

MARILLE: Template for practice examples

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Title/ name of example: Tower of Babel	
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Example from	<input checked="" type="checkbox"/> Mainstream majority language teaching <input type="checkbox"/> Other subject: _____ <input type="checkbox"/> Special classes for non-native speakers of majority language (second language classroom)
Type of example: <input type="checkbox"/> Teaching material <input type="checkbox"/> Classroom video <input checked="" type="checkbox"/> Lesson plan/ scenario <input checked="" type="checkbox"/> Other: Production – short play	
Target group (Age, type of school, languages,...):	Primary school, age: 14, (15), 8 th (9 th) year Slovene Classroom with migrants from: Serbia, Kosovo, Bosnia and Hercegovina, Macedonia, Albania
Detailed description of example:	<p>Among the objectives and core contents in the majority language instruction there are besides reading literature also the so called cultural activities and creative writing. It is very important for migrant students to be fully involved in the work of the whole school as soon as possible. This case shows an example of writing a short drama and performing it on a special day.</p> <p>Topic: The tower of Babel.</p> <p>1st step: reading literature (The majority language instruction)</p> <p>Pupils:</p> <ul style="list-style-type: none"> - literature reading (the Biblical story Tower of Babel) - answer the questions (comprehension) - conversation, writing down key words

- identifying the topic of the story
- discussing the story through linguistic diversities
- working with dictionaries
- writing the summary of the story

(Migrant pupils are allowed to perform the some activities in their own language, according to their language skills in Slovene.)

2nd step: writing script (The majority language instruction)

Pupils :

- participate in a conversation and give some examples of their own experience on “Babel theme” and think about the opposite ideas
- invent and write a story with an event of confusion due to misunderstanding or because of not knowing/understanding languages (if possible languages of migrant children)
- participate in creating the script with the title: The more languages you speak, the worthier you are

(The script attached to this practice example is based on the play of V. Gabrovšek: What's the big belly, but of course with a new idea – to emphasise benefits of multilingualism and tolerance. According to instructions the script has to be composed of short dialogues, with little text. The aim is to involve as many languages as pupils understand and speak. Migrant pupils write parts of the text in their mother tongue. Dialogues become funny because they are based on use of similar words but with different meanings – many languages in the classroom are Slavic and therefore similar – or because of inappropriate words.)

3rd step: performing short play (The theatrical club)

Pupils in the framework of optional activities in the heterogeneous group (migrants are included) which takes place after regular hours of instruction prepare performance which is held on a special day.

Which aspects of knowledge, skills and attitudes relevant for plurilingualism are promoted in this example?

Knowledge and understanding

Literature (Bible and Biblical stories), Cultural understanding and awareness, Raising awareness for difficulties using languages

Skills (language use)

Comprehension of literary text
Interaction skills for participating in conversations on specific topics
Production – writing summary
Use of dictionaries
Give personal responses to the literary text
Narrate a simple story
Using language skills to create a dramatic text

Attitudes

Respect for different languages and cultures, becoming aware of the linguistic diversity of the society, raising interest in learning different languages.

Evaluation of example

Positive: All pupils have opportunity to be creative and cooperative. Migrant pupils were very motivated and proud.

Negative: It takes a lot of time. Teacher must be patient and encourage pupils ...

Other comments: