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“Languages: on our doorstep and around the world”

Supporting materials for the exhibition

Editorial notes

Supporting material for the travelling exhibition “Languages: on our doorstep and around the world”

The following materials were developed within the project “One school, many languages” led by Andrea Abel and Dana Engel at Eurac Research in Bolzano/Bozen, and carried out in cooperation with the German provincial education authority, Bolzano/Bozen - South Tyrol, specifically the Pädagogische Abteilung (pedagogical department). The Italian Direzione Istruzione e Formazione and the Ladin Bildungsdirektion are involved through collaboration with the Competence Centre (Kompetenzzentrum) and the Language Centres (Sprachenzentren).

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Die drei Bildungsressorts
Le tre intendenze scolastiche

Editorial notes: travelling exhibition

“Languages: on our doorstep and around the world” is the title of the travelling exhibition for South Tyrolean schools which was developed within the project “One school, many languages” and is based on the idea of the travelling exhibition “Sprachlandschaft deluxe” developed by the University of Graz and the Akademie Graz in 2012.

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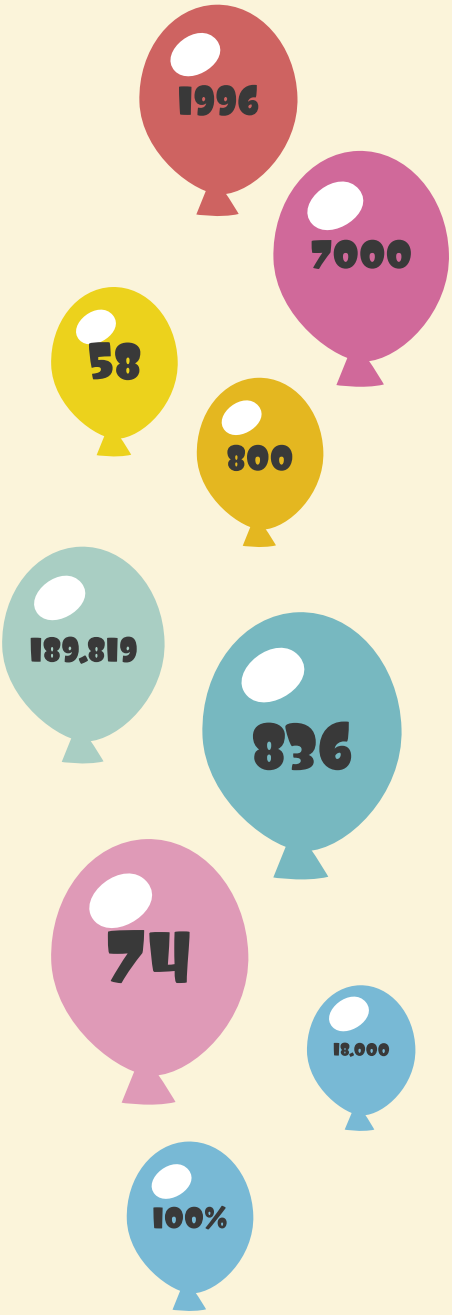
Exploring languages

What exactly do linguists do? People have always been fascinated by languages and ever since "linguistics" was established as a science more than 2500 years ago, linguists have been busy with various projects exploring and researching all aspects of language. You can also be a linguist - every day!



Concept and background

This poster was designed as an introduction to the subject of "multilingualism". For many people (not just schoolchildren) it is not always exactly clear what linguists do. In order to provide an initial insight, this poster presents a few excerpts from the broad research area of linguistics. The poster should clarify, furthermore, that linguistics is not simply "nit-picking" over languages, but a real science which can have practical applications and be very exciting.
The poster features nine balloons that seem unrelated to languages and multilingualism at first glance, since they only display numbers. Behind every number, however, an interesting fact or "record" about languages is concealed, which, when uncovered, should provide stimulation for further questions and inquires. The free-floating balloons represent how research topics within linguistics do not always seem completely tangible, and the facts on every balloon emphasise the way in which languages are embedded in everyday life.

Reference to plurilingual competences*

Students acquire and develop further existing knowledge about °language diversity / multilingualism / plurilingualism° (K 5) and discover that there are very many languages in the world (K 5.1). They will know that °multilingual/plurilingual° situations may vary according to °countries / regions° {°number / status° of languages, attitudes towards languages…} (K 5.4). Through doing so, they will also become aware of the existence of situations of °multilingualism / plurilingualism° in their own environment and in other places, near or far (K 5.7).

* These competences refer to the Framework of Reference for Pluralistic Approaches to Languages and Cultures by the European Centre for Modern Languages of the Council of Europe in Graz.

Quiz Cards: Explanations

n.b. correct answers are marked in bold

Quiz card	Possible answers	Notes
The number 58 stands for...	1) the number of letters in the Cyrillic alphabet	There are 33 letters in the Cyrillic alphabet.[1]
	2) the number of languages that one person has succeeded in learning	**Multilingualism knows no boundaries! Ziad Fazah from Lebanon holds a Guinness world record for having learned 58 languages. Linguists are still investigating the cause of his exceptional language abilities: some think it is due to genetic factors, others believe that his brain structure plays an important role.[2]**
	3) the number of languages that are spoken in Bolzano	There are no official figures about how many languages are spoken in Bolzano.[i]
The number 836 stands for...	1) the number of ideograms in the Chinese alphabet	*Hanyu da cidian* 漢語大字典, the great Chinese dictionary of characters, includes more than 54,678 symbols.[3] While most recent dictionaries don't contain more than 20,000 ideograms, you only need a maximum of 3000 characters to read a newspaper.[4]
	2) the number of languages that are spoken in the whole world	See balloon "7000" (there are approx. 7000 languages in the world).[5]
	3) the number of languages that are spoken in Papua New Guinea	**836 languages are spoken in Papua New Guinea. Asia is the most linguistically diverse continent. About a third of all recognised languages are spoken there, compared to Europe where only 3% are spoken.[6] Papua New Guinea is the country with the greatest language diversity: Ethnologue lists 836 languages that are spoken there.[7]**
The number 74 stands for...	**1) the number of letters in the Khmer alphabet**	**The Khmer alphabet has 74 letters. Most alphabets have between 20 and 30 letters, although there are also some longer and shorter ones. The length of the alphabet depends on how complex the vowel system is. The Rotokas alphabet used on the Solomon Islands is the shortest with 11 letters,[8] and the Khmer alphabet is the longest with 74 letters.[9]**
	2) the number of words that the Inuit have for "snow"	Being able to recognise the exact state of snow is vital for Inuits to survive. That is why in Eskimo-Aleut languages there are countless words for "snow". In Sami languages (Scandinavia) there are 180 words for "snow".[10]
	3) the number of dialects that are spoken in Italy	It is impossible to count dialects because there is no way of knowing where one dialect or language ends and another begins. In Italy, there are not only dialects of Italian, but also of many other languages that are spoken across the country.[11]

[i] A project to record all languages spoken in one place poses various difficulties and thus cannot be done easily. There is no survey that records all of the languages spoken in Bolzano.

100% stands for...	1) the percentage of people across the world who can speak English	English is seen as a world language and researchers estimate that approx 1.5 billion people (out of a population of approx. 7.5 billion) can speak it.[12]
	2) the percentage of languages in the world that have an alphabet	Not all languages in the world have a written form. According to Ethnologue, only half of all spoken languages have a writing system.
	3) the percentage of people in the world who are multilingual	**"Everyone is multilingual. Most people in the world grow up multilingual, which makes multilingualism something normal,[13] even though the number of languages that are spoken is difficult to determine."[14] One thing is certain: everyone uses different languages and different ways of expressing themselves in different situations.[15]**
The number 7000 stands for...	**1) the number of languages spoken in the whole world**	**There are approx. 7000 languages in the world. In 2015, scientists at Ethnologue estimated the number of existing languages to be 7102. This number falls if dialects or language varieties are excluded. In addition, more than half of these languages are in danger of dying out, as they are not being passed on to the next generation.[16]**
	2) the number of words that make up the basic vocabulary of a language	See balloon "800" (on average, the basic vocabulary of a language is made up of around 800 words).[17]
	3) the number of South Tyroleans who can speak Ladin	See balloon "18,000" (Ladin is spoken by approx. 18,000 South Tyroleans).[18]
The number 800 stands for...	1) the year in which the first ever grammar book was written	The Greeks were the first to write about grammar. The first tract of this type, "Techne grammatike", is attributed to Dionysios Thrax and appeared in the 2nd century BC.[19]
	2) the number of people who speak Mòcheno	In the three municipalities of the Valle dei Mòcheni in Trentino, Italy, approx. 1000 people speak this upper-German dialect.[20]
	3) the number of words that make up the basic vocabulary of a language	**The basic vocabulary of a language is made up of around 800 words. The basic vocabulary of a language comprises about 800 words and contains the words needed to be able to communicate in everyday life. 300 words are an ideal start to communicate on holidays abroad, while with 1000 words you can understand more than 90% of all written texts of a language.[21] On the contrary, the language used by new technologies (SMS, WhatsApp, etc...) has a maximum of 200 words.[22]**

The number 189,819 stands for...	1) the number of hours you would need in order to learn the three Japanese alphabets	The Japanese script is considered to be one of the most difficult to learn because it consists of several writing systems: Hiragana (main script), Katakana (used for foreign words) and Kanji (adapted Chinese characters). It is not possible to calculate the exact number of hours it takes to learn the three Japanese alphabets; according to the US Foreign Service Institute it takes approximately 2200 hours (88 weeks) to acquire sufficient knowledge of this writing system.[23]
	2) the number of words in the English language	The current Oxford English Dictionary contains around 230,000 entries. However, it is impossible to know the exact number of words in the English language because innumerable compound words can be made.[24]
	3) the number of letters in the longest word in the world	**The scientific name for the protein Titin could be the longest word in the world. The name is 189,819 letters long and describes the amino acid sequence that makes up this protein. It took Dimitri Golubowski, a Russian academic, three and a half hours to read the word out loud, earning the word a place in the Guinness Book of Records.**[25]
The number 1996 stands for...	**1) the year in which the Universal Declaration of Linguistic Rights was written**	**In 1996 the Universal Declaration of Linguistic Rights was created. The main aim of this declaration is to guarantee respect for, and full development of, all languages, and in this way to protect the world's linguistic diversity. The declaration came about as the result of the efforts of many organisations and linguists from many different countries and is supported by many international personalities.**[26]
	2) the number of words in the Na'vi language which was invented for the film Avatar in 2010	From 2005 to 2010, the US-American linguist Paul Frommer invented Na'vi for the film Avatar. He also created a dictionary for his new language, which contained 1500 entries.[27]
	3) the year in which the last remaining native speaker of Manx died	Ned Maddrell, who died in 1974, was the last person on the Isle of Man who learned Manx as his mother tongue. At the end of the 20th century, however, the language began to be promoted again and now approx. 1700 people speak Manx.[28]
The number 18,000 stands for...	1) the number of words that Ötzi knew	Linguist Alfed Bammesberger estimates that Ötzi spoke a form of Basque, but we don't know how big his vocabulary was or how multilingual he was.[29]
	2) the number of South Tyroleans who speak Ladin	**There are around 18,000 people in South Tyrol who speak Ladin. Ladin is protected as a minority language in the Province of Bolzano/Bozen and is taught in schools in the Gröden and Gadertal valleys where most inhabitants speak Ladin as their mother tongue. In Val di Fassa, there are a further 12,000 Ladin speakers.**[30]
	3) the number of hieroglyphs in the ancient Egyptian alphabet	British Egyptologist Alan Gardiner's famous 'sign-list' (1927) lists the 736 hieroglyphs in the ancient Egyptian alphabet. Researchers believe, however, that there are over 6000.[31]

Activities

a) **Individually or in pairs**, students can unlock the interesting facts concealed on the poster "Exploring languages" through a simple guessing game: after making a guess about what the numbers on the balloons represent, students simply remove the magnetic balloons from the poster to discover records and curious facts that lie underneath.

b) This poster can also be discovered as a group activity through the game "one, two or three?!"

1. To prepare for this activity, three sheets of paper with the numbers 1, 2 and 3 are placed in front of the poster and the magnetic balloons are placed in their corresponding places on the poster.
2. Students gather in front of the three numbered sheets and someone (a student or the teacher) chooses one of the numbered balloons on the poster.
3. They draw the corresponding quiz card, read out the three possible answers, then shout "one, two or three?!"
4. The students have to decide on an answer spontaneously and position themselves on / in front of the corresponding number.
5. One student comes up to the poster and reveals the correct answer, which they can then read out loud to the others. The students who got the answer right get one point.
6. The uncovered information can be briefly discussed, then the group goes back to the starting position. Repeat steps 2-5, until all balloons have revealed their secrets.

Tip: For primary school students, we recommend playing with fewer balloons.

Further discussion questions

- How many languages do we know / understand / speak? What are they?
- What have we always wanted to ask a linguist?
- What is the longest word in the languages we know?
- How many languages are spoken in Europe / Italy / South Tyrol / our school?
- How many words are defined / translated in a dictionary?
- How many letters are there in our alphabets / writing systems?

Ideas for digging deeper

- Taster courses in less well-known languages (with intercultural mediators)
- "Deutsch ist nicht gleich Deutsch" – Varieties of German (a Eurac Research workshop)
- "Le voci del mondo in Italia" – Languages in Italy (a Eurac Research workshop)
- "Mehrsprachigkeit – gestern, heute, morgen" – Multilingualism – yesterday, today, and tomorrow (a Eurac Research workshop)
- Language detectives: which languages are there in our school and how are they recognised / identified?

Literature and links

- **“Ethnologue – Languages of the world”**
  Ethnologue is a database which aims to classify and catalogue all the languages in the world.
  http://www.ethnologue.com (English)

- **“Sprachen der Welt” / “Languages of the World”**
  A PowerPoint presentation by Prof. Dr. Martin Haspelmath (Max–Planck–Institut, Leipzig) about the languages of the world, language families and the history of languages.
  http://www.uni-leipzig.de/~muellerg/su/haspelmath.pdf (German)

- **“How many languages are there in the world?”**
  Stephen Anderson discusses the languages of the world, language families, language death, mutual intelligibility, the dialect continua, and the fact that there is no clear answer as to how many languages there actually are.
  https://www.linguisticsociety.org/content/how-many-languages-are-there-world (English)

- **“Rätselhafte Sprachgenies” / “Mysterious language geniuses”**
  An article from the online journal “Bild der Wissenschaft”, which discusses issues such as why some people are able to learn several dozen languages.
  http://www.wissenschaft.de/home/-/journal_content/56/12054/60496/ (German)

- **“Myths about bilingualism”**
  A summary of the myths surrounding bilingualism which François Grosjean sets out in his book “Bilingual: Life and Reality”.
  http://www.francoisgrosjean.ch/myths_en.html (English)

- **“How Many Are We?”**
  An article from the online magazine “Psychology Today” which discusses / focusses on the difficulty of recording all the bilingual and multilingual people in the world.
  https://www.psychologytoday.com/us/blog/life-bilingual/201209/how-many-are-we (English)

- **“A Global Perspective on Bilingualism and Bilingual Education”**
  An article about multilingual education.
  http://www.ericdigests.org/2000-3/global.htm (English)

- **“For a better brain, learn another language - The cognitive benefits of multilingualism”**
  An article on how multilingualism positively affects our brain(power).
  https://www.theatlantic.com/health/archive/2014/10/more-languages-better-brain/381193 (English)

- **“Wie viele Wörter muss ich lernen, um eine Sprache fließend zu sprechen?” / “How many words do I have to learn to speak a language fluently?”**
  In this article, Christian Roth discusses the question of how many words you need to learn in order to speak a language fluently, and draws comparisons between different languages.
  http://talkreal.org/2013/09/15/wie-viele-woerter-muss-ich-lernen-um-eine-sprache-fliessend-zu-sprechen (German)

- **“Das längste Wort der Welt in ganzer Länge ausgesprochen” / “The longest word in the world read aloud in its full length”**
  “Titin” is the abbreviation for a human protein whose full name has 189,819 letters. This webpage contains the 3.5hr long video of Dimitri Golubowski from Russia reading the word aloud.
  http://www.schleckysilberstein.com/2012/11/das-langste-wort-der-welt-in-ganzer-lange-ausgesprochen/#ste-wort-der-welt-in-ganzer-lange-ausgesprochen/ (German/English)

- **“Universal Declaration of Linguistic Rights”**
  Barcelona 1996
  http://culturalrights.net/descargas/drets_culturals389.pdf (English)

- **“The Ladin language, history and reality”**
  Information about the Ladin language, its history, fate and reality from different sources:
  http://www.endangeredlanguages.com/lang/3392 (English)

- **“The fate of minority languages – The case of Ladins in North Italy”**
  Paper written by a Ladin speaker about the history and fate of Ladin during fascism and more recent developments.
  old.hltmag.co.uk/sep05/mart02.rtf (English)

- **Istituto Ladin de las Dolomites**
  Website of the Institute of Ladin culture.
  http://www.istitutoladino.it/index.php?lang=en
- (English)

- **“Why are there so many languages?”**
  Wonderopolis explains language variety and where languages come from for curious young minds!
  http://wonderopolis.org/wonder/why-are-there-so-many-languages (English)

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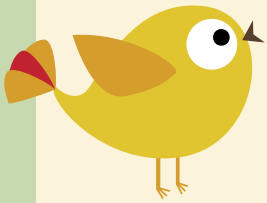
1001 WAYS TO COMMUNICATE

The verb "to communicate" comes from the Latin word *communis* meaning "common". When we communicate, we exchange information and make it common. This can happen in many different ways, not only through spoken or written words. There are many other forms of communication, some of which are completely "hidden". Look at the images below. Can you find any of these "hidden" ways of communicating?



2

Concept and background

The first associations we make with the word “language” are usually individual languages such as French or Arabic. But even when we are not speaking, we are still communicating – for example with our clothes, facial expressions, gestures, or the way in which we behave around people. Our surroundings are also home to many different forms of communication: signposts tell us how we should behave on and around roads, at school we learn how to express mathematical or chemical information using formulae, and without numbers we would quickly lose orientation.
So, using language doesn’t only mean speaking, there are many other ways of communicating. The poster “1001 ways to communicate” should make students aware of these other forms of communication and allow them to recognise the diversity language has in this respect.

Reference to plurilingual competences*

Students will know that apart from linguistic communication, there are other forms of communication [that linguistic communication is but one of the possible forms communication can take] (K 3.1). Furthermore, they will know some examples of human non-linguistic communication {gestures, facial expression…} (K 3.1.2) and be able to name them correctly. With these activities, students will acquire knowledge about their own communicative repertoire {languages and varieties, discursive genres, forms of communication…} (K 3.2) as well as learn how to identify other everyday forms of communication and their meanings and origins (pictographs, emoticons, animal language).

* These competences refer to the Framework of Reference for Pluralistic Approaches to Languages and Cultures by the European Centre for Modern Languages of the Council of Europe in Graz.

Explanations

Image	Type of communication	Notes
(magnet)	**Animal language**	As well as humans, animals also communicate with each other. They convey information about their species, mark their territory, and relay information about food sources. Each species has its own language. Especially during the mating season or when marking their territory, birds and frogs use well-known sounds like tweeting or croaking to communicate.[32] Facial expressions and gestures also play a significant role in the way animals communicate: wolves straighten their tails and bare their teeth to show aggression and bees even use a special dance to show their fellows where food can be found.[33]
(magnet)	**Programming languages**	Programming languages allow humans to "communicate" with computers. Computer scientists write programs which can then be "read", "understood" and carried out by computers. One of the most famous programming languages is "C", which was developed by computer scientist Dennis Ritchie between 1969 and 1973.[34]
	Emoticons	Emoticons are images made from punctuation marks and symbols which represent smileys (images of faces portraying an expression). The first emoticons appeared as far back as March 30, 1881 in an addition of "Puck", a satirical magazine.[35] The first smiley was designed by commercial artist Harvey Ball in 1963. Nowadays emoticons can be found in written internet communication (and in other places):[36] they are mostly composed of a series of symbols from ASCII (a programming language called the 'American Standard Code for Information Interchange'), which are read sideways, for example: ;-) (wink). Japanese emoticons, on the other hand, are presented frontally, so a wink would look like this: (^_~).[37]
(magnet)	**Pasigraphy**	Pasigraphy is a term that describes planned languages based on pictographs. These are not spoken languages; they exist only in written form and are based on monograms, images and characters. It works on the basis that all the concepts expressed are completely separate from one another.[38] One example of pasigraphy is the symbol language BLISS,[39] which Charles Bliss developed based on the logic of Chinese characters. The example on this poster translates as "we love languages".
(magnet)	**Numeral language and numbers**	In most cases, digits make up some of the normal inventory of a language. There are also other artificial languages that consist solely of numbers. For example, Timerio is a language used for automatic translations and was created by Tiemer, an architect from Berlin.[40] In Timerio, each linguistic concept corresponds to a number.
(magnet)	**Onomatopoeia**	Onomatopoeia derives from the Greek word onomatopoiia, which literally means 'word-making'. It describes the use of words that name a sound, while also echoing that sound in their pronunciation. Onomatopoeia is predominantly used for animal sounds and exists in almost every language, although their spelling differs from language to language according to which vowel system is used. That's why a cuckoo is called a coucou in French, a cuculo in Italian, a pepûk in Kurdish, a kakukk in Hungarian, and a gök in Swedish.[41] These sound-describing words are often used in comics to describe particular sounds, such as bang, crash and whizz, which could otherwise only be expressed by paraphrasing.

(magnet)	**The language of mathematics**	Up until the 5th century BC, Greek mathematicians still used whole words to write down and solve mathematical problems.[42] This was not only laborious and time-consuming but also imprecise. That's why people started using abbreviations in mathematics. In 1200, Leonardo of Pisa (called Fibonacci) started to use so-called "place holders" in his calculations (a horses eat b carrots in c days),[43] though the French mathematician Viète first introduced the use of letters to represent numbers in the 16th century.[44]
(magnet)	**Musical notation**	In the 4th century AD, monks began to write down and collect music.[45] In 1030, Guido of Arezzo developed the musical notation system we know today and made it possible for us to read music and pass it on.[46]
(magnet)	**Body language (facial expressions and gestures)**	We express ourselves using non-verbal communication in the form of body language more than 50% of the time.[47] We often do this unconsciously. Many forms of non-verbal communication take place in connection to our speech: for example the pitch or the speed at which we speak. Facial expressions also tell us a lot about people's behaviour, as they can reveal feelings and reactions.[48] Facial expressions are also often used consciously to feign emotions, hence the expression in English "grin and bear it". Speech is often accompanied by arm or finger movements. These gestures may be interpreted differently in different cultural contexts. For example, nodding one's head can be a negation in some eastern-European countries.[49]
(magnet)	**Clothes**	Clothes also say a lot about an individual's personality.[50] In addition to clothes for work, which can quickly inform us about a person's occupation, people also wear clothes that express particular feelings or aspirations. Clothes can also reveal who somebody would like to be and clothing brands not only sell clothes but also a way of life. Moreover, there is a certain pressure within society: somebody who does not conform to the "correct" dress code is quickly ridiculed or even excluded. In addition, clothing can also embody a political message – it can function as a form of protest, for example.[51]
(magnet)	**The language of flowers**	The so-called "language of flowers" is a form of non-verbal communication which expresses feelings, wishes, requests or grief. Dating as far back as ancient Egypt, there are indications that flowers were used as symbols,[52] and some Chinese characters are also based on flowers.[53] In communication between people, it is still often important to consider which flowers one should give, how they are held, or which flower is worn with a suit or a dress.[54]
(magnet)	**Symbols and pictographs**	'Symbolon' was a word used in ancient Greek to mean 'token', and the verb 'symbállan' meant 'to throw things together'.[55] A symbol displays content as a "written picture" which does not leave room for multiple interpretations. Therefore, it should be as neutral as possible and contain easily accessible information so that everyone is able to understand it (for example, an exclamation mark as a symbol for danger, an emergency exit sign with a figure running towards the door or stripes drawn on the road to separate lanes).[56]

Activities

It is suggested that the poster be worked on **in groups**, using the following activities:

a) The students sit or stand in front of the poster in small groups and try to find and explain as many forms of communication as they can (without the magnets).

b) "I spy with my little eye" is suitable for younger learners. The forms of communication that are identified by the students can then be discussed together with the teacher.

c) All the magnets are in their correct places on the poster. Students are divided into two groups, and they try to identify and correctly describe as many forms of communication as possible within their groups. Then the students in each group take turns in sharing their answers and comparing them with the explanations by reading the back of the corresponding magnet (for each correct form of communication they receive one point).

Further discussion questions

- Where do we find other examples of non-verbal communication and "other" languages in our daily lives?
- Which gestures do we use in everyday life and can they be misunderstood? Why?
- Which secret languages do we know and use?
- What is the difference between gestures and sign language?

Ideas for digging deeper

- Finger counting in other languages/regions: who can recognise the counting system?
- Sayings and gestures: how do you say, "to flip somebody the bird" in other languages? Is there a way to "tap your forehead at someone" internationally?
- Comics: How is onomatopoeia like zoom and screech expressed in other languages?
- Clothes make the man – or do they? Surprises from the world of fashion psychology.
- How does a frog croak in Korean? Animal noises in other languages.

Literature and links

- Axtell, Roger E.: The Do's and Taboos of Body Language Around the World. New York, 1998.

- **"The language of the hands"**
  This article from the New York Times discusses the origin of some specific gestures.
  http://tierneylab.blogs.nytimes.com/2007/08/27/the-language-of-the-hands/comment-page-1/?_r=0 (English)

- **"What your body says"**
  On ted.com you may find different ted talks as well as some articles on different aspects of body language: how our body and face give away when we are lying, what to observe when people are speaking, and the power of body language.
  https://www.ted.com/topics/body+language (English)

- **"Nonverbal communication"**
  This is a blog post taken from a website that helps people learn more about psychological issues and therapy. It describes the effects and importance of nonverbal communication in relationships and therapy, cultural differences as well as tips on how to improve our nonverbal communication.
  http://www.goodtherapy.org/blog/psychpedia/nonverbal-communication (English)

- **"How communication is important"**
  This is a script of teaching notes from Professor Tidwell at Andreus University on an Intercultural Business Relations course, where he explores nonverbal communication, its importance and cultural differences.
  https://www.andrews.edu/~tidwell/bsad560/NonVerbal.html (English)

- **"The global guide to hand gestures"**
  Same gesture, different country, different meaning. This article lists various hand gestures and explains their meaning in different countries.
  http://www.huffingtonpost.com/2014/03/17/the-global-guide-to-hand-_n_4956860.html (English)

- **"BLISS Communication"**
  This website is all about the BLISS system, how it works, and how, why, where and by whom it is used.
  http://www.blissymbolics.org/index.php/about-blissymbolics (English)

- **"Kleine Geschichte der Piktogramme"**
  A short history of the pictograph. This article briefly summarises the history of the pictograph, dealing with historical, social and artistic aspects.
  http://kunstunterricht.ch/cms/geschichte/176-kleine-geschichte-der-piktogramme (German)

- **"Onomatopoeia"**
  This page explains onomatopoeia as a literary device and lists some examples.
  https://literarydevices.net/onomatopoeia/ (English)

- **"Words that make noise"**
  Here is a list of onomatopoeic words in English.
  http://www.kristensguide.com/Writing/Word_Lists/onomatopoeia.asp (English)

- **"Sign Community"**
  A website on British Sign Language.
  https://www.signcommunity.org.uk (English)

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The "nature" of languages

The "garden of languages" is not always in a perfect state, just like a real garden. Not all plants are in optimal conditions and this also holds true for languages. A language can only live and flourish when it is used in many situations by many people, but when it is neglected a language may die just like a plant without water and light. Which plant is in need of special care in this picture?

Light Warlpiri

Constructed languages

Latin

Frisian

Endangered languages

3

Concept and background

This poster is based on the metaphor “the language of nature” (cf. Schiemann 2010), evident in the title of the poster, and the graphic representation of the topic: languages are represented by plants in various stages of growth to demonstrate that they also exist in various conditions, and that not every language thrives equally and at the same time. Amongst the approximately 7000 languages (cf. Ethnologue) that are spoken today, there are also endangered languages, recently formed languages, as well as artificial and constructed languages. Dead languages, however, are not included, because they do not develop further and are no longer acquired as first languages. Yet, they are not to be forgotten and are especially important in the fields of linguistics and history.
In order to reproduce the image of a “garden of languages”, start by imagining a garden full of flowers and plants, some of which bear similarities to each other (representing languages from the same language family or of a similar status) while others are quite different. Every flower and every plant symbolises a different language: many are in full bloom and keep on growing (the multitude of living / existing languages), some of which have only just bloomed (new languages) or have been grown in glass containers (planned or artificial languages), others which are gradually wilting (endangered languages) or have wilted and are being observed by collectors or language historians (dead languages).
Even the birds commenting on the poster are taking part in the discussion: They ask “have you heard?! Researchers say that a language dies every two weeks!” (in South Tyrolean dialect: “Hast du schon gehört?! Die Forscher sagen, dass alle zwei Wochen eine Sprache ausstirbt!”), then note further that “as long as we look after our languages, they will flourish” (in Ladin: “Ćina che i ćiarun de nosc lingaz ti jaràra bun!”). In doing so, they remind us that languages should not only be learnt, but also used, supported, taught and kept alive in order to develop and thrive.

Reference to plurilingual competences*

Students will recognise that the statuses and conditions of languages can be very varied. They will know that there are very many languages in the world (K 5.1), and that °multilingual / plurilingual° situations may vary according to °countries / regions° {°number / status° of languages, attitudes towards languages…} (K 5.4). They will develop sensitivity °°to the existence of other °languages / cultures / persons° // to the existence of °linguistic / cultural / human° diversity°° (A 2), and they will know that one must not confuse country with language (K 5.6.1). Through the suggested activities for this poster, students will develop a consideration for all languages as equal in dignity (A 6.4) and they will be able to compare communicative cultures (S 3.9) and develop openness towards °languages / cultures° which are viewed with less regard {minority °languages / cultures°, °languages / cultures° belonging to migrants …} (A 5.3.1).

* These competences refer to the Framework of Reference for Pluralistic Approaches to Languages and Cultures by the European Centre for Modern Languages of the Council of Europe in Graz.

Explanations

Image	Definition (on the back of the magnet)	Notes
	New languages can develop when existing languages come into contact with each other.[57]	**New languages** are graphically represented on the poster by the plant placed on the far left on the bench. The plant is light green, it has only just germinated. Tok Pisin is one of the most popularly described examples in linguistics of a Creole language that started as a pidgin language and developed into a language with grammatical rules through contact with other languages (mostly English and French), and is also learned as a first language.[58] **Light Warlpiri** was chosen here as an example in order to present a language which was has been newly discovered and is still developing. Linguists have only been researching it for a few years.[59]
	Tok Pisin is composed of English and Melanesian elements. The language started to develop in the 19th century and is mostly spoken in Papua New Guinea where many children also learn it as their first language.[60]	
	Light Warlpiri is spoken in the Australian village of Lajamanu by about 350 people, who use it as their first language. Until now, no speaker of Lajamanu is older than 35. The language itself has English and Creole roots but also contains very new elements which might have developed from the so-called "baby talk".[61]	
	When languages are learned and used by fewer and fewer people, they become **endangered languages**.[62]	**Endangered languages** are represented on the poster by the wilting, brown plant in the middle of the bench. The reason behind this is to show that languages – just like plants – need care and attention in order to grow and develop. **Sami**, for example, is a language which very few people still speak and therefore it is threatened by extinction. **Frisian** is a positive example as it is now being taught in schools again and is strongly presented in the media.
	Frisian is spoken in Northern Germany and in the Netherlands. The language is related to English and is spoken by about 400,000 people.[63]	
	Sami is spoken by the Sami people (Lapps) and comprises several dialects that are used in Norway, Sweden, Finland and Russia. The number of Sami speakers is decreasing rapidly, in 2006 there were only 24,000 left.[ii] [64]	

[ii] The Saami language is one of the most endangered languages. (UNESCO 2010)

	Constructed languages are languages that are invented for special purposes.[65]	Constructed languages are represented on the poster by the newly-bred plant in a special glass container on the far-right end of the bench. These languages are mostly created by linguists, intended as alternative, usually international forms of communication, for example in order to facilitate understanding between peoples[66] (like **Volapük** and **Esperanto**), for literature and film projects[67] (the language **Na'vi** created for the film Avatar), or for technical purposes (such as computer languages like **Java** and **R**).[68]
	Esperanto was invented by the Polish doctor Ludwig Zamenhof in 1887. The language has Romanic, Germanic and Slavic roots and today is used by 8 million people.[69] [iii]	
	Volapük literally translates to "world language" and was invented by the German priest Johannes Schleyer. The language is not based on any particular root language and had many followers at the end of the 19th century.[70]	
	A **dead language** is a language that children no longer learn as their first language.[71]	Language historians have uncovered that the period in history with the highest language diversity was the 10th Century BC. Ever since then many of those languages have **become dead languages**, or have disappeared completely. Events and developments[72] such as wars, victories, colonisation, and internationalisation can lead to the death of languages, as speakers of small languages give these up and "swap" to other languages, or when certain languages are replaced by others in their functions (like **Latin** and **Ancient Greek**).[73]
	Latin was the official language in the Roman Empire[74] and for a long time the most important lingua franca in the Mediterranean.[75] However, since the 19th century, Latin has become a dead language.[76]	
	Ancient Greek describes an old form of Greek that was used in Attica and Athens[77] between 800 BC and 300 AC.[78] For a long time, it was used widely as a language of literature and science in Europe and south-west Asia.[79]	

[iii] The number referred to here is based on estimates by Prof. Sidney S. Culbert, Professor of Psychology at the University of Washington, Seattle, and author of the method for calculating the number of speakers of various languages in the world, including Esperanto. (cfr. Mignolo 1998:41)

Activities

The following **partner and group** activities are recommended to be carried out in the order below:

As preparation, the magnets should be placed randomly around the edges of the poster.

1. Students describe the poster (which plants / flowers can they see? What condition are they in? etc.)
2. Through discussing the question "So, what does that have to do with languages?", students recognise that the plants represent the varying statuses and conditions of languages.
3. Together, they align the correct labels (new / endangered / dead / artificial languages) to the corresponding plant (pot) on the poster.
4. Finally, the students find out which leaf and flower pieces are examples for which category, and put them in the right place.
5. Afterwards, other languages that belong to one of the four categories (for example Ancient Egyptian, Ladin, Interlingua or Koro) can be discussed with the students.

Tip: For primary school children, the labels and / or examples can be left out so that the exercise is simplified to a description of the poster and a discussion of languages and their development as well as the proper care and maintenance of languages.

Further discussion questions

- Why do languages become extinct? What are the consequences?
- What do languages need to live and survive?
- What kind of languages would we like to invent and why?
- Why do people still learn dead languages such as Latin and Ancient Greek?
- Which languages would we like to protect or save? How can we do that?
- Why and for whom are dead languages important?
- Which categories do secret languages / dialects / computer languages belong to?
- How "new" or "old" are German, Italian, Ladin and English?
- How "new" or "old" are the languages that are spoken in our class?

Ideas for digging deeper

- The world of languages in 99 years: which languages will still be around? (Die Sprachenwelt in 99 Jahren: Welche Sprachen wird es noch geben?) (a Eurac Research workshop)
- Lesser-used languages – small but mighty! Materials on minority languages in Europe (SMS website sms-project.eurac.edu)
- Busuu – let's save our language! Materials for a language protection project.

Literature and links

- Abley, Mark: Spoken here. Travels Among Threatened Languages. London, 2005.

- Harrison, K. David: When Languages Die. Oxford, 2008.

- **"Endangered words"**
  This blog lists a few English words considered to be endangered and offers additional information on the issue. https://www.grammarly.com/blog/endangered-words/ (English)

- **"Endangered languages world list"**
  This article reports on the Collins Dictionary endangered words list.
  https://www.theguardian.com/books/2011/aug/21/endangered-words-collins-dictionary (English)

- **"Archaic words in English"**
  A list of outdated "archaic" words in English
  https://en.oxforddictionaries.com/explore/archaic-words (English)

- **"UNESCO Atlas of the World's Languages in Danger"**
  This interactive atlas by UNESCO contains information on more than 2500 endangered languages worldwide. http://www.unesco.org/languages-atlas/en/atlasmap.html (English)

- **"Endangered languages" - 1**
  The Linguistic Society explains what this means, how and why languages become endangered and extinct, which languages are endangered, what this means for their speakers and how languages can be preserved. https://www.linguisticsociety.org/content/what-endangered-language (English)

- **"Endangered Languages" - 2**
  The "Endangered Languages" project was developed by the worldwide network the Alliance for Linguistic Diversity. On this website, you can find an introduction to the project and information about "endangered languages". There is also a world map indicating endangered languages. http://www.endangeredlanguages.com (English)

- **"How languages die"**
  An article exploring reasons for language death and how it happens. https://newrepublic.com/article/125501/languages-die (English)

- **"Society for endangered languages"**
  The Society for Endangered Languages was founded in 1997 by linguists at the University of Cologne with the aim to promote and encourage the use, preservation and documentation of endangered languages and dialects. Amongst other information, you can also find their projects, partnerships and publications on this website. http://www.uni-koeln.de/gbs/e_index.html (English)

- **"Conlangs"**
  "Conlangs" stands for "constructed languages" and refers to languages which have been artificially developed for computer games or films such as Avatar. Some of these languages are introduced in this YouTube video, which also explains some of their grammatical structures.
  http://www.youtube.com/watch?v=a5mZ0R3h8m0 (English)

- **"Universal Esperanto Association (UEA)"**
  The UEA is an association for speakers of the artificial language Esperanto. It has members in 120 countries across the world and alongside its goal to support and develop Esperanto, the association seeks to simulate discussion worldwide about languages and language problems.
  http://www.uea.org (English/Esperanto)

- **"Tok Pisin - Translation, Resources, and Discussion"**
  Tok Pisin is a "new language" that was first developed in the 19th Century in Papua New Guinea. On this website, you can find information about this language and an English – Tok Pisin dictionary.
  http://www.tok-pisin.com (English)

- **"Light Warlpiri"**
  On this website, you can find out more about Light Warlpiri, a new language in Australia, and listen to some examples of the language.
  http://www.npr.org/blogs/thetwo-way/2013/07/16/202721154/listen-light-warlpiri-the-new-language-in-australia (English)

- **"Was sind tote Sprachen?" / "What are extinct languages?"**
  A University professor from Zürich, Georg Bossong, writes about the characteristics of dead languages.
  http://www.linguistik.uzh.ch/easyling/faq/bossong-tot.html (German)

- **"A dead language that's very much alive"**
  This New York Times articles explores how and why Latin experienced an increase in interest amongst students in the US.
  http://www.nytimes.com/2008/10/07/nyregion/07latin.html (English)

- **"Practical reasons to teach Latin in high school"**
  Here are some salient reasons that speak for Latin being part of a high school curriculum. https://www.buffalochestertonacademy.org/blog/3-practical-reasons-to-teach-latin-in-high-school (English)

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https://www.omniglot.com/writing/volapuk.htm (last accessed 31/05/2018)
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[77] Mills, Watson E. / Aubery Bullard, Roger. 1998. Mercer dictionary of the Bible. Macon (GE): Macon University Press.
[78] Wallace, D.B. 1997. Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament with Scripture, Subject, and Greek Word Indexes. Grand Rapids (MI): Zondervan. p. 12
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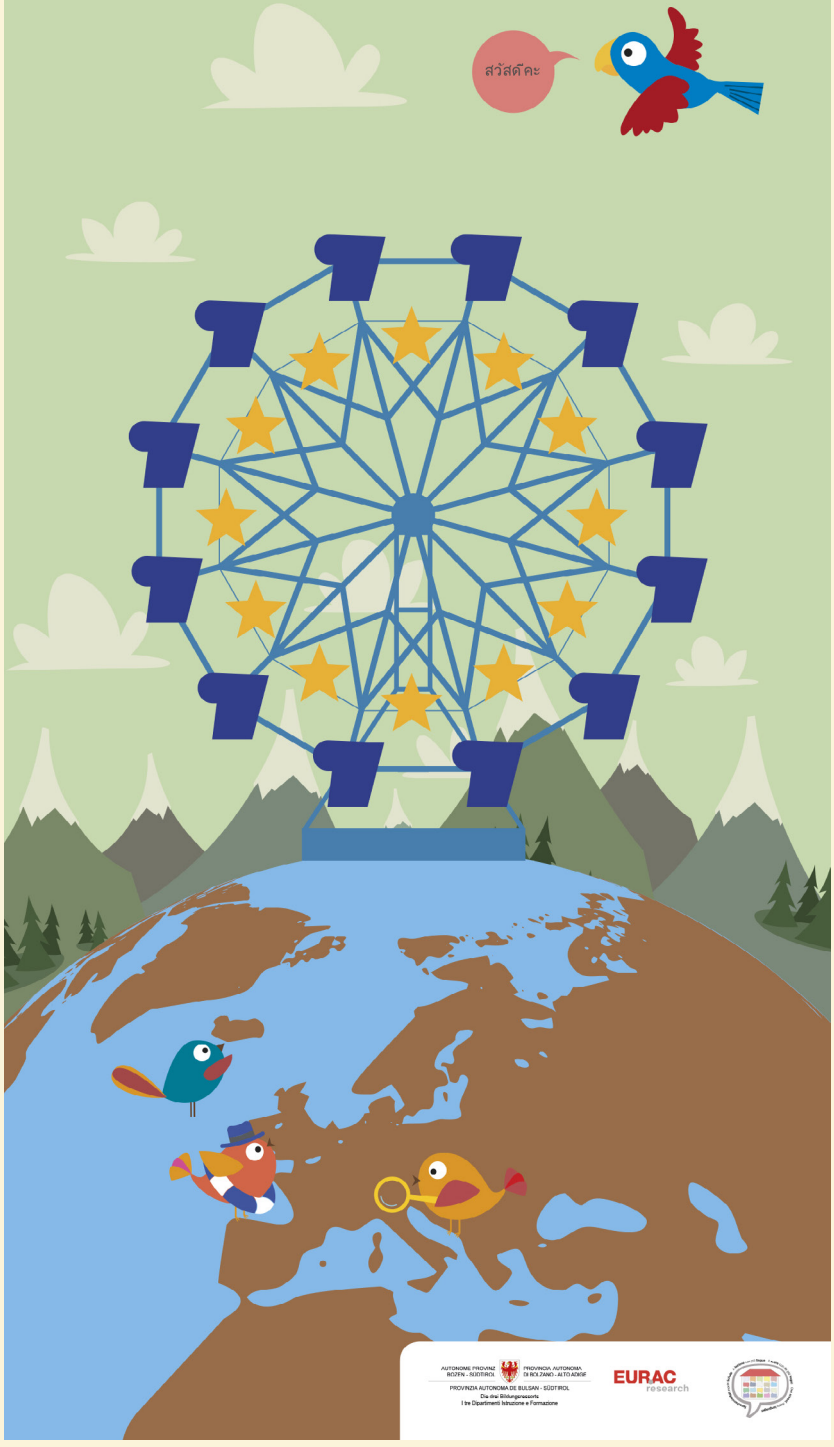
European panorama of languages

Do you remember how many languages are spoken in Europe? We would actually need a gigantic wheel to show them all. The languages of Europe are very diverse – find out more about them!



Svenska

ⵜⴰⴼⴰⵡⵉⵏ!
Tifawin!

God dag!

Српски
[srpski]

4

Concept and background

The “big wheel” symbolises the fact that everything “goes around and around” – meaning that the world of languages in Europe is constantly moving: no language is ever right at the top (the most important) or right at the bottom (the least important), but rather it is a matter of perspective. Similarly, every language has something interesting to offer and when one is “inside” (masters a language), one has a completely different view of their environment. Inspired by the flag of the European Union, the gondolas on the big wheel are dark blue and between the gondolas there are yellow stars.
In light of the poster’s aim to present the bigger picture of languages in Europe, the poster features 65 of the 100-200 languages that Europe houses, including the 24 official languages of the EU member states. Further languages may be added, along with info and greetings!
Even the accompanying birds are engaging with Europe’s linguistic diversity: while an “exotic” bird (a parrot) is flying above the scene calling out something in an unknown language, two other birds are standing on the globe underneath the big wheel trying to guess what language it could be. They comment in Ladin “per mé ie chesc sciche cinesc!” (“that sounds Chinese to me!”) and in English “that’s Greek to me!”, to show that even though they are birds, they too can’t understand the parrot, who is saying a greeting used by females meaning “good morning / hello” in Malasyian: „สวัสดีคะ“ (sawatdii kha).
A third bird is taking a close-up view of the European region of Trentino-South Tyrol and wants to know which languages are spoken there. Here, participants are of course welcome to answer this question according to their own knowledge!

Reference to plurilingual competences*

Through play, students will discover more about the languages spoken in Europe and recognise that – aside from politically motivated definitions – all languages in Europe have a place. They will know that there are similarities and differences between °languages / linguistic variations° (K 6). Furthermore, they will know that each individual belongs to at least one linguistic community and that many persons belong to more than one linguistic community (K 2.2), thus developing sensitivity to plurilingualism and to pluriculturalism in the immediate or remote environment (A 2.5) as well as a wish to discover °other languages / other cultures / other peoples° (A 8.5). The students will be motivated to learn languages (of schooling / family / foreign / regional / ...) (A 18) and know that °multilingual / plurilingual° situations may vary according to °countries / regions° {°number / status° of languages, attitudes toward languages...} (K 5.4). It is important to underline that students will know that one must not confuse country with language (K 5.6.1) and to consider all languages as equal in dignity (A 6.4).

* These competences refer to the Framework of Reference for Pluralistic Approaches to Languages and Cultures by the European Centre for Modern Languages of the Council of Europe in Graz.

Explanation

This poster focuses on the diversity of languages in the European linguistic and cultural area. It therefore not only shows the officially recognised languages of the European Union, or the (autochthonous) languages belonging to the nine language groups of the Indo-European language family, but it also shows regional and minority languages and (allochthonous) languages of origin of the largest migrant groups living in Europe.[iv]

[iv] For the description of regional or minority languages, see: The European Charter for Regional or Minority Languages. Part I, Art. 1(a). Strasbourg, 05/11/1992 https://www.coe.int/en/web/european-charter-regional-or-minority-languages/text-of-the-charter (last accessed 26/07/2018)

Activities

a) The following sequence of tasks is recommended for **larger groups**:

1. Students choose 12 of the gondolas with languages written on them.
2. One student at a time places a gondola onto the Ferris wheel.
3. Together, students brainstorm information they know about this language.
4. When all gondolas have been placed on the poster, students find the corresponding greetings for each language (speech bubbles).
5. The speech bubbles are placed next to the corresponding gondolas.

b) Alternatively, the following activity may also be fun for **larger groups** (of even number if possible):

1. The teacher chooses 12 gondolas with language labels and corresponding speech bubbles.
2. All of the magnets are shuffled and then distributed evenly amongst students.
3. Everyone has 3 minutes to find their language partner (language label + greeting).
4. The pairs read out their cards and explain how they found each other.
5. Gondolas and speech bubbles are placed onto the poster together.

c) For **smaller groups** (2-6 people) we recommend a card game for an in-depth look at the topic:

- Quiz:
  1. Cards are distributed amongst players and laid out face-down.
  2. One player draws a card and reads the language information out loud.
  3. The other players (clockwise rotation) guess what language it is.
  4. A correct answer equals one point and the card remains face up.
  5. All cards are played, the student with the most points wins.
- Trading card game:
  1. Cards are distributed amongst players (up to 8 cards each)
  2. Each player looks at their own cards; whoever speaks the most languages begins
  3. In each round the information of cards is compared in terms of "records":
     Which language has the most / least speakers?
     Which language has the most interesting curiosities?
     Which language is closest to a language we know?
     Which language has the least in common with languages we know?
     Which language has the longest / shortest name?
  4. The best language of each category wins and stays in the game, the losing cards are handed to the player who won the round.
  5. The game continues until one of the players runs out of cards.

Tip: For primary school students, we recommend placing the gondolas of 12 more familiar European languages onto the poster. Then, shuffle the corresponding greetings and place them randomly around the Ferris wheel. Students may then guess which greeting corresponds to each language.

Further discussion questions

- How many / what languages do we know and speak in our class / school / town?
- Which language gondolas would you most like to "ride"?
- Which languages are not spoken in our region?
- Which language is the "most important" in Europe? Why (can we not answer that question)?
- Language rights: what are they and why do we need them?
- The European Union: how is multilingualism organised in parliament?
- Our school: how is multilingualism organised in our environment?

Ideas for digging deeper

- "Schwierige Familienverhältnisse? – Sprachen in Europa" / "In a relationship but it's complicated – Languages in Europe" (Eurac Research workshop)
- Language detectives: Which languages are spoken at our school and how do we recognise them?
- Language taster courses for lesser-known languages (involving intercultural mediators)
- Little languages looming large: materials on minority languages in Europe (SMS website sms-project.eurac.edu)

Literature and links

- Katzner Kenneth: Languages of the world. Oxford, 2002.
- Austin, Peter K.: 1000 Languages. The Worldwide History of Living and Lost Tongues. London, 2008.
- **"European Commission – Languages and multilingualism"**
  The website of the European Commission shows how language acquisition can be, and is, promoted. It also offers various language tools. The site is linked to other platforms and databases and offers a lot of information on the promotion of language acquisition and language diversity.
  https://europa.eu/european-union/topics/multilingualism_en (English)
- **"Language diversity"**
  How to deal with the languages of Europe depends on one's point of view. There are many different opinions. Language experts share their views on the many aspects of language diversity.
  http://www.bpb.de/internationales/europa/europa-kontrovers/38160/sprachenvielfalt (German)
- **"Europe's mosaic of languages"**
  Harald Haarmann discusses historical and geographical aspects of the languages in Europe. The paper also features native as well as immigrant languages and talks about language families in Europe.
  http://ieg-ego.eu/en/threads/crossroads/mosaic-of-languages (English)
- **"British Council"**
  The British Council website is designed to help English language learners as well as teachers. It features apps and pages for learning English and provides information on study trips in Britain as well as information regarding language tests.
  https://www.britishcouncil.org (English)
- **"European Centre for Minority Issues"**
  This webpage features events, news, publications and trainings amongst other things regarding minorities in Europe.
  http://www.ecmi.de (English)
- **"Status of regional languages"**
  OLCA, the bureau of language and culture in Alsace, is committed to strengthening the presence of the Alsatian language. On this site, it provides information about the status of regional languages in France (available in French and German).
  http://www.olcalsace.org/de/status-der-regionalsprache (German)
- **"The Ladin language"**
  On this website, you will get an insight into the Ladin language, some examples of how it is preserved, as well as a list of Ladin expressions.
  http://www.altabadia.it/en/ladin-language.htm (English)
- **"At risk of digital extinction: Europe's smaller languages fight to survive"**
  This article discusses Europe's "smaller languages" and the limits on their evolution, particularly in the digital age, and discusses the role of new language technologies for the multilingual future.
  https://www.theguardian.com/education/2014/mar/26/digital-extinction-europe-languages-fight-survive (English)
- **"European Charter for Regional or Minority Languages", Strasbourg 1992**
  This charter addresses the protection and advancement of European regional and minority languages. It lists goals and principles to be followed by all parties involved for the regional and minority languages spoken in their territories, as well as several ways to promote the use of such languages in official and public contexts.
  http://www.coe.int/en/web/conventions/full-list/-/conventions/rms/0900001680695175 (English)
- **"Language diversity"**
  This interactive map of Europe provides a graphic and clear depiction of the cultural and linguistic diversity in Europe. It also gives information about minorities, their languages as well as language families, numbers of speakers and settlement areas.
  http://www.map.language-diversity.eu (English)
- **"European Languages"**
  This page in German provides information on the official languages of Europe, focusing in particular on English as standardised administrative language.
  http://www.leseuronautes.eu/europaeische-sprachen (German)
- **"Multilingual facts"**
  The Network for multilingualism and language diversity in Europe provides a brief informative document with facts on multilingualism in Europe.
  http://www.rml2future.eu/NR/rdonlyres/F2806D44-F907-4120-82D2-D8078C07D146/0/InfoFaktenMehrsprachigkeitDE.pdf (German)
- **"A variety of languages in Europe – opportunity or obstacle?"**
  This article discusses advantages as well as disadvantages of Europe's language diversity.
  http://archiv.eurotopics.net/en/home/presseschau/archiv/magazin/gesellschaft-verteilerseite/sprachen-2008-04/sprachenvielfalt_leibbrand (English)

Languages and Greetings

No.	Gondolas		Speech bubbles
	front	back	greeting
1	العربية [al-arabiyya]	Arabisch Arabo Arabic	مرحبا! Marhaba!
2	Azərbaycan dili [aserbaidshan dili]	Aserbaidschanisch Azero / Azerbaigiano Azeri / Azerbaijani	Yaxşi gün!
3	български [bălgarski]	Bulgarisch Bulgaro Bulgarian	Добър ден! Dobăr den!
4	Bersntolerisch	Fersentalerisch Mòcheno Mòcheno	Guetmeurng!
5	босански [bosanski]	Bosnisch Bosniaco Bosnian	Dobro jutro!
6	Brezhoneg	Bretonisch Bretone Breton	Demat!
7	Català	Katalanisch Catalano Catalan	Bon dia!
8	Čeština	Tschechisch Ceco Czech	Dobrý den!
9	Cymraeg	Walisisch Gallese Welsh	Prynhawn da!
10	Dansk	Dänisch Danese Danish	Goddag!
11	Deutsch	Deutsch Tedesco German	Guten Tag!
12	Eesti keel	Estnisch Estone Estonian	Tere õhtust!
13	Ελληνική [elliniká]	Griechisch Greco Greek	Καλημερα! Kalimera!
14	English	Englisch Inglese English	Good morning!

15	Español	Spanisch Spagnolo Spanish	¡Buenos dias!
16	Euskara	Baskisch Basco Basque	Egun on!
17	فارسی [farsi]	Persisch Persiano Persian	روز بخیر! Ruuz bakheyr!
18	Français	Französisch Francese French	Bonjour!
19	Francoprouvénsal	Frankoprovenzalisch Francoprovenzale Franco-Provençal	Boun jorn!
20	Furlan	Furlanisch Friulano Friulian	Bundì!
21	Gaeilge	Irisch Irlandese Irish	Dia duit!
22	Gàidhlig	Schottisch-Gälisch Gaelico scozzese Scottish Gaelic	Latha math!
23	Galego	Galizisch Gallego Galician	Bos días!
24	Հայերեն լեզու [hajeren lesu]	Armenisch Armeno Armenian	Բարի օր ! Bari or!
25	हिन्दी [hindi]	Hindi Hindi Hindi	नमस्ते! Namasté!
26	Hrvatski	Kroatisch Croato Croatian	Dobro jutro!
27	ⵉⵎⴰⵣⵉⵖⵏ [imaziɣen]	Berberisch Berbero Berber	ⵜⴼⴰⵡⵉⵏ! Tifawin!
28	Íslenska	Isländisch Islandese Icelandic	Goðan dagin!
29	Italiano	Italienisch Italiano Italian	Buongiorno!
30	עברית [ivrit]	Hebräisch Ebraico Hebrew	שלום! Shalom!
31	ქართული [kartuli]	Georgisch Georgiano Georgian	გამარჯობა! Gamardshoba!

32	كوردی [kurdî]	Kurdisch Curdo Kurdish	بەیانیت باش! Beyani bash!
33	Ladin	Ladinisch Ladino Ladin	Bon dí! Bun dé!
34	Latviešu	Lettisch Lettone Latvian	Labdien!
35	Lengua d'oc / Occitan	Okzitanisch Occitano Occitan	Bonjorn!
36	Lëtzebuergesch	Luxemburgisch Lussemburghese Luxembourgish	Gudde Moien!
37	Lietuvių	Litauisch Lituano Lithuanian	Laba diena!
38	Magyar	Ungarisch Ungherese Hungarian	Jó reggelt!
39	македонски [makedonski]	Mazedonisch Macedone Macedonian	Добар ден! Dobar den!
40	Malti	Maltesisch Maltese Maltese	Bonġu! Bonshu!
41	Nederlands	Niederländisch Olandese Dutch	Goede morgen!
42	日本語 Nihongo	Japanisch Giapponese Japanese	おはよう Ohayou!
43	Norsk	Norwegisch Norvegese Norwegian	God dag!
44	Polszczyzna	Polnisch Polacco Polish	Dzień dobry!
45	Português	Portugiesisch Portoghese Portuguese	Bom dia!
46	啲越 [putonghuà]	Mandarin Mandarino Mandarin	早上好 Zaoshang hao!
47	Română	Rumänisch Romeno Romanian	Bună dimineata!
48	Romani	Romani Romanì Romani	Bahtali ti avin!

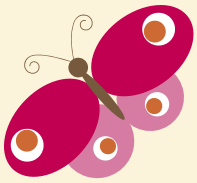
49	Rumantsch	Rätoromanisch Romancio Romansh	Bun di!
50	Русский [russkij]	Russisch Russo Russian	Добрый день! Dóbry djen!
51	Sardu	Sardisch Sardo Sardinian	Bonardies!
52	Serbsce	Sorbisch Sorabo Sorbian	Dobre ranje!
53	Shqip	Albanisch Albanese Albanian	Mirë dita!
54	Slovaščina	Slowakisch Slovacco Slovak	Dobré ráno!
55	Slovenščina	Slowenisch Sloveno Slovenian	Dober dan!
56	Soomaali-ga	Somali Somalo Somali	Maalin Wanaagsan!
57	Српски [srpski]	Serbisch Serbo Serbian	Добар дан! Dobar dan!
58	Suomi	Finnisch Finlandese Finnish	Hyvää huomenta!
59	Svenska	Schwedisch Svedese Swedish	God morgon!
60	тоҷикӣ [tajiki]	Tadschikisch Tagico Tajik	Ассалому алейкум! Assalomu aleykum!
61	Tiếng Việt	Vietnamesisch Vietnamita Vietnamese	Chão buổi sáng!
62	Türkçe	Türkisch Turco Turkish	Günaydın!
63	українська [ukrajinska]	Ukrainisch Ucraino Ukrainian	Добрий день! Dobryy den!

64	اردو [urdū]	Urdu Urdu Urdu	السلام عليكم! Assalamo aleikum!
65	Zimbar	Zimbrisch Cimbro Cimbrian	Guatn mòrgas!

* This list is organised alphabetically according to the proper name of each language (al-arabiyya – Zimbar)

Our language is also multilingual

Can you imagine how many languages we use every day, without even realising it? We can invent new words or use expressions that originally come from other languages so that our language becomes richer and can develop further. It is true: without these loan words we would often be short of words. Find out more about the history of the loan words that belong here!



Concept and background

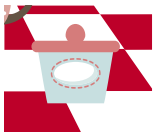
This poster presents a creative depiction of building a linguistic bridge between South Tyrol's autochthonous multilingualism and the diversity of its "new" languages. The three houses stand for the three official languages of the Province of Bolzano: German, Italian and Ladin. The rainbow above the scene symbolises the diversity of further languages which have entered "our" languages through natural development and language change a long time ago.
The poster was intended to look rather incomplete without the additional magnets. Only through these magnets, which at first should be placed at random on the rainbow, does the scene become complete. This is an allegory for our languages: sometimes it is only through loanwords that we acquire the appropriate words we need.
The activities and information relating to this poster convey how everyday words in "our" languages that we take for granted, such as sugar, ski and market, actually have an interesting philological story of migration to tell. This gives students the opportunity to investigate their own linguistic environment as curious linguists.

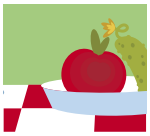
Reference to plurilingual competences*

Students will know about the history of languages (/ the origin of some languages / some lexical and phonological evolutions / ...) (K 4.3) and know that languages are continuously evolving (K 4). They will know that languages are linked between themselves by so-called "kinship" relationships / know that languages belong to language "families" (K 4.1), and they will know about the conditions which bring about linguistic "loans" {situations of contact, °lexical / terminological° needs linked to new °products / technologies°, swings of style...} (K 4.2.1) Moreover, they will be able to make use of linguistic evidence to °identify [recognise]° words of different origin (S 2.3).

* These competences refer to the Framework of Reference for Pluralistic Approaches to Languages and Cultures by the European Centre for Modern Languages of the Council of Europe in Graz.

Explanations

Magnet	Source language	Informational text
yogurt[80]	Turkish	***Yoğurt,*** is the Turkish expression for “set milk” which is made from soured cow milk.
tea[81]	Chinese-Mandarin	茶 ***Tschhā***, ***Ch’a***, ***Tcha*** or ***Te*** are variants of the Chinese expression for “tea”. In the 17th century, this hot drink was imported by merchants who brought it to Europe from former Portuguese, British, and Dutch colonies.
 sugar[82]	Hindi	***Śárkarā*** in Hindi means “sand, gravel, cobbles” and was used in India to name the grains used to sweeten a drink. In Arabic, the word was transformed into **sukkar**, in Persian into **śärkarā**, and later it became known as sugar in English.
market[83]	Latin	***Mercātus*** is the original Latin word for “purchase, exchange, market”. It is derived from the verb **mercārī** which means “to trade”.
pyjamas[84]	Sanskrit	In Sanskrit, **Pāy jāma** means “overall” or “trousers” and is derived from **pāy** (leg) and **jāma** (dress). The Europeans later started using the word to refer to a nightdress for men.
kimono[85]	Japanese	着物 ***kimono*** is the Japanese word for “dress”. It is composed of the words ki (to dress) and mono (thing).
ski[86]	Norwegian	***Skíð*** is the Old-Norwegian expression for “wooden log” which then developed into **ski**.
gherkin[87]	Polish / Greek	***Ogurek***,is a Polish expression and comes from the Greek adjective **ágrovos**, which means “unripe, green” – which makes sense when you look at a **gherkin**!

 tomato[88]	Spanish	***Tomatl*** comes from the old Mexican language Nahuatl (Aztecan) and made its way through Spanish and French into the English language as **tomato.**
antenna[89]	Italian	In 1903, Guglielmo Marconi invented a wireless device for sending and receiving data. He named it **antenna**, which is the Italian expression for “sail pole” or “stretched up”.
pudding[90]	French / English	**Pudding** originally comes from the word **boudin** which means “sausage” in Old French. In many languages, pudding is used to describe a sweet dessert but in English it can also mean a savoury main dish.
caramel[91]	Spanish / Latin	**Caramel** comes from the Spanish word **caramelo** which originates from the Latin term **canna melis** (“sugar of honey”). The expression was used for all sweets that were made of sugar.
orange[92]	Arabic / Sanskrit	نارنج ***na¯rangí*** is an Arabic word which originally comes from Persian and before that from Sanskrit, where it meant “elephant’s fruit”. Via the Arabic and Spanish languages, the word was later spread all over Europe.
coffee[93]	Arabic	قوهق ***qahwa*** is the original Arabic word for a hot drink made from grains. As it had a stimulating effect, many people also used it as medicine.
chocolate[94]	Aztec / Maya	To describe a hot drink prepared with cocoa, the Aztec people used the word **cacahuatl** while the Maya called it **chocol haa**. When the Spanish conquerors got to know the drink, they combined the Maya word **chocol** (“hot”) with the Aztec word **atl** (“water”) – creating the well-known word “chocolate”. So, “chocolate” actually just means “hot water”.
marmelade[95]	Portuguese	The word **marmalade** comes from the Portuguese word “marmelo” which means “quince”, as originally, marmalade was often made from quinces.

Activities

This is how to use this poster with a **group**:

1. Shuffle and place the magnets on the rainbow.
2. A student draws one magnet and states the term that the picture represents.
3. The group reflects on the possible etymology and origin of the word.
4. The answer is read out loud and discussed briefly. The group then continues with the next magnet.
5. At the end, the group can collect more examples and research their origins.

Tip: For primary school children, we suggest working with fewer magnets.

Further discussion questions

- Can we name any German / English words that entered other languages without changing (or barely changing) their form?
- How do words and meanings change when they are borrowed?
- How come in Berlin one answers their Handy and not their mobile phone?

Ideas for digging deeper

- Language change: Youth language 1975 – 1995 – 2015
- Etymology for experts: From where, how and why have words entered our language?
  sms-project.eurac.edu
- EuroCom: Learn how to read texts in 7 languages in only 2 hours!
  http://www.eurocomprehension.eu

Literature and links

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- Online Etymology Dictionary: http://www.etymonline.com
- David Crystal: The Stories of English. New York, 2004.
- John Ayto: The Oxford School Dictionary of Word Origins. Revised edition. Oxford, 2013.
- **"Foreign Words"**
  Foreign words and loanwords in the German language. http://www.dartmouth.edu/~deutsch/Grammatik/Wortbildung/Fremdwoerter.html (English/German)
- **"Loanwords - Major Periods of Borrowing in the History of English"**
  An explanation and overview of the various types of borrowing in the English language. http://www.ruf.rice.edu/~kemmer/Words/loanwords.html (English)
- **"Ten things you might not have known about the English language"**
  This fun-to-read oxford online blog post discusses 10 interesting facts about English and where it comes from. https://en.oxforddictionaries.com/explore (English)
- **"Das Fremdwort - Lesenswertes und Interessantes" / "Loanwords – Facts worth reading"**
  Here you will find answers to many questions concerning loanwords in the German language (e.g. what is a loanword? Where does it come from? Are loanwords a threat to the German language?) http://www.duden.de/sites/default/files/downloads/Duden_Das_Fremdwort_Lesenswertes_und_Interessantes.pdf (German)
- **"Von guten und von bösen Fremdwörtern" / "Of good and bad loans"**
  This article, published in the online magazine of the newspaper "Die Zeit", discusses the use of loanwords in everyday life and in the media. http://www.welt.de/vermischtes/article1123619/Von-guten-und-von-boesen-Fremdwoertern.html (German)
- **"Can loanwords damage language integrity?"**
  A discussion on the impact of loanwords on languages. The author argues that while it can be understandable to view loanwords as a threat, the process of words entering another language is a result of language contact, hence both languages exert influence on each other. http://www.languageinsight.com/blog/2013/can-loan-words-damage-language-integrity (English)
- **"English, loanword champion of the world!"**
  This article discusses how the English language has become the number one exporter of words to other languages, and the perspectives of speakers of other languages on the matter. https://www.bostonglobe.com/ideas/2014/06/28/english-loanword-champion-world/FdWfKxOeBE47uNgcV1ApcI/story.html (English)
- **"German loanwords in the English language"**
  This blog post explores some of the most common German loan words in English and discusses where they come from. https://blog.oxforddictionaries.com/2012/08/06/german-loanwords/ (English)
- **"An online dictionary of English"**
  A comprehensive online dictionary that offers all sorts of information about the English language. https://en.oxforddictionaries.com (English)
- **"Der Einfluss des Englischen und Amerikanischen auf die deutsche Sprache" / "The impact of English and American English on the German language"**
  The author of this thesis discusses the impact of the English language on German and, with the help of examples, shows how often anglicisms appear in German. https://is.muni.cz/th/r8mb5/bakalarka_do_isu.pdf?so=nx (German)

[80] Kluge, Friedrich. 2002. Etymologisches Wörterbuch der deutschen Sprache. Berlin: de Gruyter. S.453.
[81] Idem p. 910
[82] Idem p. 1017
[83] Idem p. 600
[84] Idem p. 731
[85] Idem p. 488
[86] Idem p. 801
[87] Idem p. 378
[88] Idem p. 919
[89] Idem p. 49
[90] Idem p. 728
[91] Idem p. 470
[92] Herkunftswörterbuch. Orange. Wissen.de. http://www.wissen.de/wortherkunft/orange (last accessed 15/06/2018)
[93] Teufl, Cornelia / Clauss, Stephan. 2004. Coffee. Alles, was man über Kaffee wissen sollte. München: Zabert Sandmann. p.10-11
[94] Di Rosenblum, Mort. 2006. Chocolate. A Bittersweet Saga of Dark and Light. New York: Farrar, Straus and Giroux. EBook. Ch.3: The Origin of the Species.
[95] Kluge 2002:600

Multilingual?! Sure, but how?

Who, how, what, when, why and what for? Many linguists have been researching languages for many years as the question of how to learn a language is an interesting topic with many question marks. What is your opinion and experience relating to these questions and what would you like to find out about languages?

It depends on which learner type you are, for what purpose you are learning the language, in which situations you can use and practice the language, …

People who learn new languages are able to communicate with more people, keep their brain fit, have more job opportunities, …

Concept and background

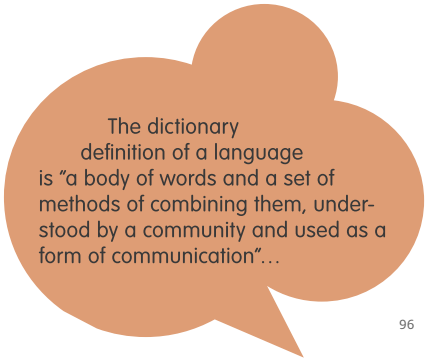
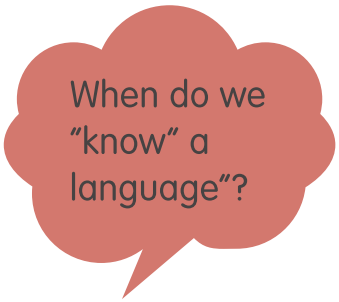
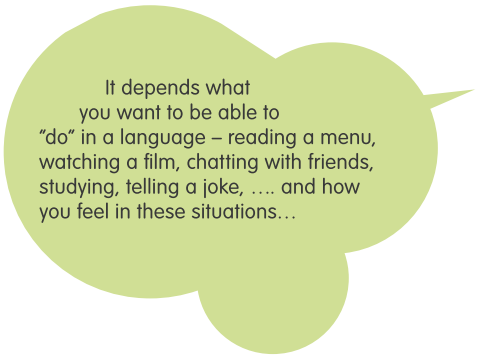
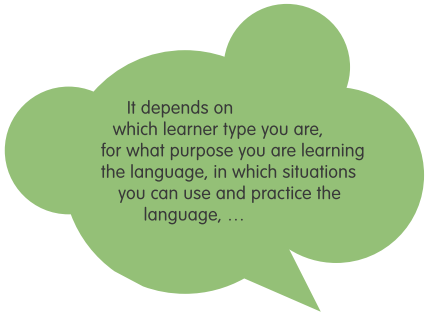
This topic allows students to discover and discuss interesting facts about language learning by using the 'wh-' question words. They will discover the answers to questions such as why, how and where new languages should be learnt. Learner-oriented content familiarises students with different types of learners and educational resources, enabling students to reflect on their own language learning experiences. The poster shows inhabitants of two adjacent buildings talking to each other with tin can phones. The people in the house on the left are asking questions, and those in the house on the right are giving the corresponding answers. These questions are taken from the most frequently asked questions by students who participated in Eurac Research workshops including workshops as part of the SMS project, in the academic year 2012-2013. The answers presented here are brief responses, which indicate linguistic explanations and reasoning but remain incomplete. These gaps should prompt students to discuss and complete the answer bubbles with further examples and potential answers.

Reference to plurilingual competences*

Students will know that because of his / her plurilingual and pluricultural competence, a person who speaks another language possesses a particular status in communication (K 3.6). They will acknowledge the value of their own language proficiency by assigning value to °linguistic knowledge / skills°, irrespective of the context in which they have been acquired {°within school / outside school°} (A 17.2), and hence feel motivation to learn languages (of schooling / family / foreign / regional /...) (A 18). They consider all languages as equal in dignity (A 6.4) and will know that one's communicative competence originates from usually implicit knowledge of a linguistic, cultural and social nature (K 3.5). Moreover, they will know that one must adapt one's own communicative repertoire to the social and cultural context within which communication is taking place (K 3.3).

* These competences refer to the Framework of Reference for Pluralistic Approaches to Languages and Cultures by the European Centre for Modern Languages of the Council of Europe in Graz.

Explanations

Questions	Corresponding answers	Notes
	 96	It is difficult to provide a short definition of "language" that can capture the complexity of the systems of characters and rules we use when we communicate. This question should therefore be discussed openly to find examples for individual communication systems which will help in formulating a definition.
		Ever since the "communicative turn" in the field of linguistics, the ideal of native competence as a benchmark for language learning has been replaced by a focus on "functional multilingualism", whereby all levels and all competences should be valued!
		Every individual has their own preferences and learning strategies that work best for them: visual learners will acquire new information best through reading, while haptic learners should include practical activities in their learning process. Needless to say, motivation and environment also have a great impact on the learning process.

Which is the "most difficult" language in the world?	Actually, the "most difficult" language does not exist. Whether a new language seems to be "easy" or "difficult" for you, depends on the languages you already know and whether the new language is related to them,…	A certain answer to this question does not exist because the most difficult language does not exist. To give an answer, one has to take into account several factors, such as the languages one already knows and their major or minor relationship with the language(s) one wishes to learn, the writing system, phonetics or grammar as well as the greater or lesser ability of each individual to learn languages. However, the American Foreign Service Institute (FSI) has drawn up a "most difficult to learn language" ranking for native English speakers on the basis of the time needed to learn them. Among the most complicated are Japanese, Chinese and Arabic followed by Thai, Vietnamese and Mongolian.[97]
How is it possible to forget a language?	Some scientists say that you may lose or "forget" a language when you no longer use it or when your brain is injured. Others say that it is not possible for a brain to forget a language that has already been learned…	As soon as we stop using a language on a daily basis, it is first displaced from our "every day memory", which contains knowledge and actively available vocabulary for everyday use. Only fragments remain. In exceptional cases, for example if a brain or head injury is suffered from an accident, memory loss may occur that could also affect aspects / areas of language use.[98]

When is the best time to learn a language?	We can always learn new languages! Today, scientists agree that you can learn a new language at every age. However, it depends on the methods you use and on the amount and quality of time that you can dedicate to learning the new languages...	There are studies that speak for an ideal time window for acquiring language naturally. This time window is generally open until the beginning of puberty.[99] As adults, we learn languages in a different way and it usually takes us longer. However, there are generally no age limits for learning new languages.[100]
Why should we learn new languages?	People who learn new languages are able to communicate with more people, keep their brain fit, have more job opportunities, …	There are countless reasons for learning a new language: we can unlock new knowledge, communicate more easily and efficiently when travelling, meet new people easier, broaden our horizons, better orientate ourselves in the world, enjoy music, movies, literature and so much more...

Activities

(a) The following is a great activity for **smaller groups:**

1. The answer magnets are shuffled and placed on the poster.
2. Students read the questions, and then the answers.
3. Together they figure out which answer magnet corresponds to which question.
4. Corresponding answer magnets are assigned to the person at the other end of the telephone line.
5. Answers are (critically) discussed and further ideas and examples can be written on sticky notes and then placed on the answer bubbles.

Tip: For primary school, we suggest placing answer bubbles directly on the corresponding answering person. After every question, telephone cord is followed all the way to the other person and then the answer is discussed on the spot.

(b) We recommend the following activity for **larger groups:**

1. The questions from the poster (and any additional ones) are written onto large A2 or A1 posters.
2. These posters are then hung up or laid out around the room.
3. Sticky notes and pens are provided for every poster.
4. Students jot down their ideas concerning each question.
5. Answers are discussed (critically) and further examples and ideas added.

Further discussion questions

- What kind of tips and tricks for learning languages do we know?
- Is it possible to learn an (in)finite number of languages?
- Which languages should we learn, why and when?
- Which languages do we learn and why, for what, with whom and when?

Ideas for digging deeper

- Prestige of languages: yesterday, today, tomorrow?
- Let's plan our language career!
- Test what type of language learner you are and discover alternative learning strategies.
- Language taster course (in collaboration with intercultural mediators)
- The global situation of language in 99 years' time: Panel discussion (Eurac Research "Multilingualism")

Literature and links

- **“What is language?” – 1**
  This is an introduction to language from a linguist’s point of view, taken from a lecture by linguist Adam Szczegielniak.
  https://scholar.harvard.edu/files/adam/files/what_is_language.ppt.pdf (English)

- **“What is language?” – 2**
  This website discusses what constitutes a language and talks about some of the most important characteristics of language.
  http://anthro.palomar.edu/language/language_2.htm (English)

- **“Top 10 benefits of learning a foreign language”**
  In this blog post, the advantages and benefits of learning a foreign language are discussed.
  https://etoninstitute.com/blog/top-10-benefits-of-learning-a-foreign-language (English)

- **“Sprachen lernen - die Welt verstehen” / “Learning languages – Making sense of the world”**
  This article talks about raising children in a modern world where multilingualism is becoming ever more important.
  http://www.stern.de/wissen/ mensch/polyglotte-erziehung-sprachen-lernen-die-welt-verstehen-646200.html (German)

- **“For a better brain, learn another language - The cognitive benefits of multilingualism”**
  An article on how multilingualism positively affects our brain(power).
  https://www.theatlantic.com/health/archive/2014/10/more-languages-better-brain/381193/ (English)

- **“Learn a language? Why? Which? How?”**
  The BBC explains why language learning is important, which languages we should learn and how we can learn them.
  http://www.bbc.co.uk/languages/learn (English)

- **“The best and fastest way to learn another language”**
  An interesting article on how to improve language education in schools so that students of all ages can learn foreign languages more efficiently.
  https://medium.com/@cscalfani/the-best-and-fastest-way-to-learn-another-language-2d8202086ea0 (English)

- **“Am I too old to learn a new language?”**
  Is it ever too late to learn a new language? Mo Costandi explains why it is never too late to learn a foreign language, and which benefits learning a language at an older age can have.
  https://www.theguardian.com/education/2014/sep/13/am-i-too-old-to-learn-a-language (English)

- **“Use it or lose it? The brain can remember a ‘forgotten’ language.”**
  This article presents results from a study conducted by researchers at the University of Bristol revealing that our brains can remember far more than we expect of a foreign language that we haven’t been using.
  https://www.sciencedaily.com/releases/2009/09/090924112845.htm (English)

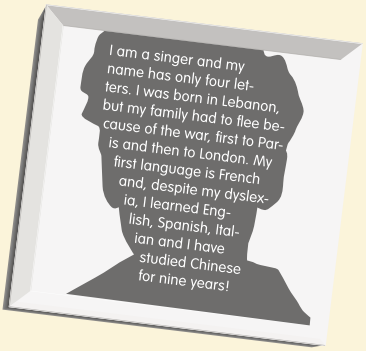
- **“Maintaining a foreign language: 7 creative ways to keep your dream alive”**
  While watching movies and reading books in a foreign language are well-known and obvious ways to improve and maintain a language, this blog post suggests further ways to “keep in shape” in a foreign language.
  http://www.iwillteachyoualanguage.com/maintaining-a-foreign-language (English)

- **“Major steps in the evolution of language”**
  Speculating on the beginning of language. Linguist Dieter Wunderlich “speculates” and discusses the possible beginnings and stages of language evolution.
  https://user.phil.hhu.de/~wdl/major%20steps.pdf (English)

[96] Language. Cambridge Advanced Learner's Dictionary & Thesaurus. http://dictionary.cambridge.org/dictionary/english/language (last accessed 20/06/2018)
[97] LangFocus. 21/04/2015. Which language is easiest to learn? YouTube. https://www.youtube.com/watch?v=QaEZ5_hfEc4 (last accessed 20/06/2018)
[98] Magazine Monitor. 04/06/2014. How do people lose their native language? BBC News. http://www.bbc.com/news/blogs-magazine-monitor-27690891 (last accessed 20/06/2018)
[99] Schmid, Monika. 08/02/2017. At what age is it easiest to learn a second language? The Conversation. https://theconversation.com/at-what-age-is-it-easiest-to-learn-a-second-language-53840 (last accessed 20/06/2018)
[100] Ibid.

Wer am Io?

Who è wer? Auch nel mondo di famous people gibt es persone who speak mehrere lingue. Sapresti riconoscere unsere plurilingual VIPs e weißt du which languages parlano?



7

Concept and background

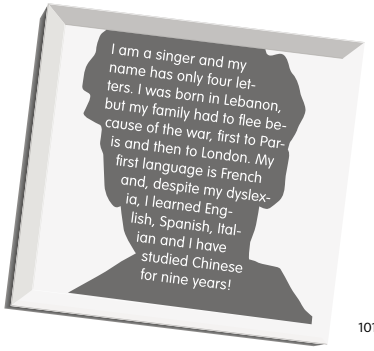
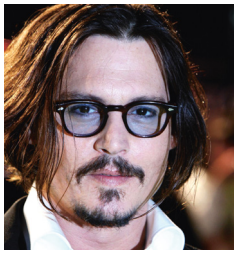
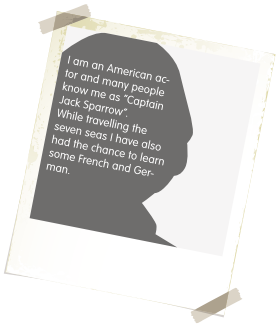
Famous people, or stars, are often seen as role models by young people and therefore are well-suited to the positive promotion of a topic. That's why this poster "Guess quien" focusses on the multilingualism of various famous athletes, musicians, actors and other celebrities. If, for example, Kevin-Prince Boateng speaks three languages in addition to German and Italian, students may recognise the value of languages and of the ability to speak multiple languages. This realisation will, in turn, increase their motivation to learn languages.
The description of the poster is written in the artificial language Europanto, invented in 1996 by Diego Marani, an Italian who was working as a translator for the EU. He had the idea for "Europanto" to simplify and improve mutual understanding within Europe. His version of Europanto consists of 42% English, 38% French, 15% other EU languages and 5% made-up words. This idea was re-worked into this poster using three other European languages (English, Spanish and Croatian). The English translation of the text on the poster would read "Guess who?" In the world of celebrities there are also people who speak many languages. Do you recognise our plurilingual stars and do you know which languages they speak?

Reference to plurilingual competences*

Students will know that each individual belongs to at least one linguistic community and that many persons belong to more than one linguistic community (K 2.2). They will have positive acceptance °°of °linguistic / cultural° diversity / of others / of what is different°° (A 4). They will be able to analyse communicative repertoires which are °plurilingual / in a plurilingual situation° (S 1.6) and will be able to compare °linguistic / cultural° features of different °languages / cultures° [Can °perceive / establish° °linguistic / cultural° proximity and distance] (S 3). Moreover, they will learn to assign value to °linguistic knowledge / skills°, irrespective of the context in which they have been acquired {°within school / outside school°} (A 17.2) and be motivated to learn languages (/ of schooling / family / foreign / regional /...) (A 18).

* These competences refer to the Framework of Reference for Pluralistic Approaches to Languages and Cultures by the European Centre for Modern Languages of the Council of Europe in Graz.

Explanations

Multilingual Stars	Short biographies	Translation
Mika	 101	---
Rita Ora	102	---
 Johnny Depp	 103	---
Kevin Prince Boateng	Sono nato nel 1987 a Berlino e adesso gioco come centrocampista in Germania, nello FC Schalke 04. Posso giocare in tedesco, inglese, italiano e turco, ma me la cavo anche con il francese e l'arabo.	I was born in 1987 in Berlin, and now I am a midfielder for FC Schalke 04.[v] I can play in German, English, Italian and Turkish – but, I also speak some French and Arabic. [104]

[v] At the time when this poster was created, Kevin Prince Boateng played for Schalke 04

Shakira

Sono una cantante nata in Colombia. Mia mamma è colombiana, mio papà è libanese. La mia lingua madre è lo spagnolo, ma parlo anche inglese, italiano e portoghese e canto alcune delle mie canzoni in arabo.

I am a singer. I was born in Colombia and my dad is Lebanese. My mother tongue is Spanish, but I also speak English, Italian and Portuguese. I also sing songs in Arabic. [105]

Samantha Cristoforetti

Sono nata a Milano, ma sono cresciuta in Trentino. Essendo pilota e astronauta ho viaggiato tanto e sono stata anche nello spazio! La mia lingua madre è l'italiano, ma parlo anche l'inglese, il tedesco, il francese e il russo. Mi piacerebbe imparare il cinese.

I was born in Milan but I grew up in Trentino. As a pilot and an astronaut, I have travelled a lot - also in space! My mother tongue is Italian and I also speak English, German, French and Russian. I would like to learn Chinese. [106]

Michelle Hunziker

Ich bin als Model bekannt geworden, stehe aber auch oft als Moderatorin vor der Kamera. Ich komme aus der Schweiz und spreche Italienisch, Deutsch, Englisch, Französisch sowie Niederländisch.

I became famous as a model, but everybody knows me as a TV host. I come from Switzerland and I speak Italian, German English, French and Dutch. [107]

Carolina Kostner

Ich komme aus St.Ulrich und bin im Jahr 2012 Weltmeisterin im Eiskunstlaufen geworden. Neben Ladinisch, Italienisch und Deutsch spreche ich auch Englisch und Französisch.

I am from St. Ulrich and in 2012, I became a world champion in figure skating. In addition to Ladin, Italian and German, I also speak English and French. [108]

Activities

The following activity is recommended for **small groups**:

1. Lay the photos of the multilingual stars in front of the poster or place them randomly on the poster.
2. The students read the short biographies of the stars and guess who the multilingual personalities are.
3. The photos can be placed on the corresponding places on the poster.
4. The students come up with other examples of famous multilingual people.

Extra: discuss which languages of those spoken by the stars are present in the language repertoires of the students. Alternatively, this could be represented by students creating their own language biographies or language portraits.

Further discussion questions

- Why do you think do the stars on the poster (or other stars) know / learn multiple languages?
- Do we know of any other multilingual celebrities?
- Why do so many people learn English, German, French, Spanish…?
- Are there any multilingual stars who speak a minority language such as Ladin? Who are they?
- What advantages do stars have if they can speak multiple languages?
- Which languages do we have in our language repertoires, and which ones still need to be added?

Ideas for digging deeper

- Language and identity in literature, film and music.
- Let's become language ambassadors!
- Languages at the movies: films in foreign languages? Subtitles or dubbing?
- Languages at work: why you should study languages, and which ones you should study.

Literature and links

- **"English-speaking celebrities who are fluent in other languages"**
  This website lists celebrities, whose mother tongue is English but who also speak other languages.
  http://www.celebratelanguages.com/celebs.html (English)
- **"Multilingual Celebrities"**
  The number of famous people who speak multiple languages is ever increasing. Follow this link to find their language biographies.
  http://www.eurolondon.com/blog/en/multilingual-celebrities (English)

[101] DreamlandGirl. 01/06/2016. DOES MIKA SPEAK CHINESE (Funny moment | Eng Sub). YouTube. https://www.youtube.com/watch?v=h0QW1aJE9yg (last accessed 20/06/2018), also: Nunn, Jerry. 27/03/2013. Magic Mica: Singer talks Twitter, bullying and drinks. Windy City Times. http://www.windycitymediagroup.com/lgbt/Magic-Mika-Singer-talks-Twitter-bullying-and-drinks/42139.html (last accessed 20/06/2018)
[102] TheAlbanianDiva. 08/03/2012. Rita Ora – Interview in Albanian 2012. YouTube. https://www.youtube.com/watch?v=GUXV_s3PXxk (last accessed 20/06/2018)
[103] Johnny Depp Fan. 01/03/2015. Johnny Depp speaks French. YouTube. https://www.youtube.com/watch?v=LIPG7JxNP90 (last accessed 20/06/2018)
[104] Grandesso, Alessandro. 02/05/2012. "Ghetto kid" si confessa. Boa fra infanzia e Melissa. La Gazetta dello Sport. Calcio. http://www.beyondthepitch.net/articles/post/index.cfm/2012/05/05/the-ghetto-kid-confesses/ (last accessed 05/09/2017)
[105] Manoloyy. 27/03/2015. Shakira Speaking 5 languages. YouTube. https://www.youtube.com/watch?v=p_S94TaFwqk (last accessed 20/06/2018)
[106] Samantha Cristoforetti. ESA. http://www.esa.int/Our_Activities/Human_Spaceflight/Futura/Samantha_Cristoforetti (last accessed 20/06/2018)
[107] Michelle Hunziker. Steckbrief, Bilder und News. Web.de Magazin. https://web.de/magazine/schlagwort/michelle-hunziker (last accessed 20/06/2018)
[108] Carolina Kostner. Südtirol.info. https://www.suedtirol.info/it/questo-e-l-alto-adige/gente/personaggi-e-personalita/carolina-kostner (last accessed 20/06/2018)

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