages I contact with on a daily basis (media, local context, ...), languages I use (in different contexts), languages I speak, languages I understand, languages I've heard of, languages I want to learn...

Session 2 (90 minutes)

In the second session the teacher suggests that pupils challenge other classes in school to carry out the same activity they developed in Session 1. In order to do this, pupils can make an invitation to disseminate this challenge to other classes in a format of their choice (e.g., a flyer, a short video, ...). They should also discuss some organizational aspects related to the duration of the challenge, how it will be presented to other classes, etc. These linguistic biographies, like the ones they created in Session 1, can not only take different formats (interviews, texts, drawings, photographs, artifacts, etc.), but also take into account the inclusion of items/questions related to linguistic landscapes (LL).

As such, this session can be extended to another moment that promotes research about LL, locally or online. In this case, the research can focus either on elements that characterize the LL of a region or on languages and topics students intend to include in their linguistic biographies. In this

session it is important that the teacher takes into account the possibility to integrate different curriculum/content areas (e.g., Languages, ICT or Arts).

The teacher should also promote collaborative work between pupils, so that everyone can contribute according not only to the interests and needs of the class or the group they are part of, but also to their own interests and needs. Once the challenge is ready to be proposed to other classes, pupils organize themselves in small groups and go to other classrooms in order to present the challenge.

Session 3 (60 minutes)

The main goal of this session is for pupils to get to know the linguistic and cultural diversity of the school through the analysis of all linguistic biographies that they and their peers created with the help of their families.

For the analysis of the linguistic biographies, the teacher can organize the pupils into small groups. By being responsible for collecting, organizing and processing information from the linguistic biographies, the pupils have the opportunity to develop important soft skills such as knowing how to collaborate, how to express their point of view, how to listen to others and respect the decisions of the majority without harming minorities (democratic dialogue rules).

For the analysis of the information collected from the linguistic biographies, pupils may try to organize it according to the format of the linguistic biographies (interviews, videos, audios, images, texts, ...), or according to certain questions or sets of questions. Pupils can also try to create categories of analysis, together with the teacher, so that later on the findings from their analysis can be presented to the school community. Considering the main objective of this session, it is important that pupils identify different aspects related to LL, such as: which languages are spoken by members of the school community, which languages are spoken by students' families, which languages are represented in the school, or which languages can be added to the school's LL.

Session 4 (90 minutes)

The main goal of this session is for the pupils to develop their knowledge, mainly about the languages that are present in their school community. Therefore, they will carry out research work around the languages, cultures and other information or topics that arose from the analysis of the linguistic bibliographies and that they find important to develop further. This research work should be carried out in small groups and each group should be responsible for one of the research topics/languages and to present the results of their research to the rest of the class. Pupils can collect information such as LL examples about the languages they are researching, as well as other information about those same languages (soundscapes, interviews with families, artifacts pupils brought from home, and other images or records related to LL). If motivated to do so, they can also continue this research inside their family context, in order to enrich their discoveries.

For their research, pupils may use the internet, the library and other sources of information, such as magazines and newspapers. Since each group is responsible for sharing their findings with the rest of the class, it is important that the teacher gives the pupils time at the beginning of this session for each group to decide how they will record their findings and how they will present them afterwards.

Session 5 (90 minutes)

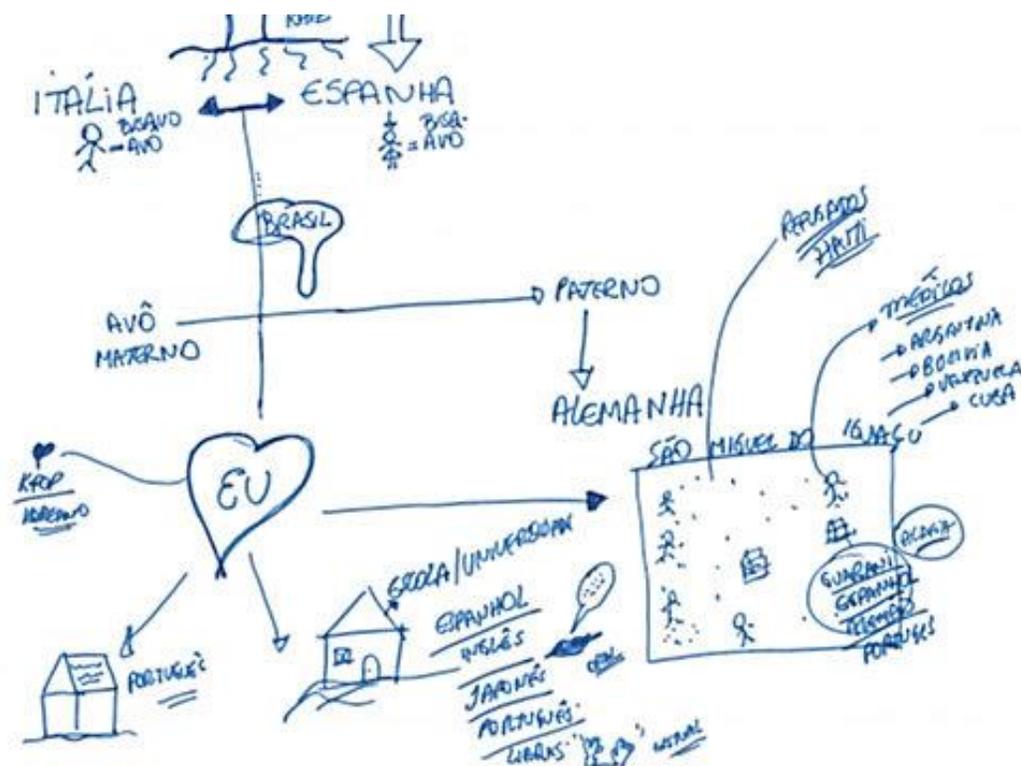
In this session the pupils will be asked to imagine how they can change the school environment to make it more inclusive and respectful. In order to do so, pupils can statistically analyze the linguistic biographies and try to find out which languages are predominant in the school's LL and which are missing from the ones they identified in the linguistic biographies. In the end, the class should be able to identify a list of languages that they feel should be included in the school's LL and to justify their choice. Then, in groups, the pupils can create labels for different school spaces (library, bathroom, cafeteria, etc...) in the selected languages. For this to be possible, pupils may ask other pupils who speak these languages to translate the labels from Portuguese into their own languages.

	<p>To conclude this session, pupils are invited to take action and to attach their labels in the respective school spaces, after getting permission from the school’s director. These changes can extend over time and space, leading, for example, to the creation of more inclusive cafeteria menus or to new languages appearing in the school’s website.</p> <p><u>Session 6</u> (90 minutes)</p> <p>The sixth and final session summarizes the entire project, as it consists in the organization of an exhibition that includes not only the linguistic biographies collected and all other findings and creations that arose from this project, but also testimonies from the pupils, school staff and families, and other items / artifacts that pupils can collect from the people who participated in the project. It should also include all the information collected in the fourth session such as the soundscapes, the interviews with the families, artifacts that the pupils brought from home, and other images or records related to LL. After this exhibition, a mural can be created in one of the school spaces with all the languages identified along this journey. This module can also lead to other initiatives to be carried out in the school such as the “language of the month” – each month, pupils have the chance to learn more about a different language spoken in the school community, developing knowledge and positive attitudes and values towards that language and its users.</p>
<p>Possible adaptations</p>	<ul style="list-style-type: none"> • This module can be extended to the entire school community (for example, school clusters) and not only to one class, or a group of classes. • Sessions with native speakers of the languages identified by the students can be held, allowing the community and family to play an active role in pupils’ education. • Sessions where pupils, divided into classes or small groups, leave the school and carry out research about LL in a local context could be organized (in collaboration with a municipality, a museum, a local NGO, etc.). • Similar to Session 4, a session where teachers and other non-teaching school staff can build their own linguistic biographies to be included in the final work can be developed.

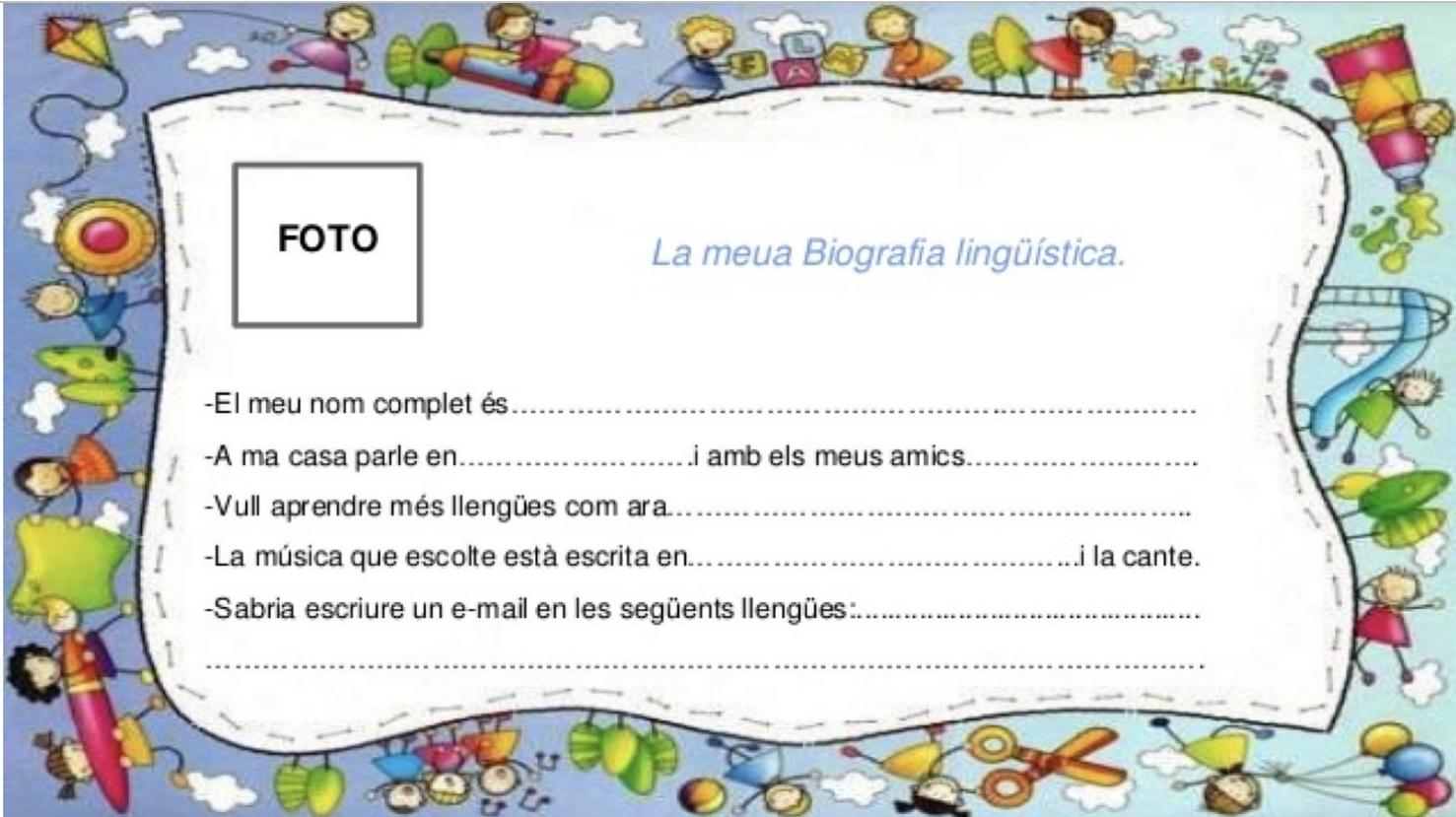
	<ul style="list-style-type: none"> • After Session 5, another session dedicated to the discussion about issues related to the historical past of the place/region/country and current topics such as migration, gender equality or racism/xenophobia can be included. • Videos about pupils'/teachers'/school staff members' personal life stories in different languages can be created and disseminated to raise awareness about linguistic and cultural diversity. • Informative documents for the general public (flyers, page on school website, class/school blog, etc.) can be created to raise awareness of local linguistic and cultural diversity. 		
To be acquired competencies/ skills	Language reading - speaking - listening - recognition of other languages	Subject knowledge - Geography and History - Linguistic and cultural diversity	21st century skills creativity - interaction - description - reflection - group work - citizenship - transversal competencies
Required competencies/ skills	Language writing - reading - speaking - listening - recognition of other languages	Subject knowledge not applicable	21st century skills interaction - description - reflection - group work - citizenship - transversal competencies

Examples of resources

Examples of linguistic biographies:



Melo-Pfeifer, S., & Calvo del Olmo, F. (2021). A biografia linguística visual como instrumento de pesquisa multimodal sobre o desenvolvimento da competência plurilingue. *Revista X*, 17(2), 357-380. <https://revistas.ufpr.br/revistax/article/view/77506>



FOTO

La meua Biografia lingüística.

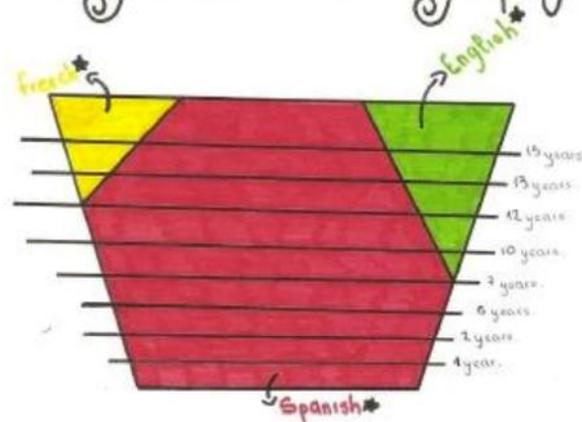
- El meu nom complet és.....
- A ma casa parle en.....i amb els meus amics.....
- Vull aprendre més llengües com ara.....
- La música que escolte està escrita en.....i la cante.
- Sabria escriure un e-mail en les següents llengües:.....



Melo-Pfeifer, S. & Chick, A. (2020). Multimodal linguistic biographies of prospective foreign language teachers in Germany: reconstructing beliefs about languages and multilingual language learning in initial teacher education. *International Journal of Multilingualism*. <https://doi.org/10.1080/14790718.2020.1753748>

Mis Lenguas: Abanico lingüístico

Linguistic Biography



Linguistic Biography

I began to speak Spanish when I was 1 year old (red colour). Then, when I started the school, I was 6 years old and I learnt English (green colour). After 6 years at school, I went to the High school and I chose like optative subject French (yellow colour).

Now, I think that my level of languages is really good because I can understand when the the teachers ask me something, I can write letters or compositions and I can speak too.

Los alumnos/as reflexionan sobre sus lenguas y la importancia que tienen

<http://maestrobilingue.weebly.com/1st-bilingual-blog/linguistic-biography-pel>

Examples of the “Language of the month” activity:



Clemente, M. (2017). *Paisagem linguística urbana: o caso de Aveiro e sua relevância educativa*. PhD Thesis in Education. Universidade de Aveiro. <https://ria.ua.pt/handle/10773/22801?mode=full>

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