Designing and Testing Tools for Language Awareness using the *CARAP* as a Referential Framework

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ABSTRACT

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The key motive of this study is to promote Language Awareness. It is inspired by the *éveil aux langues* or awakening to languages, a sub-category of the Langauge Awareness approach to learning languages and about languages. The research consists of the design, implementation and evaluation of a Language Awareness programme tested out with secondary school students who participated on a voluntary-basis as an extra-curricular activity. Descriptors from the *Framework of Reference for Pluralistic Approaches (CARAP)* were selected as aims to be achieved by means of activities focused on particular aspects of language. The activities are based on several topics such as animal and human communication, loan words, language families, writing systems, varieties of languages, non-verbal communication and grammatical gender. A general evaluation of the whole programme is also presented in which the pluralistic approach, the selected *CARAP* descriptors, the structure of the programme, the content of the activities, learners' motivation, learners' achievements, time-allocated and the programme as an extra-curricular activity, are discussed. A number of recommendations are given for further analysis and in order to encourage the implementation of the programme in schools.

Keywords: **LANGUAGE AWARENESS, PLURALISTIC APPROACH,** ***EVEIL AUX LANGUES*, AWAKENING TO LANGUAGES, *FRAMEWORK OF REFERENCE FOR PLURALISTIC APPROACHES (CARAP)***

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Introduction

1.0 Introduction

As a language teacher I am interested in languages and cultures. I have an interest in both languages that are taught in the Maltese educational system and also those which are not offered as subjects in the Maltese curriculum. I am interested in the common and different aspects of language.

Looking around for a subject to deal with in my dissertation, my tutor presented me with the *Evlang* project (*L'éveil aux langues à l'écoles primaires: 2003)*. One essential tenet of this programme is that students gain an awareness of aspects which have to do with languages because this facilitates language learning in general. The programme inspired me to create a similar project, which, although on a smaller scale, would serve as an introduction to Language Awareness to Maltese students.

1.1 Cultural and linguistic diversity in schools

Schools are being largely affected by the issue of globalisation and are becoming more multiethnic and multicultural than ever. The group of students attending school used to be a group of bilingual students, but nowadays students with different cultures and languages are also attending Maltese schools. Thus, a school situation consisting of students coming from the same community, speaking the same language and bearing the same culture, is no more. A few decades back, cultural and linguistic diversity existed less than it does today. Now, considering globalisation and cultural diversity, one might want to rethink formal education and try to match the necessities of today's students who are continuously facing diversity at school. I feel that syllabus designers and researchers might need to plan and rewrite the goals that we want to reach in schools, on the right basis which accommodates schools whose population consists of Maltese and foreign students.

The cultural and linguistic diversity present in schools might bring stereotyping. In order to avoid stereotyping one might want to address the diversity present at schools in a positive manner. Teachers might need to educate learners and explain that diversity has its benefits in an educational system and in society in general. This might form a

tolerant society which appreciates diversity and respects individuals. A project which promotes cultural and linguistic diversity might serve a great deal to teachers and might be of benefit to students.

1.2   European projects on Language Awareness

A number of projects have already been designed and carried out in Europe to cater for diversity. The *Evlang (2003)* and *Jaling (Janua linguarum - The gateway to languages: 2004)* programmes were planned with the intention of reinforcing a multicultural Europe and promoting plurilingualism across European countries. The project designers, who came from various parts of Europe, faced the relatively new challenge of designing, implementing and experimenting school materials which would bring participants face to face with a vast amount of languages. The aim was to manifest how languages work and to highlight the similarities which exist between languages instead of emphasising the differences. The project supported the belief that if students are presented with a broader view on linguistic diversity they would develop positive attitudes towards languages and language learning and learn to avoid stereotyped impressions and prejudice about languages.

Considering the restrictions which already exist in educational systems and the current school curriculum, it is almost impossible to envisage offering extra courses based on Language Awareness (LA) and sensitivity towards diversity to students, without causing uproar. It is not very likely that educational systems will immediately accept to introduce LA courses. However even though it might be difficult to implement the concept of LA, the introduction and assimilation of LA in the school curriculum remains an important requirement and curriculum and syllabi designers may need to take this into consideration while redesigning any content and subject matter for schools. The necessities of today's society have changed due to globalisation and migration, as already discussed. It may be dangerous to disregard this whole new concept which might leave a negative impact on our educational systems if ignored. Eventually, curriculum designers and representatives of the school system may need to allocate the right space for the inclusion of a Language Awareness component as an

integral part of any first, second or foreign language course, including also a direct link between the different areas of the curriculum, or at least between the different language programmes which are offered, with the notion of Language Awareness. Hopefully, this will eventually enhance the acquisition of language learning techniques, will provide students with an insight into language and culture and will promote positive attitudes to language, culture and language learning.

1.3 The effects of cultural and linguistic diversity on Maltese schools

Malta is also being affected by globalisation and migration, like the rest of Europe and the rest of the world. This can be easily identified if one takes a close look at the population of Maltese schools. Students from various parts of the world are attending Maltese schools and mingling with Maltese students. The population of Maltese schools is not the same as twenty years ago, when there were fewer immigrants.

In Malta we must not ignore this revolution which is taking place around us. We need to ensure that the educational system will work towards the appreciation and tolerance of diversity. Administrators will need to deal with this modification in the educational system in the best way possible and without allowing any negative effects on our society.

1.4 The scope of the dissertation

This dissertation tries to present a tool which could be used by teachers to make students aware of linguistic and cultural diversity. The dissertation will present a set of activities which are a miniature of what has already been created and implemented in Europe. The activities consist of twelve lessons centred on the concept of Language Awareness. The programme of activities caters for secondary school students. Each activity has been designed around one or several descriptors presented in the *CARAP* (*Framework of reference for pluralistic approaches to languages and cultures: 2007*). The programme aims to inform students about other languages, to generate a motivation in language learning and to make students aware of diversity. It intends to give students

the possibility to learn about languages which seem distant to our society because students do not have opportunities to encounter such languages, for example Burmese, Sanskrit, Dutch, Japanese, Mandarin, Korean, Malayalam, Polish, Russian, Icelandic and Afrikaans.

The dissertation consists of a review of the Approaches to Language Teaching and the Pluralistic Framework (Chapter 2). A discussion of the methods applied for the design and evaluation of the activities follows (Chapter 3). This section includes a detailed outline of the programme structure and programme evaluation. The evaluation of the activities and the whole programme based on the *CARAP* (2007) is presented in the next chapter (Chapter 4). The concluding section includes results, conclusions and recommendations for further study and analysis (Chapter 5).

Chapter 2

Approaches to Foreign Language Teaching
and the Pluralistic Framework

2.0 Introduction

The first part of the chapter gives an overview of some of the most well known methodologies and approaches to the teaching of foreign languages. We distinguish between the term *methodology* where a particular method is used in language teaching, and the term *approach* which is based on an educational system which involves more than one language (Section 2.1). The pluralistic approach is discussed in Section 2.2. A discussion of the initial phase of *Language Awareness* and the *Awakening to Languages (éveil aux langues)* is presented in Section 2.3. Finally, the last section (2.4) looks at the literature on LA programmes which have already been carried out in Europe (*Evlang* and *Jaling*).

2.1 A brief overview of some foreign language teaching methodologies and approaches

In this section a number of language teaching methodologies and approaches and the pluralistic approach will be discussed (Section 2.2).

2.1.1 Grammar-Translation Method

The main principles of the Grammar-Translation Method (GTM) are presented by Larsen-Freeman (2000). The primary aim of learning a new language is to be able to read literature in the target language. Larsen-Freeman (2000) explains that in the light of the GTM, students are expected to be able to translate from one language to another in order to be considered successful language learners. Communication in the target language is not regarded as ability and reading and writing are the most important skills. Speaking and listening are given little attention, while pronunciation is almost completely ignored. The teacher, who is the main authority in the classroom, emphasises that native language equivalents are found for all language words. The teacher facilitates the learning by stressing out the similarities between the native language and the target language. Students learn rules and memorise vocabulary since this provides good mental exercise. Larsen-Freeman (2000, p.11) defines the GTM as a method which has been used by language teachers for many years with the purpose of:

"Helping students read and appreciate foreign language literature. It was also hoped that through the study of grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better" (2000, p.11).

Like Larsen-Freeman (2000), Germain (1993) indicates that the GTM trains learners on literature rather than linguistics or the didactics of second languages. Germain (1993) also states that little or no attention is given to pronunciation and long lists of vocabulary are studied.

Consequently, Richards and Rodgers (2001, p.6) explain how exercises based on such beliefs are boring to learners since the target language is viewed as a group of rules and exceptions which must be studied: "foreign language learning meant a tedious experience of memorising endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose."

Even though in the light of GTM students study vocabulary, grammar rules, read the literature and carry out translations, they are still not able to communicate fluently. This is confirmed by Besse (1985) who states that even when the grammar is well known by learners, this does not enable learners to practice or produce the L2 correctly.

2.1.2   Direct Method

Germain (1993) explains that the Direct Method is also known as the Natural Method because the principles underlying this method are believed to conform to the principles of naturalistic language learning in young children. Larsen-Freeman (2000) and Germain (1993) state that the Direct Method encourages students to begin to think in the target language as early as possible.

Richards and Rodgers (1986) state that learners are taught to think and talk about what can be seen in their surroundings and what is concrete, and are then expected to move to the abstract. Larsen-Freeman (2000) adds that students are expected to be able to self-correct their mistakes. In addition Germain (1993) explains that unlike the GTM approach, learners are not given long lists of vocabulary to study but use the vocabulary

in the complete phrases they utter. Germain (1993) indicates that the mother tongue is never used as learners are instructed to avoid using their native language as an alternative, or to better understand the foreign language in use. In addition, no translation takes place. For this reason Diller (1971) explains that in order to avoid using the native language learners convey the meaning of language directly in the target language through the use of demonstrations and visual aids such as pictures and other objects.

However, Richardson (1983, p.40) clearly explains how the avoidance of the native language might lead to slight confusion:

> "There must have been much imperfectly understood material, and there was indeed no insistence on knowing *exactly* what was intended by such words – it was thought to be enough to know approximately what they meant and the context in which they might be used" (1983, p.40).

Germain (1993) and Richardson (1983) discuss the preferred type of exercise of the Direct Method. It consists of a series of questions in the target language based on the dialogue or an anecdotal narrative. Questioning is exhaustive and demanded that the answers, which are always given in the target language, are presented in full sentences. Finally, Germain (1993) explains that advanced students read literature for comprehension and pleasure but do not analyse literary texts grammatically.

2.1.3 Audio-Visual Method

Byram (2000, p.61) defines the Audio-Visual (A-V) Method as follows:

> "The Audio-visual language teaching is a method which is based on the coordinated use of visual and auditive technical media… the simultaneous use of pictorial and auditive materials are used only as a component within language instruction or, more frequently, with both elements dissociated from each other" (2000, p.61).

In order to explain the process of the A-V method, Byram (2000, p.61) gives an example of a typical procedure of the A-V method. Primarily, during the *presentation phase*, a dialogue with approximately thirty pictures is presented twice to the learners. During the *explanatory phase,* learners' understanding is increased with the use of mimes, gestures and paraphrasing. During the *imitation phase*, a tape-recorder is used

while learners repeat the passages of dialogue in chorus. At this stage the teacher corrects the students' pronunciation. Throughout the *exploitation phase,* students continue to absorb the dialogues and the teacher and learners ask questions. Learners present the dialogue in role play, with the use of the pictures which are used as stimuli. Finally, students create a new dialogue with the use of the language material acquired during the *transposition phase.* In addition, Johnson (1999, p.22) emphasizes that in the A-V method, resources used consist of the audio and the visual: "Any materials to be strictly described as 'audiovisual' *must combine an auditory signal with a visual signal"*

2.1.4 Audio-Visual Global and Structural Method

Guberina (1972) explains that in the *Audio-Visual Global and Structural Method* lessons are based on the structural analysis of everyday language and are structured around a dialogue which is accompanied with a film, which often consists of still images. Moreover Guberina (1972) explains that language is seen as a means of communication and that the oral language is considered to be more important than the written language.

Johnson (1999, p.23) discusses the origin of this method: "The Audio-Visual Global and Structural Method were initially formulated by Rivenc in 1954, but he was subsequently joined by Guberina, who helped him refine the method over the next two years". Johnson states (1999: 23) that the theories of Rivenc and Guberina were put into practice by "playing a spoken text dealing with everyday situations on a tape-recorder and simultaneously projecting pictures representing the development of the situations onto a screen".

Byram (2000, p.63) states that Rivenc founded an international *Audio-Visual Global and Structural Method* association in 1978 and that nowadays, the *Audio-Visual Global and Structural Method* method is used less in textbooks and courses, that picture sequences and listening dialogues no longer have a key role and that teachers opt for authentic materials.

2.1.5   Audio-Lingual Approach

Johnson (1999, p.21) discusses the aims of the Audio-Lingual approach "is to teach *listening, speaking, reading and writing,* in that order, with the emphasis in the early years of the language of everyday situations". Johnson (1999) explains that at the beginning, learning is based on dialogues which use frequent items of everyday vocabulary. Learners learn the dialogues through Mimicry-memorisation and attention is paid to pronunciation and intonation. At a later stage, learners act out the dialogues as in a real-life situation. Later on learners are introduced to written texts and are asked to copy exercises. The emphasis on reading increases with time.

Similarly, Lessow-Hurly (2003, p.43) discusses drilling, repetition and memorisation of dialogues and defines the Audio-Lingual approach as follows:

> "We learn language by making it a habit. The method, therefore, emphasizes repetitive, structured oral drills and dialogues focused on language patterns. Oral communication is the priority, and reading and writing are added for advanced students" (2003, p.43).

As previously discussed, the Audio-Lingual approach focuses on real-life dialogues and puts emphasis on pronunciation. Germain (1993) confirms that the Audio-Lingual approach asks learners to carry out day-to-day conversations in the L2 which represent the real-world. Furthermore, Germain (1993) states that when a native speaker is not present, recorded tapes are used. Learners are encouraged to repeat utterances from the tape and imitate the teacher because importance is given to precise native-like pronunciation. Prokop (1990) confirms that in the Audio-Lingual approach the pronunciation of a native speaker is essential, either through the presence of a native speaker or through a recorded means. Prokop (1990, p.172) states that there was an increase in the use of language laboratories and audiovisual aids were required:

> "The development of audio-lingual skills was made possible by the provision of large numbers of audiovisual aids for the language teacher, for example, film strips, films, charts, and recordings. In the early 1960s the language laboratory was adding a new dimension to language learning" (1990, p.172).

Even though through this approach learners seem to be able to repeat dialogues adequately, according to Allen (1983) the audio-lingual approach is viewed as

repetitive, annoying and inefficient when applied in intermediate or advanced language classes but functions relatively well with beginners. Likewise, Wong (2006, p.19) comments negatively about the repetitions and drilling exercises that students are asked to carry out:

> "Linguists and psychologists were not the only ones to be dissatisfied by the behaviourism of the audiolingual method. Teachers questioned whether memorization of dialogues helped their students use the language... Pedagogically, many teachers questioned the efficacy of drilling students. The drills were boring, and rather than being habit-forming they were turning students off" (2006, p.19).

2.1.6 Natural Approach

Krashen and Terrell (1983, p.1) believe that the Natural Approach conforms to the naturalistic principles found in successful second language acquisition: "It is based on an empirically grounded theory of second language acquisition, which has been supported by a large number of scientific studies in a wide variety of language acquisition and language contexts".

Krashen and Terrell (1983) identify the Natural Approach with the traditional approaches to language teaching. Krashen and Terrell (1983, p.9) explain that the traditional approaches to language teaching are "based on the use of language in communicative situations without recourse to the native language" and also without any reference to grammatical analysis, grammatical drilling or any theory of grammar.

Likewise, Crandall (1999, p.78) defines the Natural Approach as an approach which: "stimulates the stages of natural first language acquisition, focusing first on concrete and relevant listening and reading activities to build comprehension, allowing learners a silent period before they are expected to speak".

To sustain the idea of a traditional approach to language teaching in the Natural Approach, Richards and Rodgers (2001) point out that in the Natural Approach there is an emphasis on exposure or input rather than practice. Before learners try to produce language, there is a prolonged period of attention to what the language learners hear.

In the meantime, Ellis (1996) claims that certain types of language knowledge, and certain skills such as academic and professional speaking and writing, are difficult to attain in the process of a naturalistic setting. Therefore, high levels of language competence and performance may require instructed learning. Moreover Brown (1994) argues that despite the fact that Krashen and Terrell (1983) claim that grammatical exposure is not required, grammatical competence is required for communication. In conjunction to Brown (1994), Larsen-Freeman (1991) explains that grammatical competence cannot be achieved only through exposure to meaningful input.

2.1.7 Task-Based Language Teaching

First of all a definition of *task* is provided by Nunan (2004) who states that the use of communicative language is emphasised in all definitions of tasks and that the users' attention is focused on meaning rather than grammatical form (2004, p.4):

> "a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilising their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form" (2004, p.4).

Ellis (2003) explains that if students focus on meaning while communicating, the task is successful but if learners only display their knowledge of language, the task is unsuccessful. In addition Ellis (2003, p.3) defines tasks as "activities that call for primarily meaning-focused language use" which require "the participants to function primarily as *language users* in the sense that they must employ the same kinds of communicative processes as those involved in real-world activities". The approach to language education in which students are given tasks which encourage them to focus on meaning exchange and to use language for real-world purposes is supported by Long (1985) and Prabhu (1987).

Van der Branden (2006) states that Task-Based Language Teaching (TBLT) has been widely used "as vehicles to elicit language production, interaction, negotiation of meaning, processing of input and focus on form, all of which are believed to foster second language acquisition".

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Shekan (1998) defines TBLT as an approach which offers students material which they have to actively engage in, in order to achieve a goal or complete a task. TBLT seeks to develop students' interlanguage by providing a task and then using language to solve it. This is similar to regular tasks which are performed everyday such as making tea, writing an essay or talking to someone on the phone. To summarise, Shekan (1998) lists the main features of TBLT -

- meaning is primary;
- there is some communication problem to solve;
- there is some sort of relationship to comparable real world activities;
- task completion has some priority;

2.1.8 Communicative Language Teaching

Hymes (1972) gives the term communicative competence to the knowledge that the participants in verbal interaction require and show in order to be able to communicate with one another. Hymes (1972) insists that participation, performance and intersubjective knowledge are all essential features of the ability to know a language. Communicative competence is based on the theory of language as communication (drawing heavily upon Jakobson) and is based on acquiring the linguistic means to perform different kinds of functions including interaction and communication. Learners work in pairs or in groups to employ available language-resources in problem-solving tasks.

Hymes (1972, pp.277-8) states that:

> "We have... to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner... This competence, moreover, is integral with attitudes, values and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language, with the other codes of communicative conduct" (1972, pp.277-8).

Larsen-Freeman (2000, p.121) states that CLT: "aims broadly to apply the theoretical perspective of the Communicative approach by making communicative competence the

goal of language teaching and by acknowledging the interdependence of language and communication".

Nunan (2004, p.7) explains how languages "can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized". On a similar basis Richards and Rodgers (2001) indicate that the desired goal of CLT is *communicative competence*, that CLT emphasises on the need to focus on communicative proficiency rather on mere mastery of structures. Richards and Rodgers (2001, p.635) define the Communicative Approach or Communicative Language Teaching (CLT) as the "engagement of learners in communication to allow them to develop their communicative competences". CLT pays attention to both the functional and the structural aspects of language.

Likewise, Littlewood (1994) explains that CLT pays attention to both the functional as well as structural aspects of language, while combining the two into a communicative view. Furthermore Littlewood, (1994) explains that the structural aspects of language concentrate on the grammatical system while the functional aspects focus on the function of a single linguistic form. Savignon (2005) claim that the terms *process oriented, task based, inductive and discovery oriented* all refer to CLT.

Breen and Candlin (1980, p.99) discuss the role of the *communicative* teacher which must seek to facilitate the communicative process and act as a participant in the communicative process:

> "The first role is to facilitate the communicative process between all the participants in the classroom, and between those participants and the various activities and texts. The second role is to act as an *interdependent* participant within the learning-teaching group... In this role the teacher endeavours to make clear to the learners what they need to do in order to achieve some specific activity or task" (1980, p.99).

2.1.9   Submersion

Baker (2006, p.216) explains that submersion occurs when language minority students are placed in mainstream schools:

"It contains the idea of a language minority student thrown into the deep end and expected to learn to swim as quickly as possible without the help of floats or special swimming lessons. The language of the pool will be the majority language (e.g. English in the US) and not the home language of the child (e.g. Spanish). The language minority children will be taught all day in the majority language, typically alongside fluent speakers of the majority language. Both students and teachers will be expected to use only the majority language in the classroom, not the home language. Students will either sink, struggle or swim" (2006, p.216).

Davies and Elder (2004, p.711) explain how in submersion education, the curriculum is:

"taught through the medium of a high status second language. The L2 may be a majority language in the country or it may be a language of wider communication not actually used at the community level. [Learners] receive minimum pedagogical support for the crucial acquisition of literary skills and a threshold level of the L2 sufficient to support further schooling" (2004, p.711).

Considering the terminology just used (like *"sink, struggle or swim"*), one is not surprised to meet a number of criticisms regarding the use of submersion techniques. Skutnabb-Kangas (2000) shows the *stress* that is present in submersion classes where learners have to continuously listen to a new language which demands a high degree of concentration. Learners have to absorb different curriculum material and at the same time acquire a new language. Thus a number of negative effects may occur. These include: stress, lack of self-confidence, 'opting-out', disaffection and alienation. Baker (2006) insists that alongside problems of language which exist in submersion, learners may encounter social and emotional difficulties. Baker (2006) argues that the home language of the learner is devalued along with the learner himself, the family of the learner, the home of the learner, and the community. In addition self-esteem, relationship, roots and race could also be influenced negatively due to submersion.

McKay (1988, p.341) illustrates the problems of social and emotional adjustment alongside linguistic problems by quoting from a student in a submersion class:

"School was a nightmare. I dreaded going to school and facing my classmates and teacher. Every activity the class engaged in meant another exhibition of my incompetence. Each activity was another incidence for my peers to laugh and ridicule me with and for my teacher to stare hopelessly disappointed at me. My self-

image was a serious inferiority complex. I became frustrated at not being able to do anything right. I felt like giving up the entire mess" (1988, p.341).

Lotherington (1998) discusses how the problems encountered in a submersion setting may leave the effects even on teachers who have grown up in such a setting. Lotherington (1998) explains that even though teachers might have managed to succeed in a submersion setting, they may not feel confident enough in English and may not have the necessary skills to teach the language. Thus these teachers may not be able to offer the required oral skills to the learners.

2.1.10 Immersion

Gersten and Woodward (1985) define the term immersion by the following four characteristics: comprehensible subject matter instruction, use of the first language when necessary for explanation (and is always kept to a minimum), direct instruction of grammar and, pre-teaching of vocabulary.

Potowski (2007) defines immersion by discussing the distinction between one-way immersion and two-way (dual) immersion. Potowski (2007, p.7) indicates that in one-way immersion programmes "all children are native speakers of the country's dominant language, and they are taught the regular school curriculum totally or partially in foreign language". On the other hand, Potowski explains (2007, p.9) that dual-immersion takes place when "classrooms contain a mixture of English-speaking and native-speaking children of the non-English language. In other words, at all times, part the class is immersed in its L2 and the other half receives instruction in the L1".

Baker (2006, p.245) explains that there are different programmes which fall under the idea of immersion programme and which differ in terms of the following aspects:

- "Age at which a child commences the experience. This may be at the kindergarten or infant stage (early immersion); at nine or ten years old (delayed or middle immersion), or at secondary level (late immersion);

- Amount of time spent in immersion. Total immersion usually commences with 100% immersion in the second language, reducing after two or three years to 80% per week for the next three or four years, finishing junior schooling with

approximately 50% immersion in the second language per week. Partial immersion provides close to 50% immersion in the second language throughout infant or junior schooling" (2006, p.245).

Baker (2006) indicates that immersion programmes are mainly for minority language speakers and are conducted in the majority language. What happens is that the first language is not developed further but is replaced by the majority language. August and Hakuta (1997) confirm that in immersion programmes there is no support for the native language. Teachers in immersion programmes will use a simplified form of the majority language and may accept some contributions from the learners in their native language.

Genesee and Gandara (1999) and Lindholm–Leary, (2001) explain how immersion programmes have a number of common features: a minority language which is used for at least 50% of instruction that lasts for up to six years, language is learned through content, English and non-English speakers are equally present and are integrated for most content instruction. All speakers are integrated in all lessons.

Christian (1996) explains that students are given the chance to communicate with native-speakers since native speakers of the two target languages are present. Christian (1996, pp.67-68) discusses the goals of dual-immersion and states that in a dual-immersion environment learners develop high levels of proficiency in the L1 and in the L2, learners achieve academic performance at or above grade level and that learners demonstrate high levels of self-esteem and positive cross-cultural attitudes.

Similarly, Johnson and Swain (1997) claim that immersion programmes enable students to communicate effectively within particular language communities. Learners may be enabled to speak to individuals.

Baker (2006) shows that there have been a variety of terms used to describe schools which are based on the idea of immersion: two way schools, two way immersion, two way bilingual education, developmental bilingual education, dual language education, bilingual immersion, Spanish immersion, double immersion and interlocking education.

2.1.11 Content-and-Language-Integrated-Learning

Stryker and Leaver (1997, p.5) define Content-and-Language-Integrated-Learning (CLIL) as an approach in which "language proficiency is achieved by shifting the focus of instruction from the learning of language *per se* to the learning of language through the study of subject matter". Järvinen (2005, p.439) defines CLIL as follows: "language learning is a by-product to content learning and the language syllabus is derived from the content syllabus". Morgan and Neil (2001) explain that the term CLIL involves using a foreign language as a medium of instruction for the teaching of various subjects. The language in use is the medium through which the target content is delivered. Dalton-Puffer (2007) indicates that CLIL permits languages to be learned through acquisition not through the explicit teaching of a language in language lessons.

Järvinen (2005) claims that CLIL is more interesting and motivating to learners as it includes both language learning and academic subject learning. Since language is a tool for learning academic content, its use in the classroom is perceived as being more realistic and more challenging. Besides, Dalton-Puffer (2007) explains that CLIL ensures and permits that the foreign language is used for authentic communication. Hence, it encourages a more spontaneous learning and permits the development of communicative competence. Furthermore, the use of CLIL across the curriculum favours the competence in the first language while developing competence in the second because CLIL means that the second language is used as medium of instruction and for a wider range of purposes. CLIL improves language competence and oral communication skills, develops multilingual attitudes and interests and provides opportunities to study content through different perspectives. CLIL as a recgnised method in European countries has not been in existence for many years, and research about it is scarce. However practitioners in general have found it to be successful and an increasing number of schools seem to be opting for it. Normally, however, the subject teachers who will teach the subject through the second language of the learners are native speakers of the language and would normally also have been trained as subject and language teachers, or else work very closely with second language teachers in the school (Camilleri Grima, personal communication).

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In addition Pérez-Vidal and Escobar (2002) state that the use of CLIL in another language fosters a sense of understanding of that culture. The increased exposure to the language helps learners learn the language better. Morgan and Neil (2001, p.180) state that from CLIL students will have improved language skills and improved cognitive flexibility.

Klee (2000) considers CLIL as successful by claiming that nowadays many foreign language programmes are concentrating on CLIL. Klee (2000) states that foreign language programmes are not only incorporating foreign language learning across the curriculum but they are also using CLIL in the teaching of English as a Second Language (ESL).

The teaching methods and approaches discussed in Section 2.1 are more traditional than the approach which will be discussed in Section 2.2, that is the Pluralistic approach to languages. Most of the traditional teaching methods and approaches tend to focus on only one language while the Pluralistic approach to languages focuses on several languages at the same time. The Pluralistic approach to languages does not exclude the discussed teaching methods in their methodology. While the main aim of the traditional teaching methods and approaches is to learn a new language and gain language competences, the aim of the Pluralistic approach is not to learn a new language but to be aware of languages, and hence to acquire the right psycholinguistic predispositions to learn foreign languages.

2.2   A Pluralistic Approach to Language Teaching

In this section we will discuss the pluralistic approach which refers to an approach which uses teaching and learning activities based on different languages or cultures (Candelier, 2007). In section 2.2.2 we will discuss the *'Framework of Reference for Pluralistic Approaches to Languages and Cultures'* (*CARAP*) which aims at promoting linguistic and cultural diversity and at fostering plurilingualism and pluriculturalism among citizens living in Europe.

2.2.1   The Pluralistic Approach

"Pluralistic approaches to languages and cultures (awakening to languages, inter-comprehension between related languages, intercultural approaches, integrated didactics) help learners to use all that they have previously acquired progressively to develop their plurilingual and pluricultural competence. [...] these approaches are key instruments for developing plurilingualism".
(*Development of a Reference Framework of Competences for Plurilingual and Pluricultural Approaches,* Candelier et al., 2007)

Candelier (2004) states that the pluralistic approach is necessary to support the structure of a plurilingual and pluricultural competence in order to enable the learner to rely on an aptitude from one language and to establish aptitudes in other languages with the final result of a (2004, p.17): "system of integrated skills within the same overall competence".

Candelier (2007) emphasises the need to guide learners to develop for themselves the knowledge *(savoirs),* skills *(savoir-faire)* and attitudes *(savoir- être)* about linguistic facts in general and also to enable learners to have an easier access to languages and cultures by using aptitudes gained in another language or culture. Hypothetically, such knowledge, skills and attitudes can be developed when in a classroom, several languages and cultures and the relation among them are explored, and that is when the learning in the classroom is based on a pluralistic approach to languages and cultures.

The *European Framework of Reference for Languages (CEFR)* (2001, p.4) defines the plurilingual approach as: "the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples". Furthermore, the *CEFR* (2001) explains that the learner builds up a communicative competence in which all languages contribute and interrelate.

The *CEFR* (2001) emphasises that learners need to master several languages, to experience various cultures at various levels and achieve plurilingual and pluricultural competence. The Language Policy Division '*Guide for the Development of Language Education Policies in Europe',* (2003) defines a plurilingual individual as a person who

is competent in several linguistic varieties and who has the potential to use different languages for different purposes.

Bernaus (2008, p.12) defines plurilingualism and pluriculturalism as:

> "a personal feature which is put into action in a communicative situation. It is not a new competence, as we all use different 'registers' of the same language in different situation just as we use different culture repertoires in different situation. The new idea is the development of plurilingualism and pluriculturalism as the result of a process of language learning" (2008, p.12).

The *CEFR* (2001, p.129) does not view plurilingual and pluricultural competence as a "collection of distinct and separate competences but rather as a general competence which encompasses 'the full range of languages available to *(the learner)*". The *CEFR* (2001, p.168) explains that plurilingual and pluricultural competences refer to "the use of languages for the purposes of communication and to take part in intercultural action, where a person, viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures". Plurilingual and pluricultural competences consist of the language communication and cultural interaction skills of an individual who becomes proficient in several languages and has an experience of various cultures (2001, pp.168-169):

> "The notion of plurilingual and pluricultural competence (...) posits that rather than a collection of distinct and discrete communication skills depending on the languages he or she has mastery of, an individual has a plurilingual and pluricultural competence that covers the entire language register at his or her disposal" (2001, pp.168-169).

Likewise the Language Policy Division *'Guide for the Development of Language Education Policies in Europe'* (2003, p.67) expresses the same idea by stating that: "Managing the repertoire means that the varieties of which it is composed are not dealt with in isolation, instead, although, distinct from each other, they are treated as a single competence available to the social agent concerned".

The Council of Europe Language Education Policy states that plurilingual education promotes:

- "an awareness of why and how one learns the languages one has chosen,
- an awareness of the ability to use transferable skills in language learning
- a respect for the plurilingualism of others and the value of languages and varieties irrespective of their perceived status in society,
- a respect for the cultures embodied in languages and their cultural identities of others,
- an ability to perceive and mediate the relationships which exist among languages and cultures,
- a global integrated approach to language education in the curriculum".

(*Council of Europe: Language Education Policy*)

Plurilingual education has two goals which are the acquisition of *linguistic competences* and the acquisition of *intercultural competences*. These goals are linked together and interact with each other. When speakers are aware of their plurilingual repertoire, they might be willing to value all the varieties used by them and by others, even when these varieties do not have the same functions. Education for *plurilingual awareness* aims to make people aware of the way by which different languages function together and bring mutual comprehension among the members of a group. Chances are that people become motivated and curious about other languages, a situation which will eventually lead them to develop their own linguistic repertoire (Candelier, 2007).

The *CEFR* (2001, p.5) stresses that the pluralistic approach gives another perspective of language learning which is that knowing a language does not only mean being able to speak a language but also includes knowledge about other languages. Learning other languages enables the learner to activate this knowledge and become aware of it.

> "From this perspective, the aim of language education is profoundly modified. It is no longer seen as simply to achieve 'mastery' of one or two, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place" (2001, p.5).

Candelier (2007) states that if the approach applied in schools is not pluralistic, one would risk a reduction in the diversity of languages offered and taught in schools. This is related to a decline in the school's ability to equip learners with the necessary diversified linguistic and cultural competences which are nowadays required in order to

be able to live and work in a world where linguistic and cultural diversity form an important part of the daily lives of individuals.

The promotion of innovative approaches in language education has been one of the priorities of the European Centre for Modern Languages (ECML). During 2004-2007, the ECML has worked on the *Languages for social cohesion – Language education in a multilingual and multicultural Europe*, a theme which aims at improving mutual understanding and respect among the citizens of Europe.

The Council of Europe (1998) in the document *'Living together in Europe in the 21st century: the challenge of plurilingual and multicultural communication and dialogue'* states that achieving pluricultural communication is tough and there are several obstacles. The problems encountered are divided as follows – psychological obstacles, ideological obstacles and obstacles related to objective situations. Due to the psychological obstacle, it is not always easy to accept others (1998, p.41): "the Other and Otherness; it is often easier to see the world as if divided between two opposite poles: I vs. they or We vs, They, or Us and Them". The second obstacle is the most difficult to overcome (1998, p.42): "ethnocentricity, promotion of stereotypes and myths on one own's culture and the culture of others, fostering dominance of the one language and one culture… may make it impossible to build bridges of dialogue and pluricultural communication". The objective obstacles do exist although they tend to be ignored in discussions. These include (1998, p.42): "lack of experts in the field, outdated teacher training, and last but not least, the lack of financial resources".

The *CEFR* (2001) highlights the distinction between plurilingualism and multilingualism. According to the *CEFR* (2001), multilingualism is the knowledge of a number of languages and may simply be attained by offering a diversity of languages at school or by encouraging students to learn more than one foreign language.

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Candelier (2007) explains that what is termed the 'singular approach' caters for activities based on only one language or a particular culture with no link to any other language or culture. It takes account of only one language or culture in isolation.

2.2.2 The Framework of Reference for Pluralistic Approaches to Languages and Cultures (CARAP)

The European Centre for Modern Languages (ECML), in Graz, which promotes linguistic and cultural diversity and fosters plurilingualism and pluriculturalism among the citizens living in Europe, has been focusing its work on promoting innovative approaches in language education. The ECML has worked on the *Languages for social cohesion – Language education in a multilingual and multicultural Europe*, a theme which aims at improving mutual understanding and respect among the citizens of Europe. A group of experts has designed the *Framework of Reference for Pluralistic Approaches to Languages and Culture (CARAP)*. Candelier et al. (2007) explains how the design of the *CARAP* started and how it developed:

> "The starting point for the framework of reference was a survey of the objectives set for pluralistic approaches in a hundred or so resource publications... These were selected, synthesised, rephrased and, where it was necessary completed. A parallel reflection on the complex notion of competence led us to organise the collated objectives into a general table of 'competences' and 'micro-competences', accompanied by three lists of 'descriptors' (knowledge, attitudes and skills" which can be activated by the competences and micro-competences".
> *(Development of a Reference Framework of Competences for Plurilingual and Pluricultural Approaches, Candelier et al., 2007)*

The *CARAP* is intended for (2007) those involved in curriculum development, those responsible for the development of teaching materials and to teacher trainers or language trainers. Moreover it intends to give support to teachers who are already involved in the innovations and to encourage teachers who are not yet involved to adapt to it.

The *CARAP* (2007, p.5) is assumed important when one sees it as an essential tool for pluaralistic approaches, because it aims to cater : "for the development of curricula linking, and with a view to defining progression in acquiring different areas of

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knowledge, skills and attitudes". Furthermore, the *CARAP* (2007, p.5) aims to create: "links between the different pluralistic approaches themselves... and the learning of communicative language competences within specific languages... as well as, more widely, establishing links between the benefits of pluralistic approaches and other non-linguistic subject areas".

2.3 Language Awareness

The Language Awareness approach offers students the opportunity of getting in contact with different languages and getting a broader view of languages and the world.

2.3.1 Hawkins and the Initial Stages of Language Awareness

Initially the idea of Language Awareness (LA) was presented by Eric Hawkins and was a reaction to the low achievement attained in British education, mainly in foreign language learning and in school-leavers' illiteracy. Hawkins (1999) describes the situation in the United Kingdom twenty-five years ago when the different kinds of language teaching of foreign languages (English mother tongue, English as a second language, ethnic minority languages and the classics) remained detached from each other. Hawkins (1999) indicates that the teachers of these subjects never went into each others' classrooms to listen to what their colleagues were teaching about language and to learn from each other.

Similarly Anderson (1991) explains how various teachers little attempt to understand each other's perspectives on language or to check whether what one teacher carries out in class may be enhanced by another teacher. Secondly, Anderson (1991) argues that there is a *fragmented* view of language which is being presented to students at school and that very often the opportunity to demonstrate what different languages have in common is lost.

Van Lier (1996) discusses how the traditional language teaching was based on language learning through the formal correctness of phonology, morphology, syntax and discourse. Van Lier (1996) emphasises that the full mastery of a language cannot be acquired by traditional language teaching. Therefore, Van Lier (1996) suggests that

learners can get hold of this mastery as a result of understanding the nature of language and its function, of being aware of what language is and what it does for us and for others.

Moreover, Tulasiewicz and Zajda (1998) describe the flaws in the educational systems, as previously discussed by Hawkins (1984) before the emergence of LA. Tulasiewicz and Zajda (1998) claim that the explicit *knowledge about languages,* the way languages work and the way it affects learners in their daily lives represented by the various linguistic branches have been reserved only for the education received by the senior and higher education students only. Thus, school pupils were not being catered for in the aforementioned aspects and they remained uneducated and unaware of the reasons behind why and how we use languages.

2.3.2 The need for Language Awareness Programmes

Hawkins (1999) indicates that one needed to rethink the language curriculum and to view the differences which exist between languages as interesting and not as threatening. Hawkins (1981, 1984) founded the LA movement in order to bridge the previously discussed gap (between the mother tongue and foreign languages) by means of programmes of study based on language which begin in primary school and continue into secondary school.

Hawkins (1984, p.4) defines "awareness of language" as a "bridging subject": "It bridges the space between the different aspects of language education (English, foreign language, ethnic minority mother tongues / English as second language /Latin) which at present are perceived in isolation". Hawkins (1981, 1984) explains that LA programmes are meant to bridge the transition from primary to secondary education in the field of languages, to provide a common vocabulary for the different fields of language education, to lead the way for childcare courses in the fourth and fifth years of secondary education, to facilitate discussion of linguistic diversity, to develop listening skills and to increase confidence in reading and motivation for writing. Hawkins (1984) makes it a point that LA is not the teaching and learning of a language in isolation, but is based on the idea that language teachers should lead students to learn how to handle issues related to language, to culture and learning.

In addition the Department of Education Science (1988, p.69) states that: "…all subject departments concerned with the teaching of language in secondary school (including English whether as a first or second language – and foreign languages, ancient or modern) develop a coordinate policy for language teaching". The Department of Education and Science (DES) (1988, p.43) states explicitly that there is a need for a cross-curricular approach to language:

> "It should be the duty of all teachers to instil in their pupils a civilised respect for other languages and an understanding of the relations between other languages and English. It should be made clear to English-speaking pupils that classmates whose first language is Bengali or Cantonese, or any other of the scores of languages spoken by the school population, have languages quite systematic and rule-governed as their own" (1988, p.43).

Schmidt (1995) makes it clear that schools require an awareness approach to language which will recognise that the learner is already both a competent user and an acquirer of language and possesses certain knowledge of how language operates. Stern (1992) contributes to the idea of Hawkins by claiming that one must develop a language project which launches a general LA element into the curriculum.

Similar to Hawkins, Stern (1992) explains that LA should be a component of an introductory language course, a course related to the first language or the foreign language or the syllabus of a language course. Bilash and Tulasiewicz (1995) and Labercane *et al.* (1998) explain that LA should not be thought of as an additional subject to the curriculum. It should be viewed as a cross-cultural element which could be taught as an integral part of the curriculum.

The need of a LA programme implemented at school is reinforced by White (2000) who indicates that if educators want to let students explore the meanings conveyed by language, they must design lessons which are not based on the study of the system of language, but which are based on LA.

2.3.3 What is Language Awareness?

Donmall (1985) defines LA as follows: "Language Awareness is a person's sensitivity

to and conscious awareness of the nature of language and its role in human life". Donmall (1985, p.7) adds that LA:

> "involves both making explicit and conscious the knowledge and skills pupils have themselves built up in the course of their experience of language, and developing powers of observation and experience of language... and purposeful analysis of language in their immediate environment and more widely in the world" (1985, p.7).

Tulasiewicz and Adams (2005, p.200) view LA as a "distinctive approach to teaching the mother tongue, as well as second and foreign languages as part of a comprehensive language education that uncovers elements which the diverse mother tongues have in common".

White (2000) and Candelier (2003) state that LA highlights the need for students to be capable of using not one, but the largest amount of languages possible. White (2000, p.9) states that "Language Awareness seeks to facilitate language learning by showing relations among languages and by having students examine the actual language used as the language users try to manipulate language recipients". Furthermore, Candelier (2003) states that the LA approach is a good technique to develop students' communication skills, to develop creativity, imagination and to facilitate communication. It prepares individuals to live in societies which are linguistically and culturally different by providing individuals with a variety of materials belonging to several languages including the language spoken at the school, regional languages, immigrants' languages and European languages.

Furthermore, White (2000, p.16) discusses how the study of culture must be considered in the study of language: "the study of foreign languages is simultaneously the study of the cultures that spawned those languages. Understanding of languages and cultures is a necessity of the present and future".

Tulasiewicz and Adams claim that an activity based on LA (2005, p.202):

> "sensitises pupils to diverse elements of language, structure or intonation patterns for example, which can help to improve their acquisition of language proficiency and

increase their language repertoire, enabling them to use their existing knowledge and skills to acquire new ones in wider language contexts" (2005, p.202).

Masats (2001) demonstrates how tasks based upon the LA approach offer students the opportunity of getting in contact with different languages and getting a broader view of languages and the world. Masats (2001) explains how people know things and generate ideas in their minds because of the experiences they go through. The mind is always trying to find a sense of stability between what is known and what is being experienced. Thus, if one experiences different alternative ways of viewing the same phenomenon one would be able to understand it better and at the same time one would broaden one's outlook on the world.

Anderson (1991) discusses how LA gives importance and reinforces the low status of bilingual pupils who speak languages which are considered irrelevant to the main business of the schools. LA pursues deepening understanding, fostering tolerance and increasing receptivity of new linguistic experience. This can be achieved by providing a broad context for language learning and by breaking down some of the barriers maintained by schools. Anderson claims that the broad school context for language learning should be different for each school and must depend on the languages and dialects spoken within each school and within each local community.

Similarly Stern (1992) claims that language programmes should not only enforce one's proficiency but should lead students to understand the nature of language, should inform students about first language acquisition in order to be able to grasp a second language.

The idea of presenting various languages to students and allowing students to get in contact with different languages is reinforced by Tulasiewicz and Adams (2005) who explain that the link between mother tongue and the teaching of foreign languages is the basis for LA. Tulasiewicz and Adams (2005) explain that language education must not be solely intended to the training of language skills, but enable communication between users of different languages.

Schmidt (1995) explains that an LA approach attempts to provide activities and tasks which encourage the student to activate this knowledge when confronted with new or unknown items of language. It involves learners more actively in the learning process so that they can try to come to understand how language works.

Wright (2002, p.115) discusses how teachers can benefit from LA as LA allows teachers to develop their sensitivity towards languages and language learning: "A linguistically aware teacher not only understands how language works, but understands the students' struggle with language and is sensitive to errors and other interlangauge features". Grauberg (1997) emphasises that it is not the role of the teacher to introduce students to the study of linguistics, but to engage learners in reflections about language, which is the foundation of LA.

2.3.4 Language Awareness activities

Hawkins suggests that there are different methods which could aid students with a lack of incentive to improve their language skills, to find an interest in language learning through the learning of other foreign languages. In addition, Hawkins (1984) suggests that LA programmes are designed to challenge pupils to ask questions about languages which are usually taken for granted. Hawkins (1984, p.4) explains that "The chief aim will be to challenge pupils to ask questions about language… and to offer a forum where language diversity can be discussed". Hawkins (1984) claims that the observation of languages in a classroom promotes linguistic reflection and can enhance the acquisition of a metalinguistic competence that will enable students to gain the competences required to be able to talk about languages and to use the language in question to describe another language. Hawkins (1984) suggests that LA activities should involve data collecting with the aim of allowing students to carry out the necessary reflections.

Wright (2002) explains what constitutes a LA activity. Wright (2002) states that LA activities engage students to work with language data. LA tasks are set up in order to encourage students to notice particular patterns, inconsistencies and anomalies. The

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approach applied in LA is inductive and is similar to a discovery. It focuses on discovery-learning and students are placed in a classroom environment which enables them to notice aspects in languages.

Oomen-Welke and Karagiannakis (1996) propose four steps which will help teachers carry out language lessons while taking into account the pupils' awareness of language:

1. Making use of the pupils' awareness of language.
2. Including foreign languages and vocalizing them.
3. Experiencing the unfamiliar and the unknown.
4. Comparing texts in different languages.

Tulasiewicz and Adams (2005) contribute further to the nature of tasks based on the LA approach. They state that LA tasks take account of the elements which make up language. This includes spotting the differences between languages and dialects of the learners and also those of others. If this is further developed, it can create a language tolerance and a sensitivity which regards other languages and their users in a different manner. Learners must also be aware of the sign and sound symbols of their language, and their purposes in order to develop their reading, writing, listening and speaking skills properly.

Grauberg (1997) manifests that LA tasks show how languages are related and include both the similarities and differences in languages. This includes all the messages and the aspects which languages convey about the speakers' way of life. The study of vocabulary could be regarded as one aspect of LA. Learners should be enabled to notice similarities in basic vocabulary of languages. Grauberg (1997) explains that although grammar may have a less general appeal than vocabulary, it entails several benefits. Comparisons and contrasts in grammatical structures may satisfy the desire to find out how languages work, may also lead learners to compare foreign languages to their own and may launch an interest in exploring other languages. Additionally, LA activities tend to provide students with the right atmosphere for cognitive development as LA activities entail problem-solving and creative thinking.

Tinkel (1991) describes a LA course which took place between 1981 and 1988 in an upper secondary school, in the first year of sixth form which ended with an AO level examination certification by the Oxford and Cambridge Schools Examination Board. The framework consisted of three different parts and each part addressed one of the following three questions:

- *How should we go about defining what constitutes 'language'?*
- *How does one particular language system work?*
- *How is that particular language used?*

The first part got students to think of the difference between human communication in general and language. The second part was based on the examination of speech sounds, intonation, stress, word structure, lexically based word classes, simple, compound and complex sentence structure and discourse structure. The final part of the programme examined lexical meaning, meaning conveyed by structure, deictic reference, connotation, speech acts, differing levels of formality, regional dialect and register and the changing nature of language. Tinkel (1991, p.103) states that the students' knowledge of their native language makes them critical of any other approach and:

> "will also enable them to appreciate that language is not something immutable but is a set of constantly evolving norms; that those norms can be adapted for our own individually creative use of language; that we vary our language use according to who we are with, where we come from and what we are doing; and that, therefore, what is felt to be appropriate should be the guide to usage, not absolute notions of what is right or wrong, pure or corrupted" (1991, p.103).

Tinkel concludes that after the seven year programme students became more aware of language, expanded and improved the grasp of their language, became more sensitive to how to use language and satisfied a hunger to know about how languages and language words are used.

Scholfield (1991, p.241) argues in favour of the frequent use of the computer in LA programmes:

> "I think occasional computer activities can be tremendously useful... Many of them offer great opportunities for learner-centred inductive learning, or at least self-paced learning. And if done by pairs or groups with the emphasis on off-computer discussion, experience suggests that motivating and awareness heightening effects may be high" (1991, p.241).

Scholfield discusses the use of the computer and computer software and states that even though certain activities like cloze exercise discussion and transcription practice can be easily carried out without the use of the computer, the computer serves to make the activities more interesting and might save the teacher time.

Anderson (1991) states that LA programmes are most meaningful when set within a context of a school language policy. When LA programmes are implemented in a school language policy learners are able to experience LA in a programmed setting on a regular basis. This enables learners to have a number of hours per year dedicated to LA and thus learners are more likely to benefit from the outcomes of LA. LA programmes set within a school language policy involve all staff in an active process of reassessing their own attitudes to learning and developing positive strategies to support the learning of all pupils. Andrews (2007, p.946) explains that educators who try to develop the LA of teachers and students:

> "assume that there is a direct relationship between knowledge of formal aspects of language and performance when using the language. They believe that students who can analyze and describe language accurately are likely to be more effective users of that language. They also believe that teachers' understanding of the language they teach and their ability to analyze it will contribute significantly and directly to their effectiveness as teachers" (2007, p.946).

Tulasiewicz and Adams (2005) explain that LA turns into a tool when language learning includes the study of the language itself and when it shows an interest in the cultures associated with the languages being studied. LA is enhanced by using the students' language as a language resource. Tulasiewicz and Adams (2005) state that in the LA classroom there is a greater sense of social awareness and it becomes a living laboratory for understanding the various languages and cultures which comprise it.

James and Garrett (1991) discuss the situations in schools where there is a lack of teacher trainers who have the necessary LA and the classroom experience of doing LA activities. Moreover, according to James and Garrett (1991) the school administration often claims that there is not enough time or available space in the timetable to allow

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extra timetabled work on language. Given that some departments have become large, they can afford to employ an LA expert.

Tulasiewicz (1989) states that given that Europe is multicultural, it provides a means for developing programmes of study in LA. Learners can come to an understanding of each others' languages and cultures and learn to communicate and work together in a multicultural environment through LA programmes. When learners nurture sensitivity towards languages, especially those surrounding them and those spoken by other learners, they would become more tolerant and have more respect for other languages and cultures. Tulasiewicz and Zajda (1998) claim that through the LA approach, learning experience can help learners and teachers promote a better perception of other cultures which leads to a more tolerant, democratic and multicultural classroom.

2.4   From *Language Awareness* to *Awakening to Language/ Éveil aux Langues*

The *éveil aux langues* or *awakening to languages* is a sub-category of the *Language Awareness* approach, initiated by Hawkins.

2.4.1   *Awakening to Language/ Éveil aux Langues*

According to Candelier (2007, p.8) the *éveil aux langues* is considered a sub-category of the *Language Awareness* approach initiated by Hawkins and that in English the term *Awakening to languages* is used to refer to the *éveil aux langues because Language Awareness "does not necessarily involve confronting the learner with a number of languages"* :

> "It is important to note that *"l'éveil aux langues"* as it has been developed specifically in the *Evlang* and *Jaling* programmes... is explicitly linked to the *Language Awareness* movement initiated by E. Hawkins in the 1980s in the United Kingdom. We think, however, that the *"éveil aux langues"* nowadays is seen as a sub-category of the *Language Awareness* approach, which is generating research which is more psycho-linguistic than pedagogic and which does not necessarily involve confronting the learner with a number of languages. For this reason those promoting *"l'éveil aux langues"* prefer to use another term in English – *Awakening to languages* – to describe their approach" (2007, p.8).

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Dagenais (2008, pp.205-206) explains that LA activities were redesigned and became known as *éveil aux langues*. They were intended to encourage students to view the languages that seem distant as more familiar and accessible:

> "In the 1990s, language awareness activities were redeveloped in France and became known as *"Eveil au langage"* and later *"Eveil aux langues"*. These activities focused on the use of minority, migrant and immigrant children's knowledge of diverse regional, national and international languages as a teaching resource... LA operates as a powerful means of acquiring knowledge of language patterns, learning about unequal statuses of languages in school and society, developing positive attitudes towards speakers of other languages, and increasing metalinguistic capacities such as auditory discrimination of non-familiar languages" (2008, pp.205-506).

McPake and Tinsley (2007) describe how mobility leaves its effects on languages. According to Mcpake and Tinsley (2007) one must take into consideration that nowadays mobility is a common factor in our society and that it leaves an impact on national languages and other languages involved since people having different cultural backgrounds mingle with each other. Likewise Candelier (2003) discusses how currently pupils live in a linguistically and culturally diverse environment due to several factors such as globalisation, migration and mobility. Having immigrant children present in schools surely affects schools and its learners. Candelier (2003) explains that formal education can no longer aim at meeting the needs of monolinguals, since it is very rare to find a homogeneous group of monolinguals in today's schools. Teachers must provide their students with an educational system which caters for multicultural environments and multilingual individuals. Students should be encouraged to learn from one another and to explore different cultures, literatures and languages contributed by immigrants. Diversity should be experienced in a spirit of unity rather than as a divisive factor. The *"éveil aux langues"* caters for this change.

Candelier (2003) explains what the *éveil aux langues* consists of. The "éveil aux langues" programme is not radically different from LA programmes. Through this approach learners carry out activities based on several languages simultaneously. The *éveil aux langues* strives to create a learning environment which consists of a unity between languages instead of a learning context where languages are not taught in isolation from each other. Thus the *éveil aux langues* aims at generating a synergy

between languages and a plurilingual and pluricultural notion which enables learners to experience a variety of languages and cultures.

The *Guide for the development of Language Education Policies in Europe* (2003) promotes the *éveil aux langues* since it is viewed as a gateway towards languages and cultures: it aims to generate positive attitudes not only towards languages but also towards diversity and people belonging to different cultures. The *Guide for the development of Language Education Policies in Europe* (2003) states that the *éveil aux langues* is also meant to develop curiosity and interest in languages as well as a language culture in learners which will lead to a better understanding of the world.

Bernaus (2008) discusses how an *awakening to language* (2008, p.14):

"is not about learning language(s) but learning about languages, aims to stimulate not only the pupils' curiosity and interest in languages and cultures but also their observation skills and language analysis skills, such as they may be, in order to anchor in place among the learners the first few steps in their education towards plurilingualism" (2008, p.14).

Further on Bernaus (2008, p.14) explains that such an awareness of language must be associated to the awareness of culture because the awareness of language and culture are intimately related:

"The language learner must be aware of three layers of culture... multicultural, pluricultural and intercultural. First, the language learner... must be aware of diversity in society, and how social groups... use and manage cultures. Secondly, the language learners must be aware of how identity is the by-product of experiences in different cultures. Finally, when a language learner is involved in a communicative situation... the language learner must be aware of the pluricultural identity of his or her interlocutor... Secondly, the language learner must be aware of the cultural conventions of the language(s) they use" (2008: 14).

The *Evlang* and *Jaling* programmes, two programmes linked to the LA movement initiated by Hawkins were designed with several aims in mind. The main aim was to produce teaching material and resources which could be used in schools. These resources cover a variety of topic areas and involve more than sixty languages of every status and from every continent. The topic areas included the relationship between languages and cultures, loan words, writing systems, sounds in languages and much

more. Moreover teachers were instructed and invited to follow in-service courses about the topic in order to be able to implement these courses. Finally a quantitative and qualitative evaluation of the programme was presented. The qualitative evaluation included interviews, observations and questionnaires.

2.4.2 Evlang - L'éveil aux langues à l'écoles primaires

The *Evlang* Programme (*L'éveil aux langues à l'écoles primaires – Bilan d'une innovation européenne*) was a project explicitly linked to the LA movement initiated by Hawkins and was organised by the European Centre for Modern Languages (ECML) and the Council of Europe (1997-2001). It was co-ordinated by Professor Michel Candelier (2003) and was possible with the aid of several primary, secondary and university teachers from European countries. The *Evlang* Project was based on three years and included the participation of a number of primary, secondary and university teachers from the following Europen countires: Austria (Graz), France (Paris, Grenoble and Reunion Island), Italy (Naples), Spain (Barcelona) and Switzerland (Geneva and Neuchâtel). The tasks were addressed only to fifth and sixth graders (children aged 10-12) and involved more than 40 languages (Candelier, 2003).

Candelier (2003) describes the *Evlang* and states that the *Evlang* tasks were addressed to fifth and sixth graders because the researchers felt the need to limit the number of classes that were going to implement the task and the amount of data to be analysed. It included audio-recorded documents which presented a total of more than 40 languages. The LA tasks were designed by different groups of participants. The project was also based upon the socioconstructivist approach to language learning which develops a collaborative atmosphere among participants which gives students a greater sense of autonomy.

Masats (2001) describes how the design of LA tasks in *Evlang* were based upon Schmidt's (1995) learning stages and Van Lier's (1996) concepts of awareness, authenticity and autonomy. Masats (2001) states that LA tasks are structured in three phases: sharing knowledge, creating knowledge and reinforcing knowledge. The first

phase is important to ensure that the learners have understood what is going to take place, why and to detect misconceptions of language. Teachers present the task's aims to the learners and the learners share their views about these goals. In the second phase, students work in groups in order to solve cognitive problems related to language and language use. At the stage students observe and *analyse* oral or written data which challenges what they know about that particular language phenomenon. Finally, students must become aware of what they have learned and they way they have learned it by restructuring their knowledge to put together the data they gained from the task.

2.4.3   Jaling - Janua Linguarum - the gateway to languages

Through the duration of the Jaling Project (Janua Linguarum) signifying 'An open door to languages', awakening to languages activities were carried out. A total of twenty countries took part in the *Jaling,* including Bulgaria, Iceland, Finland, Greece, Hungary, Poland, Portugal, Rumania, The Czech Republic, The Netherlands, Russia and Sweden. The *Jaling* catered for all educational levels from kindergarten to adult education (Candelier, 2001)

Candelier describes the *Jaling* programme as follows:

> "Jaling draws on the experience of previous projects to provide a programme for disseminating this approach and for studying the conditions of its introduction into curricula. Jaling has facilitated the setting up of activities in 16 European countries. It has prompted a better understanding of the variety of ways in which awakening to languages can be introduced, depending on the conditions (links to school programmes, inclusion in timetables, connections to other subjects, appropriation by teachers etc). Jaling has made it possible to have a clearer vision of the various obstacles to be overcome and of the successes to be achieved!"
> *(Challenges and Opportunities in Language Education – Janua Linguarium)*

Fidler (2006) states that the most important aspects of the project were to develop students' interest in languages, to aid students become more open to different cultures and their people, to encourage students to show more respect to other cultures, to raise students' interest in languages, and to support the second language used by students whose mother tongue is different form the language of instruction.

Results and evaluations of the Jaling Project clearly show that students are motivated and find it enjoyable to discover other languages and cultures. Students were more aware of linguistic and cultural diversity and open to the unfamiliar (Candelier, 2004).

2.5   Conclusion

This chapter has reviewed relevant background literature on various teaching approaches and has also given an overview of the initial stages of LA and the awakening to languages. A discussion on LA activities has also been given. The chapter has focused on the pluralistic approach. As can be seen, the pluralistic approach enfolds a number of benefits for the learners. The next chapter will focus on the research design applied in the design and on the evaluation of the whole study.

Chapter 3

Designing and Testing Activities

3.0   Introduction

In this chapter the research design in this study is discussed in order to test an educational programme which consists of a set of activities based on the *CARAP - Framework of reference for pluralistic approaches to languages and cultures (2007)*, with the ultimate aim of promoting language awareness. Each activity is designed with one or several aims selected from the descriptors presented in the *CARAP*. The sample of participants and the procedure followed is discussed. Finally, the aspects which were considered for the evaluations of the twelve activities and the evaluation of the whole programme are discussed in relation to the pluralistic approach and programme evaluation.

3.1   Research Questions

The aim of the dissertation which includes a set of tested activities is to answer the questions listed below:

- *In what ways can language awareness activities promote the exploration and discovery of linguistic and cultural diversity in an extra-curricular programme?*
- *How can an extra-curricular programme be structured so as to allow learners to gain knowledge about, and sensitivity toward, languages and cultures?*
- *In what ways can this programme be based on a pluralistic approach with special reference to the CARAP?*

The research questions are in liaison with the aims of the *Evlang* (2003) and *Jaling* (2004) projects. The purpose of the research questions is to test the created programme locally and to observe the implementation of the activities in a Maltese classroom setting. So far, the concept of language awareness has not been given any formal recognition in the Maltese education system. This is a first attempt to create and adapt activities and to evaluate them through action research.

3.2   The Programme

The study was carried out at a Girls Junior Lyceum over a period of twelve-weeks. The research consists of a programme which supports the idea of a recreational-club and an

extra-curricular activity. The activities are offered during break time as an extra-curricular activity. The activities do not form part of the teaching of any specific language, whether the first, second or foreign language. The activities are not part of a specific subject curriculum but are 'cross-curriculum' and do not form part of the official curriculum.

The activities are chosen with the idea of choosing different topics which would be appropriate for an introduction to language awareness, considering that the participants never received lessons on language awareness through the Maltese educational system.

Kotter (1995) suggests that in order to manage a change activity, one must first and foremost build a case for change, create and communicate a vision, empower others to act on the vision, create short-term wins, consolidate improvements and institutionalise new approaches. The programme will serve as a *vision* which aims to make learners familiar with diversity, appreciate diversity and be tolerant to diversity, through the pluralistic approach. The programme suggests that Maltese students are given the chance to follow a similar programme at school, either as part of the syllabus or as an extra-curricular activity.

Sixteen students will be invited to attend the club during mid-day break. The members of the club will meet once a week for the duration of twelve weeks. At the very beginning they will be asked to be consistent and committed to attend the whole course. Sixteen participants will be chosen, since such a group could be easily divided into groups of four when group work is required. Moreover, a group of sixteen participants could be more easily observed.

Activities are prepared each week and activity plans are rigorously prepared. During each meeting, participants will be presented with a different task. During the activities learners will work on either a new topic or on a follow-up to the previous topic discussed. Participants will be given instructions which they will either follow on their own, in pairs or in groups. Learners will be given the opportunity to observe, compare,

contrast, explore, discuss, ask questions, discover, conclude and analyse. The twelve activities will take place in the computer laboratory at school.

One of the main objectives kept in mind during the design of these activities was that they were meant to be **student centred:** in the sense that they should serve as a **pretext / a context** for learning, and not be the end of the lesson in itself. Emphasis was given to attitudes to languages rather than to the content of each activity in isolation. For example the most important aspect of the activity based on gestures is not to learn the meaning of gestures by heart but to understand that there is a lot to learn about gestures.

3.2.1   Structure and Timeline of Activities

The months of November 2008 and February 2009 were chosen in order to finish the programme before the half-yearly examinations. The participants were asked to attend once a week during mid-day break, for the course of twelve weeks. The midday break begins at 12:00 and finishes at 12:30 with the approximate duration of half an hour. Here is a timeline of activities with the respective date and activity title (Table 1).

	Date (2008/9)	**Activity**
1.	3rd November	Different Forms of Communication
2.	10th November	French Gestures
3.	17th November	World Gestures
4.	24th November	Languages of the World
5.	1st December	Writing Systems (Scripts)
6.	9th December	Different Sounds in Languages
7.	12th January	*La Francophonie*
8.	19th January	Language Varieties of French
9.	26th January	Loan Words
10.	2nd February	Families of Languages
11.	9th February	Greetings
12.	16th February	Gender

Table 1 – Timeline of Activities

3.3 *CARAP* Descriptors for Activities

The topics which will be tacked in the programme were chosen in order to provide a framework of the main components of communication and, more specifically, language. Several descriptors were selected from the *CARAP* as lesson objectives. In the following section we shall view the chosen *CARAP* descriptors in relation to each activity.

3.3.1 *CARAP Descriptors for Activity 1 - Different Forms of Communication*

- *Knows that there are other forms of communication than human language [that human language is only one of the possible forms of language] (3.1).*
- *Knows that communication does not necessarily depend on having a tongue articulated in two dimensions (3.1.1).*
- *Is aware of some of the characteristics which make human language different from other forms of language (/animal communication/...) (3.2).*

The programme commences with a general introduction on *communication*. The first activity is based on animal and human communication. It encourages learners to reflect about the way we communicate with each other and also about the manners in which familiar or unfamiliar animals communicate. This activity is meant to make students aware that communication takes place all the time and not only by humans. Moreover, learners will be given the opportunity to understand that communication does not only consist of a language or verbal-communication.

3.3.2 *CARAP Descriptors for Activity 2 - French Gestures*

- *Can compare the non-verbal communication of others with one's own (3.9.2.2).*
- *Knows that there are similarities and differences between non-verbal communication systems from one language to another (6.9)*
- *Knows that there are differences in the non-verbal ways in which feelings are expressed in different languages (6.9.1)*

During the second activity the group will focus on gestures and will discuss the notion of non-verbal communication. Learners are asked to make a research about *gestures in the world* and to become sensitive to the variety of interpretations which the same gesture may carry.

3.3.3   CARAP Descriptors for Activity 3 - World Gestures

- *Is familiar with some differences in the way feelings are expressed in some languages (6.9.2)*
- *Is familiar with [is aware of] one's own reactions towards differences (linguistic / language related / cultural) (6.10)*
- *Knows that cultural differences may be at the root of problems in verbal / non verbal communication /interaction (6.11)*

The third activity encourages learners to understand how easy it is to misinterpret gestures if taken from an unfamiliar context or culture. During the third activity learners are asked to work on a number of *French gestures*, and to understand that there are some French gestures which might have a completely different meaning, elsewhere in the world. This encourages learners to become more familiar and tolerant to different facets of cultures.

3.3.4   CARAP Descriptors for Activity 4 – Languages of the World

- *Knows that there are often several languages used in the same country, or the same language used in several countries (5.6.1)*
- *Knows that a language and a country should not be confused (5.6.1.2)*

The fourth activity consists of a very brief overview of *all the languages spoken around the world*. Learners become aware that there are many more languages spoken around the world such as Burmese and Sanskrit, even though they might not have heard of such languages before.

3.3.5 CARAP Descriptors for Activity 5 – Writing Systems

- *Knows that there are different kinds of writing systems (6.8.1)*
- *Can decipher a text written in an unfamiliar script (1.2.5.1)*

Given that learners have encountered different languages, even unfamiliar ones, it was adequate to discover the manner in which various languages are written. Learners will be asked to look for information about different *writing systems* to complement the fourth activity on world languages. The fifth activity is based on writing systems. Learners will learn that even though they may be more familiar with the alphabetic writing system, other writing systems, including the logographic and the syllabic writing systems, exist.

3.3.6 CARAP Descriptors for Activity 6 – Different Sounds in Languages

- *Knows that languages have their own phonetic / phonological system (6.4)*

Having learned that there are different writing systems which are used daily for communication to take place, it is suitable to learn that some languages may even sound completely different from the ones learners are used to. The sixth activity is based on the click languages. Learners are asked to use the internet to discover and merge into the world of click languages, which is undoubtedly unfamiliar to them.

3.3.7 CARAP Descriptors for Activity 7 – La Francophonie

- *Knows that there are often the same language used in several countries (5.6.1)*

It is appropriate to discuss the fact that the *same language may be spoken in various countries around the world.* The seventh activity presents learners with this idea and learners are asked to make the necessary reflections about such a statement and to use the internet to find information, specifically on the French language and French-speaking countries in order to learn more about a case where one language is spoken in several countries around the world.

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3.3.8 CARAP Descriptors for Activity 8 – Varieties of French

- *Being sensitive to variants of the same language (2.2.2)*

Given that at this stage learners would have discussed various types of communication, languages and writing systems, it is now appropriate to dig into languages and analyse different facets of language. During the eighth activity, learners are invited to learn about *language varieties* with an emphasis on French. They are asked to use the internet to research different French varieties and to compare and contrast words from French varieties to standard French.

3.3.9 CARAP Descriptors for Activity 9 – Loan Words

- *Is aware of the existence of words loaned from one language to another (4.3)*
- *Has knowledge of the conditions in which words are loaned {contact, terminological needs} (4.3.5)*

Learners are introduced to *loan words* from various languages in the ninth activity. This is tackled immediately after the activity on *language varieties* in order to link the previous lesson which shows similarities between the same language varieties.

3.3.10 CARAP Descriptors for Activity 10 – Families of Languages

- *Knows that languages are related to each other and that "families" of languages exist (4.1)*
- *Knows that one should not confuse loan words with a linguistic relationship (4.3.2)*

Clinging on to the idea of language varieties and similarities in languages, during the tenth activity learners are introduced to *families of languages* in order to become sensitive to the fact that some languages are relatives of the same family. They are asked to compare and contrast words from various languages belonging to different language families to understand the concept.

3.3.11 CARAP Descriptors for Activity 11 - Greetings

- *To be sensitive to (both) the great diversity of the ways used to greet people and to initiate communication, and to the similarities in the universal need to greet others and to communicate with them (4.1).*

The eleventh activity serves as reinforcement to what has been learned during the previous activity. Learners are presented with a number of *greetings* in different languages. While they become aware that people always greet each other formally or informally, learners are encouraged to understand that greetings coming from different languages can be classified according to the *language family*.

3.3.12 CARAP Descriptors for Activity 12 – Grammatical and Sexual Gender

- *Knows that "grammatical gender" and "sexual gender" are not the same things. (1.2.3.1)*
- *Knows that the same word may change gender from one language to another (6.3.2)*

To conclude, learners become aware of the difference in *sexual* and *grammatical gender.* They are supposed to learn that grammatical gender is not the same from one language to another. They are asked to use dictionaries to discover that there is no specific pattern which explains such change in gender.

3.4   The pluralistic approach

This programme is based on the pluralistic approach and aims to promote plurilingualism among students. It is meant to introduce learners to a number of languages and cultures through the different activities.

The first activity is based on Animal and Human Communication and is meant to introduce learners to the world of communication where verbal language does not exist. Learners will be given the chance to discover that animals also have sophisticated ways

of communication and that they mainly use their systems as a way of survival (Appendix 3.1).

During the activities based on non-verbal communication, learners will be asked to divide the world in two: Europe and Westernised countries and Asian and African countries. They will use the internet to research non-verbal communication and acquire a general impression of non-verbal communication around the world and not only on one country. Figure 1 illustrates some gestures which will be used during the activity and which have a different meaning in Europe, Westernised countries, Asian and African countries. Learners will be asked to find out the meaning of such gestures in different continents. Finally, they will be asked to write down the meaning of three gestures of their choice (Appendices 3.2, 3.3). Learners will also be analysing French gestures and find out what they mean in Malta, if they have a meaning (Figure 2).

Figure 1 – Gestures

Figure 2 – French Gestures

In the fourth activity, based on Languages of the World, learners will be given the opportunity to explore the world of languages, including languages which seem very distant to the Maltese culture. Learners will be asked to choose one language and find information about it and make a list of countries where the language in question is

spoken. At the end of the activity learners will be asked to make a short presentation about the chosen country and the respective languages spoken in the particular country. Finally, learners will fill out the distributed handout in order to give a definition of the terms *country, language* and to give an example of the same language spoken in several countries (Appendix 3.4).

During the activity based on writing systems, learners will first and foremost view a sample of scripts which includes Burmese, Russian, Japanese, Korean, Malayalam, Polish, Dutch and French (Figure 3). Learners will be asked to use the internet to find information about the various writing systems which exist. They will be asked to focus on the syllabic, logographic and the alphabetic and thus each group will have the opportunity to discover several languages in relation to the writing system in question. At the end of the lesson, learners will be asked to expose the information they found through a short presentation. Thus, all the learners will view samples of writing system used around the world. Finally, learners will write down their name and surname using the Braille Writing System and will decipher the name given to them written in the same writing system (Appendix 3.5).

Меня зовут Жыргал. Я сейчас в Кочкоре живу.
У меня два сыновья, одна дочка. Старший
сын с дочкой сейчас студент. Дочь моя в
американской университете изучает. Она на
первом курсе. А мой сын в технологической
университете на четвертом курсе учится. Сын
с дочкой всегда на каникулах домой
приходят.

വീടു വയ്ക്കുന്നെങ്കിൽ, ഗ്രാമത്തിലാവട്ടെ,

കൂട്ടുകൂട്ടുന്നെങ്കിൽ കുഞ്ഞുങ്ങളോടാകട്ടെ,

കൂട്ടുവെട്ടുന്നെങ്കിൽ നിന്നോടുതന്നാകട്ടെ,

കുടിക്കുഴയ്യുന്നേൽ ഭാര്യയോടാവട്ടെ.

വയ്ക്കുന്ന വീടൊരു പുഴയോരത്താവട്ടെ,

മാമുനിയ്ക്കൊക്കും കുടിൽ തന്നെയാവട്ടെ,

Figure 3 – Examples of Writing Systems

Through the programme learners will be given a brief introduction on Click Languages. Therefore, learners will explore the languages of Africa. They will be given the time and the necessary guidance to research click languages and to view a list of click languages available on the internet. Learners will also listen to a sample of a click language. Finally, they will carry a True or False exercise to revise what they would have learned from the activity (Appendix 3.6).

Learners will look at the world from a Francophone perspective. They will be asked to research several Francophone countries and to focus on one country in particular. They will be asked to find information about the country they choose and prepare a short presentation for the other learners. Learners will be asked to highlight the countries where French is spoken on a given map (Figure 4). This will take place during the seventh activity (Appendix 3.7).

Figure 4 – Map of the World

Learners will then focus on the French language and its varieties during the eighth activity. They will be asked to research the following French varieties: Occitan French, Breton, Franco-Provençal, Basque and Picard (Appendix 3.8).

An introduction of the concept of *loan* words will be given during the ninth lesson. Learners will be shown a sample of loan words in English from several languages including Japanese, Italian, German, French and Spanish (Table 2). They will be asked to guess the language from where the loan word shown is borrowed. At the end of the activity learners will be asked to reflect about the situation locally and to discuss Maltese loan words from several languages. They will be asked to write down a list of loan words and categorise the words according to the language they come from (Appendix 3.9).

Japanese Loan Words	*aisu ku'riimu (ice cream)*	*'hambaagaa (hamburger)*	*kom'pyuutaa (computer)*
Italian Loan Words	*cappuccino*	*salami*	*latte*
German Loan Words	*delicatessen*	*lager*	*hamburger*
French Loan Words	*baguette*	*escargot*	*croissant*
Spanish Loan Words	*margarita*	*paella*	*papaya*

Table 2 - Sample of Loan Words

The tenth activity is entitled *Language Families* and learners will be presented with a vast range of words from various language to illustrate the Romance (Figure 5), Germanic (Figure 6), and Semitic language families (Figure 7). Examples from Latin, Spanish, Portuguese, Catalan, French, Italian and Venetian will be included as examples of the Romance language family. Examples from Afrikaans, Dutch, German, Icelandic, Swedish and Danish will be shown as words coming from the Germanic language family and examples from Maltese, Arabic and Hebrew will be shown to present the Semitic language family. Finally, learners will be asked to work on a handout based on family of languages (Appendix 3.10).

Figure 5 – Romance Language Family

ROMANCE

Pomo (Venetian) — apple / orange / kiwi

English	French	Italian	Venetian	Latin	Catalan
Apple	Pomme	Mela	Pomo	Pomum	Poma

ROMANCE

Man (Venetian) — hand / eye / tongue

English	French	Italian	Venetian	Latin	Catalan
Hand	Main	Mano	Man	Manus	Mà

ROMANCE

Lectors (Latin) — Cupboard / Stool / Bed

English	French	Italian	Venetian	Latin	Catalan
Bed	Lit	Letto	Lett	Lectus	Lit

Figure 5 – Romance Language Family

Figure 6 – Germanic Language Family

GERMANIC

Vinger (Dutch) — toe / mouth / finger

Afrikaans	Dutch	German	Icelandic	Swedish	Danish
Vinger	Vinger	Finger	Fingur	Finger	Finger

GERMANIC

Not (Swedish) — night / morning / day

Afrikaans	Dutch	German	Icelandic	Swedish	Danish
Nag	Nacht	Nacht	Nótt	Natt	Nat

GERMANIC

Æble (Danish) — peach / apple / pear

Afrikaans	Dutch	German	Icelandic	Swedish	Danish
Appel	Appel	Apfel	Epli	Äpple	Æble

Figure 6 – Germanic Language Family

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	SEMITIC				SEMITIC	

The figure contains several diagram boxes:

Left top diagram:
- SEMITIC
- salām- (Arabic) → peace, cold, warmth

Arabic	Hebrew	Maltese
salām-	šālôm	sliem

Right top diagram:
- SEMITIC
- kutiba كُتِبَ Arabic → It was written, It was stolen, It was frozen

Arabic	Hebrew	Maltese
kutiba كُتِبَ	niktab נכתב	huwa miktub

Bottom diagram:
- SEMITIC
- lisān- (Arabic) → nose, ear, tongue

Arabic	Hebrew	Maltese
lisān-	lāšôn	lsien

Figure 7 – Semitic Language Family

Learners will carry out a task based on the way people from different cultures greet each other and on families of languages. The languages which are involved in this activity are French, German, Italian and Spanish. Student learners must associate the greetings in the languages to their meaning and put them in the correct column (Appendices 3.11, 3.12). Finally, learners will observe the change in grammatical gender of a number of words in the following languages: English, Maltese, French, German, Italian and Spanish. Learners will be asked to look for the gender of the given words and write down whether there is a change in the grammatical gender or not (Appendix 3.13).

3.5   Programme Evaluation

The research design applied in this dissertation is based on programme evaluation. Smith (1989) states that the central purpose of programme evaluation is to identify the strengths and the areas for improvement in the programme. Evaluators also aim at

obtaining a clear view of how a particular programme affects its audience. Thus they are able to allocate aspects of the programme which require changes. Programme evaluation focuses on the programme, rather than the audience. Furthermore, Smith (1989) defines a programme as a set of activities which are carefully planned beforehand and which are acted out with an identified audience. The focus of this dissertation is based on the programme itself, which consisted of a set of activities which were carefully planned beforehand and were carried out with the chosen students.

The dissertation analyses the way the programme was carried out and examines how the programme affected the audience in order to identify the strengths and the areas of improvement of the prepared set of activities. An immediate evaluation of each activity is provided in Chapter 4. The evaluations were based on the field notes taken from the observations based on each activity and also on a number of pre-set questions which served as a guide to evaluation.

At the end of the activities a general evaluation of the whole set of activities was written. This demonstrates the strong and weak points of the activities which were visible once the activities were implemented in a classroom setting with the selected audience. In order to be consistent with the theory based on programme evaluation, areas of the activities which required further improvement and amendments are suggested. Thus, being the teacher-observer and having noticed and taken down notes about the way learners reacted to the activities, the way they carried out the given tasks and also the way learners were affected by the activities, further amendments are suggested with the aim of improving the tasks.

McNamara (2002) states that programme evaluation is often divided into two types of evaluation: Process Evaluation (Formative Evaluation) and Outcome Evaluation (Summative Evaluation). Process Evaluation is concerned with how the programme is delivered. It deals with things such as when the programme activities occur, where they occur, and who delivers them. It verifies whether the programme is being delivered as intended. Outcome Evaluation addresses the question of results. Given that I focused on

the activities presented and observed and passed remarks on the ways participants reacted and were affected by the programme, I consider this programme evaluation to be based on process evaluation.

A programme plan should contain coherent information on several dimensions including the platform, objectives, student entry behaviours, assessment tools and procedures, instructional materials, learner experiences, content, time and length of unit Leithwood (1981). The aforementioned aspects have served a great deal throughout the design and evaluation of the programme and were used in the design and implementation of the programme and the evaluations.

Owen and Rogers (1999, p.4) state that there are four 'knowledge products' of evaluation. These are evidence, conclusions, judgements and recommendations. The evidence consists of the data that would have been collected during the evaluation. The conclusions are based on the judgments and interpretations made through the analysis of data. Judgement is when value is given to the conclusions as they are labelled good, poor, bad, below expectations and so on. Recommendations consist of suggestions about what to do with the evidence and conclusions. The four 'knowledge products' suggested by Owen and Rogers (1999) could be regarded as the outline for this particular programme evaluation because the evidence, conclusions, judgements and recommendations were dealt with throughout the programme evaluation. Field-notes are used to jot down aspects noticed from the observation. Several aspects which were lacking in each activity and which needed further revision were noticed. The activity was labelled as good, poor and bad (Appendix 4.2), where (1) refers to good, (2) refers to poor and (3) refers to bad. This leads to recommendations for each activity with the ultimate aim of improving the activity and basing it on a student-centered environment where learners discover new things and explore them, and on a pluralistic approach.

Fournier (1995) describes the logic of evaluation which could be applied to programme evaluation as follows: establishing criteria, constructing standards, measuring performance and comparing with standards and synthesising and integrating evidence

into judgement of worth. Owen and Rogers (1999, pp.2-3) discuss a number of aspects which should be taken into consideration as a guide to evaluation: *How good is the programme? Did the programme work? What is needed? What are the components of this programme and how do they relate to each other? What is happening in this programme? How is the programme performing on a continuous basis? How could we improve this programme? How could we repeat the success of this programme elsewhere?* Shadish et al. (1991) suggest that educational studies which present programmes should include three aspects of evaluands which are their internal structure and functioning, the constraints that shape design and delivery and the societal factors that influence the development of evaluands, how evaluands change overtime and how the evaluand could contribute to social change.

The aspects presented by Fournier (1995) Owen and Rogers (1999) and Shadish et al. (1991) are applied and followed throughout the evaluations of activities. In general these aspects present an overview of the programme's strong and weak points and indicate the parts of the programme which require further amendments.

Given that the main focus is the programme itself rather than the learners the study is based on programme evaluation and not on the case study approach. The scope of the activities presented is to test the content and not the target audience. Van Lier (2005, p.196) states that: "When we want to understand how a specific unit (person, group) functions in the real world over a significant period of time, a case study approach may be the best way to go about it". Therefore, the difference between programme evaluation and case study as the latter focuses on the audience or the learner.

There are other elements which differentiate programme evaluation to case study. Nisbet and Watt (1984) describe the case study as a specific instance that is frequently designed to illustrate a more general principle. It symbolizes an exclusive example of real people in real situations. Cohen et al. (2000, p.181) explain that case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors: "Case studies can penetrate situations in ways that are

not always susceptible to numerical analysis". While a case study focuses on the audience, programme evaluation puts emphasis on the programme itself and aims at carrying out the necessary amendments to provide a better programme.

Moreover, Brown and Rodgers (2002) demonstrate that case studies are very often developmental studies. Developmental research consists of an investigation of patterns and sequences of growth and change throughout a period of time. Even though this is rather typical of a programme evaluation which consists of a tested programme based on a stretch of time, case studies tend to carry out research on a broader spectrum of time. Thus a case study focuses on the effect of the design over a prolonged period of time. Since the programme is based on a period of twelve weeks, programme evaluation is more appropriate than the case study approach.

3.6   Teacher-Observer

I am a secondary school teacher and I teach at a Girls' Junior Lyceum. I teach Maltese as the first language and French as a foreign language. I have an interest in different languages and cultures. Being a teacher of both the native language and of a foreign language gives me a holistic view about languages.

3.7   Student-Participants

The participants chosen attend the Junior Lyceum and are fourteen-years old. Students can spend their midday break doing a variety of activities. They can attend drama lessons, music lessons, sport lessons, and go to the library or one of the computer laboratories. However the sixteen chosen participants agreed to follow the programme during break. The chosen participants come from two different Form 4 classes. I teach them French or Maltese, or both and we have a very good relationship. The students are hard-workers and are always eager to learn new things which are not necessarily assessed in the final examinations. Half the group comes from the first class, and the other half comes from the second class. The first half of the group has been studying French since Form 1. They are currently studying sciences, as their Form 3 option. The second half of the group has been studying French, German or Spanish since Form 1.

Currently they are also studying sciences as a Form 3 option. Given that the learners in the group study a range of languages, and not the same language helps in the carrying out of the programme.

3.8   Evaluation of the Activities and the Programme

A qualitative evaluation focuses on each activity by observing each activity. The evaluation focuses on the development of the meta-cognitive skills of the participants which took place during the process of problem-solving of the given tasks. The observations of each activity feature the viewpoint of an outside observer and a teacher-researcher. Field notes will be collected during the twelve activities and finally observations will be summarised in Evaluations (a) and (b) of each activity (Appendices 4.1 and 4.2). The observations aim to allow an evaluation of the activities tested during the programme and to gather data on the elements that come into play when the learners involved address the linguistic and cultural diversity presented by the programme

3.8.1   Evaluation of each activity - Evaluation (a) and Evaluation (b)

After each activity an evaluative account will be written. Two evaluation sheets, Evaluation (a) and Evaluation (b) (Appendices 4.1 and 4.2) will be filled after each activity. The basic tenets of each evaluation form according to Owen and Rogers (1999, p.40) include the purpose or orientation of an evaluation consistent with the form, the typical issues which are consistent with each purpose and the major approaches taken from a social science or management perspective.

The first evaluation sheet consists of three general statements which give a general feedback of the activity. It consists of the positive and the negative points of the activity and any further suggestions for the activity. The second evaluation sheet consists of ten questions which were answered as a means of evaluation. The questions are listed hereunder:

1.   *What is my general impression of the activity? What is my level of satisfaction?*

2.   *How clear was the aim of the activity? Were the aims reached?*

3.   *Did the prepared task help in reaching the goal of the activity?*

4. *Was the time adequate for the task?*

5. *Were participants involved in the activity?*

6. *Did the participants find the activity too easy or too difficult? Were they motivated?*

7. *Were the resources the best resources that could have been applied for the activity?*

8. *What are the comments about the general presentation and organization of the activity?*

9. *How was the atmosphere in the class: cheerful or monotonous? Why?*

10. *Are there any further amendments that could be carried out to improve the outcome of the lesson?*

The evaluation questions were based on the:

a) Success of the activity, the learning outcomes and aims (Questions 1, 2, 3)

b) Time available (Question 4)

c) Motivation and interest generated in participants (Questions 5, 6, 9)

d) Resources used (Questions 7, 8)

e) Further suggestions and changes required (Question 10)

3.8.2   Evaluation of the whole programme

A general evaluation of the twelve activities and the tasks in general will be written when the whole programme is complete. A general overview of the programme is given. This includes the learning outcomes, the aims of the tasks, the interest generated, the resources used, the effect of the sequence of the lessons according to the *Timeline of Activities* (Table 1), and the sample vis-à-vis the *CARAP* is given.

3.8.3   Students' Questionnaire

Another evaluation of the whole set of activities will also take place. A questionnaire will be filled by the participants (Appendix 4.3), at the end of the programme. This will give an insight into how the participants were feeling about the course and about their learning and participation in general. The questionnaire intends to evaluate the learners' view on the programme in general, to evaluate the attitude of learners towards the activities (most interesting, least interesting, most difficult), to evaluate the learners'

motivation vis-à-vis the programme taking place during break time, to evaluate the learners' outlook on the possibility of having a fixed lesson per week implemented in the school curriculum, to evaluate the learning outcomes of the programme by viewing what learners have learned from the programme and to evaluate any suggestions for further topics which could be added to the programme.

3.9   Limitations of the Study

Time allocated for the activities might not be enough. The duration of lessons is not adequate to carry out the activities in detail. Moreover, students tend to be tired during break, and might not give their best. Therefore the success of the activities depends on the good will of the school pupils.

Given that the researcher was the person who designed and carried out the activities, the perspicacity and objectivity of the observations may be compromised. The presence of an observer during the activities would have been beneficial.

The sample of chosen student-participants is relatively small. A bigger sample would stabilise the results obtained. Another point is that given that all the participants were females, it would have been interesting to know how an all-male audience (or eventually a mixed cohort) would react.

3.10   Research Ethics

Since this study engaged the participation of students, the research was only conducted once the necessary authorisation had been issued by the school's administration (Appendix 1.1). The head of school, students and the students' parents were informed about the study's research purpose and asked to give their consent to form part of this study (Appendices 1.2, 1.3 and 1.4).

3.11   Conslusion

As discussed the *CARAP* is the main tool used for the design of the activities in this study. The programme is evaluated by means of a programme evaluation and

recommendations for further development of each activity and the whole programme are given in the next chapter.

Chapter 4

Evaluating a Programme based on the *CARAP*

4.0 Introduction

A detailed evaluation of the twelve activities carried out in the study is given in this chapter. The evaluations highlight the positive and negative points and suggest changes for improvement. The chapter finally, presents a general evaluation of the whole programme in relation to the pluralistic approach and the *CARAP* descriptors applied in the activities.

4.1 Evaluations (a) and (b) of Activities

In this section we shall view two evaluations for the activity; evaluation (a) and (b). Evaluation (a) consists of a discussion of the positive and negative aspects and several recommendations. Evaluation (b) gives a general overview of the activity.

4.1.1 Evaluation (a) and (b) for Activity 1 - Different Forms of Communication

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***CARAP* Descriptors:**
- Knows that there are other forms of communication than human language [that human language is only one of the possible forms of language] (3.1).
- Knows that communication does not necessarily depend on having a tongue articulated in two dimensions (3.1.1).
- Is aware of some of the characteristics which make human language different from other forms of language (/animal communication/...) (3.2).

Activity Aims:
- to understand that there are different forms of communication (human and animal communication);
- to discover different forms of animal communication;
- to compare forms of communication;
- to explain how animals communicate;
- to explain the differences which make animal communication different from human communication.

Table 3 – List of *CARAP* Descriptors and Activity Aims for Activity 1

1. The extent to which the aims were achieved

The activity ran smoothly and learners generated a genuine interest in the topic. Learners asked questions and shared their personal experiences vis-à-vis human and

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animal communication during discussion time. The activity introduced the whole course perfectly as it consisted of a general introduction to communication before learners tackled further topics on communication. The PPT presentation stimulated interest in learners and helped them reflect about a number of communication systems. Moreover, the PPT presentation made learners eager to look for information in order to find out how different animals communicate. The aims were rather general but clear. The three chosen aims were clear and concise and were reached with the aid of the prepared resources, the discussions and the tasks.

2. The extent to which the aims were not achieved

Although learners became aware of different communication systems and of the differences which exist between human and animal communication, I feel that the lack of time hindered deeper learning. Even though learners were rapid in finding information on the topic, there was inadequate time for them to read and make short points which were necessary for the short presentation. Learners did not have enough time to read and discuss while working in groups. Consequently, they had to skim through the information superficially and they only got a vague idea. Learners had to present their topic in a few minutes as time was limited and the other learners were not allowed to comment and react (Table 4).

3. Recommendations

Primarily I suggest that the introductory questions be provided as a visual resource to facilitate thinking. The questions asked at the beginning of the lesson should serve as an appropriate introduction to the topic. Therefore I suggest that these questions be listed down in a PPT presentation in order to aid learners concentrate and reflect more. It is easier for learners to follow the discussion if they have or can view a copy of the questions. Furthermore, I suggest that learners be given the opportunity to choose the source where to find the information. Learners could use the library where several books on animals and communication are available. In order to save time and to guide learners through their internet research, I suggest that a list of relevant websites which learners could access to gather information be distributed before the activity.

Given that the time available for each activity is rather short, the research could have taken place as homework and learners could choose between the internet or the library. I recommend that learners are asked to carry out the research in their free time as group work in order to continue the discussion in class. Finally, I suggest that learners prepare the presentation at home and present it during the upcoming activity.

1. My general impression of the activity is good. I feel satisfied with the activity.	1	2	3
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	1	2	3
3. The task prepared was effective and helped me reach my aim.	1	2	3
4. Learners understood well what they were asked to do.	1	2	3
5. There was enough time for this activity.	1	2	3
6. Learners were involved throughout the activity	1	2	3
7. Learners found the task too difficult to handle.	1	2	3
8. Learners were highly motivated.	1	2	3
9. The resources used were highly effective.	1	2	3
10. The general atmosphere throughout the activity was cheerful.	1	2	3

Table 4 – Evaluation (b) Activity 1

4.1.2   Evaluation (a) and (b) for Activity 2 - French Gestures

CARAP **Descriptors:**
- Can compare the non-verbal communication of others with one's own (3.9.2.2).
- Knows that there are similarities and differences between non-verbal communication systems from one language to another (6.9)
- Knows that there are differences in the non verbal ways in which feelings are expressed in different languages (6.9.1)

Activity Aims:
- to induce observation of non-verbal communication (gestures);
- to compare and contrast gestures;

- to discover that gestures do not always convey the same message but vary according to the country;
- to discover and understand what some gestures mean in France.

Table 5 - List of *CARAP* Descriptors and Activity Aims for Activity 2

1. The extent to which the aims were achieved

Learners had the opportunity to discover the meaning of several French gestures and to become aware of what non-verbal communication encompasses. The time allocated for the internet research allowed learners to read about several French gestures which they were not familiar with before the activity. During the short discussion which took place right after the learners' presentations of the three chosen gestures, learners learned that there are similarities and differences between gestures from one language to another and that different cultures express feelings with the use of different gestures. The game played at the end of the lesson reinforced and showed what learners had just learned from each other during the presentations. I feel satisfied with the activity and I believe that learners became aware of the different factors which make up French and Maltese non-verbal communication.

2. The extent to which the aims were not achieved

Even though the discussion about the differences in French and Maltese gestures was intense and learners commented on each gesture to explain the differences between the two cultures, I still feel that some form of written activity was required to illustrate such differences. Learners only discussed the variations in gestures orally and thus I fear that this was not given enough importance. Hence, Aim 6.9.1 of the *CARAP* was not reached completely.

3. Recommendations

Primarily, I suggest that the introduction on non-verbal communication takes place by means of a short video clip rather than by a spontaneous mime by the learners themselves. The video clip should simply show a happy and a nervous person. Learners could identify the term *non-verbal communication* and *gestures.* Such an introduction

would save a lot of time which was limited in this activity and would hence reserve the time for other more important parts of the activity.

Furthermore, I suggest that during the discussion about French gestures and their relevance in Malta, a chart be used to show the variations between different gestures. Different learners could be asked to write down the differences of one particular gesture on the provided chart. This would change learners' roles and will make sure that learners are attentive and are following the discussion.

Finally, I suggest the homework given is slightly altered. I suggest that instead of asking learners to choose three French gestures, write down their meaning in France and show whether the gesture is used in Malta, learners are asked to choose three gestures which do not exist in Malta and explain how Maltese speakers express the same emotion through non-verbal communication.

1. My general impression of the activity is good. I feel satisfied with the activity.	1	2	3
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	1	2	3
3. The task prepared was effective and helped me reach my aim.	1	2	3
4. Learners understood well what they were asked to do.	1	2	3
5. There was enough time for this activity.	1	2	3
6. Learners were involved throughout the activity.	1	2	3
7. Learners found the task too difficult to handle.	1	2	3
8. Learners were highly motivated.	1	2	3
9. The resources used were highly effective.	1	2	3
10. The general atmosphere throughout the activity was cheerful.	1	2	3

Table 6 – Evaluation (b) Activity 2

CARAP **Descriptors:**
- Is familiar with some differences in the way feelings are expressed in some languages (6.9.2)
- Is familiar with [is aware of] one's own reactions towards differences (linguistic / language related / cultural) (6.10)
- Knows that cultural differences may be at the root of problems in verbal / non verbal communication /interaction (6.11)

Activity Aims:
- to discover the meaning of several gestures in various countries;
- to accept that the same gesture may have different meanings in different countries; to accept unusual meaning to gestures according to the country;
- to explain the differences in gestures in various countries;
- to understand that problems may arise due to cultural differences which lead to misunderstanding in non-verbal interaction.

Table 7 - List of *CARAP* Descriptors and Activity Aims for Activity 3

1. The extent to which the aims were achieved

The introduction was satisfactory because it encouraged learners to think about what was discussed during the previous lesson. Learners were given time to discover that there are some gestures which have different meanings in several countries with the use of internet research. Having given different duties to each learner during the internet research was highly effective.

2. The extent to which the aims were not achieved

I feel that the discussion on how different gestures in various countries may lead to misunderstandings was not enough to cover for aims 6.10 and 6.11 of the *CARAP*. Learners were only asked to think of one situation where a misunderstanding takes place due to cultural differences. A more elaborate task could have been prepared here to highlight the risks one encounters when facing a person from a different culture.

3. Recommendations

First of all I suggest that during the introduction, a video clip about an authentic situation where a misunderstanding takes place due to cultural differences is shown. Even though a recapitulation of the previous activity on French gestures aids learners to think about what they would have previously learned, the aforementioned alterations to the introduction will make a better start to the lesson and will make the activity more related to the chosen aims.

Secondly, I suggest that in order to tackle aims 6.10 and 6.11 of the *CARAP* learners view video clips, if possible and if available on the internet, of authentic situations where misinterpretations of gestures among cultures create problems. If such video clips are not available, similar situations could be easily shown on a PPT presentation. This would make the situations clearer and would aid learners to think of possible reactions.

I also suggest a small change in the game played at the end of the activity. Instead of distributing two sets of cards which show the name of the gesture and the meaning, there will be three sets of cards which will show the name of the gesture, the meaning of the gesture in Europe and the meaning of the same gesture in Asia. This would link more to the aims of activity and would reinforce what learners would have just learned.

Although learners required a form of guide, which leads them to a number of gestures they can research about, I recommend that learners are not only limited to discover the meaning of the ten given gestures. I suggest that learners are free to choose any gestures they desire.

Finally, I propose that at the very end of the lesson, learners write down a short script for a play, where they have to create a situation where two strangers encounter a problem based on a misunderstanding because of cultural differences. This will surely be more fun and motivating, although this requires more time for preparation and acting.

1. My general impression of the activity is good. I feel satisfied with the activity.	**1**	**2**	**3**
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	**1**	**2**	**3**
3. The task prepared was effective and helped me reach my aim.	**1**	**2**	**3**
4. Learners understood well what they were asked to do.	**1**	**2**	**3**
5. There was enough time for this activity.	**1**	**2**	**3**
6. Learners were involved throughout the activity	**1**	**2**	**3**
7. Learners found the task too difficult to handle.	**1**	**2**	**3**
8. Learners were highly motivated.	**1**	**2**	**3**
9. The resources used were highly effective.	**1**	**2**	**3**
10. The general atmosphere throughout the activity was cheerful.	**1**	**2**	**3**

Table 8 – Evaluation (b) Activity 3

4.1.4   Evaluation (a) and (b) for Activity 4 - Languages of the World

CARAP **Descriptors:**
- Knows that there are often several languages used in the same country, or the same language used in several countries (5.6.1)
- Knows that a language and a country should not be confused (5.6.1.2)

Activity Aims:
- to discover and explore the vast number of languages which exist around the world;
- to discover that there are cases where the same language is used in the same country or the same language is used in several countries;
- to create lists which manifest the countries where a particular language is spoken;
- to explain the difference in the terms *language* and *country*.

Table 9 - List of *CARAP* Descriptors and Activity Aims for Activity 4

1. The extent to which the aims were achieved

The activity was useful because apart from what learners have learnt in relation to the aims of the activity, learners had the opportunity to browse through lists of world

languages which they did not know existed. This undoubtedly triggered their curiosity and made them more interested in languages. Learners were mesmerised by the idea that there are so many languages which are spoken around the world. This made them browse the given website more eagerly, and once again they showed immediate interest in the topic. The aims of the activity were reached and learners were able to fill in the given worksheet successfully. They have also become aware of the same languages which are spoken in several countries around the world. The chosen aims were quite straightforward and easy to achieve. Learners were already aware that one language could be used in several countries and vice versa, as in the case of English and Maltese. The activity helped them to research more information about different languages which exist. Both aims 5.6.1 and 5.6.1.2 of the *CARAP* have been reached. During the short presentation learners have shown that they have understood that there is often the same language used in several countries.

The activity ran smoothly and I could manage time well because the tasks given were rather simple in relation to the learners' ability. The introduction was short, although effective. There was adequate time for the given tasks (Table 9). Learners were involved all the time as the given tasks required them to work and find information on the internet (Table 9).

2. The extent to which the aims were not achieved

I feel that the given task was too easy for the learners and that an additional task would have been more suitable for their level. Thus I feel that the activity could have been more demanding and more questions should have been added (Table 10). Moreover, given that half the group worked on familiar languages (Maltese, Spanish, German and French), and only four pairs chose languages unfamiliar ones (Greek, Russian, Hebrew and Afrikaans), I feel that learners did not truly exploit the available resources in order to get a plurilinguistic view of the languages of the world.

3. Recommendations

If the learners' ability is high, I suggest that more elaborated tasks be given. I also suggest that other short tasks which reinforce the main points of the activity be added to the activity. Instead of the presentation, a more challenging activity should be prepared in order to motivate learners.

Given that during the second part of the lesson the general atmosphere of the activity was monotonous (Table 10) because learners were simply browsing the given website and reading information about countries and languages, I suggest that learners create a chart or a PPT presentation to illustrate their findings. This would make the task more interesting and rewarding but one must keep in mind that the time allocated for the activity is limited.

Moreover I suggest that the questions asked are more elaborate and instead of choosing one language, different groups are asked to choose one continent and find out any common languages spoken in each country. Otherwise, learners are asked to focus on ten given languages and study given facts about them in order to take part in a short quiz in class, so as to compete with the other groups.

Finally, I suggest that learners are asked to work on a language which they have never heard of or which is not learned as a second-language in Malta. This will avoid the possibility that some learners choose familiar languages such as German and French and would try to explore more remote languages.

1. My general impression of the activity is good. I feel satisfied with the activity.	1	2	3
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	1	2	3
3. The task prepared was effective and helped me reach my aim.	1	2	3
4. Learners understood well what they were asked to do.	1	2	3
5. There was enough time for this activity.	1	2	3

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6. Learners were involved throughout the activity	**1**	2	3
7. Learners found the task too difficult to handle.	1	2	**3**
8. Learners were highly motivated.	1	**2**	3
9. The resources used were highly effective.	1	**2**	3
10. The general atmosphere throughout the activity was cheerful.	1	**2**	3

Table 10 – Evaluation (b) Activity 4

4.1.5 Evaluation (a) and (b) for Activity 5 - Writing Systems

CARAP **Descriptors:**
- Knows that there are different kinds of writing systems (6.8.1)
- Can decipher a text written in an unfamiliar script (1.2.5.1)

Activity Aims:
- to bring about awareness of different systems of writing;
- to induce observation of different systems of writing;
- to discover that different forms of writing correspond to different systems;
- to solve the given problem of analyzing script by deciphering a text written in an unfamiliar script.

Table 11 – List of *CARAP* Descriptors and Activity Aims for Activity 5

1. The extent to which the aims were achieved

I feel generally satisfied with this activity. Learners were aware of different writing systems but knew little or nothing about them. The activity was interesting and learners asked several questions throughout the activity. Learners participated fully by taking part and contributing in the given tasks. The tasks complemented the aims of the activity and the final activity was truly enjoyed by the learners. Learners smiled and put up the volume of their voices. The PPT presentation used at the introduction was a very good way to start the lesson because it immediately triggered curiosity in learners. Learners continuously asked questions about the scripts they viewed in the presentation. The activity ran smoothly and learners were given a brief introduction about the topic and some knowledge on different writing systems. The activity helped learners become

aware of the linguistic diversity around them and more aware of different languages and their respective writing system.

During the reflection learners were able to name the three main writing systems which were discussed during the activity. Learners were able to decipher what was written with the use of the Braille Writing System. This clearly showed that learners were able to decipher a text written in an unfamiliar script.

2. The extent to which the aims were not achieved

The time available for this activity was well managed learners finished all the prepared tasks in the given time. The introduction and the discussion which followed were time-consuming and this left learners with less time for the internet research. Learners were asked to use the internet in order to find a definition of the term *writing system*. They were also asked to find out the names of three different writing systems and two languages written in the three different writing systems. This took quite some time to complete and if each group had been given only one question to answer, a lot more time would have been saved. As a result there would have been more time left for the discussion and reflection which followed.

I feel that although the resources provided were used effectively, there was still a necessity for more real examples of writing systems in order to make the activity more practical and interesting and to convey more information. Moreover, I feel that at the very beginning of the activity, while learners viewed a sample of scripts which includes Burmese, Russian, Japanese, Korean, Malayalam, Polish, Dutch and French, learners should have been given some information on each writing system or even asked to find information about the scripts mentioned.

3. Recommendations

Given that time was limited (Table 12) I suggest that learners are only given the name of only one writing system as a research title. I suggest that learners be asked to write down two sentences to define their respective writing systems and the name of two

languages written in the respective writing system. I suggest that learners be given more time to find information about writing systems, to find concrete examples of the writing system in question and to discuss their findings. Finally, I suggest that learners are exposed to more examples of languages and their respective writing systems in order to provide learners with additional knowledge. At the end, I suggest the whole group is divided in three small groups and learners are asked to prepare a chart with different examples of language scripts relevant to one writing system.

1. My general impression of the activity is good. I feel satisfied with the activity.	1	2	3
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	1	2	3
3. The task prepared was effective and helped me reach my aim.	1	2	3
4. Learners understood well what they were asked to do.	1	2	3
5. There was enough time for this activity.	1	2	3
6. Learners were involved throughout the activity	1	2	3
7. Learners found the task too difficult to handle.	1	2	3
8. Learners were highly motivated.	1	2	3
9. The resources used were highly effective.	1	2	3
10. The general atmosphere throughout the activity was cheerful.	1	2	3

Table 12 – Evaluation (b) Activity 5

4.1.6   Evaluation (a) and (b) for Activity 6 – Different Sounds in Languages

CARAP Descriptors:
- Knows that languages have their own phonetic / phonological system (6.4)

Activity Aims:
- to listen to a recording with clicks and become aware of the click sound;
- to discover knowledge about clicks;
- to become aware that click languages exist;

Table 13 – List of *CARAP* Descriptors and Activity Aims for Activity 6

1. The extent to which the aims were achieved

The topic was of great interest to the learners and they were amazed by the sound of the click consonant and that some African languages sound so different than the typical languages learners are used to. They admitted that they had never heard of click languages before and so, they were even keener to hear and research more about the topic. The chosen videos were a very good resource as they presented students with real recordings of the click languages. This helped them understand more what the click consonant sounds like and they could listen to the five different click consonants which were discussed during the activity. Furthermore, aim 6.4 of the *CARAP* was relatively clear. I feel that the short research on the internet helped them explore the true definition of click languages and the countries which speak a click language. The final True or False exercise made them reflect about the topic and showed if they understood what was discussed.

The general presentation of the activity was inspiring for learners as it presented them with a reality which they had never heard of before. They did not receive all the information in a passive manner but they were asked to search for some of the information. They were also given a chance to try and pronounce some clicks. Therefore, I feel that the activity was organised well and served as a good introduction to the subject.

Naturally, learners found the click sound rather amusing. They could not understand that people speaking the click languages must continuously pronounce clicks in order to communicate. They asked a lot of questions to verify whether the speaker in the first video clip was doing the clicks just for fun or because the click is a part of the language. All the new sounds contributed to a cheerful atmosphere to the lesson. Learners made a lot of effort to try and repeat the clicks and pronounce them (Table 14).

2. The extent to which the aims were not achieved

I feel that since the activity only focused on one phonological system, the chosen *CARAP* could have been achieved more successfully. Learners were not introduced to other phonological systems and concentrated on only one phonological system. Learners did not compare phonological systems with each other and they received most of the information on click languages in a passive way since they were only asked to listen and understand one video clip (Table 14).

3. Recommendations

During the larger part of the activity, learners were receptive. I suggest that learners be given more time to research the click consonant because they were interested on the subject and the video clips presented did not provide enough information and material on different languages. Considering the lack of time (Table 14), I recommend that a short research is given for homework to ensure that learners look for more information at home. To save more time I recommend that the definition of click language and a list of countries where the click languages are spoken are given to students after the introduction.

Even though the chosen video clips played an important part in the activity, I feel that not enough material and real sounds of the click consonant were available and presented to the learners. Therefore, I suggest that a number of websites which learners could access to listen to more click sounds are chosen beforehand and specified. I suggest that the main points illustrated in the second video clip are listed in a short PPT presentation in order to make it easier for learners to follow.

1. My general impression of the activity is good. I feel satisfied with the activity.	1	2	3
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	1	2	3
3. The task prepared was effective and helped me reach my aim.	1	2	3
4. Learners understood well what they were asked to do.	1	2	3

5. There was enough time for this activity.	1	2	3
6. Learners were involved throughout the activity	1	2	3
7. Learners found the task too difficult to handle.	1	2	3
8. Learners were highly motivated.	1	2	3
9. The resources used were highly effective.	1	2	3
10. The general atmosphere throughout the activity was cheerful.	1	2	3

Table 14 – Evaluation (b) Activity 6

4.1.7   Evaluation (a) and (b) for Activity 7- La francophonie

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CARAP Descriptors:
- Knows that there are often the same languages used in several countries (5.6.1)

Activity Aims:
- to discover that there are often the same language used in several countries.
- to discover that French is spoken in different countries around the world;
- to list five countries where French is spoken;
- to discover relevant information about one French speaking country.

Table 15 – List of CARAP Descriptors and Activity Aims for Activity 7

1. The extent to which the aims were achieved

The introduction was a good way to introduce the topic and link directly to the main aim of the activity. Learners managed to write down a list of countries where English is spoken. The example based on the English example made it easy for learners to proceed to the French language and to think of countries where French is spoken.

The discussion and tasks which took place during this activity was mainly based on the French language and French speaking countries. Learners used the internet in order to find out the countries where French is spoken and to look up information about some of these French-speaking countries. This has informed learners that very often the same language is used in several countries and not only in one country.

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Finally, the short task given on the handout revised what students learned during the activity. The highlighting of the map in the given handout encouraged learners to reflect and revise the countries where French is spoken.

2. The extent to which the aims were not achieved

I feel that the aim of the activity was only partly achieved. The main reason for this assumption is because the whole activity was mainly based on the French language. Aim 5.6.1 of the *CARAP* would have been achieved better if the activity focused on more languages such as Maltese, German, and Spanish. This would have given a broader outlook of countries where the same language is spoken.

3. Recommendations

I suggest that a PPT presentation based on English-speaking countries be prepared and shown to the learners after they finish their list of English-speaking countries. This will ensure that English-speaking countries are listed and will present relevant information to the learners. At the end of the activity, learners could work on their own PPT presentation in order to list the countries where a particular language is spoken.

In order to defocus the lesson from French-speaking countries I suggest that the lesson is based on more than one language. Learners could gather in groups and work on one language, choosing from German, Spanish and Maltese, and create a list of countries where the language in question is spoken. Such a task is more related to the aim of this activity.

If the activity focuses on French-speaking countries, I suggest that a chart illustrating the map of the world is prepared and presented for all learners to see. After each presentation made by the learners, learners will colour the country they would have researched. In the meantime, the other learners could colour the French-speaking countries on the map provided in the handout. Finally, learners will colour the remaining French-speaking countries. This is more motivating to the students, given

that during the activity there was a certain monotony and there was more time than required. (Table 16).

1. My general impression of the activity is good. I feel satisfied with the activity.	1	2	3
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	1	2	3
3. The task prepared was effective and helped me reach my aim.	1	2	3
4. Learners understood well what they were asked to do.	1	2	3
5. There was enough time for this activity.	1	2	3
6. Learners were involved throughout the activity	1	2	3
7. Learners found the task too difficult to handle.	1	2	3
8. Learners were highly motivated.	1	2	3
9. The resources used were highly effective.	1	2	3
10. The general atmosphere throughout the activity was cheerful.	1	2	3

Table 16 – Evaluation (b) Activity 7

4.1.8   Evaluation (a) and (b) for Activity 8 – Varieties of French

CARAP **Descriptors:**
- Being sensitive to variants of the same language (2.2.2)

Activity Aims:
- to understand what a variety of the same language is;
- to find concrete examples of varieties of the same language by finding information about French varieties;
- to explore different French varieties spoken in different French regions;
- to compare words from different French varieties spoken in France with Standard French.

Table 17 – List of *CARAP* Descriptors and Activity Aims for Activity 8

1. The extent to which the aims were achieved

Aim 2.2.2 of the *CARAP* was achieved since learners became familiar with varieties of Maltese and French. The introduction directed learners immediately to understand what the activity was about. The research delegated to the learners encouraged them to discover relevant knowledge on varieties of the French language. The presentation on the five language varieties got the learners' attention. The different words from different varieties of French sounded very interesting to learners and motivated them (Table 18).

2. The extent to which the aims were not achieved

The activity was lacking because of the fact that learners focused only on varieties of the French language in Europe and learners did not learn anything about varieties of French around the world.

3. Recommendations

I suggest that the excerpt taken from Francis Ebejer's *Il-Ħarsa ta' Rużann* is recorded on tape to make it more powerful and to make the introduction more effective. Moreover, I suggest that there is a clearer link between the introduction and the first step of the activity. This could easily take place by preparing a chart, a PPT point or a short video clip to illustrate the different varieties of the French language spoken in France. With the use of such a resource, learners could choose one variety to research.

I suggest that more time is given to discuss the reasons why varieties of the same language exist. Moreover, I suggest that such reasons are related to specific contexts by means of authentic examples.

Furthermore, I recommend that more importance is given to the comparison of words from different varieties of the same languages. The five groups of learners could use an online French varieties dictionary provided on the internet to look for a number of given words. At the end, the groups will end up with the same list of words in different varieties of French. One representative from each group will fill in a chart with the

appropriate word for everyone to see and thus learners could compare and contrast words more easily.

Given that there was not enough time allocated for the activity (Table 18), I recommend that this activity is followed by a similar one based on French varieties around the world, including the other continents. Varieties of other languages could also be included in the activity. Finally, I suggest that the homework given at the end of the activity is based on a short research on varieties of another language, for example, the Maltese language.

1. My general impression of the activity is good. I feel satisfied with the activity.	1	2	3
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	1	2	3
3. The task prepared was effective and helped me reach my aim.	1	2	3
4. Learners understood well what they were asked to do.	1	2	3
5. There was enough time for this activity.	1	2	3
6. Learners were involved throughout the activity	1	2	3
7. Learners found the task too difficult to handle.	1	2	3
8. Learners were highly motivated.	1	2	3
9. The resources used were highly effective.	1	2	3
10. The general atmosphere throughout the activity was cheerful.	1	2	3

Table 18 – Evaluation (b) Activity 8

4.1.9   Evaluation (a) and (b) for Activity 9 – Loan Words

CARAP **Descriptors:**
- Is aware of the existence of words loaned from one language to another (4.3)
- Has knowledge of the conditions in which words are loaned {contact, terminological needs} (4.3.5)

Activity Aims:
- to induce comparison of the given sample of words;
- to become aware of the existence of loan words;
- to group loan words according to the language of origin;
- to discover the reasons behind the process of loaning between languages (contact, terminological needs).

Table 19 – List of *CARAP* Descriptors and Activity Aims for Activity 9

1. The extent to which the aims were achieved

I feel satisfied with the activity because at a general level, both aims of the *CARAP* were reached. The activity was divided in various parts which tackled the two aims with several tasks. Learners had the opportunity to encounter examples of different loan words of English.

The resources used during the activity, namely the PPT presentations were big help to the delivery of the activity and the achievement of the aims. Primarily the PPT presentation used at the introduction served as a clear and authentic illustration of loan words. It made learners read the words aloud and realise that these words, in Japanese, sound exactly like several words in English. This helped learners understand that several words in Japanese are the same as in English for example *aisu ku'riimu (ice-cream), 'hambaagaa (hamburger), kom'pyuutaa (computer)*.

When asked for a term to categorise these words, learners suggested the terms *loan words* and *borrowed words*. This showed that they have understood the concept of *loan words*. The lesson ran smoothly from the first part where learners were introduced to the topic, to the second part where learners viewed examples of culinary loan words and had to guess the language where the loan words were coming from. While viewing culinary loan words from several languages, learners understood that culinary words were borrowed directly from various languages. With the use of the first two short tasks, aim 4.3 of the *CARAP* was achieved and learners learned the meaning of the term *loan word* and have encountered various examples. I feel that there was sufficient time for all the prepared tasks and discussions of the activity.

2. The extent to which the aims were not achieved

I feel that although Aim 4.3.5 of the *CARAP* was reached through the discussion, little importance was given to this part of the lesson. Only a discussion was carried out in order to discover the reasons why loan words occur. I feel that there was not enough time dedicated to this aim. The first aim was tackled more thoroughly. In relevance to the second aim, learners were simply asked to think about reasons why loan words exist. Learners came up with the answers to the questions I asked during the discussion as they could reason the answers logically. I feel that a big aspect was lacking in this part of the activity.

3. Recommendations

I suggest that during the last part of the activity, learners use the internet in order to make a short research to find out some information about loan words. Learners could be asked to find out why languages need to loan words from one language to another. They could work in pairs or in groups and find out an explanation to the given quest. This could also take place as part of the homework.

Needless to say, the activity would be more interesting if learners are shown more examples from a number of languages. I suggest that learners view more examples of loan words from several languages, not only English, on PPT presentations. They could also be asked to use the internet in order to find other examples of loanwords from different languages, themselves. For example, learners could work in groups and each group will be asked to look for loan words of different languages. Otherwise, learners could choose only one language, for example French and try to find out different loan words of French coming from other languages. Naturally this would require more time and is more adapt for learners of a higher level. Finally, learners could work on different charts to illustrate the loan words they have managed to find.

I suggest that the final exercise, where learners had to write down a number of loan words of Maltese from different language would be more elaborate. Learners could work together and make a long list of Maltese loan words borrowed from various

languages. They would finally categorise the Maltese loan words according to the language they come from. Such a task would be more intensive and would certainly carry more value.

1. My general impression of the activity is good. I feel satisfied with the activity.	1	2	3
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	1	2	3
3. The task prepared was effective and helped me reach my aim.	1	2	3
4. Learners understood well what they were asked to do.	1	2	3
5. There was enough time for this activity.	1	2	3
6. Learners were involved throughout the activity	1	2	3
7. Learners found the task too difficult to handle.	1	2	3
8. Learners were highly motivated.	1	2	3
9. The resources used were highly effective.	1	2	3
10. The general atmosphere throughout the activity was cheerful.	1	2	3

Table 20 – Evaluation (b) Activity 9

4.1.10   Evaluation (a) and (b) for Activity 10 – Families of Languages

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CARAP Descriptors:
- Knows that languages are related to each other and that "families" of languages exist (4.1)
- Knows that one should not confuse loan words with a linguistic relationship (4.3.2)

Activity Aims:
- to observe the given sample of words;
- to induce comparison of the given sample of words;
- to group languages which are similar to each other and give examples;
- to differentiate between loan words and language families.

Table 21 - List of *CARAP* Descriptors and Activity Aims for Activity 10

1. The extent to which the aims were achieved

With the help of a number of examples from various languages, learners managed to understand the concept of a *language family*. The PPT presentation used at the very first part of the activity was very useful because learners could compare and contrast the given examples and pinpoint the two languages (Germanic: English and German) which were different from the rest (Romance: French, Italian, Spanish and Portuguese). Learners immediately noticed that languages A and F were different from the rest. This led them to understand that languages A and F are similar to each other because they belong to the same family. Hence, they managed to understand the idea of a language family.

In the final part of the activity, where learners had to try and find out the meaning of the given word in an unknown language and write down the reasoning for their choice, all learners showed that they understood clearly what families of languages are. This happened since learners replied correctly. They managed to use their knowledge on vocabulary in various languages, in order to find resemblances between the given word in an unknown language and similarities with any other language. Thus, they found the meanings of the given words and solved the given problems. Learners also managed to classify the given word according to the language family the word belonged to. Thus *CARAP* Aim 4.1 was successfully achieved.

2. The extent to which the aims were not achieved

The *CARAP* aim 4.3.2 was not elaborately tackled. Learners simply recalled what they learned during the previous activity i.e. *loan words* and were asked to explain what they remember. However, they were only asked to explain the differences between loan words and language families. I feel that learners should be tested and asked intense questions about language families and loan words.

3. Recommendations

It would be useful if the PPT included some examples from the Semitic language family with the use of some simple examples from Hebrew, Arabic and Maltese, and not only

two language families (Germanic and Romance). This would directly illustrate that the activity is based on three language families (Semitic, Romance and Germanic).

In addition, I feel that after the first part of the activity during the reflection period, there was a lack of resources which would have been very useful if present. Thus I suggest that after the reflection period, learners either view some charts or video clips on language families or else access the internet in order to read about language families and to find even more examples.

Furthermore, I suggest that there is a short task where learners show that they are able to make a list of languages which belong to the Semitic, Germanic and Romance language. Learners could be given a simple handout illustrating a jumbled list of languages which belong to the three language families. Learners will arrange them accordingly in order to manifest that they have understood and are able to categorise languages according to the language family.

Finally, I suggest that there is more emphasis on the *CARAP* Aim 4.3.2. Learners should be asked more intensive questions and should also be asked to think of examples of loan words and to explain the term *language families*. Learners could also be asked to carry out a short *Fill in the blanks* exercise where they must complete a number of statements about loan words and language families.

1. My general impression of the activity is good. I feel satisfied with the activity.	**1**	**2**	**3**
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	**1**	**2**	**3**
3. The task prepared was effective and helped me reach my aim.	**1**	**2**	**3**
4. Learners understood well what they were asked to do.	**1**	**2**	**3**
5. There was enough time for this activity.	**1**	**2**	**3**
6. Learners were involved throughout the activity	**1**	**2**	**3**
7. Learners found the task too difficult to handle.	**1**	**2**	**3**

8. Learners were highly motivated.	1	2	3
9. The resources used were highly effective.	1	2	3
10. The general atmosphere throughout the activity was cheerful.	1	2	3

Table 22 – Evaluation (b) Activity 10

4.1.11   Evaluation (a) and (b) for Activity 11 - Greetings

***CARAP* Descriptors:**
- To be sensitive to (both) the great diversity of the ways used to greet people and to initiate communication, and to the similarities in the universal need to greet others and to communicate with them (4.1)

Activity Aims:
- to think of greetings or forms of addressing people in different languages;
- to invite students to look a greetings and to notice resemblances;
- to be able to group a number of simple greetings in different languages according to the language family: German, French, Spanish and Italian;
- to bring students nearer to making hypothesis about language families.

Table 23 - List of *CARAP* Descriptors and Activity Aims for Activity 11

1. The extent to which the aims were achieved

The introduction was a good means of introducing and brainstorming the topic. Almost all the learners knew greetings in the same languages which are common to the Maltese. The first given task, where learners had to discuss the greetings in the provided flashcards and categorise them according to the right column was a good technique to aid students learn other greetings in various languages. Learners also used the data they learned from the activity based on *Language Families,* or through their experience, in order to figure out the meaning of some greetings. The final activity where learners were asked to greet each other in different languages was amusing to the learners. Aim 4.1 of the *CARAP* was successfully achieved. However, with a little preparation the lesson could have been more enjoyable and fruitful.

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2. The extent to which the aims were not achieved

Given that learners found the activity rather easy (Table 24), I feel that the activity could have been more elaborate and learners could have been given more difficult tasks to do. They should have focused more on various greeting methods and on ways to initiate communication, with specific concrete examples of authentic situations. The activity was based on greetings in general and did not focus on what people from around the world say in order to greet each other or to initiate conversation. Instead it focused more on associating words from various languages and categorising them according to their meaning. I feel that since the greetings presented during the activity were not in a context, the aim of the lesson was not fully achieved.

3. Recommendations

Given that the resources used in this activity were not highly effective (Table 24), I suggest that the activity is based on more resources which would make the activity more productive. Learners could view a video clip based on people greeting each other and commencing communication in different languages. This would guarantee a more authentic and interesting activity. Moreover, I suggest that a PPT presentation is prepared and presented. This could be based on the idea of an aerial trip of Europe or even of the world with continuous stops in various countries in order to meet several people and view the way they greet each other and initiate communication. I recommend that the activity is not only based on French, German, Italian and Spanish but includes other languages which might not necessarily be European.

Furthermore, I suggest that learners get in contact with students their age from around the world through the internet, and describe the way they greet people and initiate communication through email. Learners will also ask for a description and an example of the way the recipients greet people and initiate communication. This will present learners with an authentic answer and will be undoubtedly more thrilling (Table 24). A follow-up activity could consist on the presentation of what learners would have received from their friends all over the world. Finally, I recommend that learners work

in small groups, memorise one short conversation from one country and act it out in front of the other learners.

1. My general impression of the activity is good. I feel satisfied with the activity.	**1**	**2**	**3**
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	**1**	**2**	**3**
3. The task prepared was effective and helped me reach my aim.	**1**	**2**	**3**
4. Learners understood well what they were asked to do.	**1**	**2**	**3**
5. There was enough time for this activity.	**1**	**2**	**3**
6. Learners were involved throughout the activity	**1**	**2**	**3**
7. Learners found the task too difficult to handle.	**1**	**2**	**3**
8. Learners were highly motivated.	**1**	**2**	**3**
9. The resources used were highly effective.	**1**	**2**	**3**
10. The general atmosphere throughout the activity was cheerful.	**1**	**2**	**3**

Table 24 – Evaluation (b) Activity 11

4.1.2 *Evaluation (a) and (b) for Activity 12 - Gender*

CARAP **Descriptors:**
- Knows that "grammatical gender" and "sexual gender" are not the same things. (1.2.3.1)
- Knows that the same word may change gender from one language to another (6.3.2)

Activity Aims:
- to compare the notions of grammatical and sexual gender;
- to establish the notion that a difference exists between grammatical gender and sexual gender;
- to discuss some examples of nouns and their grammatical gender in the participants' native language;
- to establish the difference in gender in a sample of words in French and Maltese;
- to compare and highlight words which show change in gender from one language to another;

- to understand and accept that gender changes from one language to another.

Table 25 - List of *CARAP* Descriptors and Activity Aims for Activity 12

1. The extent to which the aims were achieved

With the use of the PPT presentation shown at the beginning of the activity, learners became aware that there is a difference between sexual gender and grammatical gender. The first images of the presentation explained what sexual gender means. The discussion, the images and tables presented on the PPT presentation, which illustrated the differences in grammatical gender from one language to another, immediately explained that there is no rule to grammatical gender from one language to another and that such change in grammatical gender happens arbitrarily. The final task where learners were asked to work on the distributed handout gave learners the opportunity to look out for words in French and in their Mother tongue and become aware that grammatical changes from French to Maltese and vice versa occur unruly.

2. The extent to which the aims were not achieved

I feel that the aims of the *CARAP* have been achieved successfully. However, I feel that the lack of time (Table 26) deprived learners from the opportunity to look out for more examples of other languages. The suggestions proposed below allow learners to observe grammatical change in other languages.

3. Recommendations

I recommend that sexual gender and grammatical gender are given equal attention. Sexual gender will be better explained by viewing flashcards of the names of male and female animals in various languages and categorising them accordingly. A simple task of categorisation based on the same concept could follow immediately afterwards.

Given that the general atmosphere of the activity was not cheerful but rather monotonous (Table 26), I suggest that more languages are brought in the activity to make it more interesting. This is an opportunity for learners to explore other languages and research information about them.

Instead of looking out for the differences in grammatical gender between French and Maltese, I suggest that learners work in groups of four and find out the grammatical gender of a given list of nouns. The list of nouns should be the same for all the groups but there will be a difference in the languages. Finally, learners could work on a chart in order to mark the grammatical gender of each word according to the language in question. Thus, learners could view the grammatical gender of the same list of words in various languages. This would make it clear that no pattern exists when it comes to grammatical gender of words in different languages.

Finally, I suggest that a PPT presentation is presented at the very end of the lesson to explain grammatical systems of other languages. Learners could also carry out a short research on the grammatical system of a language of their choice. They could present their work in a small exhibition with the use of charts, video clips, web sites and PPT presentations.

1. My general impression of the activity is good. I feel satisfied with the activity.	1	2	3
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	1	2	3
3. The task prepared was effective and helped me reach my aim.	1	2	3
4. Learners understood well what they were asked to do.	1	2	3
5. There was enough time for this activity.	1	2	3
6. Learners were involved throughout the activity	1	2	3
7. Learners found the task too difficult to handle.	1	2	3
8. Learners were highly motivated.	1	2	3
9. The resources used were highly effective.	1	2	3
10. The general atmosphere throughout the activity was cheerful.	1	2	3

Table 26 – Evaluation (b) Activity 12

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4.2 Evaluation of the whole programme

In this section we shall view a discussion of the programme in general including the research questions, the activities vis-à-vis the general aims of the *CARAP,* the chosen *CARAP* descriptors, the programme structure, the extent to which the activities were successful, the teacher-observer, the learners and further recommendations.

4.2.1 Research Questions

The aim of the dissertation which includes a set of tested activities is to find:

- *In what ways can language awareness activities promote the exploration and discovery of linguistic and cultural diversity in an extra-curricular programme?*

The language awareness activities designed in this programme are not strictly linked to the language awareness movement founded by Hawkins. The activities were inspired by the methodologies and activities on language awareness designed by the Council of Europe and more specifically the *CARAP* which have developed from the language awareness movement founded by Hawkins.

The language awareness activities designed in this programme offered learners an opportunity to explore different languages and cultures (Appendix 2). The activities at times only served as a mere introduction of a topic which is linked to language and culture (Human and Animal Communication, Writing Systems and Click Languages – Appendices 2.1, 2.5, 2.6). On other occasions the activities were further developed and were thus prepared and carried out as two separate activities (Gestures, French Gestures, Language Families and Greetings – Appendices 2.2, 2.3, 2.10, 2.11). Learners attended the activities out of their free will since this short course was presented as an extra-curricular activity. Learners carried out tasks which made them aware of certain aspects of language which they did not know before (Click Languages, French Gestures, Differences in gestures among cultures, Animal Communication, different Writing Systems). Moreover, they also had the opportunity to explore and listen to languages which are distant to the Maltese culture. The aim of the activities was not to

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learn a language or to gain knowledge on one language but to gain more knowledge on languages and cultures in general, to use this knowledge when learning other foreign languages and to be ready to accept language and cultural diversity.

- *How can an extra-curricular programme be structured so as to allow learners to gain knowledge about, and sensitivity toward, languages and cultures?*

Given that this programme was planned on twelve activities, there was a limit in the level and intensity of subject matter which could be tackled throughout the activities. Even though the topics chosen to be tackled during the programme could not be widespread, the programme was meant to include a number of aspects about languages in general which language learners need to know. It consisted of the introduction on communication which also included animal communication. Verbal and non-verbal communication were also tackled. It enabled students to have a brief overview of the languages which are spoken around the world, varieties of the same language and of the writing systems used for communication. Learners also encountered languages which sound strange to European culture (click languages). The programme informed learners about families of languages, which explain the formation of languages, loan words, which define the development of languages and also tackled the difference in grammatical gender between languages.

- *In what ways can this programme be based on a pluralistic approach with special reference to the CARAP?*

Each activity was designed and based on the descriptors of the *CARAP* (Section 3.3) which promotes the exploration of languages and cultures through a pluralistic approach. The singular approach was disregarded in this programme because the pluralistic approach was the basis of the whole programme. In fact learners were exposed to a vast repertoire of languages (Greek, Russian, Hebrew, Afrikaans, Maltese, Spanish, German, French, Italian, Burmese, Japanese, Korean, Malayalam, Polish, Dutch) countries (Madagascar, Congo, Quebec, Congo, The Seychelles, Benin, Gabon,

Egypt), the Click languages, varieties of the same language (French language varieties Occitan French, Breton, Franco-Provençal, Basque and Picard).

4.2.3   The activities vis-à-vis the general aims of the CARAP

The *CARAP (2007)* and the *Common European Framework of References for Languages (2001)* both aim at promoting and enhancing a pluralistic environment to learning. The *CARAP* states that: 'the term *'pluralistic approaches to languages and cultures'* refers to didactic approaches which use teaching / learning activities involving several (i.e. more than one) varieties of language and culture'. The pluralistic approach is a teaching approach in which the learners work on several languages simultaneously. This opposes the *singular approach* in which a particular language is learned with no relation to any other language whatsoever (2007, p.7).

The pluralistic approach to languages was strongly present in some activities and less present in others. Through this programme learners had the frequent opportunity to carry out tasks based on languages which they did not know existed or never listened to before. Learners explored the world of animal communication, they studied gestures in Asian, African and European countries, they researched languages which might sound strange to our culture but which are spoken in several countries around the world like Greek, Russian, Hebrew and Afrikaans. They also found information about three forms of writing systems including the syllabic, logographic and alphabetical writing systems with several examples from Burmese, Russian, Japanese, Korean, Malayalam, Polish and Dutch and they listened to several African Click languages. Moreover, they also discovered several Francophone countries like Madagascar, Congo, Quebec, Congo, The Seychelles, Benin, Gabon and Egypt, they observed some differences in the same varieties of the French language including Occitan French, Breton, Franco-Provençal, Basque and Picard and studied a sample of loan words of English based on a number of languages including Japanese, Italian, German French, Spanish and Chinese, examples from a variety of languages including Latin, Spanish, Portuguese, Catalan, French, Italian, Venetian, Afrikaans, Dutch, German, Icelandic, Swedish, Danish, Maltese, Arabic and Hebrew to understand the notion of language families with specific focus on

the Romance, Germanic and Semitic language families, examples from French, German, Italian and Spanish to view the way people from different cultures greet each other and finally, they studied examples from English, Maltese, French, German, Italian and Spanish in order to observe grammatical change from one language to another.

The activities were based on pluralistic approaches presented by the *CARAP* that is *awakening to languages,* more specifically *éveil aux langues* because the activities were based and evaluated on similar grounds applied to the *Evlang* and *Jaling* projects (Candelier, 2003; Candelier, 2004). The Jaling is concerned with languages which are not in the school mission to teach as part of the curriculum. It also integrates the language of education and other languages which are progressively being learnt and all sorts of linguistic varieties from all over the world without excluding any languages. The *CARAP* aims at integrating all languages together as one single competence, regardless of the differences in languages.

4.2.4   The chosen CARAP descriptors

The pluralistic approach aims at enriching the learners' plurinlingual and pluricultural competences. It aims at equipping learners with the diversified linguistic and cultural competences as stated by the Council of Europe. Before the creation of the *CARAP* there was a lack of a set of descriptors which guide learning and teaching within a pluralistic approach. It was a serious handicap to the teaching and learning of languages. The descriptors presented in the *CARAP* offer a guide towards the achievement of pluralistic competence. It aided me to provide learners with activities which create a link between the pluralistic approaches and also between the pluralistic approaches and communicative language competences within specific languages taught at school as well as languages which are not offered as subject-areas. It enabled me, as a language teacher to develop specific teaching materials which put into practice pluralistic approaches and it encouraged me to design a set of activities based on the approach.

4.2.5   The Programme Structure

I structured the programme in a logical way, and placed the activities in an order so that one activity would serve as a follow-up of the previous. However, despite having reasoned the sequence of the activities before carrying it out, now that the programme has been carried out and after having read the learners' suggestions about what they would like to discuss in another related programme, I feel that there should have been a different programme structure when it comes to certain activities.

The second activity based on French Gestures should have taken the place of the third activity which was about World Gestures. I feel that learners should have primarily been introduced to non-verbal communication, specifically gestures. After such an introduction and after having viewed what some gestures mean in different countries, learners could have taken part in an activity more specified to one country.

Given that most learners study French at school, I feel that the activities on *La Francophonie* and French Language Varieties did not strike them since these two activities were only a repetition of what they had already learned at school. I suggest that the programme does not focus on France and its varieties or the countries where French is spoken but is inspired by other countries which learners are not familiar with. Activity 10 on Families of Languages should have followed activity 4 (Languages of the World). This structure is better and explains better the similarities between all the languages of the world which exist. Learners will begin to understand that although there are so many cultural differences and although countries are far away from each other, languages have developed from each other due to several reasons.

Activity 9 on Loan Words should have taken place at some stage after the activity on Families of Languages and not the other way round. Learners will realise that languages were primarily developed from each other and in due course, when one needed to express new concepts, languages began to loan words from each other, hence the idea of loan words.

4.2.6 The extent to which the activities were successful

In this section we shall discuss the positive aspects of each activity.

4.2.6.1 Activity 1 – Different Forms of Communication

The first activity, based on different forms of animal and human communication was a very good way to start the programme. Learners became aware that other animals are able to communicate and follow elaborate systems of communication in order to convey messages with the ultimate aim of surviving. Learners showed that they understood that there are different forms of communication, because they carried out research on the internet on animal communication, they compared and discussed their findings, they explained in a short presentation and in writing how one species of their choice communicates (Appendix 5.1).

4.2.6.2 Activity 2 – French Gestures

During the second activity based on French Gestures, learners showed that they know that there are differences between the non-verbal communication of others with one's own since after having observed several French gestures, they have compared and contrasted the gestures and they discovered that the gestures in question, which belong to a culture different from their own, do not always convey the same message but vary according to the country. Hence they discovered what the sample of French Gestures mean in France and whether it has any significance in Malta. Learners were able to choose three French gestures and explain their meaning. They also wrote down if the chosen gestures mean anything in Malta (Appendix 5.2).

4.2.6.3 Activity 3 – World Gestures

Learners understood that cultural difference may be at the root of problems in non-verbal communication because after having discovered what some gestures mean in various countries, they were able to explain the existing differences and understood that misunderstanding from one country to another could easily occur if the people involved come from different countries and have different cultures. Learners managed to write down the different meaning of three gestures according to the country (Appendix 5.3).

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4.2.6.4 Activity 4 – Languages of the World

Learners showed that they understood the difference between a language and a country, and that there are often several languages used in the same country by using the internet and reading data in order to discover different languages which exist. Learners also chose one language and discovered all the countries where the chosen language is spoken. Finally, learners exhibited what they have learned by explaining the meaning of the terms *country* and *language* and by making a list of five countries where the language of their choice is spoken (Appendix 5.4).

4.2.6.5 Activity 5 – Writing Systems

The activity aimed at encouraging learners to explore the world of writing systems. Firstly, learners became aware of the different writing systems which exist after having observed examples of various scripts of languages belonging to different writing systems. Secondly, learners researched three writing systems and wrote a short definition on each. Finally, learners used the Braille writing system to write down their names and they deciphered the name given to them (Appendix 5.5).

4.2.6.6 Activity 6 – Click Languages

For the very first time, learners were exposed to the click languages and they were given the opportunity to listen to texts in click languages. Learners learned about the click languages, where they are spoken and about the five different kinds of click languages. Finally, they showed that they understood what was being conveyed throughout the lesson, by carrying out a *True or False* exercise (Appendix 5.6).

4.2.6.7 Activity 7 – La Francophonie

In order to demonstrate that they understood that there are often the same languages used in different countries, learners used the internet to explore the Francophone countries. They chose one French speaking country and made a short presentation about it. They also worked on a handout, they wrote down the definition of *La Francophonie,* they highlighted the countries which speak French on the given map and finally, made a list of five countries where the French language is spoken (Appendix 5.7).

4.2.6.8   Activity 8 - Language Varieties of French

Learners demonstrated that they learned what a variety of the same language is because they carried out short researches on one variety of French in order to gather the required data and become familiar with the language. Learners managed to describe the chosen French variety in the short presentation. Moreover, learners also presented a list of words in the chosen variety and compared the words with standard French (Appendix 5.8).

4.2.6.9   Activity 9 – Loan Words

The activity based on loan words aided learners to understand what a *loan word* is. Learners read a sample of Japanese loan words in English and managed to understand that the sample of words shown, even though it comes from the Japanese language, was originally borrowed from English. Learners also managed to come up with the name *loan* or *borrowed* words. Learners were able to tell from which language the shown samples of loan words in English come from. Finally, learners made a list of English and Italian loan words in Maltese (Appendix 5.9).

4.2.6.10   Activity 10 – Families of Languages

The presentation at the beginning of the lesson was a means for learners to discover that words from different languages look and sound similar. Learners understood what a language family is. Learners were able to find out the meaning of the given list of words, by trying to find a resemblance of the word in another language. They also managed to write down the language family the shown word came from (Appendix 5.10).

4.2.6.11   Activity 11 - Greetings

Learners explored different cultures and the way people from different cultures greet each other. Learners demonstrated that they have become sensitive to the great diversity of the ways used to greet people because they managed to carry out the prepared activity where they were asked to group different greetings according to their meaning. This activity also served as a recapitulation of the activity on language families.

Learners showed that they understood what was discussed in the previous lesson and that they used the gained knowledge during this activity (Appendices 5.11, 5.12).

4.2.6.12 Activity 12 - Gender

The presentation shown at the beginning of the lesson encouraged learners to discuss the difference between *grammatical* and *sexual gender.* Learners compared different words shown in the presentation and concluded that grammatical gender changes from one language to another. Finally,, in order to show that they understood that words change their grammatical gender from one language to another, learners carried out the given task successfully (Appendix 5.13).

4.2.7 The teacher researcher

I am the author of the teaching material. I feel that being a teacher of the mother tongue (Maltese) and of a foreign language (French) helped me carry out the programme which dealt with both the mother tongue and foreign languages irrelevant to whether they are or are not included in the school curriculum. At times, I guided learners with a set of guidelines, stated or written on small cards to carry out the activity and discover an aspect of language / s. On other occasions, I had to give out the information due to the limited time available for the activity and due to the design of the activity which required me to give out the data.

4.2.8 The Learners

Learners followed different roles throughout the programme. At other times they were asked to listen to my guidelines and follow them to carry out the given tasks. At times they were required to be passive listeners as they only listened to me or to a video clip in order to gather the required data. They were also involved during the greater part of the activity by carrying out what they were asked to do. Thus, they took an active part in the activity by asking questions, discovering, comparing, contrasting, observing, concluding, analysing and exploring. They were very often asked direct questions and were encouraged to participate in discussions. They were asked to work individually, in pairs or in groups.

Learners declared that the activity on World Gestures was the most interesting, the one about French-Speaking Countries was the least motivating and the activity about Writing Systems was the most difficult out of the twelve activities (Appendix 4.3).

Twelve learners strongly agreed that the prepared activities were of high interest and that they have learned a lot from them. Four learners agreed with the statement (Question 5 of Table 27). Ten learners felt that the activities involved a lot of work while six strongly agreed (Question 7 of Figure 27). Five learners stated that they strongly agreed about attending another similar course during break time while eleven learners agreed (Question 7 of Figure 27). Seven learners strongly agreed that they must have a fixed lesson based on similar activities, eight agreed while one learner disagreed (Question 8 of Figure 27).

Answer the following four questions. Tick only one option.	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I feel that the prepared activities were very interesting and I feel that I have learned a lot of new things.	☐	☐	☐	☐
6. I feel that the prepared activities involved a lot of preparation.	☐	☐	☐	☐
7. I would like to attend another similar course during break time.	☐	☐	☐	☐
8. I feel that all students must have at least one fixed lesson in their time-table where they would work on similar tasks and discuss issues based on languages.	☐	☐	☐	☐

Table 27 – Questions 5-8 of Students' Questionnaire

4.2.9   The Programme

When asked to list what they learned through the activities (Appendix 4.3), learners mentioned that:

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'I have learned the different gestures which exist and their meaning in certain countries' (S. 3), *'I learned about the click consonant which I had never heard of before'* (S. 7), *'There is a vast number of languages which are spoken around the world'* (S. 8), *'I learned how to greet people in different languages'* (S. 10), *'Although some languages sound different from each other and are also written in different ways, languages do have similarities'* (S. 12), *'I had the opportunity to look at and actually read words in several unfamiliar languages such as Japanese'* (S. 14), *'I learned about different ways of writing a language, apart from our alphabet'* (S. 15), *'I learned about the Braille writing system'* (S. 16). This shows that learners felt that the prepared activities were interesting and they learned several aspects about language which they did not know before.

The majority of learners (88%) feel that they would benefit if they had a fixed lesson per week were they would have similar activities and carry out tasks based on topics based on Language Awareness. Learners stated that having a fixed lesson per week dedicated to similar activities sounds fun, interesting, different and unusual. This will help them understand different cultures, learn different things, expand their knowledge and view of languages, increase their knowledge about the world and other countries and give a boost to their general knowledge. One student stated that an extra lesson per week will be too stressful. Another suggested that learners will not have to sit for a formative test at the end of the year. Learners felt that having had to attend the activities during break time was fine because the activities prepared were interesting, what they were doing was fruitful and by so doing they were not wasting time:

'I wasn't in the least unhappy about it although it would have been better if it had been during some lesson because we had other activities during break time' (S. 2), *'Maybe it could have been better if these activities were held during a lesson but it was nice to learn new things even during the break'* (S. 3), *'It wasn't boring, as you are using part of your break time to learn something interesting'* (S. 5), *'It wouldn't bother me having one lesson per week, during the break, so it was fine for me'* (S. 6), *'It wasn't boring, as you are using part of your break time to learn something*

interesting' (S.8), *'The only problem was that we had only very little time to carry out the activities'* (S. 10), *'It was not a problem at all because I was still with my friends and at least we were doing something useful not just wasting time'* (S. 11), *'As long as the topics were interesting it was all worth it and I think they were!'* (S. 13).

Learners also implied that a lesson per week could be a pleasurable way of spending break time since they attended the activities along with their friends. Some learners felt that they would have preferred to attend the activities during lesson time because the time available during break is short and also because during break time they have other commitments including table-tennis and the school magazine editing committee. The number of learners who ticked *agree* for statement eight in the questionnaire (Appendix 4.3) outnumbered those who ticked *strongly agree* and this showed the need for a regular lesson implemented in the school curriculum for students:

'I think that this type of programme may be inserted as an extra lesson on the time table at least once a month' (S.3), *'I would suggest that the course is to be made part of the syllabus as it is more interesting and there will be more time'* (S.8), *'Maybe there could be a fixed lesson per week on this subject because it could be very helpful and useful when writing and reading'* (S. 9), *'I would suggest that the course is made part of the syllabus, as it's more interesting and there will be more time'* (S. 10), *'Topics like these should be discussed even during lessons. I enjoyed it very much!'* (S. 15).

When asked to list any topic which they would have liked to discuss during the activities (Appendix 4.3) learners showed interest in how languages evolved in time, the origin of the Maltese language, how languages originate and languages became extinct and the reasons for each, Sign Language, old Maltese vocabulary, traditions related to languages in different countries, the culture of other countries, information about unfamiliar languages such as Russian and Japanese.

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Despite the limitations of the programme and even though the programme was carried out on a relatively small scale, the learners' questionnaire (Appendix 4.3) showed that the learners were highly motivated towards the subject matter and towards the entire programme:

'I found these activities very interesting and can be of great benefit for people who like languages' (S. 1), *'It was a nice course with interesting cultures and I learned new things'* (S.3), *'Very well-prepared and interesting topics. The activities were great especially when we used the internet'* (S. 4), *'The course was very interesting and I enjoyed attending the sessions because we did things and learned things that people normally ignore but these things, especially communication are truly fascinating'* (S. 5), *'The course was very interesting and helped me better understand more things about several languages, even those which I never learned'* (S.7), *'The course was full of good information, well-prepared and involved work which is not so hard to do, but interesting as one uses computers'* (S.9), *'I think it was great working and learning with my friends, about such an interesting subject. Most of all I learnt a lot more about the languages around me'* (S.10), *'The teacher involved took this seriously and to heart, I was really happy about the fact that she really cared and used a lot of her time to help us with the sessions'* (S.11), *'It was a creative way to do the course. It involved us a lot. There were interesting topics and we learned a lot'* (S.14), *'It was interesting. We learned new things about different cultures'* (S.16).

4.3 Recommendations

Given that learners enjoyed themselves and were motivated throughout the activities (Section 4.2), I suggest that the programme is not only held as an extra-curricular activity during break-time but is implemented in the school curriculum. As Student 10 pointed out in the students' questionnaire: *'The only problem was that we had only very few time to carry out the activities'* (S. 10) the time is limited since the break is thirty minutes long. Before the start of the activities time is lost because learners required time

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to go to the laboratory after a whole day of lessons, find their places in the laboratory settle down and get ready for the activity.

Besides I feel that learners have a great deal to learn from this programme. It would be worth implementing the programme in the school curriculum as it would enable learners to accept diversity in languages and cultures and to learn about languages and cultures in a pluralistic approach (Section 2.2). Student 8 wrote: *'I would suggest that the course is to be made as part of the syllabus, as it is more interesting and there will be more time'*. Section 4.2 confirms that most learners feel that they would learn more if the programme is implemented as a school subject and as part of the school curriculum and they require a similar programme for their holistic education.

Having a fixed hour per week for the implementation of the programme not only authorises more time for the activities but also allows learners to discuss aspects of language and culture more vigorously. This would be of great benefit to learners as it enables them to learn more (Section 4.2.8). A programme based on a whole scholastic year is the ideal situation for learning in a pluralistic approach to take place. Moreover, the time allocated for the programme will allow teachers to prepare topics more intricately and not in a superficial manner.

I recommend that a group of teachers take charge of the whole programme and plan it accordingly. Having a group of teachers input different material for the programme will produce a better, more refined and elaborate programme from which learners will ultimately benefit. The teachers on the team could even plan activities on different levels according to the age and the academic level of the students. There should be a difference between the material prepared for young learners aged eleven to thirteen and older ones. Young learners should carry out an introductory course while older ones could work on the same themes in a more elaborate manner. The same concept applies for students of different abilities, that is, students attending a Junior Lyceum and an Area Secondary School. The teachers in charge should be able to adapt the programme in relation to their learners' abilities.

Preferably the programme should take place in a library where computer and internet access is available. This makes it possible for learners to seek information either through the library books or through the internet. Thus, it would allow learners to research more broadly. Student 9 showed enthusiasm because of the use of computer technology: *'The course was full of good information, well-prepared and involved work which is not so hard to do, but interesting as one uses computers'*. I recommend that the programme is based on interactive activities with the use of computer-technology.

4.4   Conclusion

This chapter has presented suggestions for the implementation of a Language Awareness programme in Maltese schools. As can be seen learners enjoyed themselves during the programme and stated that it is educational. Therefore it is beneficial to have a group of teachers who prepare Language Awareness activities.

Chapter 5

Conclusion

5.0 Introduction

The study focused on the design of twelve language awareness activities. The activities were not strictly linked to the language awareness movement founded by Hawkins but were inspired by the methodologies on language awareness designed by the Council of Europe and more specifically the *CARAP*, which have developed from the language awareness movement founded by Hawkins. The activities were based on the pluralistic approach and were part of an extra-curricular programme which was offered on a voluntary basis. A detailed evaluative report has been written, highlighting the negative and positive aspects of the activities and the programme in general, and presenting additional recommendations which could improve the programme.

5.1 The Programme

Learners were able to explore different languages and cultures through the activities which served as an introduction or as a follow-up to several topics which are related to different languages. The activities were based on pluralistic approaches presented by the *CARAP* that is *awakening to languages,* more specifically *éveil aux langues.* Through the extra-curricular course learners became aware of aspects of languages both familiar and unfamiliar to them. The aim of the activities was not to learn or teach a language and its grammar but to acquire a general knowledge on languages and cultures and to be able to apply this knowledge when learning other foreign languages, and to accept language and cultural diversity.

As discussed earlier, the *CARAP* aims at integrating all languages together as one single competence, regardless of the differences in languages. The activities aimed at enriching the learners' plurinlingual and pluricultural competences and equipping learners with the diversified linguistic and cultural competences as stated by the Council of Europe. The descriptors presented in the *CARAP* made it possible to design specific teaching materials which put into practice pluralistic approaches.

Since the programme was based on twelve activities, there was a limit to the level and intensity of subject matter which could be tackled throughout the activities. The

programme included a number of aspects of language in general, which the researcher considered that language learners need to know. The programme as designed can serve as a point of departure for future initiatives, possibly more far-reaching and spread out on a longer time span, which may benefit the curriculum of future learners.

Learners felt that the prepared activities were interesting and they learned several aspects about language which they did not know before. They felt that they would benefit if they had a fixed lesson per week where they would have similar activities and carry out tasks based on topics based on Language Awareness. Despite the limitations of the programme and even though the programme was carried out on a relatively small scale, learners stated that they were highly motivated towards the subject matter and towards the entire programme.

5.2   Recommendations

Of course, the first recommendation should be that a programme like this one be implemented in the school curriculum and is not only as an extra-curricular activity during break.

The programme may be developed further as an area for cognitive development of learners and become part of the school curriculum. The programme would enable learners to accept diversity in languages and cultures and to learn about languages and cultures in a pluralistic approach. A fixed hour per week for the implementation of the programme would give more time to the activities and would allow learners to discuss aspects of language and culture more vigorously. A programme based on a whole scholastic year would be the ideal situation for language awareness, because first of all learners would have time to digest what they are learning, and be able to face more challenging issues not just a few weeks after the first session but months after, when they have matured. Teachers would have more time to prepare topics more intricately. A group of teachers could input different material for the programme and they could plan activities on different levels according to the age and the academic level of the

students. There should be a difference between the material prepared for young learners aged eleven to thirteen and older ones and students having different abilities.

One would recommend that participants be taught the concept of learning how to learn and that this be regarded as an integral part of the pluralistic approach to language learning. The programme tackled this issue in an implicit manner and several activities enabled learners to discover how to learn. For example, in several activities such as *Different Forms of Communication, Gestures, Languages of the World* and *La Francophonie,* participants were given the time to learn through research. On other occasions, for example during the activity based on *Varieties of French,* participants were given tasks which enabled them to express what they have learned by means of a presentation. This element is seen as fundamental to the methodology applied in this project and since it was not one of the research questions it is recommended that further research be carried out focussing on learner autonomy and integrating the learning how to learn approach as part and parcel of the research methodology.

Preferably the programme should take place in a library or a computer laboratory in order to make it possible for learners to seek information either through the library books or through the internet. One would recommend that the programme be based on interactive activities with the use of computer-technology. Issues like how languages have evolved in time, the origin of the Maltese language, how languages originate and languages became extinct and the reasons for each, Sign Language, old Maltese vocabulary, traditions related to languages in different countries, the culture of other countries, information about unfamiliar languages such as Russian and Japanese could serve as the basis for other language awareness activities.

5.3   Conclusion

The study presented in this dissertation was the first attempt to design and test activities based on the *CARAP* and which focus on language awareness in Malta. The programme is similar to other projects which took place across Europe and which are also based on the *CARAP*. However, this project was implemented on a much smaller scale because it

was carried out with a relatively small group of participants, in only one school but also in more depth having been evaluated, activity by activity, in a systematic manner.

Considering the intense pleasure expressed by the students, as well as a personal conviction on the part of the researcher that this programme has really benefitted not only the linguistic competences, but also the overall growth of the learners, it would be a pity not to take up the challenge of offering language awareness programmes across the curriculum.

Appendices

Appendix 1

Research Ethics

Consent Form - Head of School

I am currently reading for a Masters of Education in Applied Language Studies and as part of my studies I am testing a set of designed activities based on Language Awareness. I would appreciate it if you would grant your consent to students' participation in this study. Students will be asked take part in twelve activities which will take place during mid-day break. Please note that participation is entirely on a voluntary basis and no personal or confidential details are required.

The data will be used for research purposes only and under no circumstances will the students' personal information be divulged to third parties. In the research study no reference will be made to any personal details whatsoever and let me please assure you that the research subjects' confidentiality will in no way be jeopardised.

If you consent to the students' participation in this study, please sign and date this consent form.

I thank you in advance for your co-operation.

Yours faithfully,

_____   _____

Ms Gloria Marie Farrugia   Prof Antoinette Camilleri Grima
                                                             Dissertation Supervisor

Consent Form – Parents / Guardians

Dear Parent / Guardian,

I am currently reading for a Masters of Education in Applied Language Studies and as part of my studies I am testing a set of designed activities based on Language Awareness. I would appreciate it if you would give your consent so that your daughter may participate in this study by attending to twelve activities during mid-day break. Please note that participation is entirely on a voluntary basis and no personal or confidential details are required.

The data will be used for research purposes only and under no circumstances will your daughter's personal information be divulged to third parties. In the research study no reference will be made to any personal details whatsoever and let me please assure you that your daughter's confidentiality will in no way be jeopardised.

If you consent to your daughter's participation in this study, please sign and date this consent form.

I thank you in advance for your co-operation.

Yours sincerely,

Ms Gloria Farrugia   Prof Antoinette Camilleri Grima
                                                             Dissertation Supervisor

_____

I consent to my daughter's participation in the study being conducted by Ms Gloria Farrugia and I am fully aware that my daughter's personal details and confidentiality will in no way be put at risk.

_____   _____

Name in Block Letters   Signature

_____

Date

Information Letter to Students

Dear Student,

I am currently reading for a Masters of Education in Applied Language Studies and as part of my studies I am testing a set of designed activities based on Language Awareness. The research study consists of twelve activities based on Language Awareness which will take place during mid-day break. Your participation in this study would be highly appreciated even though it is entirely on a voluntary basis.

I thank you in advance for your co-operation.

Yours sincerely,

Ms Gloria Farrugia

Consent Form - Students

Dear Student,

I am currently reading for a Masters of Education in Applied Language Studies and as part of my studies I am I am testing a set of designed activities based on Language Awareness. I would appreciate it if you could participate in this study by attending to twelve activities during mid-day break. Please note that participation is entirely on a voluntary basis and no personal or confidential details are required.

The data will be used for research purposes only and under no circumstances will your personal information be divulged to third parties. In the research study no reference will be made to any personal details whatsoever and let me please assure you that your confidentiality will in no way be jeopardised.

If you consent to participate in this study, please sign and date this consent form.

I thank you in advance for your co-operation.

Yours sincerely,

Ms Gloria Farrugia   Prof Antoinette Camilleri Grima
                                                       Dissertation Supervisor

_____

I consent to participate in the study being conducted by Ms Gloria Farrugia and I am fully aware that my personal details and confidentiality will in no way be put at risk.

_____   _____

Name in Block Letters   Signature

_____

Date

Appendix 2

Activity Plans

DIFFERENT FORMS OF COMMUNICATION

Activity Number: 1

CARAP **Descriptors:**	• Knows that there are other forms of communication than human language [that human language is only one of the possible forms of language]. (3.1) • Knows that communication does not necessarily depend on having a tongue articulated in two dimensions. (3.1.1) • Is aware of some of the characteristics which make human language different from other forms of language (/animal communication/...). (3.2)
Activity Aims:	• to understand that there are different forms of communication (human and animal communication); to discover different forms of animal communication; • to compare forms of communication; • to explain how animals communicate; • to explain the differences which make animal communication different from human communication.
Method:	**Introduction:** The activity will begin with a discussion on Communication. The following questions could be used as guidelines: • *What is communication and why does it occur?* • *How does communication take place?* • *Can human beings communicate? How?* • *Can animals communicate?* • *Do they also use language?* • *How do they communicate?* **Step 1:** Participants will view the prepared PPT which simply asks the question: *Can the following species communicate?* The species which will be discussed are the following: • *human beings* • *ants* • *birds* • *monkeys*

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	• *bees* • *whales and dolphins* Participants will comment on each species and discuss any knowledge they already have about the communication of these species. **Step 2:** Participants will work in pairs and will make a short research in the school library to find information about one species of their choice. Participants will choose what to research about themselves. **Step 3:** Participants will now explain what they have discovered from their research. **Reflection:** A short discussion will take place. The following questions may be asked and may serve as guidelines: • *What is communication?* • *Is there only one kind of communication?* • *How do human beings communicate?* • *How do animals communicate?* • *Are there any differences between human and animal communication?* **Conclusion:** As homework, learners will now choose one animal species which has impressed them most (not the same animal researched on the internet) and will write a short description to explain how the chosen species communicate. Participants will also explain how the communication system of the animal chosen differs from that of human beings.
Resources:	PPT, internet access, school library. National Geographic site, Animal World

Relevant Knowledge:	The word 'communication' means exchange of information. Animals communicate with each other by special sounds. In olden times man could communicate by shouting or blowing a horn or beating a drum or flashing a light. Man gradually developed the art of talking and writing and started expressing his complex thoughts and information through language and writing. Communication itself is the process which enables human to communicate to cooperate, to coordinate actions, and to come into conflict with one another. Communication occurs in many diverse settings, accommodates multiple tasks, and varies a function of individual needs and cultural style.
	Some animals communicate by displaying distinctive body parts, or by doing distinctive bodily movements. Another important form of communication is bird song, usually performed mainly by males, though in some species the sexes sing in alternation. Bird song is just the best known case of vocal communication; other instances include the warning cries of many monkeys, the territorial calls of gibbons, and the mating calls of many species of frog.
	Many mammals, in particular, have glands that generate distinctive and long-lasting smells, and have corresponding behaviours that leave these smells in places where they have been. Often the scented substance is introduced into urine or faeces. Sometimes it is distributed through sweat, though this does not leave a semi-permanent mark as scents deposited on the ground do. Some animals have glands on their bodies whose sole function appears to be to deposit scent marks: for example Mongolian gerbils have a scent gland on their stomachs, and a characteristic ventral rubbing action that deposits scent from it. Golden hamsters and cats have scent glands on their flanks, and deposit scent by rubbing their sides against objects; cats also have scent glands on their foreheads. Bees carry with them a pouch of material from the hive which they release as they renter, the smell of which indicates if they are a part of the hive and grants their safe entry.
	Non-human animals have often been pictured as essentially automatic and involuntary. Animals exploit their communicative resources not just for the purposes of sexual attraction and competition but also to convey friendly greetings, indications of moods or intentions, hostility, territorial boundaries, boastful self-display, or information about some outside object, or activity such as food, danger or a friend's approach. They open and continue negotiations, avoid confrontation, keep in touch when dispersed over terrain and water, recognise nest mates, friends, kin, strangers, potential mates, claim or accept leadership or specific social

relationships, cooperate in raising offspring, deceive, maintain sociality, dispute but also cooperate, and many other things. And like humans, other animals can produce individual innovations and deal flexibly with new situations. Some animals not only communicate by their bodily actions or appearances, but also through physical marks and extrinsic objects outside themselves. Dogs mark out their territory by urine, other animals by faecal piles or scratches on tree trunks. Primates use material objects to communicate hostility or attack, throwing stones to frighten off enemies.

Bowerbirds

Birds communicate (among other means) through constructing nests and displays. Bowerbirds are famous for their wonderful bowers and courts that the males build, decorating them to attract the females' attention with highly coloured fruits, flowers and shiny objects, sometimes changing the flower daily for months on end. Some bowerbirds even paint their bowers with a secretion that they make from fruit pulp, chewed green vegetable matter or charcoal and apply with their beaks.

Kenyan vervet monkeys

Kenyan vervet monkeys, who live in groups, use three distinct sounds to warn each other of danger. One reports the approach of a leopard or large carnivorous animal, a different call indicates a martial eagle, yet another a large snake.

Weaver Ants

Weaver ants use intricate signalling systems expressed through very different channels. The ants live in social colonies with a complex division of labour and communication between members is essential. Worker ants forage for food at some distance and when they find a good source, they return to the nest for help to gather before other animals remove it. They report its location to fellow-workers by lateral head wagging and mutual antennae touches as well as by laying down odour trails from the nest to the food. When they are attacked by other animals, they release chemical signals and if they cannot repel the attackers themselves they would return to the nest jerking their bodies back and forwards to communicate the need. This is a different signal.

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Bees

Bees perform the waggle dance in order to share with their hive mates information about the direction and distance to patches of flowers yielding nectar and pollen, to water sources, or to new housing locations. Thus the waggle dance is a dance in which successful foragers can recruit other bees in their colony to good locations for collecting various resources.

A waggle dance consists of one to 100 or more circuits, each of which consists of two phases: the waggle phase and the return phase. A worker bee's waggle dance involves running through a small figure-eight pattern: a waggle run followed by a turn to the right to circle back to the starting point, another waggle run, followed by a turn and circle to the left, and so on in a regular alternation between right and left turns after waggle runs. The direction and duration of waggle runs are closely correlated with the direction and distance of the patch of flowers being advertised by the dancing bee. Flowers located directly in line with the sun are represented by waggle runs in an upward direction on the vertical combs, and any angle to the right or left of the sun is coded by a corresponding angle to the right or left of the upward direction. The distance between hive and recruitment target is encoded in the duration of the waggle runs. The farther the target, the longer the waggle phase, with a rate of increase of about 75 milliseconds per 100 meters.

Whales

Odontocetes, or toothed whales such as dolphins and sperm whales, propagate sound waves to echolocate ("Seeing" with sound is called echolocation. Echolocation helps an animal to navigate in water, allowing them to detect objects and organisms with sonar. Masticates, or baleen whales, have vocal folds, or cords, that allow them to generate the loudest biological sounds on earth. Some cytologists have found that these sounds also indicate the presence of cultural lineages. Groups of killer whales maintain their own vocal dialects, despite interaction with other orcas. Dolphins appear to possess some of the core properties of grammar and syntax, fundamental to human language. Dolphins use sound to communicate with other dolphins, and to echolocate when hunting. This adaptation is especially useful since light does travel well through water. Humpbacks are the only whales known to "sing"--it's one very specific type of communication not related to echolocation or other forms of communication. Humpback Whales sing the most during mating season. They sing long complicated songs with repeating patterns. These songs last a few minutes to more than half an hour

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and can be heard up to 100 miles away.

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GESTURES	
ACTIVITY NUMBER: 2	
CARAP **Descriptors:**	• Can compare the non-verbal communication of others with one's own (3.9.2.2). • Knows that there are similarities and differences between non-verbal communication systems from one language to another (6.9) • Knows that there are differences in the non-verbal ways in which feelings are expressed in different languages (6.9.1)
Activity Aims:	• to induce observation of non-verbal communication (gestures); • to compare and contrast gestures; • to discover that gestures do not always convey the same message but vary according to the country; • to discover and understand what some gestures mean in France.
Resources:	Images illustrating French gestures, flash cards with 15 French gestures, cards with 15 questions and worksheet
Method:	**Introduction:** I ask for three participants who are keen on acting and can mime. Participants will decide whom to choose and will agree upon the three participants. Once the participants are chosen I will give each participant a small card which explains what they must do. They must act out the gesture indicated in the card. The first participant must show her anger, the second must show her happiness while the third must show that she is confused. After each short mime, I shall ask the other participants to explain what the participant was trying to show her audience. Thus we shall link the gestures to the idea of non-verbal communication. **Step 1:** Participants will choose two participants to work with. They will therefore be working in groups of three. Each group will choose three flash cards. The flash cards show the names of fifteen French gestures. Participants must log on to the internet, go to a given site (http://french.about.com/library/weekly/aa020901a.htm) and find the meaning of the three chosen gestures. Here is a list of the fifteen

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gestures.
- On a sommeil
- Chute
- Ferme-la
- Passer sous le nez
- Ras-le-bol
- Chute
- Bouche cousue
- Faire la moue
- Répétez
- Baiser la main
- Parfait
- Se serrer la main
- J'ai du nez
- Mon oeil
- Verre dans le nez

Step 2: After the participants have researched the meaning of the three gestures, each group will explain what the meaning is, using the images provided. I will make the necessary corrections if needs be.

Reflection: Participants will look at all the gestures discussed previously and discuss together which gestures are commonly used in Malta. Participants will learn that non-verbal communication varies from country to country even though some similarities exist. They will also understand that some gestures which have a meaning in France signify nothing in Malta.

Step 3: Now that all the groups have explained what they would discovered, participants will take part in the following game. The game is called *What would you do if you needed to say that...?* Participants will sit in circle shape. I will put another set of cards amongst them. Each card consists of a different question. Participants take turns to take one card, read the question aloud and mime out the gesture they would do if they were in the situation described in the card. The following are the questions that will be used for this game.

1. *Your friend Luc is sitting next to you and is drunk. You must explain to your other friend Marie that Luc is drunk. Which gesture would you use? Verre dans le nez*

2 *You have been working out all day at the school gymnasium and you feel devastated and need to sleep. You must tell your friend Charles that you would not like to go out for coffee. Which gesture would you use?*
On a sommeil

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3. You have just revealed something very important to your friend Chloe and you want to make sure that she keeps the secret by keeping her mouth shut. Which gesture would you use?
Bouche cousue

4. Your brother Clement arrived home and he has been talking about his day but you have a huge headache and would like your brother to shut up. Which gesture would you use?
Ferme-la

5. Your best friend Jean is talking about something and you simply do not believe a thing he says. You want to show him that you do not approve a thing he says. Which gesture would you use?
Mon oeil

6. You are participating in a quiz and you are answering guessing all the answers. You feel intelligent and proud. Which gesture would you use?
J'ai du nez

7. You are at a party and your best friend Sylvie introduces you to another friend of hers. Which gesture would you use immediately when you are introduced?
Se serrer la main

8. You are out on a hike and the weather is perfect. You feel that the day is beautiful and perfect and you intend to enjoy it to the full. Which gesture would you use?
Parfait

9. You did not understand what your friend on the other side of the room said and you would like him to repeat. Which gesture would you use?
Répétez

10. Your name is Paul and you meet a fine woman you already know. You feel that this woman is very special and you want to say hello and show her how respectful her. Which gesture should he use?
Baiser la main

11. You are watching a movie and you feel disgusted by the actor's reaction. Which gesture would you use?
Faire la moue

12. You are at a restaurant with friends and you have been waiting for your order to come for about another. You simply had enough and feel

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	truly annoyed. Which gesture would you use? *Ras-le-bol* *13. You really needed to see the dentist urgently. But as soon as you get to the clinic, the receptionist tells you that the dentist just left. Which gesture would she use?* *Passer sous le nez* *14. Your brother arrived home and since he is very noisy he is talking very loudly. Your parents are resting and you must inform your brother that he must not be loud. Which gesture would you use?* *Chute* **Conclusion:** For homework, participants will fill in the worksheet provided. They must write down three French gestures, explain what they signify for the French and state whether the gesture is used in Malta.
Relevant Knowledge:	**1. « On a sommeil »** This gesture has two meanings. It can indicate someone who is tired and wants to go to sleep, or who is asleep and shouldn't be woken up. Join your hands, place them on your shoulder, rest your cheek on them, and (optionally) close your eyes. **2. « Silence! / Chut ! »** To let people know that they need to be quiet, raise your index finger in the air. The stern facial expression is optional.

3. « Ferme-la ! »

When you want to say "shut it" or "shut your mouth," the ferme-la (aka clapet or le camembert) gesture will get the point across. Hold your hand out in the shape of a C and then squeeze the fingers and thumb together.

4. Passer sous le nez

To visually describe how someone missed something, that something slipped through one's fingers or, literally, that something passed right under one's nose, use the passer sous le nez (de quelqu'un) gesture.

Use your right index finger to draw a line, right to left and parallel to the ground, under your nose.

This gesture can be used to describe yourself or someone else:

- Ça t'est passé sous le nez !
- Ça m'est passé sous le nez !
- Ça nous est passé sous le nez !

5. Ras-le-bol

If someone or something is annoying or exasperating, you can say "enough is enough" with the ras-le-bol gesture: move your hand over your head, front to back.

Expression - J'en ai ras le bol !

Variation - Ras-le-bol

9. Nul

A fist with the thumb pointing down says c'est nul ! - it's bad, worthless, stupid.

10. Motus et bouche cousue

To say "mum's the word," "keep it under your hat," or "zip your lips," use the motus et bouche cousue gesture. Hold your thumb and forefinger together and move them across your lip.

11. Faire la moue

The French pout is a classic French facial gesture which expresses discontent, disdain, disgust... just about any negative emotion beginning with "dis." To faire la moue, push your lips out and bring them back in, kind of like a quick pucker up to a kiss. A bored expression on the face is a common accompanyment.

12. Répétez

To ask someone to repeat something they said, a French speaker may hold up a slightly cupped hand behind the ear.

13. Parfait

Squeezing the thumb and forefinger together indicates that something is that close to perfect.

14. Baiser la main

A man kissing a woman's hand is a gesture of sophistication and refinement. The lips should not actually touch the hand, but simply hover above it. This gesture is a bit old-fashioned, but French President Jacques Chirac reminded the world of it when he kissed the hand of U.S. First Lady Laura Bush during her visit to France in September 2003.

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15. Se serrer la main

The French shake hands upon meeting someone for the first time, particularly in the business world. Acquaintances and business associates also shake hands each time they see one another (unless they are friendly and/or young enough to faire la bise) upon both arrival and departure. The French handshake is quick and light - no pumping up and down or iron grips. If hands are full, dirty, or wet, the French may offer an elbow or a finger for the other person to grasp.

16. « J'ai du nez »

To indicate that you are clever or that you realize the truth faster than anyone else, tap your nose with your index finger and say one of the following:

- J'ai du nez
- J'ai le nez fin

17: « Mon oeil !

To express your disbelief at what someone is telling you, use your index finger to pull down the skin under your eye and say, "Mon oeil !" This is equivalent to the English expression "My foot!"

18. « Verre dans le nez »

To indicate that someone is drunk, the French say "Il a un verre dans le nez." Make a loose fist, hold it up in front of your nose, and twist your hand (as you would rev a motorcycle) while tilting your head the other way.

A gesture is a form of non-verbal communication made with a part of the body, used instead of or in combination with verbal communication. Non-verbal communication is the exchange of information and meaning through facial expressions, gestures and movement of the body. Gestures may substitute for words as demonstrated by the creation of sign language. One major aspect of non-verbal communication is the facial expression of emotion. Gestures tend to occur without us realising or thinking about them. Pointing a finger in someone's face is one step away from punching someone in the nose. A jerk of the head, for example, can convey a direction. Gestures can be conveyed by all parts of the body and can be

widely misinterpreted. Smiling, scowling, frowning and anger are all communicated through gestures that are recognised worldwide. Nodding the head is also a universally accepted indication of meaning 'Yes' or confirming agreement, whilst shaking the head is again universally accepted as meaning 'No' or disagreeing with what is being said. Gestures also express emotion, in addition, they provide intensity to points requiring special emphasis. They are used to punctuate speech and when an audience is at a distance where facial expression is hard to detect, they supply an additional source of information.

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WORLD GESTURES

Activity Number: 3

CARAP **Descriptors:**	• Is familiar with some differences in the way feelings are expressed in some languages (6.9.2) • Is familiar with [is aware of] one's own reactions towards differences (linguistic / language related / cultural) (6.10) • Knows that cultural differences may be at the root of problems in verbal / non verbal communication / interaction (6.11)
Activity Aims:	• to discover the meaning of several gestures in various countries; • to accept that the same gesture may have different meanings in different countries; to accept unusual meaning to gestures according to the country; • to explain the differences in gestures in various countries; • to understand that problems may arise due to cultural differences which lead to misunderstanding in non-verbal interaction.
Method:	**Introduction:** As a follow-up to the previous lesson on gestures, I will ask participants for one gesture which does not mean anything in Malta. Participants will mime out the gesture and explain what it signifies in France. **Step 1:** Participants are to choose a partner to work with. They will work in teams. Each pair of participants will receive a list of ten gestures which are common for all the groups. They must read the gesture, look up the meaning of the gesture in the given site. One participant must find out what the significance of the gesture is in Europe and Westernised countries and the other participant must find out what the gesture means in Asia, Africa and any other country. Participants must do this for the ten gestures and they must agree upon what each participant will look for in the internet. **Step 2:** We shall now discuss the gestures and how their significance vary around the world.

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	Reflection: We will now discuss the gestures which differ from one country to another. What would happen if people are unaware of the meaning of certain gestures in foreign countries? Participants will think of situations where a misinterpretation of one particular gesture may lead to an argument. This is all due to the differences in cultures and gestures. **Step 3:** All the participants will now play a game based on the gestures they have just learnt. Each participant will be given a card with either the picture of the gesture or else, the meaning of the gesture. Thus there will be twenty cards in all. Participants must now go around the classroom and match the gesture card with its definition. At the end of the game, participants will be sitting next to the person holding the picture or the definition of their gesture. **Conclusion:** Participants will be given a worksheet. They must describe three gestures and they must also explain what the gesture means in various countries.
Resources:	Three small cards indicating gestures for introduction, internet, set of cards consisting of pictures illustrating gestures and their meaning and work sheet
Relevant Knowledge:	1. **Eye Contact.** In North America and Europe people tend to prefer direct contact. In some Asian countries (Korea, Japan and Thailand) prolonged eye contact is considered rude. People from some Asian, Latin America and Caribbean avoid eye contact as a sign of respect. 2. **OK sign.** In America and England the OK sign signifies that everything is well and good. OK sign obscene in some countries. Form a circle with fingers to indicate "O.K." Although this means "O.K." in the U.S. and in many countries around the world, there are some notable exceptions: In Brazil and Germany, this gesture is obscene, In Japan, this means "money" and in France, it has the additional meaning of "zero" or "worthless." 3. **Thumbs up sign.** In America and most of Europe the Thumbs up sign means that something is good. It also signifies approval. However the sign is considered rude in many Asian and Islamic countries. Obscene in many Middle Eastern countries, Nigeria, Australia and Afghanistan.

4. **Curled index finger.** A curled index finger is a sign which tells someone to come closer in America and England. However this sign is considered rude in many Asian countries such as Japan and Singapore. Expect a reaction when you beckon to a student from the Middle or Far East; Portugal, Spain, Latin America, Japan, Indonesia and Hong Kong. In Yugoslavia and Malaysia, it is used to call animals. In Indonesia and Australia, the gesture beckons prostitute. In Vietnam it is used to call animals or an inferior person.

5. **Hand up.** Raising a hand up signifies stop in America and England. In some Asian countries this gesture is used when asking for permission to speak.

6. **Pointing with index finger.** Point at something in the room using index finger. It is impolite to point with the index finger in the Middle and Far East. Use an open hand or your thumb (in Indonesia)

7. **Sole of shoes.** In America and England, putting one's feet on the table is not considered to be offensive. However in Thailand it is considered to be rude to show the soles of your feet. Sit with soles shoes showing. In many cultures this sends a rude message. In Thailand, Japan and France as well as countries of the Middle and Near East showing the soles of the feet demonstrates disrespect. You are exposing the lowest and dirtiest part of your body so this is insulting.

8. **Smile.** This gesture is universally understood. However, it various cultures there are different reasons for smiling. The Japanese may smile when they are confused or angry. In other parts of Asia, people may smile when they are embarrassed. People in other cultures may not smile at everyone to indicate a friendly greeting as we do in the United States. A smile may be reserved for friends. It is important not to judge students or their parents because they do not smile, or smile at what we would consider "inappropriate" times.

9. **Shaking hands and kissing.** In most Westernized countries it is considered normal for two men to shake hands. In some Asian and Islamic countries it is considered normal for two men to kiss each other, on the cheeks or on the lips. Some countries also consider two man holding hands to be normal. In other westernized countries, watching two men holding hands or kissing would be viewed as homosexual behaviour.

10. **Waving goodbye.** Most of Europe waves goodbye with just the fingers moving. American "good-bye" wave with the entire hand means "come here" to people from Southeast Asia, is an insult in Greece, and means "no" in many other countries.

Region differences in gestures do exist and so one must keep in mind the context because what one gesture might mean in a context, might not have such significance in another. Gestures are interpreted differently according to the culture. For example the 'thumbs up' gesture in the United Kingdom, New Zealand and Australia, has the following three meanings: it is an OK signal, it is used by hitch-hikers to get a lift and is also an insult if it is done in a particular manner. In Greece the thumbs-up gesture has a completely opposite meaning and it is interpreted differently in other countries too. It is important to understand which gestures are appropriate in the cultures within which an organisation operates.

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LANGUAGES OF THE WORLD **Activity Number: 4**	
CARAP **Descriptors:**	• Knows that there are often several languages used in the same country, or the same language used in several countries (5.6.1) • Knows that a language and a country should not be confused (5.6.1.2)
Activity Aims:	• to discover and explore the vast number of languages which exist around the world; • to discover that there are cases where the same language is used in the same country or the same language is used in several countries; • to create lists which manifest the countries where a particular language is spoken; • to explain the difference in the terms *language* and *country*.
Method:	**Introduction:** I shall use the prepared PPT in order to show students a large list of languages spoken around the world. Learners will observe the list of languages and understand that the long list shown in the PPT represents different languages spoken around the world. **Step 1:** Learners will now work in groups of four. I will distribute a card with the necessary instructions required for the following task. Learners will now access the internet (www.ethnologue.com) or go to the library to find information about languages spoken around the world. They must take short notes as they will be asked to present the information they discovered in a brief group presentation. They must search information about languages and the countries where languages are spoken. They must choose one language and prepare a list which indicates the countries where the chosen language is spoken. The groups must decide about the languages they will choose to make sure that no group chooses the same language. **Step 2:** The groups will make a short presentation and explain the information they found about languages and the countries where they are spoken. **Reflection:** We will gather all the information about languages together. We shall talk about languages which are not spoken in one

	country but in various countries. I will add some more examples. I will make sure that participants have understood the difference between the terms *country* and *language* and will ask them to give examples of each. **Step 3:** I will distribute a handout and participants will work on their own. They will answer the following simple questions: *1. A country is a..* *for example ....* *2. A language is a...* *for example ....* *3. The .... language is not spoken in one country but in various countries for example:* *a) ....* *b) ....* *c) ....* *d) ....* *e) ....* **Conclusion:** Correction of handout.
Resources:	Internet access, library access, worksheet.
Relevant Knowledge:	A language is a system of communication using symbols (including physical gestures, sounds, and other means of expression). The origin of human language is not fully known, but the use of complex language is often said to be what separates humans from the rest of the animal kingdom. Humans use language almost constantly, as we continually communicate information. Language is a term most commonly used to refer to so called "natural languages" — the forms of communication considered peculiar to humankind. By extension the term also refers to the type of human thought process which creates and uses language. Essential to both meanings is the systematic creation, maintenance and use of systems of symbols, each referring to concepts different from themselves.

The most obvious manifestations are spoken languages, such as English or Chinese. For example the English word "language", derived ultimately from *lingua*, Latin for tongue, and "tongue" is still a word which can be used in English to refer to spoken language. But there are also written languages and other systems of visual symbols, sign languages and so on.

When discussed more technically as a general phenomenon then, "language" always implies a particular type of human thought which can be present even when communication is not the result, and this way of thinking is also sometimes treated as indistinguishable from language itself.

There are many types of languages in use today, numbering in the thousands worldwide. Some languages, such as English and Japanese, are widely spoken within a certain culture; others, like languages of many indigenous peoples, have largely died out as their populations of native speakers were marginalized. Languages such as Latin are considered "dead", having no native speakers, but are still studied in academic circles. Still other languages, such as Perl or HTML, were designed specifically for communication with machines. Signed languages make use of gestures instead of sounds, a special innovation of the deaf community. And linguistic innovation continues unabated: LOL speak and Emoji are only two of the language-related developments born of online communication.

Source:

Language (2008). Retrieved October 10, 2008 from http://en.wikipedia.org/wiki/Language

WRITING SYSTEMS

Activity Number: 5

CARAP **Descriptors:**	• Knows that there are different kinds of writing systems (6.8.1) • Can decipher a text written in an unfamiliar script (1.2.5.1)
Activity Aims:	• to bring about awareness of different systems of writing; • to induce observation of different systems of writing; • to discover that different forms of writing correspond to different systems; • to solve the given problem of analyzing script by deciphering a text written in an unfamiliar script.
Method:	**Introduction:** With the use of the PPT, I will show participants samples of various writing systems. Participants are asked to observe. Here is a list of the writing systems samples used in the PPT: • *Burmese* • *Russian* • *Japanese* • *Korean* • *Malayalam* • *Polish* • *Sanskrit* • *Dutch* • *French* **Step 1:** I will ask the participants to comment about the images of writing systems, that they have just seen: • *What are all those symbols in the images representing?* • *Can those symbols be understood?* • *What do the symbols transmit?* • *Were you able to understand any of the samples shown?* At this stage, participants should understand that the images shown in the PPT represent different writing systems. Some writing systems seem familiar and readable while others are not familiar at all. The writing systems are all used to record information and convey messages.

Step 2: Participants will now work in groups of four. They will use the internet to search the topic *writing systems*. They must look for a definition of a *writing system* and must also find the names of three different writing systems. Finally, they must make a list of two languages for each writing system.

Step 3: After the short research, participants will discuss their findings.

Reflection: Let us review the definition of a writing system and the way writing systems are categorized. Most writing systems can be broadly divided into three categories: logographic, syllabic, and alphabetic.

In the logographic writing system, each symbol represents a morpheme (ex: Chinese) [Morpheme: the smallest linguistic unit that has semantic meaning. English example: The word "unbreakable" has three morphemes: "un-"; "break"; and "-able"]. In the syllabic writing system each symbol represents a syllable (ex: Japanese). In the alphabetic writing system, each symbol represents a phoneme (ex: Latin alphabet) [Phoneme: the smallest posited structural unit that distinguishes meaning, though they carry no semantic content themselves.

Step 3: Participants will now carry out a small task. They will look at the Braille writing system and each participant will write her name on a piece of paper using the Braille system.

Step 4: Participants will now try to decipher one of the participants' name written in Braille. I will here explain that I chose the Braille for this task and not any other writing system because in order to decipher any other writing system and understand the text, one must have additional knowledge of the spoken language. I will collect all the papers with the participants' names written on them and will re-distribute the papers to different participants. Participants will now look at the Braille writing system on the PPT and decipher the name written on the paper and send it back to the participant to whom it belongs.

Conclusion: I will once again ask a number of questions about writing systems:
- *What is a writing system?*
- *Can you give me some examples of a writing system?*
- *What do the symbols in different writing systems transmit?*
- *How many writing systems can you read?*
- *Into which categories are writing systems divided?*

Resources:	PPT, internet

| Relevant Knowledge: | A writing system is a type of symbolic system used to represent elements or statements expressible in language. Writing systems are distinguished from other possible symbolic communication systems in that one must usually understand something of the associated spoken language to comprehend the text. By contrast, other possible symbolic systems such as information signs, painting, maps, and mathematics often do not require prior knowledge of a spoken language.

All writing systems require:

- a set of defined base elements or symbols, individually termed characters or graphemes, and collectively called a script;
- a set of rules and conventions understood and shared by a community, which arbitrarily assign meaning to the base elements, their ordering, and relations to one another;
- a language (generally a spoken language) whose constructions are represented and able to be recalled by the interpretation of these elements and rules;
- some physical means of distinctly representing the symbols by application to a permanent or semi-permanent medium, so they may be interpreted (usually visually, but tactile systems have also been devised).

A logogram, or logograph, is a grapheme which represents a word or a morpheme (the smallest meaningful unit of language). This stands in contrast to phonograms, which represent phonemes (speech sounds) or combinations of phonemes, and determinatives, which mark semantic categories.

Logograms are commonly known also as "ideograms" or "hieroglyphics", which can also be called "hieroglyphs". Strictly speaking, however, ideograms represent ideas directly rather than words and morphemes, and none of the logographic systems described here are truly ideographic.

Since logograms are visual symbols representing words rather than the sounds or phonemes that make up the word, it is relatively easier to remember or guess the sound of alphabetic written words, while it might be relatively easier to remember or guess the meaning of logograms. Another feature of logograms is that a single logogram may be used by a plurality of languages to represent words with |

similar meanings. While disparate languages may also use the same or similar alphabets, abjads, abugidas, syllabaries and the like, the degree to which they may share identical representations for words with disparate pronunciations is much more limited.

A syllabary is a set of written symbols that represent (or approximate) syllables, which make up words. A symbol in a syllabary typically represents an optional consonant sound followed by a vowel sound. Languages that use syllabic writing include Mycenaean Greek (Linear B), the Native American language Cherokee, the African language Vai, the English-based creole language Ndyuka (the Afaka script), Yi language in China and the Nü Shu syllabary for Yao people, China. The Chinese, Cuneiform, and Maya scripts are largely syllabic in nature, although based on logograms. They are therefore sometimes referred to as logosyllabic. The Japanese language uses two syllabaries together called kana, namely hiragana and katakana (developed around 700 AD). They are mainly used to write some native words and grammatical elements, as well as foreign words, e.g. hotel is written with three kana, ホテル (ho-te-ru), in Japanese. Because Japanese uses many CV (consonant + vowel) syllables, a syllabary is well suited to write the language. As in many syllabaries, however, vowel sequences and final consonants are written with separate glyphs, so that both atta and kaita are written with three kana: あった (a-t-ta) and かいた (ka-i-ta). It is therefore sometimes called a moraic writing system.

An alphabet is a standardized set of letters — basic written symbols — each of which roughly represents a phoneme, a spoken language, either as it exists now or as it was in the past. There are other systems, such as logographies, in which each character represents a word, morpheme, or semantic unit, and syllabaries, in which each character represents a syllable. Alphabets are classified according to how they indicate vowels:

- the same way as consonants, as in Greek (true alphabet)
- abbreviation of consonants, as in Hindi (abugida)
- not at all, as in Phoenician (abjad)

The word "alphabet" came into Middle English from the Late Latin word Alphabetum, which in turn originated in the Ancient Greek Αλφάβητος Alphabetos, from alpha and beta, the first two letters of the Greek alphabet.[1] Alpha and beta in turn came from the first two letters of the Phoenician alphabet, and meant ox and house respectively. There are dozens of alphabets in use today. Most of them are composed of lines (linear writing); notable exceptions are

	Braille, fingerspelling, and Morse code
	Sources:
	Coulmas, F. (1999) *The Blackwell Encyclopedia of Writings Systems.* London: Wiley-Blackwell. Daniels, P. T. and Bright, W. (1996) *The World's Writing Systems.* Oxford: Oxford University Press.

DIFFERENT SOUNDS IN LANGUAGES

Activity Number: 6

***CARAP* Descriptor:**	• Knows that languages have their own phonetic / phonological system (6.4)
Activity Aims:	• to listen to a recording with clicks and become aware of the click sound; • to discover knowledge about clicks; • to become aware that click languages exist; • to list five click languages; • to learn about the five different kinds of clicks.
Method:	**Introduction:** Learners will listen to a tape which consists of a short speech in a click language. After the recording they will be asked to comment about any strange sounds heard in the recording, to which they are obviously unfamiliar. I will inform learners that the strange sound is a sound found in languages called the click languages. **Step 1:** Learners will use the internet to search the terms *click language* or *clicks*. They will be asked to look up information in order to find out the countries where click languages are spoken. They must make a list of these countries. **Step 2:** Learners will now watch a short clip about clicks. They will primarily view and learn what a click is and in which languages the click is found. **Step 3:** Learners will listen to different types of clicks. A video clip will be shown to explain five different clicks and the positioning of the mouth for each click (bilabial, dental, alveolar, palatal and lateral). Learners will try to repeat the sound after each click. **Reflection:** • *What is a click?* • *Why does it sound strange to us?* • *In which languages does the click exist?* • *Can you mention one kind of click and describe the mouth*

	position which is used to pronounce the click? (ex. bilabial, dental, alveolar, palatal, lateral) **Step 4:** Learners will work on the given worksheet and will work on a short task where they determine whether the given ten statements are true or false.
Resources:	Internet access, stereo, handout
Relevant Knowledge:	Clicks are stops produced with two articulatory closures in the oral cavity. The pocket of air enclosed between the two closures is rarefied by a "sucking" action of the tongue. The release of the more forward closure produces a loud and extremely salient noise. This so-called velaric airstream mechanism is always ingressive (the air is sucked in) and can only be used for stops and affricates. Clicks are inherently stop-like or affricate-like depending on their place of articulation: clicks involving an alveolar or palatal closure are acoustically like plain stops, while bilabial, dental and lateral ones sound more like affricates. Clicks are in all the Khoisan languages of southern Africa and in the neighbouring Nguni languages (Zulu, Xhosa, etc.) of the Bantu family, which borrowed them from Khoisan (there are some 80 languages in both groups). Clicks also occur in Sandawe and Hadza, two languages (or rather language groups, once believed to be branches of Khoisan) in Tanzania, Sesotho, spoken in South Africa and Lesotho, and in Dahalo, a South Cushitic language spoken in Kenya. The only non-African language known to employ clicks as regular speech sounds is Damin, an "alternative code" used by speakers of Lardil (Australia) -- actually an elaborate kind of language game. Of course "tut-tut" or "gee-up" noises can be used as meaningful interjections worldwide. As noted above, clicks necessarily involve two closures: an anterior one which is regarded as primary and determines the click's place of articulation, and a posterior one which is typically velar or (less commonly) uvular. This posterior "accompaniment" can be transcribed as a velar or uvular oral or nasal. It's quite easy to pronounce a nasalised click if you realise that while maintaining the double oral closure you're free to breathe through the nose. Since there are numerous (some of them really daunting) combinations of elements making up a click accompaniment, there are more than 100 ways of beginning a word with a click. These

include a velar stop for basic clicks, a voiced velar stop, an aspirated one, a nasal one, a velar and glottal stop, a velar affricate, an ejective velar affricate, and others, as well. This means that pentagraphs like gk!x' are possible. The size of Khoisan click-phoneme systems ranges from 20 to as many as 83. In the latter language about 70% of words begin with a click; with the exception of Sandawe and Hadza, click languages permit *only* word-initial and word-medial clicks, never word-final.

Source:

Click Consonant. (2008). Retrieved October 22, 2008 from http://en.wikipedia.org/wiki/Click_language#Languages_with_clicks

LA FRANCOPHONIE **Activity Number: 7**	
CARAP **Descriptor:**	• Knows that there are often the same language used in several countries (5.6.1)
Activity Aims:	• to discover that there are often the same language used in several countries. • to discover that French is spoken in different countries around the world; • to list five countries where French is spoken; • to discover relevant information about one French speaking country.
Method:	**Introduction:** I will ask learners to think about English and to think about the countries where English is spoken. Learners will write down the countries where English is spoken. I will explain that likewise the French language is not spoken in France only but in several countries around the world. French speaking countries are called *Francophone* and French-speaking around the world is called *Francophonie.* . **Step 1:** Learners will imagine that they have been offered a grant to visit a French speaking country of their choice. Learners will work in pairs. They must log on to the internet to choose one French speaking country and find information about: • *Location,* • *Geography,* • *Government,* • *Money,* • *Natural resources,* • *School,* • *Family,* • *Tourist Attractions,* • *History* • *Food.* It is important that learners make sure that they choose different countries and that no country is chosen and researched twice.

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	Step 2: Now each pair of learners will present the information found about the chosen French speaking country. All the French speaking countries chosen will be written down on a chart provided and entitled French-speaking countries.

Reflection: Learners will form the definition of the term *Francophonie.* I will here ask participants to name some countries where French is spoken.

Step 3: Learners will work on the distributed handout. They must colour and label the countries where French is spoken in order to show that French is spoken in several countries around the world. |
| **Resources:** | Internet access, chart and worksheet. |
| **Relevant Knowledge:** | Francophone means French-speaking. The Francophone world is comprised of more than forty countries on five continents where French is commonly used in one of several ways:

- As maternal language used in the home
- As daily means of public communication
- As the official language used in government and business
- As the principal language of education

Onésime Reclus, a French geographer who wanted to classify people according to language, coined the word francophone in the nineteenth century. The term never really caught on until the 1960s when Léopold Sédar Senghor, first president of Sénégal, and one of the founders of the Négritude, or black pride, movement used it consistently. The word is now universally recognized in French.

Worldwide there are more than 150 million francophones. Two of every three francophones in the world today live **outside** of France, and that proportion is likely to continue to increase.

In the United States French is an official language in one state (Louisiana) and is still an important minority language in several others (New England in particular). In Wisconsin, French was a common language in many homes as recently as 50 years ago. A French Belgian dialect, called Walloon, is still spoken by several thousand people in Northeast Wisconsin. Francophones are an important part of Wisconsin's past and present. |

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	Source: Wisconsin's French Connections. La Francophonie. (1997). Retrieved October 10, 2008 from http://www.uwgb.edu/wisfrench/franco.htm

<table>
<tr><td colspan="2" align="center">**VARIETIES OF FRENCH**

Activity Number: 8</td></tr>
<tr><td>*CARAP*
Descriptor:</td><td>• Being sensitive to variants of the same language (2.2.2)</td></tr>
<tr><td>**Activity Aims:**</td><td>• to understand what a variety of the same language is;
• to find concrete examples of varieties of the same language by finding information about French varieties;
• to explore different French varieties spoken in different French regions;
• to compare words from different French varieties spoken in France with Standard French.</td></tr>
<tr><td>**Method:**</td><td>**Introduction:** I will read out the following short text in old Maltese.

Il-Barewni Mark-Antunejn qelbu tejbe, ruġol mill-aħjur, umma, ma nufx jien, qejsu qubil kinna aħjur, ma kenniex sew kejf kinna jew? U iwa, noħsob juf x'qid jogħmil duk. Mur ġibew bħalussa lill-Barewni x-xieħ, il-Mulej iseddqew u jogħtojh is-seħħe u l-puċi ta' dojjim.

(Source: Il-Ħarsa ta' Rużann – Francis Ebejer)

I will ask participants about the language used in this text:
• *What kind of language is used? Another variety of Maltese, a dialect, used mainly by old Maltese citizens.*
• *Is it normal Maltese? Why not? No, because it is a variety/ dialect of Maltese, not the Maltese that every Maltese citizen speaks.*

Step 1: Learners will work in groups and will use the internet to search information about one of these French varieties:
• *Occitan French*
• *Breton*
• *Franco-Provençal*
• *Basque*
• *Picard*</td></tr>
</table>

	Step 2: Each group will present the main characteristics of the language variety chosen. They must present the information they find in short precise points. **Reflection:** We will discuss the meaning of a *variety of language* and *dialect*. We will also discuss reasons why varieties of languages like the French language. This happens mainly due to regions in countries. **Step 3:** Learners will once again work in groups and will log on to the internet and will make a list of ten words in the previously chosen variety. They must also write the significant word in Standard French. **Step 4:** Learners will present the words in different varieties and one can make the necessary comparisons. **Conclusion:** Participants will write down a short paragraph on one French variety of their choice. They must also give some words as examples of the language.
Resources:	Internet access and worksheet.
Relevant Knowledge:	The term dialect is usually used to refer to a variety of language associated with a regionally or socially defined group. The definition of dialect is not a rigorous one but it carries an important implication. The relative status of a dialect with respect to other dialects is only a matter of language difference. Linguistically no dialect is more valuable, interesting, or worthy of study than another. Traditional dialects are mostly spoken by older people and are clearly gradually disappearing as they are being replaced by Mainstream dialects. Traditional dialects are linguistically very different from one another and from Standard English. Mainstream dialects are spoken by the majority of the population, particularly younger speakers in urban areas, are linguistically more similar to one another. A person cannot speak a language without speaking a dialect of that language. Everyone is part of some group that can be distinguished from other groups in part by how group members talk. If the person speaks the English language, that person necessarily speaks some dialect of the English language. Some dialects may be more noticeable than others because of the social and political positions of different groups and the salience of their distinguishing

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linguistic traits, but this does not mean that only some people use dialects.

A dialect is a variety of a language that is characteristic of a particular group of the language's speakers.[1] The term is applied most often to regional speech patterns, but a dialect may also be defined by other factors, such as social class.[2] Sometimes in stories authors use dialects to make a character stand out.

A dialect that is associated with a particular social class can be termed a sociolect. Other speech varieties include: standard languages, which are standardized for public performance (for example, a written standard); jargons, which are characterized by differences in lexicon (vocabulary); slang; patois; pidgins or argots. The particular speech patterns used by an individual are termed an idiolect.

A dialect is distinguished by its vocabulary, grammar, and pronunciation (phonology, including prosody). Where a distinction can be made only in terms of pronunciation, the term accent is appropriate, not dialect (although in common usage, "dialect" and "accent" are usually synonymous).

Sources:

Adger, C., Wolfram, W. and Christian, D. (1999) *Dialects in Schools and Communities*. London: Routledge Taylor and Francis Group.
Trudgill, P. (2004) *Dialects*. London: Routledge Taylor and Francis Group.

LOAN WORDS **Activity Number: 9**	
CARAP **Descriptors:**	• Is aware of the existence of words loaned from one language to another (4.3). • Has knowledge of the conditions in which words are loaned {contact, terminological needs} (4.3.5)
Activity Aims:	• to induce comparison of the given sample of words; • to become aware of the existence of loan words; • to group loan words according to the language of origin; • to discover the reasons behind the process of loaning between languages (contact, terminological needs).
Method:	**Introduction:** I will project the PPT and let learners discover the words loaned into Japanese from an English speaking context. The PPT will ensure that learners will arrive at all the answers without making it obviously simple. **Step 1:** The question asked in Slide 17 (What would you...) will, through a process of discussion and suggestion (mislufin, borrowed, loaned) lead to the term *loan word.* Example: *The vowels u and i are pronounced very weakly* *1. aisu ku'riimu – ice cream* *2. 'hambaagaa – hamburger* *3. kom'pyuutaa – computer* **Step 2:** Participants will now view groups of loan words from different languages. They must guess the language the loan words come from. Example: *Italian loan words* • *cappuccino* • *salami* • *latte*

	German loan words • *delicatessen* • *lager* • *hamburger* *French loan words* • *baguette* • *escargot* • *croissant* *Spanish loan words* • *margarita* • *paella* • *papaya* **Reflection:** • *What are loanwords?* • *How do they come about?* We will now discuss the definition of *loan word* and also the reasons why languages borrow words from each other. **Step 3:** Participants will now work in groups of four and will make a list of loan words in Maltese, borrowed from English for example *airport, computer, scanner* **Conclusion:** We will now view the list of loan words and discuss them.
Resources:	PPT and worksheet.
Relevant Knowledge:	Loanwords are words adopted by the speakers of one language from a different language (the source language). A loanword can also be called a borrowing. Borrowing is a consequence of cultural contact between two language communities. Loan words are generally pronounced according to the phonetic system of the borrowed language. The English vocabulary has been enormously enlarged by loan words from various foreign languages. How do you think the word pizza entered English? (migrant Italians opening restaurants/ the appearance of the food item in the English speaking environment) a lexical shortage; the easiest solution is loan words rather than generating a new word; to retain its cultural background

How and why do you think the word mobile entered Maltese?

The reasons for borrowing include:

- contact with other languages and a resulting need to communicate;
- new words which are introduced to the language with a certain urgency, such as words based on technology and food

Every known language has been largely influenced by its neighbours, through bilingual speakers. Loanwords are words adopted by the speakers of one language from a different language (the source language). A loanword can also be called a borrowing. Borrowing is a consequence of cultural contact between two language communities. A loan word may have a long history and may travel over long distances. Sometimes a foreign word is translated instead of borrowed. Loan words are generally pronounced according to the phonetic system of the borrowed language. It is part of the cultural history of English speakers that they have always adopted loanwords from the languages of whatever cultures they have come in contact with. The English vocabulary has been enormously enlarged by loan words from various foreign languages.

The reasons for English's vast borrowing include:

- (to a relatively small extent) the existence of other languages native to Britain;
- the invasion of England by the Vikings and the Normans;
- its modern importance; and
- the flexibility of its syllable structure.

Source:

Sturtevant, H, E. (2007) *An Introduction to Linguistic Science.* Warwickshire: Read Country Books

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FAMILIES OF LANGUAGES

Activity Number: 10

CARAP Descriptors:	• Knows that languages are related to each other and that "families" of languages exist (4.1). • Knows that one should not confuse loan words with a linguistic relationship (4.3.2)
Activity Aims:	• to observe the given sample of words; • to induce comparison of the given sample of words; • to group languages which are similar to each other and give examples; • to differentiate between loan words and language families.
Method:	**Introduction:** Participants will view the PPT and will be given some time to observe. They will be observing different words in five languages: English, German, French, Italian, Spanish and Portuguese. They will be viewing three words which have to do with: a) animals b) food c) weather. **Step 1:** Now participants will discuss what they have noticed in the PPT. They must discuss similarities or differences noted in the presentation. They must have noticed that languages A (German) and F (English) are very similar to each other while the other languages B (French), C (Italian), D (Spanish) and E (Portuguese) have nothing to do with languages A and F but are very similar to each other. Example: *A and F: kalt and cold; Brot and bread* *B, C, D and E: cheval, cavallo, caballo and cavalo; neige, neve, nieve, neve.* **Step 2:** Participants will group the languages together. They must have two groups: *1. English and German.* *2. French, Italian, Spanish and Portuguese.*

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	Reflection: The group will now try to hypothesize in order to find out reasons why there are groups of languages, as they would have already done in Step 2 (languages families).
	
	Germanic (English and German) and Romance (French, Italian, Spanish, and Portuguese) are sub-families of the Indo-European family. Scholars recognised that language families come into existence as populations migrate and become geographically separated. Languages that are related by descent from a common ancestor are said to belong to the same language family.
	
	Step 3: We will now continue with the PPT. Participants will be shown a word in a foreign language and they must associate the sound or the word itself to the meaning of the word in English. Example:
	• *salām- (Arabic) – sliem (Maltese) = peace (English)*
	  Similarity between Semitic languages but different from the Germanic language.
	• *nótt (Swedish) – night (English)*
	  Similarity between the two Germanic languages.
	• *man (Venetian) – mano (Italian) – main (French) = hand (English)*
	  Similarity between Romance languages but difference in Germanic languages.
	
	Step 4: In conjunction with the previous lesson on *loan words*, participants will talk about the apprehended meaning of *loan word* and *language family*. Learners will be asked to distinguish between the two newly learned terms.
	
	Conclusion: Learners will work in pairs and they will work on the distributed handout. They must choose the right meaning of the given word in an unfamiliar language. For each example, learners must explain the link that there exists in words due to language families.

Resources:	PPT
Relevant Knowledge:	Languages that are related by descent from a common ancestor are said to belong to the same language family. All languages descended from proto-Indo European are members of the Indo-European language family. This was the first language family to be discovered but as the study of language families progressed, other families were discovered. Scholars recognised that language families come into existence as populations migrate and become geographically

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separated, so that their related language splits into new but related languages which themselves evolve separately and can split and resplit again. Some linguists tend to lump languages together, in part on the basis of common grammar, others insisting on commonly evolved vocabulary as the criterion for relatedness, tend to split language into smaller families.

Most languages can be classified as members of a language family or subfamily. A few (Basque is the most famous example) are linguistic isolates. There are also a number of hybrid forms (pidgins and creoles) that cross linguistic boundaries.

The Indo-European family embraces about 150 languages spoken by some 3 billion people worldwide; it is the most widely distributed language family, evidence of a persistent Indo-European drive for territorial expansion throughout history. It comprises several subfamilies including *Indo*-Iranian (Sanskrit, Hindi, Bengali, Sinhalese, Pashto, Farsi and others), *Italic* or *Romance* (Latin, Italian, French, Spanish, Portuguese, Catalan Romanian and others) *Germanic* (German, Dutch, English, Swedish, Icelandic, and others) *Celtic* (Gaelic, Welsh, Breton and others) and *Baltic* (Latvian, Lithuanian and others), Slavic (Slavonic, Russian, Polish, Czech, Serbo-Croatian, and others) *and Albanian, Greek,* and *Armenian.*

Source:

The New York Guide to Essential Knowledge. A Desk Reference for the Curious Mind (2007) 2nd ed. The New York Times. Macmillan p. 1036-1037

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GREETINGS **Activity Number: 11**	
CARAP **Descriptor:**	• to be sensitive to (both) the great diversity of the ways used to greet people and to initiate communication, and to the similarities in the universal need to greet others and to communicate with them (4.1).
Activity Aims:	• to think of greetings or forms of addressing people in different languages; • to invite students to look a greetings and to notice resemblances; • to be able to group a number of simple greetings in different languages according to the language family: German, French, Spanish and Italian; • to bring students nearer to making hypothesis about language families.
Method:	**Introduction:** I shall introduce the topic *greetings* by inviting participants to write down one verbal greeting in any language they know on a chart which is attached to the whiteboard. Each participant will only write one greeting on the chart. For example: *Bonjour, Guten Tag, Buon Compleanno.* On the chart I would have already written three greetings in various languages, which will serve as an example. This short task will be carried out in order to make students think about the greetings that they are already aware of in different languages. While participants write down the greeting on the chart attached to the white board, they will explain what the greeting means, when the greeting is used and which language it comes from. **Step 1:** Participants will group themselves in four groups of four. Each group will receive an envelope with a number of flash cards in each envelope. The flash cards represent the greetings written down in the worksheet. Participants must analyse the given greetings and think about what each greeting might mean. Participants are here expected to use the knowledge they already have about language families in order to recognise the definition of each greeting. They are also expected to check for any similarities in greetings in order to be able to understand the definition.

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Step 2: On the board I shall attach five charts with the following headings.

1. *When you meet or must leave someone, you say...*
2. *When you ask for a favour or must show gratitude to someone, you say...*
3. *When it's your friend's birthday you say...*
4. *At Christmas time you say...*
5. *At Easter you say...*

Each group will stand up and approach the whiteboard and match their flashcards with the respective chart. While so doing participants must explain why they think their choice is right. The whole group shall accept or reject the group's choice by means of voting using the *agree/disagree* signs available. This shall be done to make each student think about the answers and to observe whether there are any resemblances between greetings of different languages. Participants are to decide if the answer is correct, as a whole group and give explanations if they disagree. I shall count the votes and correct the participants if needs be.

Step 3: Participants will now be given the chance to read the words listed in five groups and discuss each chart while commenting about any similarities or differences in greetings in different languages. Here participants will probably mention similarities like *hola* and *allo* and are expected to refer to language families, the word *bon* which is used very often etc. At this stage students are expected to associate greetings together and appreciate the link that exists between languages.

Reflection: I shall ask participants the following question:
- *Have you ever thought about any similarities that exist in languages?*
- *Why do you think they are similar?*
- *Have you thought of some words which are similar?*
- *This will serve as a recapitulation of the previous lesson of Language Families.*

Step 4: I will distribute a worksheet for each student and explain what the homework consists of. Participants will work on a worksheet which consists of a list of greeting in French, German, Italian and Spanish, in jumbled order. Participants will gather the four greetings which have the same meaning and put them in the right column according to the language. I will work out the first example with the students in order to make it easier for them to understand and to

	explain what they are expected to do. **Conclusion:** I shall ask students to write down five greetings in various foreign languages and their meaning in English. I shall ask students to greet each other in any language they please. This will make students more familiar with different greetings and most of all sensitive to greetings in different languages.
Resources:	5 charts, markers, worksheet, flash cards, envelopes, *agree/disagree* signs for each student (16x2)
Relevant Knowledge:	Greeting (also called accosting) is a way for human beings (as well as other members of the animal kingdom) to *intentionally* communicate awareness of each other's presence, to show attention to, and to suggest a type of relationship or social status between individuals or groups of people coming in contact with each other. As with many forms of communication, greeting habits are highly culture-and situation-specific and may change within a culture depending on social status and relationship; the [phenomenon] as such exists in all known human cultures, though. Greetings can be expressed both audibly and physically, and often involve a combination of the two. This topic excludes military and ceremonial salutes but includes rituals other than gestures. Greetings are often, but not always, used just prior to a conversation. Some epochs and cultures have had very elaborate greeting rituals, e.g., greeting of a king. **Sources:** Greeting. Retrieved September 18, 2008, from http://en.wikipedia.org/wiki/Greeting Greetings in More than 800 Languages. (2008). Retrieved September 18, 2008, from http://www.elite.net/~runner/jennifers/hello.htmUseful Expressions and Greetings in 26 languages. (2008). Retrieved September 18, 2008, from http://www.nypl.org/branch/central/dlc/df/useful.html

GRAMMATICAL AND SEXUAL GENDER

Activity Number: 12

CARAP Descriptors:	• Knows that "grammatical gender" and "sexual gender" are not the same things. (1.2.3.1) • Knows that the same word may change gender from one language to another (6.3.2)
Activity Aims:	• to compare the notions of grammatical and sexual gender; • to establish the notion that a difference exists between grammatical gender and sexual gender; • to discuss some examples of nouns and their grammatical gender in the participants' native language; • to establish the difference in gender in a sample of words in French and Maltese; • to compare and highlight words which show change in gender from one language to another; • to understand and accept that gender changes from one language to another.
Method:	**Introduction:** With the use of the PPT, I will show participants two images which will serve as an introduction to the topic of gender. The first two images in the PPT show the female and the male symbols. Thus we will discuss the *sexual gender*. **Step 1:** I will ask the participants if the table, the book, the window have a sexual gender or another kind of gender. Participants will talk about grammatical gender and I will make a distinguish between the two terms: *grammatical* and *sexual gender*. Participants will be asked to think of nouns in Maltese and their respective grammatical gender. We will make a list of Maltese words and gender on the provided board. **Step 2:** Participants will view six nouns in six languages (English, Maltese, French, German, Italian and Spanish) on the PPT. Participants will be asked to observe the grammatical gender of each noun. During and after the PPT, participants will be asked to observe the grammatical gender of the nouns in different languages.

	Moreover, they will be asked to give comments. They will note that words change gender from one language to another. **Reflection:** To recapitulate give me one example of: *a) a noun which changes gender from one language to another* *b) nouns which keep the same gender in different languages* *c) the gender in English (no gender)* *d) the gender in German (Feminine, Masculine and Neuter)* After carrying out the necessary observations and contrasts participants must conclude that some words change gender from one language to another. **Step 3:** Participants will now work on a handout which lists a number of nouns in French and Maltese. They will work in pairs and will use a French online dictionary to find out the grammatical gender of the given nouns. Then they will find out the gender of the nouns in Maltese. When they will have finished these two steps, they will compare the grammatical gender of Maltese and French nouns and will write Yes (Y) whenever there is a change in gender from Maltese to French and No (N) when there is no change. **Reflection:** I will once again ask participants to make a distinction between grammatical and sexual gender. Participants will also be asked to give examples of grammatical and sexual gender. **Conclusion:** We will now take a look at the nouns which change gender from French to Maltese.
Resources:	PPT, handout, internet.
Relevant Knowledge:	Grammatical gender is a system in the grammar of some languages in which nouns are classified as belonging to a certain gender - often *masculine, feminine,* or *neuter* - and other parts of speech connected to the noun, such as adjectives or articles, must agree. For example, in English, nouns with *natural* gender, such as "boy" or "girl," must agree in grammatical gender with any pronouns used to represent them. Therefore, "She is a nice boy" is ungrammatical in English. Other languages around the world have much more extensive and complex systems of grammatical gender. Gender is the most puzzling of the grammatical categories. In some languages gender is central and pervasive while in others it is totally absent. Gender causes several problems in second language learning. A language may have two or more genders. The classification

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frequently corresponds to a real-world distinction of sex, at least in part, but often too it does not

Europe is dominated by the Indo-European language family, which also extends well into Asia. Many Indo-European languages show gender (some with three genders, others having reduced the number to two); a few have lost gender while others, notably the Slavonic group are introducing new subgenders. Uralic has some members in Europe (like Hungarian) and others in the northern area where Europe and Asia meet, is devoid of grammatical gender. Joining Europe and Asia in the South we find the Caucasus which show particularly interesting gender systems which contrast markedly with those of Indo-Europeans. The Afro-Asiatic families offer numerous two-gender systems. The other three families of Africa (Nilo-Saharan, Niger-Kordofanian and Khoisan all have languages with gender systems. In South India we find the Dravidian family, which includes languages like Tamil and Telugu, which is of great importance for the typology of gender. In Australia gender is found in various languages. In the Americas, the example of gender are few and are generally isolated.

In many languages, grammatical gender and natural gender correlate rather loosely, much to the frustration of second language learners. In French and Spanish, every noun is either masculine or feminine, so things that would seem to lack gender to an English speaker are assigned to one or the other class. In such languages, grammatical gender is often more morphological - related to the sound of the word - than semantic - related to its meaning. In Spanish, for example, words ending in *-o* are typically masculine and words ending in *-a* are typically feminine. One example of a word with grammatical gender that differs from its natural gender is the German *Maedchen*, or "maiden," which is grammatically classified as *neuter* rather than feminine.
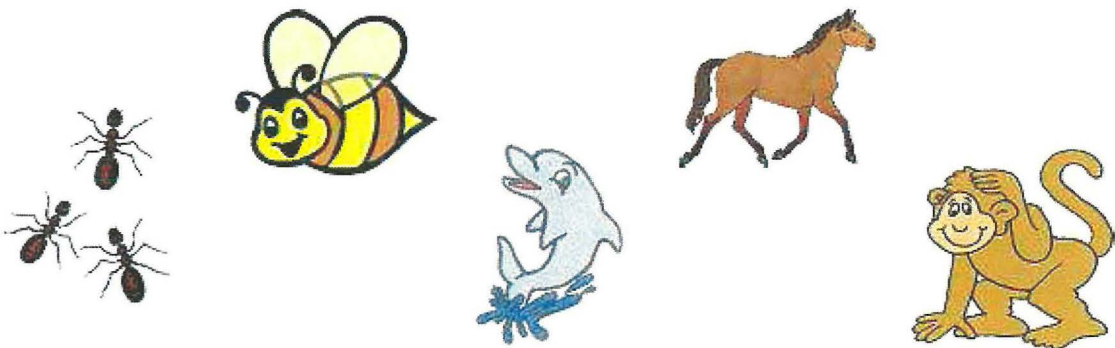
Source:

Corbett, G., (1999) *Gender.* Cambridge: Cambridge Textbooks in Linguistics.

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Appendix 3

Student Pack

ACTIVITY 1:

Animal Communication

In the space provided write down a short paragraph to explain how an animal of your choice communicates. Use the internet or any other source of information.

ACTIVITY 2:

French Gestures

Write down the meaning of three French gestures of your choice and explain their meaning.

1.	
2.	
3.	

ACTIVITY 3:

Gestures

Write down the meaning of three gestures of your choice and their meaning in foreign countries. You may choose three gestures from the following:

1. Eye Contact
2. OK sign
3. Thumbs Up sign
4. Curled Finger sign
5. Hand Up
6. Pointing with Index Finger
7. Sole of Shoes
8. Smile
9. Shaking Hands and Kissing
10. Waving Goodbye

1.	
2.	
3.	

ACTIVITY 4:

Languages of the World

Use the internet to fill in the following:

1. A country is a...

for example ....….....…..

2. A language is a ………………………………..…………….. for example

....…………….

- English
- French
- Spanish
- Russian
- Arabic
- Mandarin Chinese

3. The ……………………………. language is not spoken in one country but in various countries for example:

a) …………………………………..

b) …………………………………..

c) …………………………………..

d) …………………………………..

e) …………………………………..
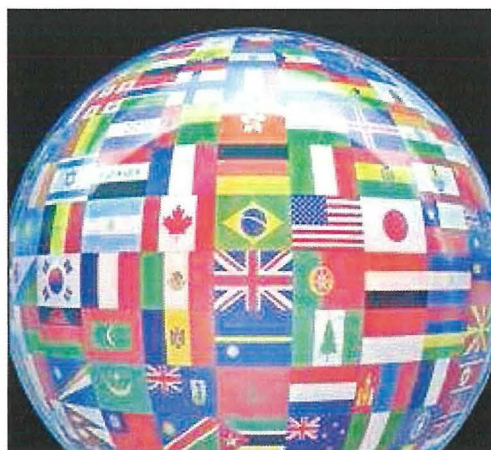
ACTIVITY 5:

Writing Systems

Use the Braille Writing System to write down your name and surname
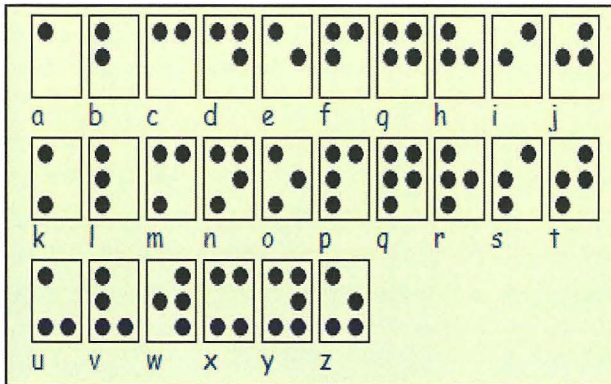
NAME and SURNAME in Braille:

NAME and SURNAME in Roman Alphabet:

ACTIVITY 6:

The Click Consonant

Read the following statements and tick T if the statement is True or F if the statement is False.

	T	F

1. Clicks are speech sounds such as the English tsk! tsk! used to express disapproval, or the tchick! used to spur on a horse.

2. Every speaker in the world is able to produce clicks naturally, as every speaker uses clicks in his mother tongue.

3. Clicks are found in many European and Asian languages.

4. There are seven different kinds of clicks.

5. The Bilabial Click is made by the production of a sound which takes place with the use of the front of the tongue.

6. The Dental Click is produced with the use of the tip of the tongue at the place where the front two teeth meet the gums.

7. Clicks are found in many languages of South-Sahara and in three languages of East Africa.

8. The Alveolar Click is takes place by placing the tongue on the roof of the mouth.

9. The Palatal Click is made by placing the front of the tongue against the roof of the mouth, sucking in, and pulling down.

10. The Lateral Click is made by placing the tongue against the roof of the mouth, sucking inward, and pulling down.

ACTIVITY 7:

La Francophonie
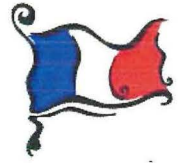
1. The word *Francophonie* means

....

2. Use the map provided to colour the countries where French is spoken.

3. List five countries where French is spoken:

a) _____

b) _____

c) _____

d) _____

e) _____

ACTIVITY 8:

Language Varieties

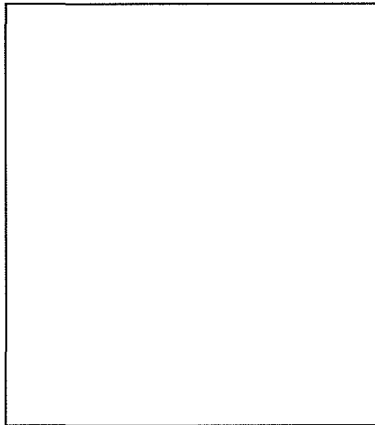*Choose one French language variety and write down a list of words in the chosen language variety.*
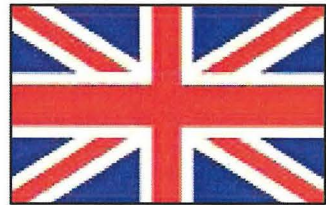
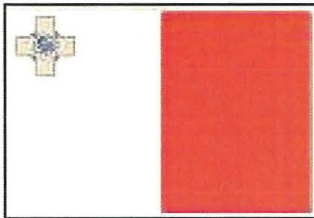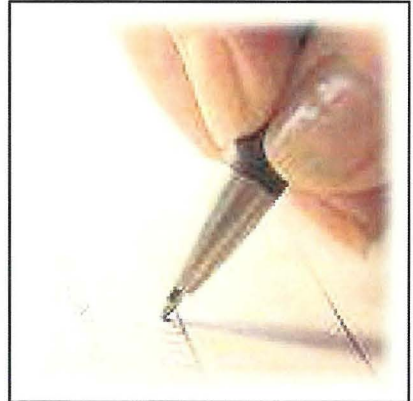*Provençal*

Basque

Picard

Breton

Occitan

ACTIVITY 9:

Loan Words

Make a short list of Maltese Loan Words borrowed from the English Language

ACTIVITY 10:

Language Families

Foreign Word	Meaning (Circle the correct meaning)			Reasoning (Explain your choice)	Language Family: Germanic/ Semitic/ Romance
man (Venetian)	hand	eye	tongue		
*kuti*ba- (Arabic)	It was written	It was stolen	It was frozen		
lectors (Latin)	cupboard	stool	bed		
lisān- (Arabic)	nose	ear	tongue		
vinger (Dutch)	toe	mouth	finger		
not (Swedish)	night	morning	day		
pomo (Venetian)	apple	orange	kiwi		
salām- (Arabic)	peace	cold	warmth		
Æble (Danish)	peach	apple	pear		

Lectus Liit Lit Leito Letto Liet Lettu Lett Let Lèt

ACTIVITY 11:

Greetings

Exercise 1: Here is a jumbled list of greetings in different languages. Place them in the right box according to the meaning in English and to the respective language.

por favor	buonasera	buongiorno	salut
guten abend	bonne nuit	bonsoir	buenos tardes
bonjour	au revoir	grazie	adiós
buenas noches	auf wiedersehen	danke	buenos dias
gracias	guten nacht	s'il vous plaît	merci
buonanotte	hallo	hola	per favore
bitte	arrivederci	guten morgen	ciao

	French	Italian	Spanish	German
Hello				
Goodbye				
Please				
Thank you				
Good morning				
Good evening				
Good night				

ACTIVITY 11:

Greetings (2)

Exercise 2: Place these greetings in the right columns.

Bonne Année	Buon Compleanno!	Buone Feste Natalizie	Joyeux Anniversaire
Feliz Año Nuevo	Joyeuses Pâques!	Feliz Cumpleanos!	Glückliches Neujahr!
Felíz Pascua	Feliz Navidad	Alles Gute zum Geburtstag!	Felice Anne Nuovo
Frohe Ostern!	Joyeux Noël	Fröhliche Weihnachten	Buona Pasqua

English	French	Italian	Spanish	German
Happy Birthday				
Happy Christmas				
Happy New Year				
Happy Easter				

ACTIVITY 12:

Word Gender

Write down the gender of the Maltese and French nouns and write Y if there is a change in gender and N if there is no change in gender.

Maltese Noun	Gender	French Noun	Gender	Change in Gender Yes (Y) / No (N)
fenek		lapin		
bajja		baie		
imnieħer		nez		
taġen		poêle		
dgħajsa		bateau		
ħalq		bouche		
ġebla		roche		
mejda		table		
tazza		verre		
fjura		fleur		
twelid		naissance		
sema		ciel		
tapit		tapis		
port		port		
ballun		balle		
ħabel		corde		
muntanja		montagne		

Write down a list of nouns in Maltese which change gender when translated from Maltese to French:

....

....

....

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Appendix 4

Evaluation Sheets

Evaluation (a)

Activity Title:	
Date:	Number of learners:
CARAP Descriptor/s:	

1. The extent to which the aims were achieved.

....

....

....

....

2. The extent to which the aims were not achieved.

....

....

....

....

3. Recommendations

....

....

....

....

Evaluation (b)

1. My general impression of the activity is good. I feel satisfied with the activity.	1	2	3
2. The aim of the activity was clear. I feel that the aim of the activity was reached.	1	2	3
3. The task prepared was effective and helped me reach my aim.	1	2	3
4. Learners understood well what they were asked to do.	1	2	3
5. There was enough time for this activity.	1	2	3
6. Learners were involved throughout the activity.	1	2	3
7. Learners found the task too difficult to handle.	1	2	3
8. Learners were highly motivated.	1	2	3
9. The resources used were highly effective.	1	2	3
10. The general atmosphere throughout the activity was cheerful.	1	2	3

Student Evaluation Sheets

Kindly tick or give an answer to the following questions or statements, as required.

1a. Tick **one** activity that you feel was the most interesting.

1. Different Forms of Communication	7. French-Speaking Countries
2. World Gestures	8. Language Varieties of French
3. French Gestures	9. Loan Words
4. Languages of the World	10. Families of Languages
5. Writing Systems (Scripts)	11. Greetings
6. Click Languages	12. Gender

1b. Give a reason to explain your choice in 1a.

....

2a. Tick **one** activity that you feel was the least motivating.

1. Different Forms of Communication	7. French-Speaking Countries
2. World Gestures	8. Language Varieties of French
3. French Gestures	9. Loan Words
4. Languages of the World	10. Families of Languages
5. Writing Systems (Scripts)	11. Greetings
6. Click Languages	12. Gender

2b. Give a reason to explain your choice in 2a.

....

3a. Tick **one** activity that you feel was the most difficult.

1. Different Forms of Communication	7. French-Speaking Countries
2. World Gestures	8. Language Varieties of French
3. French Gestures	9. Loan Words
4. Languages of the World	10. Families of Languages
5. Writing Systems (Scripts)	11. Greetings
6. Click Languages	12. Gender

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3b. Give a reason to explain your choice in 3a.

………………………………………………………………………………………..

4a. Would you like the idea of having a fixed lesson per week, as part of the syllabus, where you will have the opportunity to discuss similar issues and work on similar tasks related to languages?

Yes **No**

☐ ☐

4b. Give a reason to explain your choice in 4a.

…………………………………………………………………………………………..

Answer the following four questions. Tick only one option.	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I feel that the prepared activities were very interesting and I feel that I have learned a lot of new things.	☐	☐	☐	☐
6. I feel that the prepared activities involved a lot of preparation.	☐	☐	☐	☐
7. I would like to attend another similar course during break time.	☐	☐	☐	☐
8. I feel that all students must have at least one fixed lesson in their time-table where they would work on similar tasks and discuss issues based on languages.	☐	☐	☐	☐

9. Can you list three new things that you have learned about languages from the activities?

i. ....

ii ....

iii ....

10. Can you think of another topic which you would have liked to discuss in one of the activities?

....

11. How do you feel about the fact that the activities were held during break time?

....

....

12. In the space provided write down a comment about the course in general and include any further suggestions.

....

....

....

....

Thank you.

Appendix 5

Sample of Participants' Work

ACTIVITY 1:

Animal Communication

In the space provided write down a short paragraph to explain how an animal of your choice communicates. Use the internet or any other source of information.

Birds

Songs are very often associated with courtship and mating. Bird calls are associated with alarms and are used to keep contact between the flock of birds. Some birds like the stork are nearly voiceless and thus, they clatter their bills in order to communicate. Communication through bird calls can be between individuals of the same species or even across species. Mobbing calls are used to recruit individuals when an owl or another predator may be present. Alarm calls of most species are high-pitched in order to be difficult to locate (by the predator). Many birds also engage in duet calls.
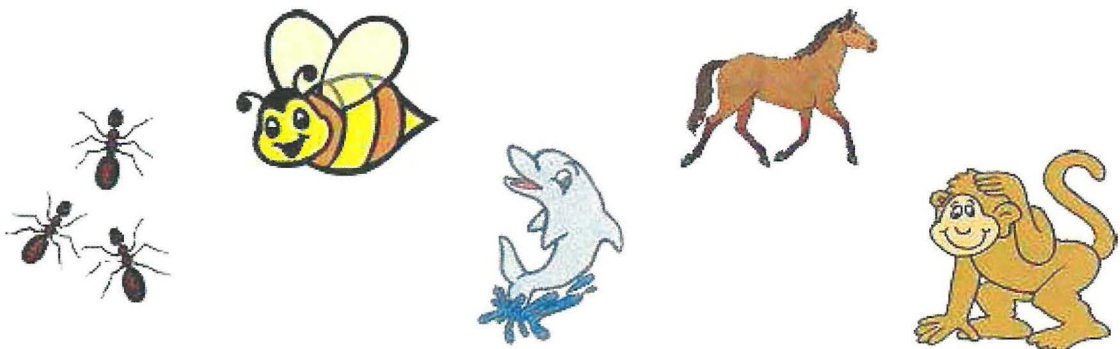
ACTIVITY 1:

Animal Communication

In the space provided write down a short paragraph to explain how an animal of your choice communicates. Use the internet or any other source of information.

Dolphins

Dolphins are capable of making a broad range of sounds; whistles and clicks. Whistles are used by dolphins to communicate. Some dolphin species are capable of sending identity information to each other using a signature whistle. The clicks are used when approaching an object of interest. Dolphins also jump and play simply for fun or to join a hunt.
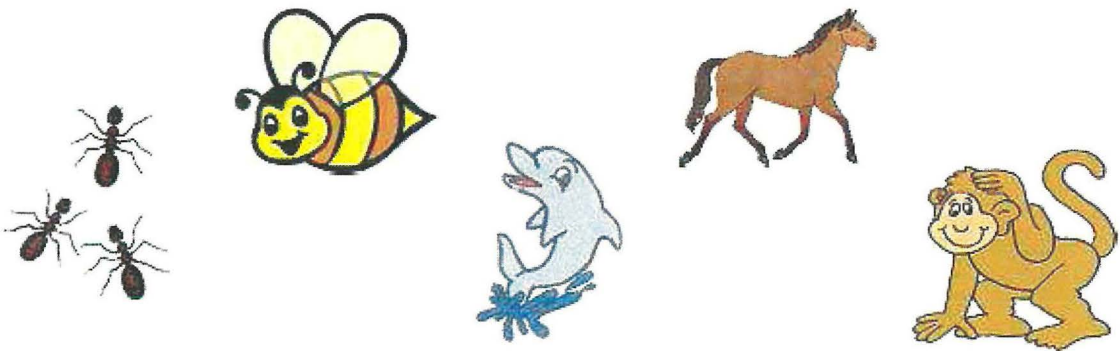
ACTIVITY 1:

Animal Communication

In the space provided write down a short paragraph to explain how an animal of your choice communicates. Use the internet or any other source of information.

Ants

Ants use pheromones in order to communicate. These are chemical signals that cause response in another member of the same species. They perceive smells with their antennae. These provide information about the direction and intensity of scents. They leave pheromone trails as an indication which is followed by other ants to locate food. Pheromone traits are also used to attract other ants in an attack. Some ants are even able to produce sounds by rubbing the garter segments and their mandibles. These sounds may be used to communicate with colony members or with other species.
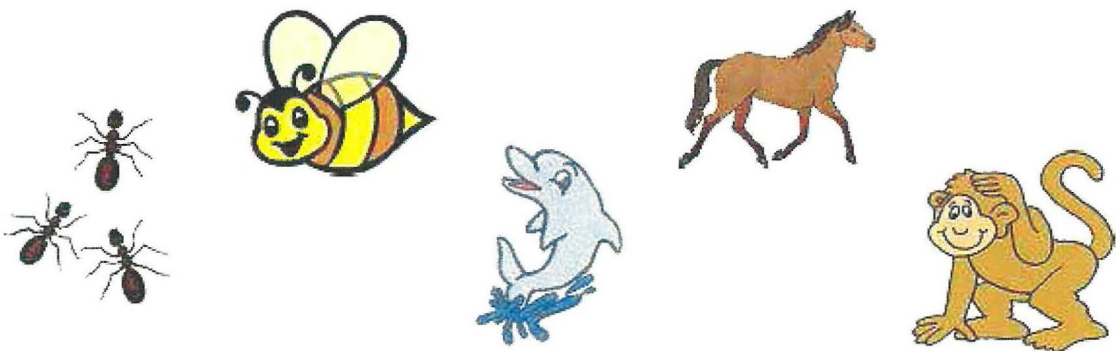
ACTIVITY 2:

French Gestures

Write down the meaning of three French gestures of your choice and explain their meaning.

1.	Mon oeil – This is used to express disbelief and this is done by pulling down the skin under the eye. It is not used in Malta.
2.	Répétez – This is used when someone has not understood or heard something and wants the other person to repeat. In Malta it is not so commonly used.
3.	Ras-le-bol – This is used when someone is exasperated or annoyed with a person. It is not used in Malta.

ACTIVITY 2:

French Gestures

Write down the meaning of three French gestures of your choice and explain their meaning.

1.	Verre dans le nez – When someone is very drunk so you put your hand in front of your nose and hold it glass shape. This is not recognised in Malta.
2.	J'ai du nez – To show that you are clever and understand the truth quickly. This is not recognised in Malta. You simply tap a finger on your nose.
3.	Répétez – To tell someone to repeat what they have just said. You put a hand behind an ear.

ACTIVITY 2:

French Gestures

Write down the meaning of three French gestures of your choice and explain their meaning.

1.	Mon oeil – I do not believe you at all. Malta we do not do it although we associate it with teasing.
2.	Kissing the hand of a woman – A sign of respect and sophistication. Rather old-fashioned and not used frequently nowadays. Not used in Malta.
3.	Ras-le-bol – I have had enough! I cannot take it any longer! This is not used in Malta and does not mean anything to the Maltese.

ACTIVITY 3:

Gestures

Write down the meaning of three gestures of your choice and their meaning in foreign countries. You may choose three gestures from the following:

1. Eye Contact
2. OK sign
3. Thumbs Up sign
4. Curled Finger sign
5. Hand Up
6. Pointing with Index Finger
7. Sole of Shoes
8. Smile
9. Shaking Hands and Kissing
10. Waving Goodbye

1.	Smile – In Western countries it means that you are happy while in Japan it means that you are angry.
2.	Sole of Shoes – In some Western countries it is not considered to be rude. It is common while in some countries it is considered very rude as you are demonstrating the dirtiest parts of the body.
3.	Shaking Hands and Kissing – In Western countries shaking hands is quite common but kissing is not while in Japan it is considered normal to see two men kissing on the cheeks.

ACTIVITY 3:

Gestures

Write down the meaning of three gestures of your choice and their meaning in foreign countries. You may choose three gestures from the following:

1. Eye Contact
2. OK sign
3. Thumbs Up sign
4. Curled Finger sign
5. Hand Up
6. Pointing with Index Finger
7. Sole of Shoes
8. Smile
9. Shaking Hands and Kissing
10. Waving Goodbye

1.	Waving Goodbye – In Europe people wave goodbye with just the fingers. Americans wave goodbye with the entire hand. It has different meaning in other countries. In Malta this gesture is very commonly used.
2.	Hands up – In America and England it signifies a stop sign. In Asian countries it shows that one wants to ask permission to speak. In Malta it is used to ask permission to speak.
3.	Shaking Hands and Kissing – People from Western countries shake hands and people from Islamic countries kiss. In Malta kissing between men is not considered normal and is linked with homosexuality.

ACTIVITY 3:

Gestures

Write down the meaning of three gestures of your choice and their meaning in foreign countries. You may choose three gestures from the following:

1. Eye Contact
2. OK sign
3. Thumbs Up sign
4. Curled Finger sign
5. Hand Up
6. Pointing with Index Finger
7. Sole of Shoes
8. Smile
9. Shaking Hands and Kissing
10. Waving Goodbye

1.	Smiling – This is universally understood. In Japan people smile when confused or angry. People in other countries may not smile at everyone. A smile may be reserved for friends.
2.	Pointing with Index Finger – This is considered impolite if it takes place in the Middle or Far East.
3.	Shaking Hands and Kissing – In most Western countries it is considered normal for two men to shake hands. In Asian and Islamic countries, it is normal for two men to kiss each other on the lips or cheeks. In other Western countries this is considered homosexual.

ACTIVITY 4:

Languages of the World

Use the internet to fill in the following:

1. A country is a <u>place where the people live</u> for example <u>Spain</u>.

2. A language is a <u>type of communication system</u> for example

<u>Maltese</u>.

■ English
■ French
■ Spanish
■ Russian
■ Arabic
■ Mandarin Chinese

3. The <u>Russian</u> language is not spoken in one country but in various countries for example:

a) <u>Armenia</u>

b) <u>Azerbaijan</u>

c) <u>Belarus</u>

d) <u>Bulgaria</u>

e) <u>Canada</u>
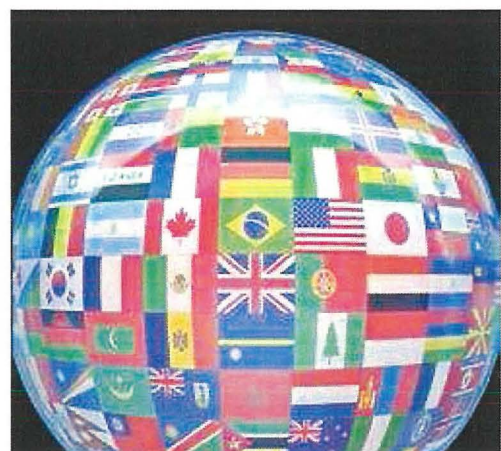
ACTIVITY 4:

Languages of the World

Use the internet to fill in the following:

1. A country is a <u>place where people live</u> for example <u>Malta.</u>

2. A language is a <u>system used for communication purposes</u> for example <u>German</u>.
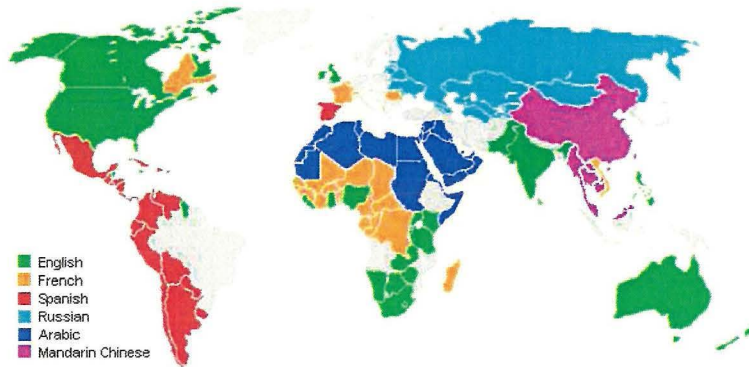
3. The <u>Afrikaans </u>language is not spoken in one country but in various countries for example:

a) <u>New Zealand</u>

b) <u>Canada</u>

c) <u>Malawi</u>

d) <u>Lesotho</u>

e) <u>Zambia</u>
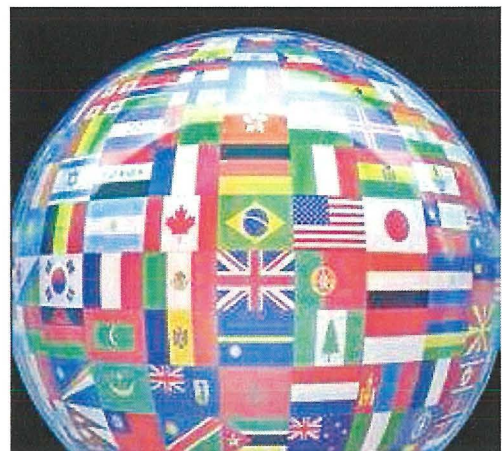
ACTIVITY 4:

Languages of the World

Use the internet to fill in the following:

1. A country is a <u>territory where people live separated by frontiers</u> for example <u>Spain, Malawi, Malta</u>.

2. A language is a <u>common means of communication for a group of people</u> for example <u>Spanish, Afrikaans, English.</u>

■ English
■ French
■ Spanish
■ Russian
■ Arabic
■ Mandarin Chinese
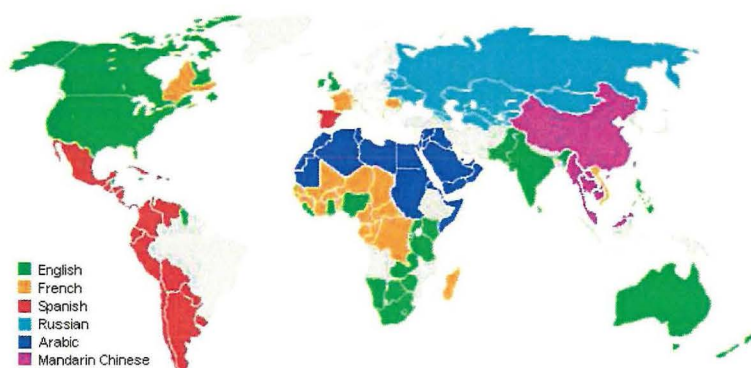
3. The <u>Spanish</u> language is not spoken in one country but in various countries for example:

a) <u>Cuba</u>

b) <u>El Salvador</u>

c) <u>Honduras</u>

d) <u>Belize</u>

e) <u>Puerto Rico</u>
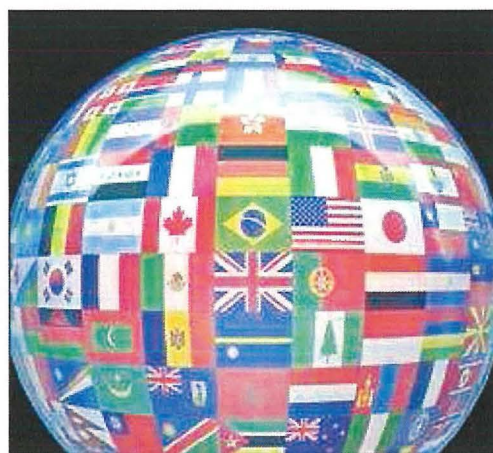
ACTIVITY 5:

Writing Systems

Use the Braille Writing System to write down your name and surname
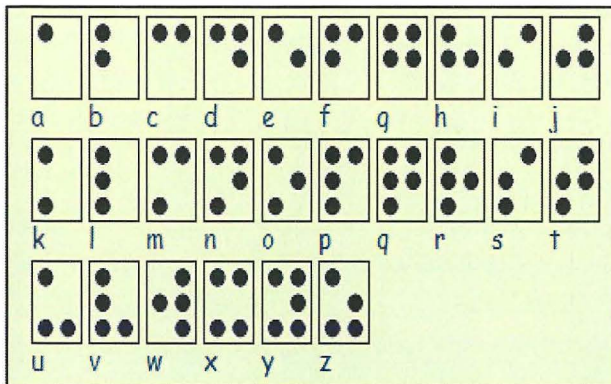
NAME and SURNAME in Braille:
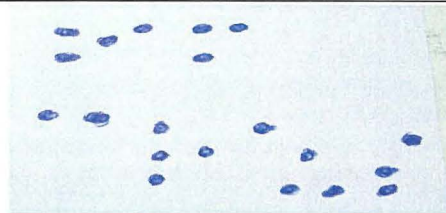
NAME and SURNAME in Roman Alphabet: *Kim Craus*
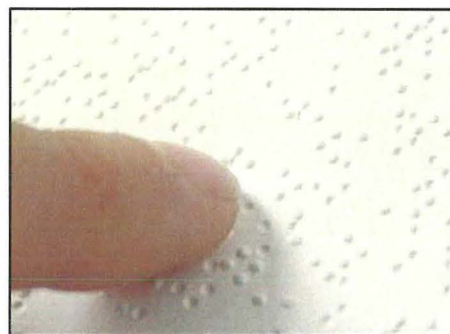
ACTIVITY 5:

Writing Systems

Use the Braille Writing System to write down your name and surname
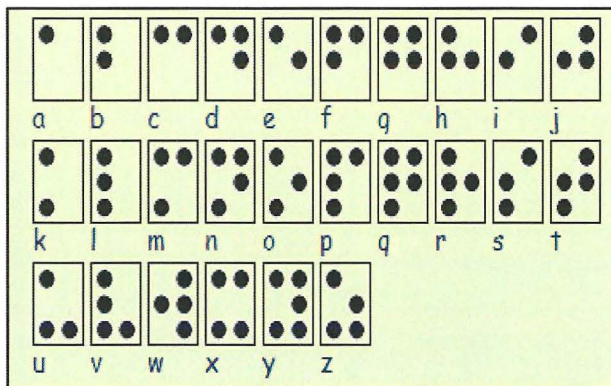
NAME and SURNAME in Braille:
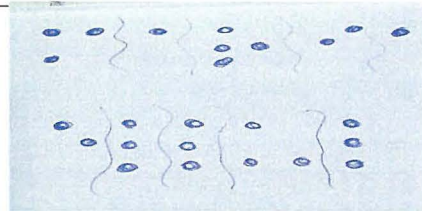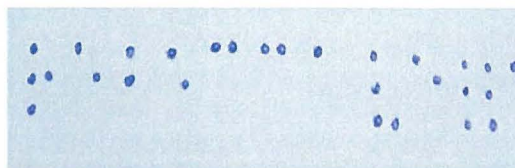

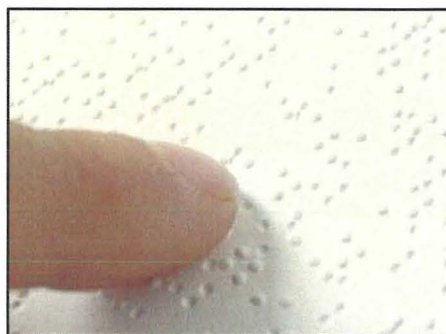NAME and SURNAME in Roman Alphabet: *Maria Ellul*
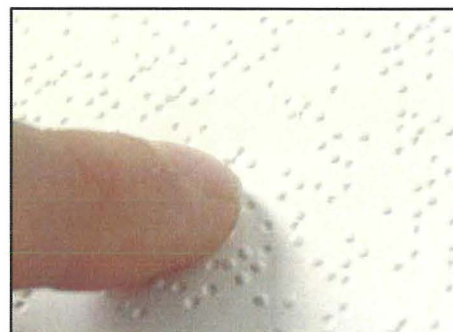
ACTIVITY 5:

Writing Systems

Use the Braille Writing System to write down your name and surname
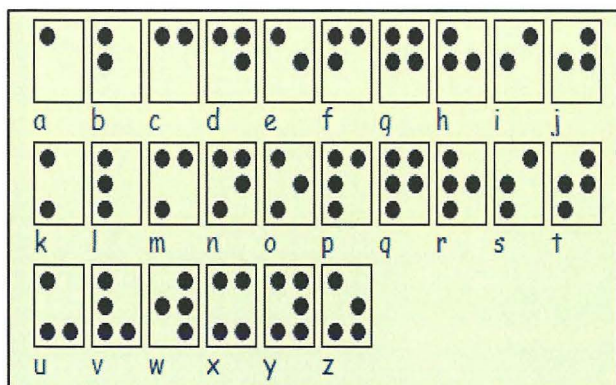
NAME and SURNAME in Braille:

NAME and SURNAME in Roman Alphabet: *Rebecca Vella*
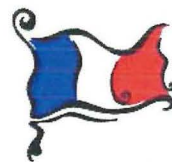
ACTIVITY 6:

The Click Consonant

Read the following statements and tick T if the statement is True or F if the statement is False.

	T	F

1. Clicks are speech sounds such as the English tsk! tsk! used to express disapproval, or the tchick! used to spur on a horse. **T: X**

2. Every speaker in the world is able to produce clicks naturally, as every speaker uses clicks in his mother tongue. **F: X**

3. Clicks are found in many European and Asian languages. **F: X**

4. There are seven different kinds of clicks. **T: X**

5. The Bilabial Click is made by the production of a sound which takes place with the use of the front of the tongue. **F: X**

6. The Dental Click is produced with the use of the tip of the tongue at the place where the front two teeth meet the gums. **F: X**

7. Clicks are found in many languages of South-Sahara and in three languages of East Africa. **T: X**

8. The Alveolar Click is takes place by placing the tongue on the roof of the mouth. **T: X**

9. The Palatal Click is made by placing the front of the tongue against the roof of the mouth, sucking in, and pulling down. **T: X**

10. The Lateral Click is made by placing the tongue against the roof of the mouth, sucking inward, and pulling down. **T: X**

ACTIVITY 7:

La Francophonie

1. The word *Francophonie* <u>means an international organization of governments with French as the mother or customary language.</u>

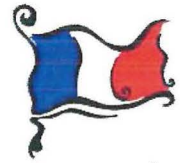2. Use the map provided to colour the countries where French is spoken.

3. List five countries where French is spoken:

a) <u>Canada</u>

b) <u>Egypt</u>

c) <u>Belgium</u>

d) <u>Monaco</u>

e) <u>Luxembourg</u>

ACTIVITY 7:

La Francophonie

1. The word *Francophonie* <u>means a community of people and countries using French to communicate.</u>

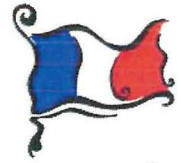2. Use the map provided to colour the countries where French is spoken.

3. List five countries where French is spoken:

a) <u>Belgium</u>

b) <u>Benin</u>

c) <u>Gabon</u>

d) <u>Seychelles</u>

e) <u>Guinea</u>

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ACTIVITY 7:

La Francophonie

1. The word *Francophonie* means <u>an international organization</u> <u>of French-speaking countries and governments.</u>

2. Use the map provided to colour the countries where French is spoken.

3. List five countries where French is spoken:

a) <u>France</u>

b) <u>Madagascar</u>

c) <u>Switzerland</u>

d) <u>Luxembourg</u>

e) <u>Haiti</u>

ACTIVITY 8:

Language Varieties

Choose one French language variety and write down a list of words in the chosen language variety.

Provençal

Basque

Picard

Breton

Occitan

Breton

breizh
kenavo
bagad
skol
chistr
degemer mat
brezhoneg

ACTIVITY 8:

Language Varieties

Choose one French language variety and write down a list of words in the chosen language variety.

Provençal

Basque

Picard

Breton

Occitan

Occitan

cantar
cabra
pont
plaça
lenga
glèsia
nuèch

ACTIVITY 8:

Language Varieties

Choose one French language variety and write down a list of words in the chosen language variety.

Provençal

Basque

Picard
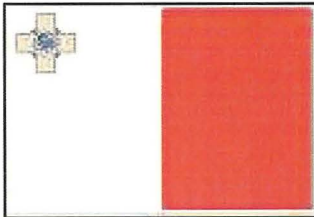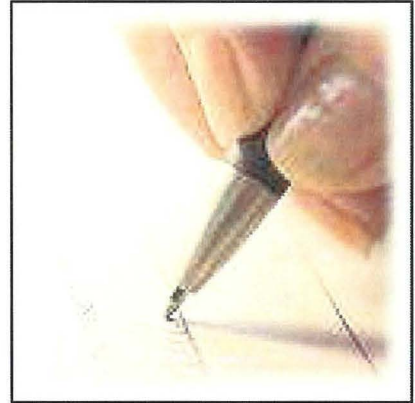
Breton

Occitan

Provençal
la sal
églésé
pacare
fromajo
ren
suar
nuet

ACTIVITY 9:

Loan Words

Make a short list of Maltese Loan Words borrowed from the English Language
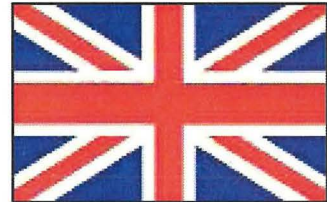
friġġ	fridge
kuker	cooker
garaxx	garage
televixin	television
mowbajl	mobile

ACTIVITY 9:

Loan Words

Make a short list of Maltese Loan Words borrowed from the English Language
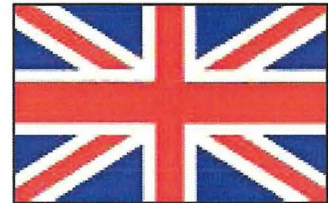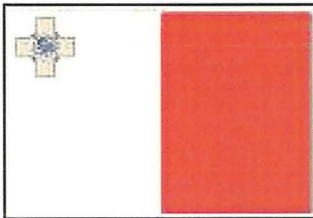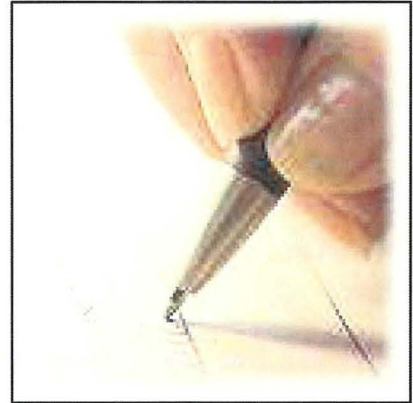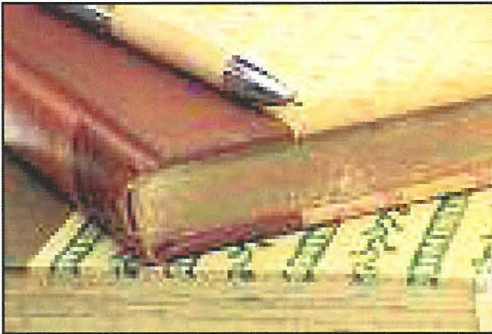
kompjuter	computer
envelop	envelope
fann	fan
kalendarju	calendar
termometru	thermometer

ACTIVITY 9:

Loan Words

Make a short list of Maltese Loan Words borrowed from the English Language
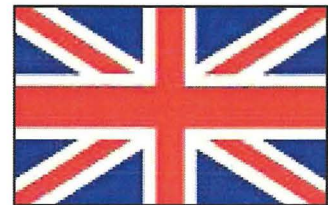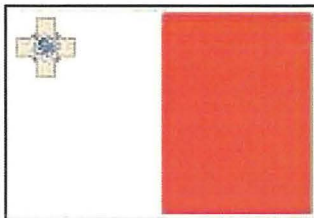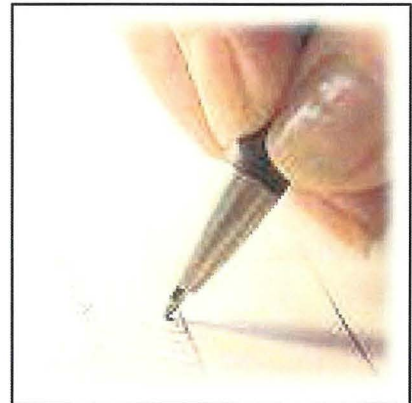
maws	mouse
skrin	screen
telefon	telephone
radju	radio
swiċċ	switch

ACTIVITY 10:
Language Families

Foreign Word	Meaning (Circle the correct meaning)			Reasoning (Explain your choice)	Language Family: Germanic/ Semitic/ Romance
man (Venetian)	hand	eye	tongue	**Mano - Italian**	R
*kuti*ba- (Arabic)	It was written	It was stolen	It was frozen	**Pomme – French**	R
lectors (Latin)	cupboard	stool	bed	**Letto - Italian**	R
lisān- (Arabic)	nose	ear	tongue	**Lsien - Maltese**	S
vinger (Dutch)	toe	mouth	finger	**Finger – English**	G
not (Swedish)	night	morning	day	**Night – English**	G
pomo (Venetian)	apple	orange	kiwi	**Pomme - French**	R
salām- (Arabic)	peace	cold	warmth	**Sliem – Maltese**	S
Æble (Danish)	peach	apple	pear	**Kiteb – Malti**	S

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ACTIVITY 11:
Greetings

Exercise 1: Here is a jumbled list of greetings in different languages. Place them in the right box according to the meaning in English and to the respective language.

por favor	buonasera	buongiorno	salut
guten abend	bonne nuit	bonsoir	buenos tardes
bonjour	au revoir	grazie	adios
buenas noches	auf wiedersehen	danke	buenos dias
gracias	guten nacht	s'il vous plaît	merci
buonanotte	hallo	hola	per favore
bitte	arrivederci	guten morgen	ciao

	French	Italian	Spanish	German
Hello	SALUT	CIAO	HOLA	HALLO
Goodbye	AU REVOIR	ARRIVERDERCI	ADIOS	AUF WIEDERSEHEN
Please	S'IL VOUS PLAÎT	PER FAVORE	POR FAVOR	BITTE
Thank you	MERCI	GRAZIE	GRACIAS	DANKE
Good morning	BONJOUR	BUON GIORNO	BUENOS DIAS	GUTEN MORGEN
Good evening	BONSOIR	BUONA SERA	BUENOS TARDES	GUTEN ABEND
Good night	BONNE NUIT	BUONA NOTTE	BUENAS NOCHES	GUTE NACHT

ACTIVITY 11:

Greetings (2)

Exercise 2: Place these greetings in the right columns.

Bonne Année	Buon Compleanno!	Buone Feste Natalizie	Joyeux Anniversaire
Feliz Año Nuevo	Joyeuses Pâques!	Feliz Cumpleanos!	Glückliches Neujahr!
Felíz Pascua	Feliz Navidad	Alles Gute zum Geburtstag!	Felice Anne Nuovo
Frohe Ostern!	Joyeux Noël	Fröhliche Weihnachten	Buona Pasqua

English	French	Italian	Spanish	German
Happy Birthday	Joyeux Anniversaire	Buon Compleanno!	Feliz Cumpleanos!	Alles Gute zum Geburtstag!
Happy Christmas	Joyeux Noël	Buone Feste Natalizie	Feliz Navidad	Fröhliche Weihnachten
Happy New Year	Bonne Année	Felice Anne Nuovo	Feliz Año Nuevo	Glückliches Neujahr!
Happy Easter	Joyeuses Pâques!	Buona Pasqua	Felíz Pascua	Frohe Ostern!

ACTIVITY 12:

Word Gender

Write down the gender of the Maltese and French nouns and write Y if there is a change in gender and N if there is no change in gender.

Maltese Noun	Gender	French Noun	Gender	Change in Gender Yes (Y) / No (N)
fenek	M	lapin	M	N
bajja	F	baie	F	N
imnieħer	M	nez	M	N
taġen	M	poêle	F	Y
dgħajsa	F	bateau	M	Y
ħalq	M	bouche	F	Y
ġebla	F	roche	F	N
mejda	F	table	F	N
tazza	F	verre	M	Y
fjura	F	fleur	F	N
twelid	M	naissance	F	Y
sema	M	ciel	M	N
tapit	M	tapis	M	N
port	M	port	M	N
ballun	M	balle	F	Y
ħabel	M	corde	F	Y
muntanja	F	montagne	F	N

Write down a list of nouns in Maltese which change gender when translated from Maltese to French:

Ġelat, mejda, umbrella ħabel, ballun, sidrija, ħalq, sikkina, dgħajsa, ħalq, għalqa.

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