

Session 2:

Developing teacher competence in drawing on learners' plurilingualism as a resource in the language classroom



Session 2 : Objectives

- Exploring the competences and resources that can be used to understand an unknown language.
- Learning about pluralistic approaches and how to
 - raise learners' awareness of and openness to linguistic diversity
 - encourage the development of specific knowledge, skills and attitudes related to linguistic/cultural learning
 - stimulate motivation for language learning
 - work with the learners' languages
- Reflecting on teacher competences in the multilingual classroom



Vsi ljudje se rodijo svobodni ter imajo enako dostojanstvo in pravice. Dana sta jim razum in vest, in bi morali drug z drugim ravnati v duhu bratstva.	A
Tots els éssers humans neixen lliures i iguals en dignitat i en drets. Són dotats de raó i de consciència, i han de comportar-se fraternalment els uns amb els altres.	B
Saoláitear na daoine uile saor agus comhionann ina ndínit agus ina gcearta. Tá bauidh an réasúin agus an choinsiasa acu agus dlíd iad féin d'iompar de mheon bhrthreachais i leith a chéile.	C
Todos os seres humanos nascem livres e iguais em dignidade e em direitos. Dotados de razão e de consciência, devem agir uns para com os outros em espírito de fraternidade.	D
Alle mensen worden vrij en gelijk in waardigheid en rechten geboren. Zij zijn begiftigd met verstand en geweten, en behoren zich jegens elkander in een geest van broederschap te gedragen.	E



Vsi ljudje se rodijo svobodni ter imajo enako dostojanstvo in pravice. Dana sta jim razum in vest, in bi morali drug z drugim ravnati v duhu bratstva.	A Slovenian
Tots els éssers humans neixen lliures i iguals en dignitat i en drets. Són dotats de raó i de consciència, i han de comportar-se fraternalment els uns amb els altres.	B Catalan
Saoláitear na daoine uile saor agus comhionann ina ndínit agus ina gcearta. Tá baidh an réasúin agus an choinsiasa acu agus dlíd iad féin d'iompar de mheon bhrthreachais i leith a chéile.	C Irish Gaelic
Todos os seres humanos nascem livres e iguais em dignidade e em direitos. Dotados de razão e de consciência, devem agir uns para com os outros em espírito de fraternidade.	D Portuguese
Alle mensen worden vrij en gelijk in waardigheid en rechten geboren. Zij zijn begiftigd met verstand en geweten, en behoren zich jegens elkander in een geest van broederschap te gedragen.	E Dutch

Všetci ľudia sa rodia slobodní a sebe rovní, v ich dôstojnosti a právach. Sú obdarení rozumom a svedomím a majú navzájom konať v duchu bratstva.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.



Possible sources for translations of this text

- <https://www.lexilogos.com/declaration/index.htm> (Lexilogos - French website)
- <https://omniglot.com/udhr/> (Omniglot -classified by language family)
- <https://www.ohchr.org/en/human-rights/universal-declaration/universal-declaration-human-rights/about-universal-declaration-human-rights-translation-project>
(United Nations Human Rights – with audio recordings)

Understanding different languages

A mouse was walking around the house with her baby.

Tot d'un còp, auson un cat.

Şoricelul este foarte speriat.

Il giat s'avischina.

Mama govori mišicu :

«iNo tengas miedo y escucha !»

É douvan pitit a'y sézi y meté'y ka japé

« waf, waf, waf »

Il gatto riparte subito di corsa, impaurito.

Da sagt die Mama zu ihrem Mausekind:

Vês como é útil ser-se bilingue!

Un ratòn se pasea por la casa con su ratoncillo.

Plötzlech ghöre si ä Chatz.

The baby mouse was very frightened.

Die Katze kommt näher.

Manman-sourit la di ti sourit la

« Non avere paura e ascolta ! »

Ed a la surpraisa da sia pitschna cumenza elle a bublar :

« vu vu, vu vu... »

O gato põe-se a fugir cheio de medo.

Atunci, mama zice şoricelului ei :

« Veses qu'aquò sièrv de saupre una outra lenga ! »

Source: Matériaux EOLE (CIIP, Suisse). Adaptation par Anna Schröder-Sura et Michel Candelier.

A mouse was walking around the house with her baby.
All of a sudden, they heard a cat.
The baby mouse was very frightened.
The cat came closer.
The mother mouse said to her baby : « Don't be afraid. Listen! »
And to the young mouse's greatest surprise, she started barking :
« Woof, woof, woof, woof ! »
Now it was the cat's turn to be scared, and it ran off...
The mother turned to her baby and said :
« See how useful it is to be bilingual! »

English	Spanish
Occitan	Swiss German
Romanian	English
Romansch	German
Serbian/Croatian	Guadeloupean creole
Spanish	Italian
Guadeloupean creole	Romansch
Italian	Portuguese
German	Romanian
Portuguese	Occitan

Resources for comprehension

- Knowledge
- Skills
- Attitudes

Types of resources for comprehension

- **Knowledge-** for example
 - knowing that languages belong to language families
 - knowing that the order of words may differ from one language to another, etc....

Types of resources for comprehension

- **Skills** - for example:
 - observe / analyse linguistic elements / cultural phenomena
 - Apply procedures for making comparisons



Types of resources for comprehension

- **Attitudes** – for example:
 - sensitivity to linguistic / cultural similarities
 - acceptance of linguistic complexity, etc.
 - openness to otherness

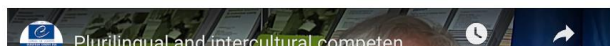
FREPA – CARAP : carap.ecml.at



A framework of reference for pluralistic approaches to languages and cultures



This publication opens ways for implementing pluralistic approaches in classrooms in order to develop the plurilingual and intercultural competences of learners of all subjects. The term *pluralistic approaches to languages and cultures* refers to didactic approaches which involve the use of more than one / several varieties of languages or cultures simultaneously during the teaching process.



Forthcoming events

21-22

NOV 2023

Plurilingual education: pluralistic approaches to languages and cultures. A didactic tool for integrated plurilingual and intercultural education (FREPA)

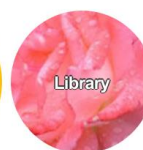
ECML training and consultancy for member States

Malta

Training workshop

[View details](#)

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Pluralistic
approachesFREPA
descriptorsTeaching
and learning
materials

Library

FREPA
Translations

Teaching and learning materials

This database aims to facilitate teachers access to educational materials relevant to pluralistic approaches to languages and cultures. This way they will be able to help learners appropriate their knowledge, attitudes, and skills as described in the lists of descriptors. The materials, available to download, can be selected according to various criteria: objectives (as expressed by the FREPA descriptors), levels of training, thematic areas, the type of pluralistic approach, and the language of instruction.

☐ Search for materials

Search

CARAP Descriptors:

Step 1:

(All) ▼

Step 2:

(All) ▼

Step 3:

(All) ▼

Pluralistic approach:

(All) ▼

Language of teaching instruction:

(All) ▼

Thematic domain:

(All) ▼

Level of instruction:

(All) ▼

 [Find materials](#)

2 TYPES OF CRITERIA:



The FREPA descriptors



Other properties of the materials



Languages and human rights

Short description

The four activities are based on extracts of the universal declaration of human rights, translated into various languages. The participants are invited to draw on their knowledge of languages and use comprehension strategies in order to, first of all, guess what text is presented, then reconstruct an article, identify words in several translations or translate words.

Level of instruction

Secondary 2 and beyond

Themes

comprehension strategies, history of languages/language families, language variation/diversity

Languages

English, French

★★★★★ (0 ratings, 0 comments)

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☐ CARAP Descriptors

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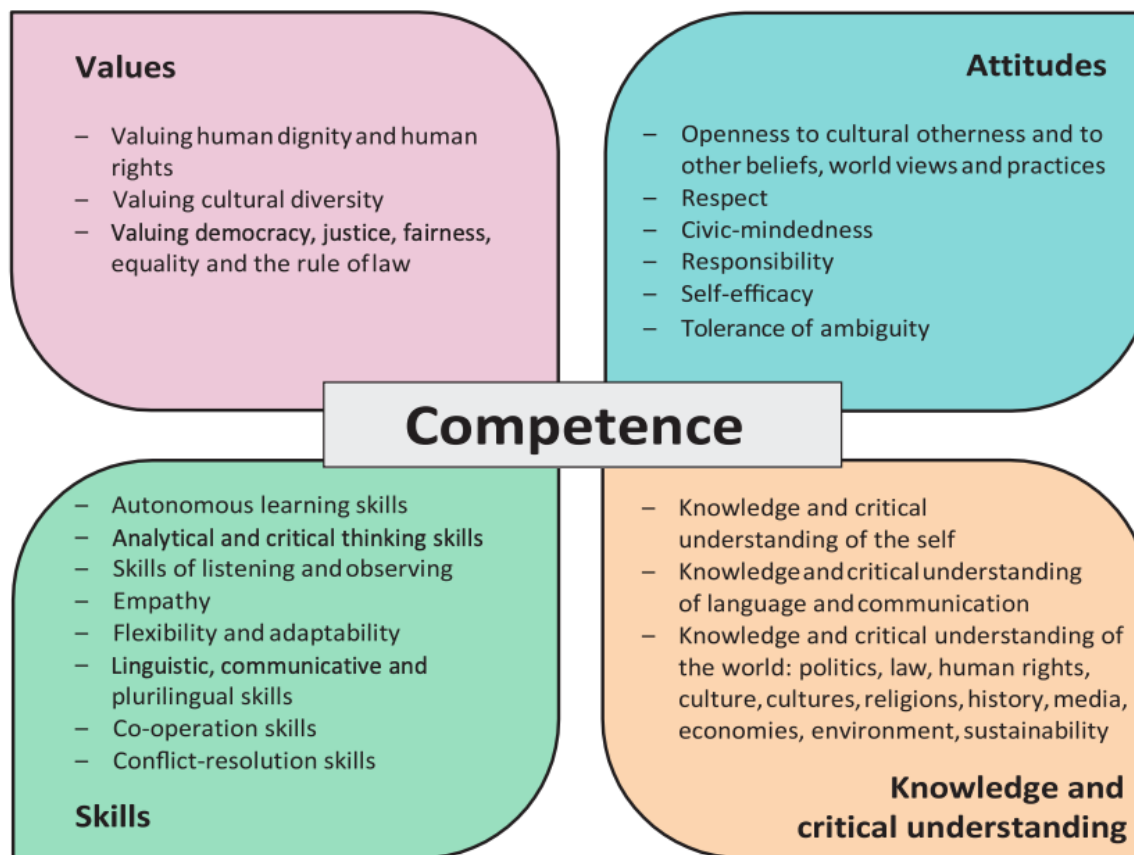


Some of the attitudes listed in FREPA

- **Sensitivity** to the existence of other languages and diversity
- **Curiosity** about a multilingual or multicultural environment
- **Motivation** to study or compare the functioning of different languages (e.g. structures, vocabulary, systems of writing, etc.) or cultures
- **Openness** to the diversity of languages / to difference / towards the unfamiliar
- **Ability to deal with** what is new / strange in the linguistic behaviour of others
- **Having confidence** in one's own abilities in relation to languages

Reference Framework of Competences for Democratic Culture

The 20 competences included in the competence model



<https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture>



Pluralistic approaches

- “Pluralistic” approaches: Activities involving several varieties of languages and cultures in the same teaching units
- This is to be contrasted with approaches that might be called “singular”, in which the teaching approach involves only one language

carap.ecml.at

Pluralistic approaches

- Awakening to languages / language awareness
- Intercomprehension between related languages
- Integrated language learning
- Intercultural approach



Awakening to languages approach/ Language awareness

- Activities include many languages
- They may include the language of schooling / languages taught in school
- They may include languages spoken at home by some of the learners



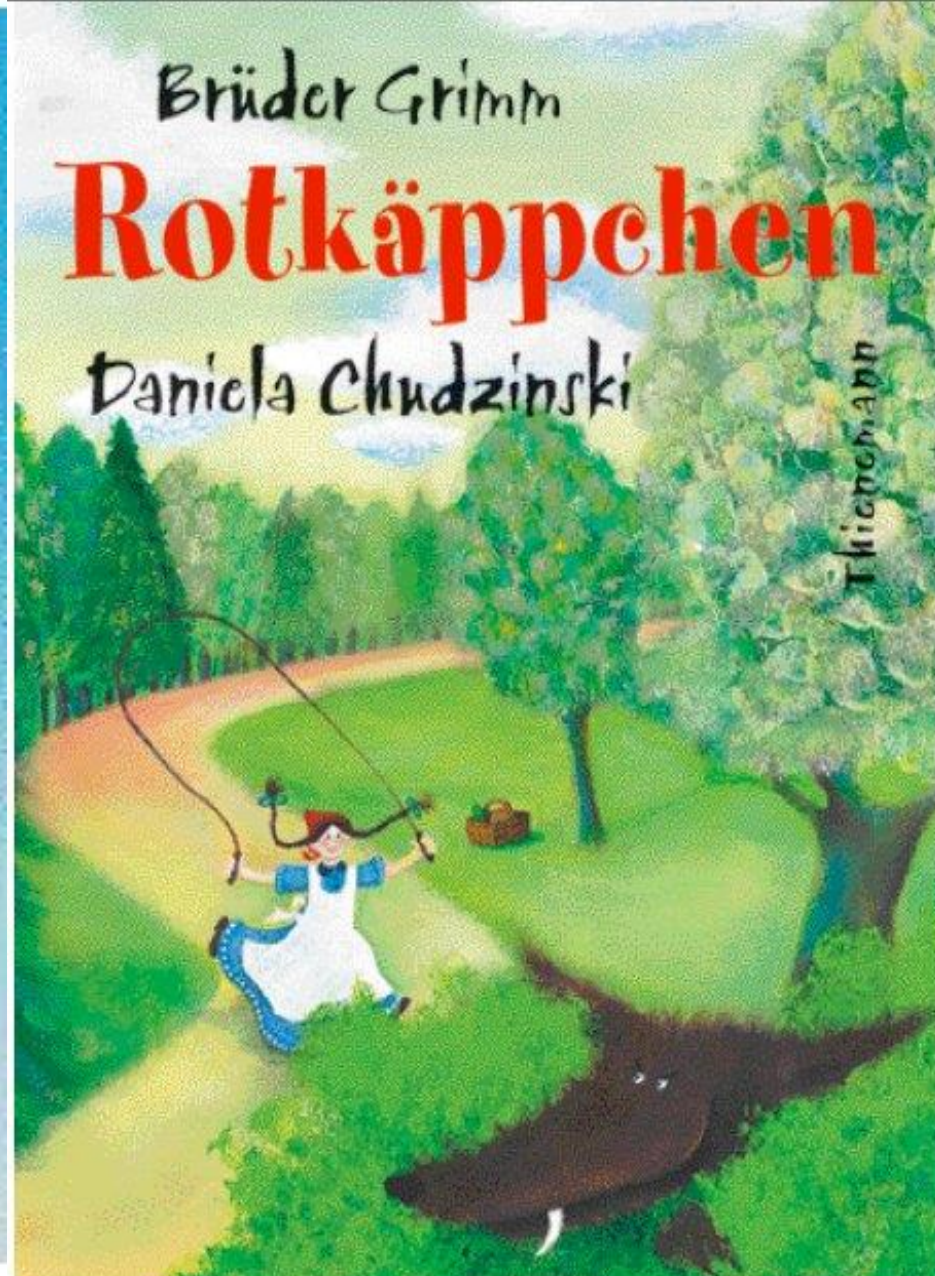
Awakening to languages - examples

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ALFRED
MULLER
BRUNN



Thienemann



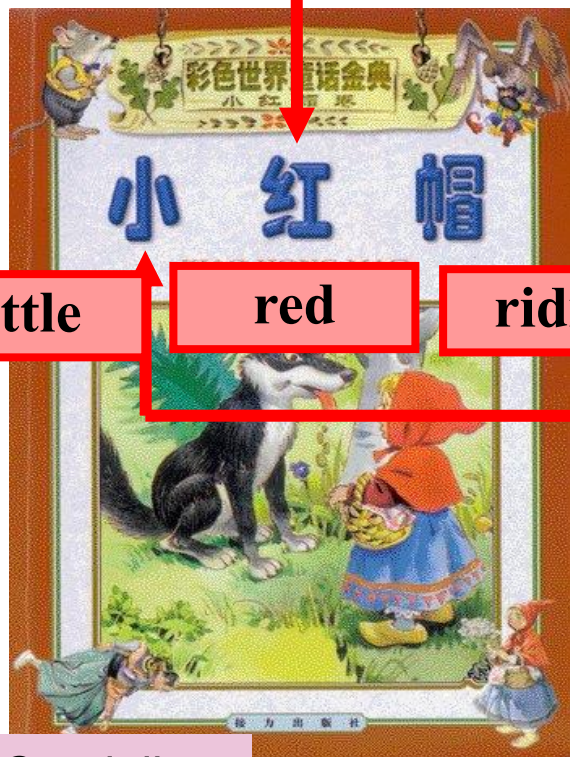
<https://es.pinterest.com/pin/293296994502913923/>

Little Red Riding Hood / Le petit chaperon rouge → the title in Chinese

fiche-élève 2 – Séance 1

Retrouve le mot « rouge »

Retrouve le mot « petit »



little

red

riding hood

Colour

蓝

绿

红

黄

黑

白

橙

桃红

Size

高

稀薄

大

年轻

小

老

Union and the
languages
ation

EUROPEAN UNION

LES LANGUES VIVANTES

CONSEIL DE L'EUROPE

Piroska

What Little Red Riding Hood ys

FRENCH

GERMAN

FINNISH

ITALIAN



Ce que dit le Petit Chaperon Rouge

Fiche-Elève 8

français	allemand	finnois	italien
Que tu as de grandes oreilles!	Was hast du für große Ohren!	<u>Kylläpä sinulla on suuret korvat!</u>	Che <u>orrechie grandi hai!</u>
Que tu as de grands yeux!	Was hast du für große Augen!	<u>Kylläpä sinulla on suuret silmät!</u>	Che <u>occhi grandi hai!</u>
Que tu as de grandes dents!	Was hast du für große Zähne!	<u>Kylläpä sinulla on suuri suu!</u>	Che <u>bocca grande hai!</u>

Awakening to languages / language awareness activities

- stimulate the learners' curiosity/interest in languages (and cultures)
- stimulate their observation and analysis skills
- stimulate the development of learning strategies
- may valorise languages spoken by some of the learners
- may aim at the learning of specific language items



Information and activities for the European Day of Languages: In English: <https://edl.ecml.at/Home/tabid/1455/language/en-GB/Default.aspx>
Also in other languages

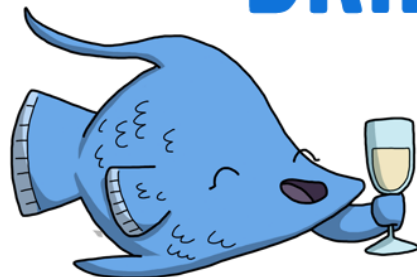
SUPPORTING



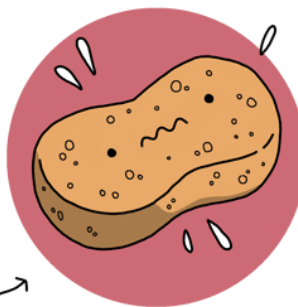
MULTILINGUAL
CLASSROOMS

DRINK LIKE A FISH AROUND THE WORLD

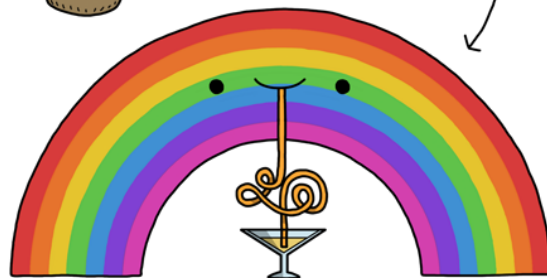
JAMES CHAPMAN
SOUNDIMALS.COM



Drink like
a sponge
(Portugal)



Drink like a rainbow
(Czech Republic)



Drink like a snake
(Serbia)





















Drink like a
Templar Knight
(Netherlands)



<http://soundimals.com/>

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l'escargot	kokinoj	katak-katak	l'éléphant	ikan-ikan
				
keçiler	ikan	les escargots	birdoj	les éléphants
				
simioj	kaballu	babi-babi	fareler	anunaka
				
keçi	les serpents	kuniklo	simio	birdo
				
singa	phisinaka	eşekler	kokino	develer
				
le serpent	les vaches	qarwa	babi	phisi
				
eşek	anu	deve	kunikloj	qarwanaka
				
la vache	fare	kaballunaka	katak	singa-singa

Draw the missing animals

EOLE: <http://www.irdp.ch/eole/>





The learners fill in the table with the names of animals in the plural for each language.

	FRENCH	ESPERANTO	INDONESIAN	TURKISH	AYMARA
singular	l'escargot	simio	singa	keçi	phisi
plural					
singular	la vache	birdo	babi	fare	kaballu
plural					

EOLE: <http://www.irdp.ch/eole/>

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	French	Esperanto	Indonesian	Turkish	Aymara
Singular	l'escargot	kokino	ikan	keçi	kaballu
Plural	les escargots	kokinoj	ikan-ikan	Keçiler	kaballunaka
Singular	l'éléphant	birdo	babi	fare	anu
Plural	les éléphants	birdoj	babi-babi	fareler	anunaka
Singular	la vache	simio	singa	eşek	phisi
Plural	les vaches	simioj	singa-singa	eşekler	phisinaka
Singular	le serpent	kuniklo	katak	deve	qarwa
Plural	les serpents	kunikloj	katak-katak	develer	qarwanaka

NB: The learners who know or study other languages are asked to explain how the plural works in these languages.

EOLE: <http://www.irdp.ch/eole/>

Learners...

- learn the language of schooling through other languages.
- observe a phenomenon in an «unknown» language and understand how languages work.
- learn from the classmates who speak other language (e.g., how the plural works)

In order to overcome a difficulty in the language of schooling, pupils are invited to make a **detour** through other languages.

Inviting them to observe a phenomenon in languages they don't understand makes it easier for them to « see » how a language works.

cf. De Pietro JF. (2004). « La diversité aux fondements des activités réflexives » . *Repères n°28: L'observation réfléchie de la langue à l'école*

Translated by B. Gerber



Integrated language learning

- **Integrated approaches** are directed towards helping learners to establish links between all the languages studied within the school curriculum
- The goal is to promote mutual support between languages, from the languages already known to the new languages and vice-versa.

< CARAP/FREPA



Linking grammatical structures

- Helping learners
 - to reflect on the language, to observe and identify structures
 - to compare languages and identify similarities and differences

→ Develop observation and analysis skills



Language links * Asking for permission

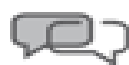
Put the words in order to ask for permission.

In English	<div>go</div> <div>Can</div> <div>party</div> <div>Saturday</div> <div>we</div> <div>the</div> <div>on</div> <div>to</div>
?
En français	<div>nous</div> <div>-</div> <div>samedi</div> <div>à</div> <div>Pouvons</div> <div>la</div> <div>aller</div> <div>fête</div>
?
Auf Deutsch	<div>gehen</div> <div>am</div> <div>Können</div> <div>auf</div> <div>wir</div> <div>Party</div> <div>die</div> <div>Samstag</div>
?

English in Mind 9^e U3

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Language links

* Superlative adjectives

1 Highlight the superlative forms.

GB	The highest mountain in the world is Mount Everest.	
F	La montagne la plus haute au monde est le Mont Everest.	
D	Der höchste Berg der Welt ist der Mount Everest.	

2 What similarities and differences are there in how we form the superlative in the three languages? Make notes on the right.

English in Mind 10^e U1

- Ü 1 Vergleichen Sie Sätze mit und ohne Modalverben in beiden Sprachen. Übersetzen Sie sie in die Muttersprache.

Comparez les phrases avec et sans
Compare the sentences with and without modals in the two languages.
Translate into your language.

Englisch <i>Anglais</i>	Deutsch <i>Allemand</i>	Ihre Muttersprache <i>Votre langue maternelle</i>
English	German	Your first language
He <u>can speak</u> Russian fluently.	Er <u>kann</u> fließend Russisch <u>sprechen</u> .	
May I <u>go</u> home now, please?	<u>Darf</u> ich jetzt bitte nach Hause <u>gehen</u> ?	
She <u>started to read</u> the text.	Sie <u>fang an</u> den Text <u>zu lesen</u> .	
He <u>forgot to open</u> the letter.	Er <u>vergaß</u> den Brief <u>zu öffnen</u> .	
I <u>hope to see</u> you soon.	Ich <u>hoffe</u> dich bald wieder <u>zu sehen</u> .	

- Ü 2 Vergleichen Sie Ihre Muttersprache mit Englisch und Deutsch.

Compare your first language with German and English.

1. Are there any modals in your first language?
2. Are modals used with the infinitive?
3. In your first language, are there patterns such as : Modal + zu or to + verb ?

To sum up

- There are similarities between languages
- They are not an obstacle, but can help learning
- It is therefore relevant and useful to sensitize learners and help them use all the knowledge and skills they already have when learning a new language



When learning a third language, a learner can draw on more elements than when learning a second language.

For example :

- Metalinguistic awareness
- A larger linguistic repertoire
- Learning strategies
- Strategies for listening, reading, speaking, writing



Intercomprehension between related languages

- The learner works on two or more languages of the same linguistic family (Romance, Germanic, Slavic languages, etc.) in parallel.
- The focus is on receptive skills and the development of observation/comparison skills

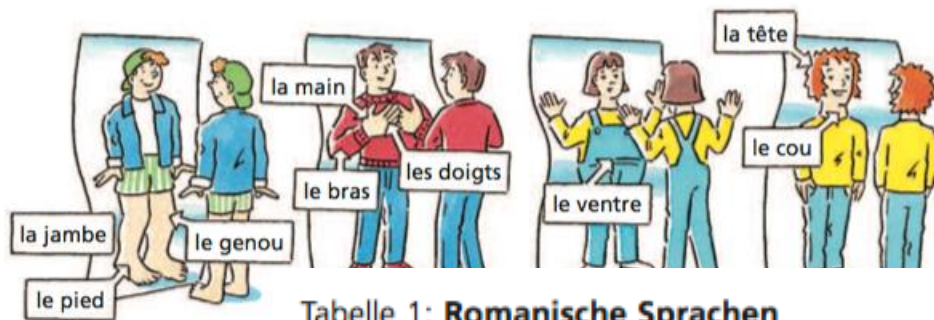


Tabelle 1: **Romanische Sprachen**

Français	Espagnol	Italien	Portugais	Roumain
pied	pie	piede	pé	picioar
bras	brazo	braccio	braço	braț
main	mano	mano	mão	mână
doigt	dedo	dito	dedo	deget
tête	cabeza	testa / capo	cabeça	cap

Tabelle 2: **Germanische Sprachen**

Allemand	Anglais	Norvégien	Suédois	Néerlandais
Fuss	foot	fot	fot	voet
Arm	arm	arm	arm	arm
Hand	hand	hånd	hand	hand
Finger	finger	finger	finger	vinger
Kopf	head	hode	huvud	hoofd

Egli Cuenat, Kuster, Klee (2012) *Brücken zwischen Explorers und envol – unterwegs zur Mehrsprachigkeit. Implementierungskonzept*



Intercomprehension between related languages – Romance languages

FRANÇAIS	<i>Tous les êtres humains naissent libres et égaux en droits</i>
OCCITAN	<i>Totes los éssers umans naisson liures e egals en dreits</i>
CATALAN	<i>Tots els essers humans neixen lliures i iguals en drets</i>
ESPAGNOL	<i>Todos los seres humanos nacen libres e iguales en derechos</i>
PORTUGAIS	<i>Todos os seres humanos nascem livres e iguais em direitos</i>
ITALIEN	<i>Tutti gli esseri umani nascono liberi ed uguali in diritti</i>
CORSE	<i>Tutti l' esseri umani nascinu libari è pari di dritti</i>
ROUMAIN	<i>Toate fiintele umane se nasc libere si egale în drepturi</i>

APIC



Juli Cèsar conquereix la Gàl·lia l'any 52 abans de Jesucrist. A la seva obra, *De Bello Gallico* (La Guerra de les Gàl·lies), parla de la conquesta i hi descriu tots els costums dels pobles de la Gàl·lia antiga.

Text portuguès

Pastores ou pescadores?
Conquistas e castelos

Os Gauleses são um povo de caçadores e de pescadores, mas não são agricultores. Não têm *pastagens*, mas apenas grandes florestas. Para a *conquista* da Gália, César construiu os primeiros castelos: fortificações de madeira e de pedra sobre as colinas mais altas.

Text français

Pâtres et pêcheurs – Conquêtes et châteaux
Les Gaulois sont un peuple de chasseurs et de pêcheurs, mais ils ne sont pas agriculteurs. Ils n'ont pas de *pâturages*, mais seulement de grandes forêts. Pour la conquête de la Gaule, César a construit les premiers *castella* : des fortifications en bois et en pierre sur des collines élevées.

Escriu en català el que diu Juli Cesar.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Text occità

Pastres o pescaires ?
Conquistas e castèls

Los Galleses son un pòble de caçaires e de pescaires, mas son pas agricultors. An pas de *pasturas*, mas solament de grandas forèsts. Per la *conquista* de Gàllia, Cesar bastiguèt los primièrs castèls : fortificacions de fusta e de pèira sus de tucs nauts.

Text Italia

Pascoli o pescatori?
Conquista e castelli

I Galli sono un popolo di cacciatori e di *pescatori*, ma non sono agricoltori. Non hanno *pascoli*, ma solo grandi foreste. Per la *conquista* della Gallia, Cesare costruì i primi *castelli*: fortificazioni di legno e di pietra in luoghi elevati.

Text românès

Păstori sau pescari?
Cuceriri și castele

Galii sunt un neam de vânători și de *pescari*, nu și de agricultori. Ei nu au *pășuni*, ci numai *păduri* întinse. Pentru cucerirea Galiei, Cezar a construit primele *castele*: fortificații din lemn și piatră, pe culmi de deal.

**Euromania
intercomprensió.**

**Una via al
plurilingüisme**

Sota la direcció de

Pierre Escudé

Université

Toulouse 2. Versió

catalana Pere

Mayans.

Departament
d'Ensenyament.

Generalitat de

Catalunya 2012

Per comprendere il dialogo tra i nostri amici, leggi quello che Bip-Bip Il Marziano ha tradotto in ciascuna delle nostre lingue:



TESTO SPAGNOLO

Paul: ¿Cómo se llama **este** planeta que está cerca del sol?
 Silvia: **Este** planeta es Mercurio.
 João: ¿Y **ese** que está un poco más lejos?
 Clara: **Ese** es Venus.
 Mara: Y **aquel** que está más lejos, ¿cómo se llama?
 Carmen: **Aquel** es Marte.
 Paul: La Tierra está más cerca del sol que Saturno.

TESTO FRANCESE

Paul : Comment s'appelle **cette** planète-ci qui est près du soleil ?
 Silvia : **Cette** planète-ci s'appelle Mercure.
 João : Et **celle-ci** qui est un peu loin ?
 Clara : **Celle-ci** est Vénus.
 Mara : **Et celle-là** qui est plus loin, comment s'appelle-elle ?
 Carmen : **Cette-là** s'appelle Mars.
 Paul : La Terre est plus proche du soleil que Saturne.

TESTO PORTOGHESE

Paul: Como se chama **este** planeta que está perto do sol?
 Silvia: **Este** planeta é Mercúrio.
 João: E **esse** que está um pouco mais longe?
 Clara: **Esse** é Vénus.
 Mara: E **aquele** que está mais longe, como se chama?
 Carmen: **Aquele** é Marte.
 Paul: A Terra está mais perto do sol do que Saturno.

TESTO OCCITANO

Paul : Cossí s'apèla **aceista** planeta qu'es pròcha del solelh ?
 Silvia : **Aicesta** planeta se sona Mercuri.
 João : E **aquesta** qu'es un pauc mai luènh ?
 Clara : **Aquesta** es Vènus.
 Mara : E **aquela** qu'es encara mai luènh, cossí s'apèla ?
 Carmen : **Aquela** es Març.
 Paul : La Tèrra es mai pròcha del solelh que Saturn.

TESTO RUMENO

Paul: Cum se numește planeta **aceasta**, care este aproape de Soare?
 Silvia: Planeta aceasta se numește Mercur.
 João: Dar **aceasta**, care este puțin mai departe?
 Clara: **Aceasta** este Venus.
 Mara: Și **aceea**, care este puțin mai departe cum se numește?
 Carmen: **Aceea** este Marte.
 Paul: Terra este mai aproape de Soare decât Saturn.



Intercomprehension between related languages – Slavic languages

Serbian	Сва људска бића рађају се слободна и једнака у достојанству и правима.
Russian	Все люди рождаются свободными и равными в своем достоинстве и правах.
Ukrainian	Всі люди народжуються вільними і рівними у своїй гідності та правах.
Polish	Wszyscy ludzie rodzą się wolni i równi pod względem swej godności i swych praw.
Belarusian	Усе людзі нараджаюцца свабоднымі і роўнымі ў сваёй годнасці і правах. Яны надзелены розумам і сумленнем і павінны ставіцца адзін да аднаго ў духу брацтва.

<https://www.lexilogos.com/declaration/index>.

<https://www.ohchr.org/en/human-rights/universal-declaration/universal-declaration-human-rights/about-universal-declaration-human-rights-translation-project>

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The intercultural approach

- Its many variants are all based on didactic principles which recommend relying on phenomena from one or more cultural area(s) as a basis for understanding others from one or more other area(s).
- They also advocate developing strategies to promote reflection about contact situations involving persons with different cultural background.

	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
PL	Dzien dobry											Dobry wieczór			Dobranoc			
CZ	Dobré jitro				Dobrý den							Dobrý vecer			Dobrou noc			
R	Доброе утро			Добрый день								Добрый вечер			Спокойной ночи			
D	Guten Morgen			Guten Tag								Guten Abend			Gute Nacht			
E	Good morning				Good afternoon							Good evening			Good night			
I	Buon giorno									Buona sera						Buona notte		
F	Bonjour											Bonsoir			Bonne nuit			
Sp	Buenos días						Buenas tardes					Buenas noches						
H	Jó reggelt		Jó napot							Jó estét					Jó éjszakát			
Jap	Ohayo			Konnichiwa								Konbanwa			Oyasumi			

Doyé, P. (1999). *The intercultural dimension: Foreign language education in the primary school*. Cornelsen.

In : Piccardo, E., Handout for the [Webinar “Developing plurilingualism in the classroom: From reflection to action”](#), Council of Europe, 9.6.2021



Finding resources /information about languages

Omniglot.com

Omniglot the online encyclopedia of writing systems & languages

- Writing Systems**
 Alphabets | Abjads | Abugidas | Syllabaries | Semanto-phonetic scripts | Alternative scripts | Undeciphered scripts | A-Z index | Index by writing direction
- Constructed scripts**
 For natural languages | For constructed languages | Colour-based | Tactile | Phonetic/Universal | Adapted | Fictional | Magical | A-Z index | Submit a con-script
- Languages**
 Languages profiles | Language learning tips | Language lessons | Language names | Language families | Celtic languages | Articles | Language learning materials
- Multilingual pages**
 Useful phrases | Silly phrases | Phrase Finder | Numbers | Time | Colours | Family words | Terms of endearment | Weather | Time | Idioms | Proverbs | Tongue twisters | UDHR | Tower of Babel | Songs | Stories
- What's new?**
Languages: Yola, Munji, Yidgha | **Constructed/Adapted Scripts:** Glagolity, Arabo-Chinese, Inglisuraya | **Numbers:** Yola, Ho, Sierra Leone Creole | **Blog:** Mountain Wind, Antidry, Quiz |

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Finding resources /information about languages

[Lexilogos.com](https://www.lexilogos.com) (French website – in French)

[Ethnologue](https://www.ethnologue.com) – Languages of the world (subscription)

[The World Atlas of Language Structures online](https://wals.info)

For example, about negations, as seen in the video:

<https://wals.info/chapter/143>

Simple information about the main structures in various languages, in French:

[Langues et Grammaire du monde – fiches-langues](https://www.coe.int/en/web/language-support-for-adult-refugees/list-of-all-tools)

(basic) information about Arabic, Kurdish, Persian, Somali:

<https://www.coe.int/en/web/language-support-for-adult-refugees/list-of-all-tools>

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The World Atlas of Language Structures online

- Information about the place of the negative word in a sentence in all languages (point addressed in the video from *Comparons nos langues*)

<https://wals.info/feature/143A#2/19.3/152.8>

In your context

- Work in groups
- What aspects of pluralistic approaches are relevant for
 - language teaching / learning in your context
 - other subject teaching in your context
- Brainstorm ideas of activities to use in your context / subject