DEFENDING LINGUISTIC RIGHTS
THE GIRONA MANIFESTO
CONTENTS

RESPECT FOR LANGUAGES 4
LINGUAPAX, PEACE THROUGH LANGUAGES 5
THE GIRONA MANIFESTO 6
USING THIS PUBLICATION 7
PRINCIPLE 1 8
PRINCIPLE 2 21
PRINCIPLE 3 25
PRINCIPLE 4 30
PRINCIPLE 5 43
PRINCIPLE 6 48
PRINCIPLE 7 51
PRINCIPLE 8 57
PRINCIPLE 9 70
PRINCIPLE 10 74
Language is the first carrier of thought and it configures the entire culture. This is why it is so important to preserve all languages. When a language is lost, all the knowledge carried by that language is lost.

Languages are our heritage passed down to us that must be preserved and improved for future generations.

Language awareness reinforces the feeling of belonging to a community. Therefore, respect for all languages is a necessary attitude that we must have from a very young age.

Linguistic diversity offers us the possibility of seeing and understanding the world from different perspectives. It is always enriching and an opportunity for everyone.

It is with this conviction that, in 1996, International PEN (the worldwide association of writers) and CIEMEN (Escarré International Centre for Ethnic Minorities and Nations), promoted the Universal Declaration of Linguistic Rights (DUDL), in order to raise awareness worldwide of the importance of bringing value to the right to respect one's own language. Fifteen years later, on 13 May 2011, the organisation published the *Girona Manifesto on Linguistic Rights*, a list of ten principles based on the philosophy that inspired the DUDL. It has been translated into more than 60 languages and disseminated all over the world. It consists of 10 principles, which should be attainable for all speakers of any language.

This brief manifesto aims to help citizens and organisations of all types to realise the great importance of linguistic diversity and to become committed to defending it. It aims to be a tool for the necessary consensus to 'correct language imbalance and to ensure respect and full development for all languages, to establish the principles of language peace in the whole planet, in a fair and equitable manner, as a key factor for living together.'

At Linguapax we are convinced that respect for linguistic diversity must be fostered through families, communities and schools so that we are educated in this culture, promoting peace. Twenty years after the DUDL, Linguapax has, therefore, developed this educational project based on the *Girona Manifesto*. The project continues the progress undertaken over previous decades through educational projects, such as the publications *Quan viatjar no és un plaer* (When travelling is not a pleasure) dedicated to the topic of forced migration, *Construïm la pau al Mediterrani a través de les llengües* (Let us build peace in the Mediterranean through languages), still extremely necessary, and *Imatges i estereotips* (Images and stereotypes), which aims to foster a culture of differences. Many others can be found at: www.linguapax.org

School is an ideal place for reflection and putting into practice this attitude of respect for diversity, so necessary for the cultural balance of our planet. We, therefore, hope that these teaching materials are useful and can be gradually enriched with the inclusion of new texts and activities, based on cultural tradition.

**Carme Arenas**  
President  
Linguapax International
Helping maintain the plurality of languages, and helping them become tools for opening up to one another, was the twofold challenge announced by Christian Puren, Chairman of the French Association of Teachers of Modern Languages, for language teachers in the 21st century. This was the focus of the 10th Congress of the International Federation of Teachers of Modern Languages (FIPLV) held at the Paris Descartes University with the slogan ‘Language teaching at the beginning of the 21st century: The challenges of plurality’.

The challenge remains, not only for teaching staff, but also for all citizens. Globalisation is a living concept constantly evolving in the streets, in organisations and institutions, in numerous families and in the classroom. Knowing languages is an added value and it is increasing. Maintaining minority languages, minoritised languages and endangered languages is essential. Let us not forget the words of Ignazio Buttitt, the Sicilian poet born in 1899: ‘A people becomes poor and enslaved when their language, passed on by their ancestors, is stolen and lost for ever.’

Linguapax was created in 1986, the International Year of Peace, and the UNESCO General Conference of 1987 adopted it as a project of its own. The main aim of the initial project was to remove stereotypes from foreign language textbooks. In Catalonia and the rest of Spain, it began to be implemented within the framework of UNESCO Associated Schools during the 1991-92 academic year. The aim was to promote a culture of peace through the teaching/learning of languages and social sciences, at the same time as fostering multilingual education and respect for linguistic diversity. The Linguapax project has two cornerstones: language as heritage, to be known, disseminated, valued and taken care of, and the social component of language, as a means for dialogue, with dialogue as a tool for living together.

To implement the project, a socio-emotional focus was chosen. The learning process is based on empathy, combining the transmission of information with personal experience and giving rise to an emotional attitude. It involves learning while seeking to foster positive social behaviour, notably co-operation, a desire to share, and get on with others, etc. Empathy, the feeling of sympathising with others, implies self-confidence, as well as spoken and non-spoken communication skills. A socio-emotional focus includes the following phases: creating an appropriate atmosphere through presentation dynamics to get to know individuals in the group, fostering trust within the group, developing an empirical situation that can be a game, a role play, etc., with everyone’s participation, discussing the activity and sharing ideas to bring to light what we have felt and to determine which type of action we must take. With this focus, the roles of the teachers and students vary depending on the activity proposed. Some may have a dynamic role, others are observers, others are moderators. In all cases, they must take active part in the work.

The Manifesto of Girona invites us to discover the Universal Declaration of Linguistic Rights. Linguapax proposes to do so through its two core areas: language and society. As Jesús Tuson states in his publication *Com és que ens entenem (si és que ens entenem)* (‘Why we understand each other (if we actually do understand each other)’), ‘languages make sense, they are mechanisms for meaning and save people from the emptiness that separates people. They are the special bridge that links us and the definitive solution to the isolation of individuals’.

Languages are a fragile heritage to be preserved, and a means of dialogue to achieve a world at peace.

**Ma. Dolors Reig Garganta**
Coordination with the Catalan UNESCO Associated Schools Network

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1. Original quotation: *les llengües tenen sentit, són mecanismes per a la significació i permeten salvar el buit que separa la gent: són el pont privilegiat que ens lliga i que resol definitivament l’aïllament dels individus.*
In 1996, Catalan PEN (the association of writers) developed and published the Universal Declaration of Linguistic Rights, along with Ciemenc (Escarré International Centre for Ethnic Minorities and Nations) and the Barcelona Friends of UNESCO Club. Fifteen years later, at the initiative of the Catalan PEN association, PEN International published the Girona Manifesto; ten guiding principles to update the fundamental points of the Universal Declaration of Linguistic Rights.

1. Linguistic diversity is a world heritage that must be valued and protected.

2. Respect for all languages and cultures is fundamental to the process of constructing and maintaining dialogue and peace in the world.

3. All individuals learn to speak in the heart of a community that gives them life, language, culture and identity.

4. Different languages and different ways of speaking are not only means of communication; they are also the milieu in which humans grow and cultures are built.

5. Every linguistic community has the right for its language to be used as an official language in its territory.

6. School instruction must contribute to the prestige of the language spoken by the linguistic community of the territory.

7. It is desirable for citizens to have a general knowledge of various languages, because it favours empathy and intellectual openness, and contributes to a deeper knowledge of one’s own tongue.

8. The translation of texts, especially the great works of various cultures, represents a very important element in the necessary process of greater understanding and respect among human beings.

9. The media is a privileged loudspeaker for making linguistic diversity work and for competently and rigorously increasing its prestige.

10. The right to use and protect one’s own language must be recognized by the United Nations as one of the fundamental human rights.

PEN International Translation and Linguistic Rights Committee
Girona, 13 May 2011

Manifesto taken from: http://www.pen-international.org/who-we-are/translation-linguistic-rights/girona-manifesto/girona-manifesto-on-linguistic-rights/
Watch a video with comments on the Girona Manifesto by famous people from all over the world: https://www.youtube.com/watch?v=KMhKWUYsxA (English)
This publication contains a series of activities to reflect, debate, value and respect the diversity existing in any society today. It focuses on linguistic diversity. However, the link between language and culture is so evident that debates will always turn to cultural aspects and to diversity in its full breadth and globalism.

The activities are designed for students in upper primary and compulsory secondary education (ESO). Students of these ages are in a process of change, finding themselves in a time of instability in terms of emotions and feelings. This means that it is an ideal time to begin working with debate, empathy, objectivity, values, identification with and belonging to different groups. Depending on the student group, the units can be covered differently in terms of the degree of abstraction, difficulty or maturity required.

The adult must have a guiding role, asking the appropriate question at the appropriate moment, and facilitating reflection by the whole group. The adult must foster discussion, cause the views of the students to ‘wobble’ before allowing space for them to find balance in their personal beliefs. Videos and songs have been added as supporting material with a comic tone, which can help address the topic in a more relaxed way.

The work cannot be carried out individually, without comparison with other opinions and other modes of action. The majority of the activities are, therefore, designed for a class group, although individual work or work in a small group can be carried out beforehand to help initiate debate.

The ten units provide an outline, which is broadened automatically, through the students’ ideas and the new initiatives that emerge spontaneously, and through all the variables that each geographical area brings. It should be noted that each unit is independent, although the interrelation between them is evident, as they are all inspired by the same document: The Girona Manifesto on Linguistic Rights.

As the work is multidisciplinary and depends on values, it is difficult to evaluate with specific indicators. The aim is for students to be capable of positioning themselves within the topics addressed, in order to develop their personality within a society that is diverse, plural and constantly changing.

It is recommended that the contributions by students are not only verbal. They can put together a small portfolio of each of the topics that emerge, with the individual reflections of the students, which will help the adult, as well as the students, monitor the progress and changes made.
OBJECTIVES:
- To value and respect the linguistic diversity existing amongst the students
- To discuss the concept of language as heritage.

BASIC SKILLS:
- Language communication skills
- Artistic and cultural skills
- Digital skills and processing information
- Knowledge skills and interacting with the physical world
- Social and citizenship skills

STAGE:
- Upper Primary.
- Compulsory secondary education (ESO).

DURATION:
4 sessions.

RELATED AREAS:
- Education in social and civic values
- Knowledge of the social environment
- Language
- TAC (Learning and Knowledge Technologies)

ACTIVITIES:
- Discuss the phrase: “A different language is a different vision of life” by Federicco Fellini.

- With the class, go through and list the different languages spoken by the students, not only at school, but including the languages they use in their daily lives. Discuss the level of knowledge and/or levels of use for each language.
In order to become aware of the multilingual world in which we live, it is necessary to realise that language is not only about geographical area.

- Using the list of languages developed in the previous activity, identify where the languages are spoken on a world map. Notice which of the languages are present in most countries, (for example, Catalan is spoken in 4 different states: Andorra, France, Spain and Italy). What about English?
- Identify similar and different words in the languages spoken by the students. Introduce etymological dictionaries to the classroom, either online or in hardcopy. Use the dictionaries to discover the origin of different words. E.g. school, escuela, escola, scuola, école, from the Latin: schŏla 'school, lesson', and from the Greek: skholê ‘leisure’. The accompanying worksheet can be used. With older students, it is possible to discuss language families: Romance languages, Germanic languages, etc. Observe how languages have developed from their language of origin, and how this leads to similarities and differences.

- Ask questions to foster debate amongst the students:
  - Are some languages more important than others? Why?
  - What happens if a language dies?
  - You are in contact with different languages, but in which language do you think?
  - How can a language be preserved and prevented from becoming extinct?

Work first individually and then in pairs. Bring the results into small groups and finish with a class debate.

- Work on the topic of disappearing languages using the three texts attached. For group reflection, use PowerPoint format. For work individually, use the worksheet format.

- Form groups of three or four students and go to the website www.terralingua.org. Research what this association does. For the research, you can distribute the tasks between the members of the group, based on the menu on the home page. Afterwards, discuss your findings and write a short text to present Terralingua (imagine that you are the founders and wish to disseminate the activities and projects that you are carrying out).

- Read the extract by Jesús Tusón from the publication Patrimoni natural. Summarise the content in 10 lines and then try to summarise it in 2 lines. Compare your result with that of your fellow students. Did you all highlight the same main idea?

**ASSESSMENT / REFLECTION:**

- When a language disappears, does a vision of life also disappear?
- What can we do to preserve endangered languages?

**BIBLIOGRAPHY AND LEARNING MATERIAL:**

- Online etymological dictionaries: http://www.etymonline.com/
- Worksheet on etymological dictionaries
- www.terralingua.org website
- Publication by Jesús Tusón: Patrimoni natural
PRINCIPLE 1 LINGUISTIC DIVERSITY IS A WORLD HERITAGE THAT MUST BE VALUED AND PROTECTED

THIS UNIT CAN BE USED IN RELATION TO:
- International Mother Language Day: 21 February.

FIND OUT MORE:
- A series of activities on language and interculturalism carried out in schools in Barcelona, and aimed at recognising and disseminating linguistic diversity in the classroom: http://www15.gencat.net/pres_casa_llengues/uploads/bp/mes_informacio_apadrinem_una_llengua.pdf
- LinguaMón - House of Languages living maps: http://www15.gencat.cat/pres_casa_llengues/mapes
- An interactive game intended to promote awareness of the value of languages: https://linguapaxquest.com/
**Read the story and answer the questions below.**

**The Last Speaker**

One Sunday, Saïma woke up with a strange feeling. The house was completely silent and no one had woken her up for breakfast. She got out of bed and went to the kitchen. There she found her parents sitting at the table, looking very sad. She immediately realised what had happened: her grandfather had died.

He had been very ill for many days and everyone had expected the worst. Her parents hugged her and she began to cry. Throughout the day, people came and went from the house. Saïma’s grandfather was well known in the community and highly respected. Saïma and her family lived in a small community, relatively far from the big cities. Although they enjoyed all the luxuries of modern life, they maintained a close link with their ancestors, or so her parents had always told her...
Sunday was sad, but the next day was even worse. At school, the teacher showed them a newspaper with the news that the last speaker of the Izi language had died. There was a photograph in the newspaper, which was of her grandfather! What was a photograph of her grandfather doing there? The last speaker of Izi? This is how Saïma learnt what no one had ever told her: in her community another language used to be spoken, which had now died with the death of her grandfather. He was the last person in the community to learn the language and to be able to speak it fluently. When Saïma heard this, she was furious. How could this be? Saïma thought back to the language that they had talked about at school. Her grandfather had spoken to her many times in Izi, a language that she did not know. It was the language that he had spoken when he was young. Now she understood everything. That is why her grandfather used to be so sad when he spoke words that sounded so curious to her! It was because he could not speak his language with anyone else, not even with his granddaughter!

“Why didn’t anyone else learn it?” she asked her mother.

“Saïma, you need to understand that these are adult matters. No one spoke your grandfather’s language.”

“Of course no one spoke it, if you didn’t teach us the language!”

“That’s not what we mean. No one spoke the language, and to study and work, you needed to use a different language. So your grandfather’s language wasn’t an important language.”

“I don’t care about that! It would have been an important language for me. I could have spoken to him in his language. I believe that I could have spoken the language we speak now, and my grandfather’s language!”

“Oh, Saïma, maybe that’s so, but look, it’s a decision that we all made together! We did it for your own good, for your future!”

“Well, I would have liked to speak his language!”
Saïma thought it was a shame that she had not been taught the language. She would have had another memory of him, which was perhaps the most important: his language... Think about how her grandfather must have felt, over the many years in which he could not speak to anyone in the language that he knew so well. Poor grandfather. He must have felt so lonely! Her mother had said that it was an ‘adult matter’, but she believed that no reason could justify the fact that her community had allowed the Izi language to die. Seeing her mother’s face, it seemed that she too was beginning to realise this.

After reading the story, answer the following questions:

1. What have Saïma’s parents done to cause the Izi language to be lost?
2. Do you think it is possible for a language to disappear as in this story?
3. What is your language? How would you feel if you were the last person to speak it?
4. Do you think it is possible for your language to disappear? Why?
5. Do you know the name of any language that has become extinct? Write it down.
Read this extract:

“I dream in Chamicuro yet
I can’t explain my dreams to anyone,
because no one else speaks Chamicuro.
It’s lonely being the last person to speak my language!”

This was expressed in 1999 by Natalia Sangama, an elderly lady and speaker of Chamicuro, an Araucanian language spoken by only 8 people at the time.

1. What other feelings come to mind when you read the text?
2. Is it possible to save a language when there are so few speakers?
3. What are your own reflections on the text?
Read and discuss the article:

Dedlè. The last speaker of Eyak

In the Eyak language, *dedlè* means ‘to speak’.

This word is now dead, because you, Marie Smith Jones, were the only person that could use the word, the last person in the world who could speak this indigenous American language.

You were buried at the venerable age of 89, and you have taken your words with you to the grave.

Yet, long ago, thousands of people used to speak Eyak. You lived in a region occupying 500 km on the coast of Alaska, which had its own customs, beliefs, virtues and weaknesses.

When you were young, Marie, you could talk to all your neighbours.
However, the English language was imposed on you. Your mother tongue was no longer passed on (and you did not teach it to your nine children either). Little by little, you were alone in speaking the language. Over the past five years, you had no one with whom to talk about the weather or about life in your old fashioned accent. They say that you understood the extent and the misery of the situation. You smoked compulsively and you insisted on conserving the memory through linguists. This means that Eyak is unusual for an extinct language, because you enabled a comprehensive dictionary to be compiled.

At present, the dictionary belongs in a museum, and I am not sure if this is better or worse than the language being forgotten. The fact is that science did not save your Eyak language, which has been added to the total of 20 or 30 languages that become extinct each year. The lesson is clear to those wishing to learn from it; neither grammar, nor policy, nor universal sympathy will save a language.

The key to the dilemma is to speak a language or it will die, and if possible, to do so before finding oneself alone.

Alfred Bosch, AVUI newspaper, 29 March 2009

1. When is a language considered extinct? When no one speaks it? When no one knows how to read or write it?

2. What was the purpose of Marie’s work?

3. Why do you think she did not teach the language to her children, and they all learnt English instead?
Read this poem:

When a language dies

When a language dies
the dead die a second time.
The keen-edged word that turned the soil
in moistly gleaming furrows,
the chipped word with steaming coffee,
the shiny, slightly flaky word
that for an instant reflected
the window and the restive elm out there,
the secretly scented word
that the hand felt its way towards in the dark
amid shy reassurances:
these words which gave the dead a life
beyond life
and the living a share of a larger memory
have just been scraped out of history.

A poem by the Swedish writer Kjell Espmark «När ett språk dör»
(translated by John Irons)
Source: http://johnirons.blogspot.fr/2015/07/a-poem-by-swedish-writer-kjell-espmark.html

Discuss the poem:

1. What do the first two lines mean?

2. Read these articles on why languages die:
   Can a dying language be saved?, by Judith Thurman at: http://www.newyorker.com/magazine/2015/03/30/a-loss-for-words
   Or watch this UNESCO video: https://www.youtube.com/watch?v=Q-XozG0RSCo&list=PL8C9A3E281CC0527B&index=2
### ETYMOLOGICAL DICTIONARIES

An etymological dictionary gives us the origin of a word and/or its relationship with other words or languages.

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Look up the translation of words in different dictionaries and then look up their origin:

E.g.: The word SCHOOL in English
In other languages:  
- ESCOLA: Catalan  
- ESCUELA: Spanish  
- ÉCOLE: French  
- SCHULE: German  
- SCUOLA: Italian

Origin: LATIN: schŏla ‘school, lesson’, and, GREEK: skholē ‘leisure’

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<th>Word</th>
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One species, one language, many languages

Let us try to imagine a simplified world, yet living. The diversity of animal and plant life has ended and we only have giraffes and cucumbers. All the cats, dogs, elephants, koala, sea bass, etc. have all disappeared. There are only giraffes and nothing else. Let alone lettuce, potatoes, oranges, cereals and peaches... There are only cucumbers and nothing else. Only giraffes and cucumbers. Who would like a pet? Here's one: a giraffe. I'd like another pet to keep the first one company. So, two giraffes. And what is for dinner today? Cucumber. And tomorrow? Cucumber. Cucumber for ever more.

Now, in light of our mental construction of a simplified world, a trained biologist, expert in zoology and botany, would quickly appear to tell us that such a simplification would lead to the radical disappearance of giraffes and cucumbers, because no species could survive so drastically reduced. It is true that everything is related in our world, and we know that the extinction of a species is never an isolated event. It also means the death of many other species, which are part of the same chain. What would become of the cattle egret bird without cattle to accompany!

We can, therefore, reasonably conclude that: diversity is a general, essential, guarantee for life, and any loss represents a danger, which can be calculated or not, to the delicate balance of existence. However, let us move on from the animals and plant world to languages and cultures. Let us imagine now that there is only one language and one
culture in the world. Let us imagine that all traces or cultural variants of the past have disappeared and we no longer have even remote knowledge of Mesopotamian or Egyptian art, nor of the Parthenon frieze in Athens (or the British Museum in London), nor of Romanesque, Gothic, Baroque or Catalan Modernism, etc.

In a world with only one language and one culture (what a boring world!), humans would no longer be human, but would have become another species with a more uncertain life, because all cultures are the result of different influences and all languages contain the signs of multiple contact. No human group has ever been completely isolated. Even the tiny village in the small clearing in the Amazon rainforest arrived here after several generations of ancestors made a long journey across North East Asia, crossing the glacial lands of Beringia. And, their ancestors, long before, had travelled to Asia from the cradle of Africa. It should be said again, loud and clear: there is no ‘pure’ race on the planet and no completely isolated culture, no language without borrowings from other languages, recent or distant. It is precisely for this reason that we have been successful as a species: it is variety that has saved us.


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Read the extract by Jesús Tusón from the publication *Patrimoni natural*. Summarise the content in 10 lines and then summarise it in 2 lines. Compare the results to see whether everyone highlighted the same main idea.
PRINCIPLE 2 RESPECT FOR ALL LANGUAGES AND CULTURES IS FUNDAMENTAL IN THE PROCESS OF CONSTRUCTING AND MAINTAINING DIALOGUE AND PEACE IN THE WORLD

OBJECTIVES:
- To value and respect the linguistic diversity existing amongst the students
- To understand the difficulty for newcomers in adapting

BASIC SKILLS:
- Language communication skills
- Artistic and cultural skills
- Knowledge skills and interacting with the physical world
- Social and citizenship skills

STAGE:
- Upper Primary.
- Compulsory secondary education (ESO).

DURATION:
4 sessions.

RELATED AREAS:
- Education in social and civic values
- Knowledge of the social environment
- Language

ACTIVITIES:
- Begin the lesson with the questions/debate ‘Can language be a source of conflict?’ ‘Is a universal language possible?’

- Carry out a role play exercise, in which students must resolve situations where language is a barrier. There are seven cards with seven different characters. It is possible to use fewer cards, depending on the number of students in the class and the number of times they will represent a character. Once the cards have been given out, the students with the same role can prepare their character together. Alternatively, all students can improvise to observe the differences that emerge. The students watching each character must listen actively, in order to assess the role play afterwards.

- Watch and discuss the video: “Will everybody speak the same language?” <https://www.youtube.com/watch?v=GmoB69HidNk>. The video is in English and lasts eleven minutes. It is necessary to reinforce students’ comprehension during the video, by pausing and discussing the ideas as they are expressed:
- Is it possible for English to be the only language?
- What has led to it being so widely used?
- Could a new unifying language be created?
- What would the challenges be?
- Do you know what Esperanto is?

- Speak about language variants, language as a living element that is adapted by each geographical area, sometimes in terms of spelling (English/American), other times in the use of different words, and other times phonetically.
  Use examples in this area:
  In English/American: favourite/favorite (different spelling), film/movie (different words), tomato/tomato (different pronunciation)
  In Catalan: barret/capell, tomàquet/tomata/tomàtiga, teva/teua...

- Are there any newcomers in your class or at school? Where have they come from? Why have they come to your school? What difficulties do you think they have had to overcome?

- Associations such as La Formiga in Barcelona, or the PEI Association for Newcomers, in Canada, exist to help newcomers. Research these and other associations on their websites.

- When a newcomer arrives in your town or village, are resources available to help them adapt? Which resources? What does the town council do to help? You can look at the website to see if you can find any resources. What does your school do to help adaptation? Ask your teachers, and the head of the school, and think what you have observed personally. What about you? Do you do anything to help newcomers adapt?

ASSESSMENT / REFLECTION:
- Reflect as a group to help any newcomers who may have language difficulties.
- Assess the students’ feelings and emotions in playing the role of the character on their card.

BIBLIOGRAPHY AND LEARNING MATERIALS:
- Video: Will everybody speak the same language? https://www.youtube.com/watch?v=GmoB69HidNk
- Role play cards.

THIS UNIT CAN BE USED IN RELATION TO:
- Processes of immigration and emigration. Causes and effects. Make reference to statistics on migration in the geographical area.

FIND OUT MORE:
- Universal Esperanto Association: http://www.uea.org/
- La formiga website: http://www.laformiga.org
- PEI Association for Newcomers to Canada: http://www.peianc.com
PRINCIPLE 2
ACTIVITY 1
ROLE PLAY CARDS

YOU ARE THE TEACHER:
You introduce your class to a new student who has just arrived from another country. His language is very different. You ask the class to welcome him and to do everything they can to help him feel comfortable and make friends quickly. Give advice and look for a potential student mentor.

YOU ARE STUDENT 1
You're very curious about where your new fellow student is from. You ask him many questions and try different ways to help him understand. You volunteer to be the new student’s mentor. You help him at school and in the playground. You show him the school and teach him games, etc.

YOU ARE STUDENT 2
You try to approach the new student, but when you see that he doesn’t understand you, you lose all interest. You are annoyed that he is the centre of attention and begin to say unpleasant things about him.

YOU ARE THE MOTHER OF STUDENT 1
You are happy with how your son has welcomed the new student. He is learning about another culture, which makes him more tolerant. You approach the new family and help them with school matters. You defend the new family when you come across other, less tolerant, families.

YOU ARE THE MOTHER OF THE NEW STUDENT
You try to get involved in school life, by going to celebrations and collaborating, but it is not always easy to understand. Sometimes you meet pleasant families, and other families only criticise you. You try to help your son by inviting other students home for an afternoon snack or to play.

YOU ARE THE MOTHER OF STUDENT 2
You find it all terrible. You think that the family should not be in the school.

ROLE PLAY
Groups are formed depending on the number of students. If necessary, characters can be repeated. Students are given time to prepare their arguments and develop their characters before the role play. Sometimes, without overly prepared dialogue, more real stereotypes and conversations will arise.
OBJECTIVES:
- To value and respect the linguistic diversity existing amongst the students
- To speak about the concept of identity and human beings as members of a society

BASIC SKILLS:
- Language communication skills
- Artistic and cultural skills
- Digital skills and processing information
- Knowledge skills and interacting with the physical world
- Social and citizenship skills.

STAGE:
- Upper Primary
- Compulsory secondary education (ESO)

DURATION:
3 sessions.

RELATED AREAS:
- Education in social and civic values
- Knowledge of the social environment
- Language

ACTIVITIES:
- Discuss the sentence “Language is the dress of thought” by Samuel Johnson.
  Another sentence to discuss is “Uma língua é o lugar donde se vê o Mundo e em que se traçam os limites do nosso pensar e sentir” by Vergílio Ferreira.

- On the basis of these two definitions, each student can identify their own definition of language.

- Questions to start the debate:
  - What is identity?
  - What identifies you?
  - Alone, are you anyone?
  - Do you need others?

- In the classroom, observe that some students have symbols identifying them: football shirts, stickers on their exercise books, types of clothing or hairstyle, etc.
PRINCIPLE 3 ALL INDIVIDUALS LEARN TO SPEAK IN THE HEART OF A COMMUNITY THAT GIVES THEM LIFE, LANGUAGE, CULTURE AND IDENTITY

A person’s language and/or country are a good symbol of identity, but they are not the only symbol. Sometimes there are more things uniting us than separating us.

- Lead a self-discovery session. Try to describe the personal identity of each student. Provide different examples and allow each student to find the best way to identify himself or herself. Allow each student to portray who they are through art, schematically, or the use of new technologies, etc., following the examples given or inventing new ones.

- Allow each student to present their own personal identity. Allow the class to give their opinion. Our perception is not always the same as the perception of others. Accepting criticism and praise is not always easy.

- After trying to define your identity, analyse which of the features that define you are related to what you have experienced at home, which are related to school in general and which are related to other factors (maybe you think that some are specific to your character).

- Imagine that you travel to a distant country that is very different to your own. What would you do to feel integrated? Would you learn the language spoken there and would this help you feel part of the community or would it only be a useful tool to communicate?

- After reflecting upon how each of you is individually, how are you as a class group? What defines you and what identifies you? What image do you think the teachers have of you? Why? Are there differences between the way you are as a group and other year groups?

ASSESSMENT / REFLECTION:
- Reflect upon how each human being needs others as active members of a society. Language does not need to be a reason to separate people.

BIBLIOGRAPHY AND LEARNING MATERIAL:
- Illustrations with representations of identity

THIS UNIT CAN BE USED IN RELATION TO:
- International Mother Language Day: 21 February
- European Day of Languages: 26 September

DEFENDING LINGUISTIC RIGHTS: THE GIRONA MANIFESTO 25
IDENTITY

WHO ARE YOU?
WHAT IDENTIFIES YOU?
WHAT IS IDENTITY?
DO YOU NEED OTHERS?
WE ARE PART OF A NETWORK, A SOCIETY
FINGERPRINTS ARE UNIQUE...

PEOPLE ARE TOO...
AND YOU? WHO ARE YOU?
OBJECTIVES:
- To value and respect the linguistic diversity existing amongst the students
- To value the cultures, in which they come into contact
- To understand the concept of stereotypes
- To value the importance of the social prestige of a language

BASIC SKILLS:
- Language communication skills
- Artistic and cultural skills
- Digital skills and processing information
- Knowledge skills and interacting with the physical world
- Social and citizenship skills

STAGE:
- Upper Primary
- Compulsory secondary education (ESO)

DURATION:
4 sessions.

RELATED AREAS:
- Education in social and civic values
- Knowledge of the social environment
- Language
- New Technologies

ACTIVITIES:
- Discuss the sentence “There are no people without culture. There is no culture without language” by Benjamin Vautier or the sentence: “The limits of my language mean the limits of my world” by the philosopher Ludwig Wittgenstein.

- Try to define the word CULTURE. Try to find concepts to define Catalan culture, without using stereotypes. Is it true that Catalans are not generous? Is it true that English people are punctual? Is it true that Germans are very strict? Observe that culture is a series of traditions and expressions of a geographical area, acquired from a young age, from nursery school, with songs, sayings, games, etc.
PRINCIPLE 4 DIFFERENT LANGUAGES AND DIFFERENT WAYS OF SPEAKING ARE NOT ONLY MEANS OF COMMUNICATION; THEY ARE ALSO THE MILIEU IN WHICH HUMANS GROW AND CULTURES ARE BUILT

- Find songs, games, stories, tongue twisters, riddles, etc., in English. We give a few examples, but each group in the class can choose the most representative one for the area, as there is never only one version of a game, or of vocabulary, etc.

- Working with the examples in groups, find different language games to bring us closer to the different cultures in the classroom. Family members can be invited to school to talk about the language they speak. Guests can be invited to tell stories, sing songs, teach games and rhymes...

- Improvised song. Many geographical areas improvise songs as part of their tradition. An expert in this area can be invited to explain this and encourage students to create different types of improvised song: rap, hip hop, jotes (dance and folk songs), nyacres (improvised poetry and song), garrotins (style of Flamenco singing), corrandes (short popular song), gloses (popular songs), bertsolaris (musical verse in the Basque tradition), etc.

- Taking your definition of culture into account, or looking up the definition in a dictionary, what needs to be done to have good knowledge of a culture and avoid stereotypes?

- Can you know a culture without being in contact with any of its members? Find arguments for and against to develop your opinion. You can hold a classroom debate on this question.

- Form groups of four or five. It is better if the group members identify with the same culture. If not, choose a specific culture for the exercise. Imagine that five people of your age come and visit your town or village for a week. What would you do to show them your culture? Create a plan of activities: visits, food to eat, what to tell them about festivities, traditions, etc.

ASSESSMENT / REFLECTION:

- Realisation that sometimes stereotypes are used when defining cultures. When debate is conducted in a plural environment, it becomes clear that it is not so easy to define culture.
- It is also worth observing that people of different origins have many aspects in common, and that many games and songs are shared from one place to another.

BIBLIOGRAPHY AND LEARNING MATERIAL:

- Language games.
**PRINCIPLE 4** DIFFERENT LANGUAGES AND DIFFERENT WAYS OF SPEAKING ARE NOT ONLY MEANS OF COMMUNICATION; THEY ARE ALSO THE MILIEU IN WHICH HUMANS GROW AND CULTURES ARE BUILT

**THIS UNIT CAN BE USED IN RELATION TO:**
- International Mother Language Day: 21 February.

**FIND OUT MORE:**
- Video on Vilaweb on the art of improvising songs: [http://www.vilaweb.tv/lart-dimprovisar-cancons](http://www.vilaweb.tv/lart-dimprovisar-cancons)
- Association of popular songs, Cor de Carxofa: [http://www.cordecarxofa.cat/2012/01/el-cant-improvisat.html](http://www.cordecarxofa.cat/2012/01/el-cant-improvisat.html)
- Video on Improvisation or repentismo, a traditional and popular Cuban form of music: [https://www.youtube.com/watch?v=cxjY9HcrR2U](https://www.youtube.com/watch?v=cxjY9HcrR2U)
LETS LEARN ABOUT LANGUAGE AND CULTURE THROUGH GAMES!
**COUNTING-OUT GAMES**

**UNA PLATA D’ENCIAM**

Una plata d’enciam, ben amanida, ben amanida, una plata d’enciam, ben amanida amb oli i sal.

Sucarem un tros de pa, per qui toqui, per qui toqui, sucarem un tros de pa, per qui toqui anar a amagar.

**A LA SALADE**

A la salade Quand elle poussera
On la mangera
Avec de l’huile et du vinaigre Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, lundi, ...

**ONE POTATO, TWO POTATOES**

One potato, two potatoes, three potatoes, four. Five potatoes, six potatoes, seven potatoes, more!

**PINTO PINTO GORGORITO**

Pinto pinto, gorgorito ¿Dónde vas tú tan bonito? A la era verdadera. Pin, pan, pun ifuera!
SKIPPING ROPE RHYMES

DALT DEL COTXE HI HA UNA NINA

Dalt del cotxe hi ha una nina que repica els cascavells.

Trenta, quaranta, l’ametlla amarganta pinyol madur, ves-te’n tu!

Si tu te’n vas nero, nero, nero, si tu te’n vas nero, nero, nas!

POMME POIRE PÊCHE ABRICOT

Pomme, pêche, poire, abricot Y’en a une, y’en a une Pomme, pêche, poire, abricot Y’en a une de trop. Pomme, pêche, poire, abricot Y’en a une, y’en a une Pomme, pêche, poire, abricot Y’en a une de trop C’est l’abricot sans le noyau !

AL PASAR LA BARCA

Al pasar la barca me dijo el barquero:
- Las niñas bonitas no pagan dinero.

Yo no soy bonita ni lo quiero ser. ¡Arriba la barca!
Una, dos y tres.

APPLES, PEACHES, PEARS AND PLUMS

Apples, peaches, pears and plums, Jump out when your birthday comes, Is it January, February, March, April, May, June, July, August, September, October, November, December?
TONGUE TWISTERS

- She sells seashells by the seashore. The shells she sells are surely seashells. So if she sells shells on the seashore, I’m sure she sells seashore shells.

- Red lorry, yellow lorry.

- Around the rugged rock the ragged rascal ran.

- Six thick thistle sticks. Six thick thistles stick.

- En cap cap cap, el que cap en aquest cap.

- Visc al bosc i busco vesc i visc del vesc que busco al bosc.

- Setze jutges d’un jutjat mengen fetge d’un penjat. Si el jutjat es despengés, es menjaria el setze fetges dels setze jutges que l’han jutjat.

- Si qui deu deu diu que deu deu, diu el que deu i deu el que diu.

- Paula, Paula, para la taula. Para-la bé que el pare ja ve. Que la pari en Pere que a mi no em va bé!

- Una gallina xica, tica, mica, camacurta i ballarica. Va tenir sis fills xics, tics, mics, camacurts i ballarics. Si la gallina no hagués estat xica, tica, mica, camacurta i ballarica, els sis fills no haurien estat xics, tics, mics, camacurts i ballarics.

- Rosa Rosales cortó una rosa, iqué roja la rosa de Rosa Rosales!

- Tres tristes tigres comían trigo en tres tristes platos sentados en un trigal. Sentados en un trigal, en tres tristes platos comían trigo tres tristes tigres.

- Cuenta cuantos cuentos cuentas porque si no cuentas cuantos cuentos cuentas, nunca sabrás cuantos cuentos sabes contar.

- Les chaussettes de l’archiduchesse Sont-elles sèches ou archi-sèches

- Trois tortues trottaient Sur un toit très étroit

- Tu t’entêtes à tout tenter, Tu t’uses et tu te tues à tant t’entêter.

- Combien coûtent ces six cent six saucissons-ci?
**DOCTOR FOSTER**

Doctor Foster went to Gloucester,  
In a shower of rain;  
He stepped in a puddle,  
Right up to his middle,  
And never went there again.

**THERE WAS AN OLD LADY**

There was an old lady who swallowed a fly  
I don't know why she swallowed a fly - perhaps she'll die!  
There was an old lady who swallowed a spider,  
That wriggled and wiggled and tiggled inside her;  
She swallowed the spider to catch the fly;  
I don't know why she swallowed a fly - Perhaps she'll die!  
There was an old lady who swallowed a bird;  
How absurd to swallow a bird.  
She swallowed the bird to catch the spider,  
She swallowed the spider to catch the fly;  
I don't know why she swallowed a fly - Perhaps she'll die!  
There was an old lady who swallowed a cat;  
Fancy that to swallow a cat!  
She swallowed the cat to catch the bird,  
She swallowed the bird to catch the spider,  
She swallowed the spider to catch the fly;  
I don't know why she swallowed a fly - Perhaps she'll die!

Cont...
PRINCIPLE 4
SONGS THAT HAVE BEEN TRANSLATED INTO DIFFERENT LANGUAGES

SONGS THAT HAVE BEEN TRANSLATED INTO DIFFERENT LANGUAGES

Un bon pagès tenia un gos
i Bingo era el seu nom.
B-I-N-G-O, (be, i, “en”, ge, o)
B-I-N-G-O, (be, i, “en”, ge, o)
B-I-N-G-O (be, i, “en”, ge, o)
i Bingo era el seu nom.

Había un perro en una granja
y se llamaba Bingo,
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
y se llamaba Bingo.

There was a farmer had a dog
and Bingo was his name-o
B-I-N-G-O,
B-I-N-G-O,
B-I-N-G-O
and Bingo was his name-o.

Un fermier avait un chien
Qui s'appelait Bingo-o.
B-I-N-G-O!
B-I-N-G-O!
B-I-N-G-O!
Qui s'appelait Bingo-o!
PLAYGROUND GAMES

LA GALLINA CEGA
- Gallineta cega, què se t’ha perdut?
- Una agulla i un canut.
- Busca’l per terra.
- No l’encontre.
- Pega un bot al cel.
- No puc.
- Pega un bot a l’infern.
- No, que em cremaré.
- De una, de dos i de tres.
  Ja li val!

BLIND LITTLE HEN
Blind little hen, What did you lose?
A needle and a thimble.
Turn around three times and you’ll find them.

POULETTE AVEUGLE
- Poulette aveugle, Qu’est-ce que tu as perdu ?
  Une aiguille et un dé à coudre.
  Fais trois tours et tu les trouveras.

GALLINITA CIEGA
- Gallinita ciega, ¿qué se te ha perdido?
  Una aguja y un dedal.
  Da tres vueltas y lo encontrarás.
PRINCIPLE 4
ACTIVITY 1

YOU PROBABLY KNOW MANY MORE

LET’S ADD OTHERS
IN DIFFERENT LANGUAGES
PRINCIPLE 4

ACTIVITY 2

Read carefully the following extract. Do you think it is true that each language reflects the world in a different way? Think of other examples to discuss the previous statement, in addition to the ideas that you find in the extract:

‘It is often stated that language is a mirror of reality, and that language reflects reality as it is. It is true that we have proof of this. For example, the number of words to describe the different nuances of white amongst the Eskimo people reflects their dawn and cold reality. It is a result of the need to know and, therefore, to name the different aspects in the places where they live. In naming these, they gain knowledge of potential signs of danger.’

Eulàlia Lledó. De llengua, diferència i context. Barcelona: Institut Català de les Dones, 2007

Taking into account the reflections made during the previous activity:

What do you think is lost when a language disappears? Compare your conclusions in small groups. In light of your conclusions, is it worth fighting against the disappearance of languages?
PRINCIPLE 5 EVERY LINGUISTIC COMMUNITY HAS THE RIGHT FOR ITS LANGUAGE TO BE USED AS AN OFFICIAL LANGUAGE IN ITS TERRITORY

OBJECTIVES:
- To value and respect the linguistic diversity existing amongst the students
- To identify the uses of language.
- To recognise the official languages in a geographical area and the co-existence of languages as a positive attribute.

BASIC SKILLS:
- Language communication skills
- Artistic and cultural skills
- Digital skills and processing information
- Knowledge skills and interacting with the physical world
- Social and citizenship skills
- Mathematics skills

STAGE:
- Upper Primary
- Compulsory secondary education (ESO)

DURATION:
4 sessions.

RELATED AREAS:
- Education in social and civic values
- Knowledge of the social environment
- Language
- New Technologies
- Mathematics

ACTIVITIES:
- Speak about different language uses. We know different languages and we use them without noticing in different areas of our daily life. Look at some of the statistical graphs by the Generalitat de Catalunya in 2013, on language uses or find data about your own country.

- Answer the survey in the worksheet, and create a small individual graph. Make a graph for the whole class. Observe the different uses of language by students in the class. If possible, make a graph for the other students in the year group. At a gathering of the year group, present the results so that everyone is aware of them.
You can also ask other class groups to complete the survey and create graphs. Are there any differences? What are the reasons for these differences?

- Go out into the local area and observe the languages used for businesses and shop signs. Look at which language is used on billboards. Calculate the percentages and reflect upon this.

- How many languages do you use during the day? (or with how many languages do you come into contact?) In which contexts?

- Read the text by Séchu Sende and discuss the following questions, as well as any others that arise.
  a) The original story is in Galician. What do you know about this language? What is the current situation in relation to the Galician language?
  b) Justify the format used for the text: it is written as though it is a prescribed medicine.
  c) What do you think is the author’s intention in writing the text?

**ASSESSMENT / REFLECTION:**
- Students reflect on their different uses of the languages they know. It should be possible to move around and use the language of the geographical area in all aspects of life.

**BIBLIOGRAPHY AND LEARNING MATERIAL:**
- Document on LANGUAGE USES IN CATALONIA IN 2013 (Usos lingüísticos de la població de Catalunya, 2013), Generalitat de Catalunya.
- Individual survey worksheet.
- Document on Galician (From Made in Galiza by Séchu Sende, Editorial Galaxia, 2007).

**THIS UNIT CAN BE USED IN RELATION TO:**
- Migratory movement in the geographical area.
- Development of family trees.
- Language policies in the geographical area.
- Find the number of languages in each geographical area, to cease identifying each state with one language.

**FIND OUT MORE:**
**PRINCIPLE 5** EVERY LINGUISTIC COMMUNITY HAS THE RIGHT FOR ITS LANGUAGE TO BE USED AS AN OFFICIAL LANGUAGE IN ITS TERRITORY

## LANGUAGE USES

### LANGUAGE USES IN CONSUMER AREAS AND SERVICES, 2013 (%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Catalan</th>
<th>Spanish</th>
<th>Other Languages</th>
<th>Not Stated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LARGE SHOPS OR BUSINESSES</strong></td>
<td>33.6</td>
<td>15.3</td>
<td>48.7</td>
<td></td>
</tr>
<tr>
<td><strong>STATE ADMINISTRATION</strong></td>
<td>35.4</td>
<td>11.0</td>
<td>47.5</td>
<td></td>
</tr>
<tr>
<td><strong>SMALL SHOPS OR BUSINESSES</strong></td>
<td>39.1</td>
<td>14.9</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td><strong>VISITING THE DOCTOR</strong></td>
<td>40.2</td>
<td>12.0</td>
<td>46.3</td>
<td></td>
</tr>
<tr>
<td><strong>GOING TO THE BANK</strong></td>
<td>42.2</td>
<td>11.5</td>
<td>43.3</td>
<td></td>
</tr>
<tr>
<td><strong>ADMINISTRATION OF THE GENERALITAT DE CATALUNYA</strong></td>
<td>46.2</td>
<td>6.8</td>
<td>36.1</td>
<td></td>
</tr>
<tr>
<td><strong>LOCAL ADMINISTRATION</strong></td>
<td>47.9</td>
<td>7.9</td>
<td>38.8</td>
<td></td>
</tr>
</tbody>
</table>

*Data from the publication Enquesta d’usos lingüístics de la població 2013 (EULP-2013), by the Generalitat de Catalunya.*

### LANGUAGE USES IN INTERPERSONAL AREAS, 2013 (%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Catalan</th>
<th>Spanish</th>
<th>Other Languages</th>
<th>Not Stated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITING PERSONAL NOTES</strong></td>
<td>27.8</td>
<td>7.3</td>
<td>55.7</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>WITH FRIENDS</strong></td>
<td>30.9</td>
<td>15.7</td>
<td>43.8</td>
<td>9.3</td>
</tr>
<tr>
<td><strong>WITH NEIGHBOURS</strong></td>
<td>31.9</td>
<td>15.7</td>
<td>49</td>
<td>2</td>
</tr>
<tr>
<td><strong>WITH FELLOW STUDENTS</strong></td>
<td>42.9</td>
<td>17.4</td>
<td>30.8</td>
<td>7.8</td>
</tr>
</tbody>
</table>

*student population.*

*Data from the publication Enquesta d’usos lingüístics de la població 2013 (EULP-2013), by the Generalitat de Catalunya.*
**Answer the following questions about the languages you know and use:**

1. How many languages do you speak?
   Which languages are they?

2. How many languages do you understand?
   Which languages are they?

3. How many languages can you read?
   Which languages are they?

4. How many languages can you write?
   Which languages are they?

5. Have you noticed that you use different languages depending on the time of the day? Yes □ No □

6. Which language do you use:
   with your family? ..........................................................
   at school? ..........................................................
   in your free time (sports, break time, with friends, etc.)? ..........................................................
   to listen to music? ..........................................................
   to read? ..........................................................
   to watch television/at the cinema? ..........................................................
   to watch theatre/puppetry? ..........................................................

Using your answers from question 6, colour the relevant language box every time you use one of the languages:

<table>
<thead>
<tr>
<th>Language</th>
<th>Box 1</th>
<th>Box 2</th>
<th>Box 3</th>
<th>Box 4</th>
<th>Box 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Language 2</td>
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<td>Language 3</td>
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<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Therefore, I can say that the language I use the most is

Name: ____________________________ Date: ____________________________
PRINCIPLE 5
ACTIVITY 2

Name: ................................................................. Date: .........................................................

GALICIAN

PROPERTIES
A medicine of secular origin, from the Galician-Portuguese family, and derived from Latin. For a human being, this language solves elementary communication functions. In addition to this basic function, the role of the Galician language is to culturally identify the social community scientifically named Galicia. It facilitates communication and integration in this geographical area. Its presence fosters creativity, self-esteem and social progress. It is especially recommended in schools and places of leisure frequented by children and young people.

INDICATIONS
Behavioural disorder due to diglossia, self-loathing or a lack of self-esteem.
Disorder caused by a lack of interaction with the Galician culture and identity.
Any condition related to welcoming newcomers to Galicia.
Anyone who needs to communicate better.
Its use is especially recommended for persons and groups who believe in social justice and defending basic human rights.
Its spoken use is beginning to be associated with the country’s economic progress.

CONTRAINDICATIONS
To date, none are known.

INCOMPATIBILITIES
Problems in patients with ideological disorders, such as in favour of the disappearance of minority cultures or indifferent to the process of becoming less Galician.
Speaking other languages is also recommended, the more the better, without forgetting that the social community language cannot be replaced.

SIDE EFFECTS
It is generally well received from the first dosage.

WARNINGS
It should be used from the first days of life to optimise its benefits. Continued use leads to becoming convinced of and faithful to one’s creative capacity and, in evolved states, can create an optimal state of monolingualism.
**PRINCIPLE 5**

**ACTIVITY 2**

**INGREDIENTS**
Latin
Languages of pre-Celtic and Celtic substrate (Oestrimni, Ligur)
Superstrate languages: Visigth, Suebi, Arabic

**EXCIPIENTS**
Social skills, self-esteem, freedom of expression...

**PRESENTATION**
Presentation is in different forms, through written texts or orally. It is recommended that it is distributed through up-to-date formats (new technologies, cinema, mass media, etc.) and consumed traditionally (social relations, family).

**DOSAGE**
It must be administered on a daily, continual basis. The dosage must be selected according to personal needs.

**EXPIRY**
The medicine has a surprising capacity for regeneration, as it has NO expiry date.

**SOCIAL LABORATORIES FOR LINGUISTIC STANDARDISATION.**

OBJECTIVES:
- To value and respect the linguistic diversity existing amongst the students.
- To value and demand language accuracy of oneself.
- To be aware of organisations that monitor languages.

BASIC SKILLS:
- Language communication skills
- Artistic and cultural skills
- Digital skills and processing information
- Knowledge skills and interacting with the physical world
- Social and citizenship skills

STAGE:
- Upper Primary
- Compulsory secondary education (ESO)

DURATION:
4 sessions.

RELATED AREAS:
- Education in social and civic values
- Knowledge of the social environment
- Language
- New Technologies

ACTIVITIES:
- Students must demand high standards of themselves in all work asked of them, particularly in work that reaches outside the school.
  They must play a central role in many school activities.
  They must be able to write website content for the different blogs at school, for the school magazine, etc.
  They must also be main agents for activities, in which they are active members of society: preparing a poetry reading for a senior citizens’ home, creating a play for other schools, preparing presentations to explain school projects, etc.
  All this requires language accuracy, with language formalities that are not always observed. It is important to work on different types of text and be aware of their formal requirements.
Look at work with mistakes, corrections, doodling. Compare to work with well defined margins, polished text and straight lines. Evaluate which is the most pleasant to read. Compare them with the aim of assessing good presentation and accuracy in the use of language.

- Look at photographs of signs with mistakes. See which are spelling mistakes, translation mistakes, etc. It is possible to offer to correct signs in the local area and talk to those in charge to make sure that the area presents a good image.

- Conduct research into different organisations and institutions that monitor languages. Look at their area of work and, if possible, talk to those in charge to find out about their work.

- Form groups of five or six, and plan a campaign to encourage the youngest students in the school to improve their use of language. Firstly, it will be necessary to specify to whom the campaign is targeted, and then what you wish to achieve (improve spelling, spoken use of the language, use the language in more contexts, etc.) You can design signs in different formats.

- Read the news item about the Language Treasure Hunt event in Masquefa and find information about what it was. Do you think it could be organised in your school?

ASSESSMENT / REFLECTION:
- Raise awareness that they are active members of society and, together, can promote greater knowledge about the language.
- It is necessary to take care in the use of language as a communication tool.
- Raise awareness that there are organisations that can help us use the language well.

BIBLIOGRAPHY AND LEARNING MATERIAL:
- News item on the Language Treasure Hunt.

THIS UNIT CAN BE USED IN RELATION TO:
- Language pairs, through the organisation Voluntariat per la Llengua. http://www.vxl.cat/
- International Mother Language Day (21 February)

FIND OUT MORE:
- Pro-Language Platform: http://www.plataforma-llengua.cat/
- International PEN: http://www.pen-international.org
- CONSORTIUM FOR LINGUISTIC NORMALISATION: http://www.cpnl.cat/
- LINGUAPAX: http://www.linguapax.org
NEWS ITEM

Academic authorities congratulate Masquefa for the Language Treasure Hunt

Last week, Masquefa Town Council were congratulated by linguists for their organisation of a Language Treasure Hunt. Dr. Joan A. Argenter, Chairman of the Department of Languages at the Institute of Catalan Studies, asserted that “initiatives like this should be encouraged to contribute to disseminating information and knowledge on the universal situation of language between people, and to disseminate the values inherent to linguistic diversity, as well as positive attitudes to multilingualism, which is not necessarily asymmetric”. For his part, Dr. Emili Boix, Chairman of the Catalan Sociolinguistics Group stated “I am extremely positive and passionate about the dissemination and debate on linguistic diversity, which is being carried out. I congratulate them on the initiative and encourage them to continue. I trust that initiatives such as these can take place in other villages, towns and cities”.

Finally, Dr. Carles Castellanos, Director of the Department of Translation and Interpreting at the Autonomous University of Barcelona, highlighted that “at a time like now, in which nothing is in place to help knowledge of worldwide cultural richness, your initiative to promote knowledge of languages is not only praiseworthy, but exemplary, and will no doubt encourage more and more initiatives of this type”.


M. Carme Juyent edit. La gimcana de les llengües
OBJECTIVES:
- To value and respect the linguistic diversity existing amongst the students.
- To be aware of the linguistic reality in the world.
- To see that the relationship between a language and a State does not always correlate.
- To give value to multilingualism.

BASIC SKILLS:
- Language communication skills
- Artistic and cultural skills
- Digital skills and processing information
- Knowledge skills and interacting with the physical world
  Social and citizenship skills

STAGE:
- Upper Primary
- Compulsory secondary education (ESO)

DURATION:
4 sessions.

RELATED AREAS:
- Education in social and civic values
- Knowledge of the social environment
- Language
- New Technologies

ACTIVITIES:
- Start the debate with the phrase “Those who know nothing of foreign languages, know nothing of their own” by Johan Wolfgang von Goethe.

- On the Internet, find a map of languages. The LinguaMón living maps are a good research tool. <http://www15.gencat.cat/pres_casa_llegues/mapes/> Begin by observing that language does not mean State. Research how many languages there are in Europe and look at the relationship between language and State. Taking Catalonia and the Catalan countries as an example, observe the differences in vocabulary and pronunciation in the different geographical areas.
- Research work:
  How many languages are there in the world?
  Which language is most spoken as a first language?
  Which language is the most learnt as a second language?
  How many languages are endangered?

- Language sounds. Each language has its identifying features in terms of sound, of frequency and rhythm, etc.
  Ask the students if they can guess a language by its sound.
  It is certain that all students can say a sentence by imitating a person speaking another language.
  Complete the worksheet containing phrases and word play that sound like foreign languages.
  Try to identify languages using the video Guess the languages. [https://www.youtube.com/watch?v=jmgpo0ZqdRU](https://www.youtube.com/watch?v=jmgpo0ZqdRU). It includes 20 languages but a reduced number can be used.

- What does ‘official language’ mean? Should there only be one language per country? Which criteria is used to choose the language? Which rights and obligations do citizens have regarding their official language?

- Which languages are spoken in your town or city? Is it easy to define the number? Why?

**ASSESSMENT / REFLECTION:**

- Raised awareness that all languages are important, and that being able to express ourselves in our language should not depend on whether or not it is represented by a state as an official language.
- Learning other languages opens up paths and expands our ways of thinking, respect and tolerance of others.

**BIBLIOGRAPHY AND LEARNING MATERIAL:**

- Worksheet.
- Video: “Guess the languages”. [https://www.youtube.com/watch?v=jmgpo0ZqdRU](https://www.youtube.com/watch?v=jmgpo0ZqdRU)

**THIS UNIT CAN BE USED IN RELATION TO:**

- Bilingualism: individually, socially, in a geographical area...
- Learning second languages, transference, translation errors, etc.
PRINCIPLE 7 IT IS DESIRABLE FOR CITIZENS TO HAVE A GENERAL KNOWLEDGE OF VARIOUS LANGUAGES, BECAUSE IT FAVOURS EMPATHY AND INTELLECTUAL OPENNESS, AND CONTRIBUTES TO A DEEPER KNOWLEDGE OF ONE’S OWN TONGUE

FIND OUT MORE:
- Maps and statistics on languages and language learning in the world: http://www.scoop.it/t/infographics-and-language-learning
- World languages classified according to different linguistic parameters: http://wals.info/
- Research into language policy in different places.
For Catalan speakers these sentences sound like other languages, for you too? Imagine other examples en English.

1. Elàstics blaus mullats fan fàstic.
2. Cards secs piquen, verds taquen si es toquen.
3. En un got net no hi pot haver-hi hagut mai vi.
4. Pel maig, rai; si em put l’alè de tant tossir, jo no li veig el pèl a l’ou.
5. En quin tinter té tinta Anton?
6. A les cinc quan dono el tai; ja ho sé, caic sec.
7. És que sé que compra pa un bon xaval a punt de suar?
8. S’alça la matina, carquinyoli, fa un xarel-lo amb allioli?
9. La bridà del ruc quan rellisca d’un buf t’esberla la closca.
10. Les carxoxes de Polop, quan bullen fan xop-xop.
11. Fugi, mare!, poc hi anava amb una saca.
12. I la Lilí me li va dir que bufar fi no feia fort ans de jalar a la babalà.
13. Ho veus que n’era, bagarrera?, amb el casc i la gorra se sua.
14. Avis murris porten els nuvis a Gràcia amb òmnibus gratis.

Watch the video and try to identify the languages.

1.  
2.  
3.  
4.  
5.  
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7.  
8.  
9.  
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11.  
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14.  
15.  
16.  
17.  
18.  
19.  
20.  
PRINCIPLE 7
ACTIVITY 1

Answers

1. It sounds like German
2. It sounds like German
3. It sounds like English
4. It sounds like English
5. It sounds like Chinese
6. It sounds like Chinese
7. It sounds like French
8. It sounds like Italian
9. It sounds like Russian
10. It sounds like Russian
11. It sounds like Japanese
12. It sounds like Arabic
13. It sounds like Basque
14. It sounds like Latin

Answers to the video

1. German - Germany, Austria, Switzerland among others
2. (Northern) Sami - Norway, Sweden, Finland, Russia
3. Romansh - Switzerland
4. Irish (Gaelic) - Ireland. Not to be confused with English as spoken in Ireland
5. Norwegian - Norway
6. French - France, Belgium, Switzerland, Canada, Senegal, Congo among others
7. Afrikaans - South Africa
8. Samoan - Samoa, American Samoa
9. Welsh - Wales. Not to be confused with English as spoken in Wales.
10. Korean - South Korea, North Korea
11. Finnish - Finland
12. Arabic - Egypt, Iraq, Lebanon, Saudi Arabia, Tunisia, Algeria, Morocco among others
13. (Western) Frisian - Northern parts of the Netherlands
14. Japanese - Japan
15. Polish - Poland
16. (Lowland) Scots - Scotland. Sometimes considered a dialect of English. Not to be confused with Scottish English or Scottish Gaelic.
17. Icelandic - Iceland
18. Swahili - Kenya, Tanzania, Uganda
19. Hindi - India
20. Lithuanian - Lithuania
Read the extract from the article by Maria Àngels Viladot ‘Linguistic diversity and peace’ (La diversitat lingüística i la pau) and summarise what the author is saying in your own words. You may have to look up some terms in the dictionary:

‘Being bilingual or multilingual is no aberration; maybe some English speakers think it is, but it is really a normal and natural need for the majority of people in the world today. A monolingual perspective would be equal to language short-sightedness accompanied by a narrow cultural awareness. This is sometimes supported by State policy that aims to recognise only one language with official status. It is evident that this monolingual perspective is observed in some countries with a powerful language for communication (such as English, French, German or Spanish).’

**OBJECTIVES:**
- To value and respect the linguistic diversity existing amongst the students
- To recognise that literal translations are not always useful and that good knowledge of a language is required in order to translate texts.
- To appreciate the work of translators, which provides access to works of great interest that would not otherwise have been accessible

**BASIC SKILLS:**
- Language communication skills
- Artistic and cultural skills
- Digital skills and processing information
- Knowledge skills and interacting with the physical world
- Social and citizenship skills

**STAGE:**
- Upper Primary
- Compulsory secondary education (ESO)

**DURATION:**
4 sessions.

**RELATED AREAS:**
- Education in social and civic values
- Knowledge of the social environment
- Language
- New Technologies
- Art

**ACTIVITIES:**
- Catalan students can start listening the following song: La Trinca ‘Coses de l’idioma’ <https://www.youtube.com/watch?v=WRRnuFARDkk>. In the song, different phrases are translated literally into Spanish to comic effect.

- Another text to reflect on the difficulties of language is “Sound and letters - a poem for English students”. http://www.ukstudentlife.com/Ideas/Fun/Wordplay.htm
PRINCIPLE 8 THE TRANSLATION OF TEXTS, ESPECIALLY THE GREAT WORKS OF VARIOUS CULTURES, REPRESENTS A VERY IMPORTANT ELEMENT IN THE NECESSARY PROCESS OF GREATER UNDERSTANDING AND RESPECT AMONG HUMAN BEINGS

- Identify set phrases that can be translated in the different languages: Catalan / Spanish / English, etc. There are examples in the worksheets, but there is such a vast quantity that each student could identify one set phrase.
  Observe whether they are literal translations or whether they refer to a cultural aspect.
  Illustrate the set phrases so that fellow students can guess what they are, turning it into a ‘memory’ game...
  Make a cartoon or a small play to be acted out, in which different phrases or expressions are concealed, and the other students must find them.

- The translation of literary texts. Discuss this based on the poem ‘Les juments blanches’ (The White Mares) by Paul André.
  What is required of a good translator? Can everything be translated?

- Conduct research into the books being read by the students or at the school library. Recognise that the majority of books have been translated. Talk about the great universal works and their origin. Observe that, thanks to translators, it has been possible to read and appreciate works by Homer, Shakespeare, etc.
  Observe that translation brings cultures closer together.

- In groups of three, each student should read the extract of the interview with Manuel Forcano and the full interview with translators Tina Vallès and Ferran Ràfols. Find this at: <http://www.vilaweb.cat/noticia/4001195/20120410/traduccio-manual-aspiradora-paguen-vegades-be-traduccio-obra-conrad.html>.

- What difficulties do translators have in carrying out their work? Compare your thoughts and conclusions and see if you can reach an agreement.

- Imagine that translators limit themselves to translating non-fiction, and have never translated any literary texts. How would this situation be experienced by cultures worldwide? What would we have lost?

- Talk about the importance of knowing the culture using the language in order to translate specifically and accurately.

  Watch the video The Funny Translator <https://www.youtube.com/watch?v=DcJVqjOTjb4>, in which a translator imitates 7 languages.
  The second part of the video is silent so that students can dub this section.

- Do gestures also have to be translated? Sometimes we assume that gestures are the same in the different languages. Watch the video HAND GESTURES AROUND THE WORLD. <https://www.youtube.com/watch?v=2hOVL1YkccEE>.
  Discuss non-verbal communication, almost as important, or more important, than verbal communication.
ASSESSMENT / REFLECTION:
- A part of language that reflects the culture is the use of set phrases. These continue to change over time as language is alive and it is culture.
- Without the translation of texts, cultures would not spread and would not be accessible to other language societies.

BIBLIOGRAPHY AND LEARNING MATERIAL:
- Song: Cosas del idioma: https://www.youtube.com/watch?v=WRRnuFARDkk
- Dictionaries of set phrases.
- Video: The Funny Translator: https://www.youtube.com/watch?v=DcJVqj0Tjb4
- Video: Hand Gestures Around the World: https://www.youtube.com/watch?v=2h0V1YkccEE

THIS UNIT CAN BE USED IN RELATION TO:
- World Book Day: 23 April.
- International Library Day: 24 October.
- International Translation Day: 30 September

FIND OUT MORE:
- The most translated books: http://blogs.uab.cat/bhtraduccio/files/2015/03/Translated-books.jpg
- Different websites for learning expressions and set phrases, e.g.: http://www.phrases.org.uk/meanings/phrases-and-sayings-list.html
- How I became a UN interpreter, by Helen Reynolds-Brown https://www.theguardian.com/education/2014/may/15/russian-french-un-interpreter
PRINCIPLE 8
ACTIVITIES

CAN ALL SET PHRASES BE TRANSLATED?
PRINCIPLE 8
ACTIVITIES

TO BE THE BLACK SHEEP
SER L’OVELLA NEGRA
SER LA OVEJA NEGRA
ÊTRE LA BREBIS GALEUSE
PRINCIPLE 8
ACTIVITIES

IT’S RAINING CATS AND DOGS.
PLOURE A BOTS I BARRALS.
LLOVER A CÁNTAROS.
PLEUVOIR DES CORDES.
THE CAT GOT YOUR TONGUE?
SE T’HA MENJAT LA LLENGUA EL GAT?
¿SE TE COMIÓ LA LENGUA EL GATO?
TU AS DONNÉ TA LANGUE AU CHAT?
PRINCIPLE 8
ACTIVITIES

bring home the bacon.
guanyar les garrofes.
ganarse el pan.
gagner son pain.
BUILD CASTLES IN THE AIR.
FER VOLAR COLOMS.
CONSTRUIR CASTILLOS EN EL AIRE.
BÂTIR DES CHÂTEAUX EN ESPAGNE.
SOUNDS AND LETTERS

A poem for English students

When in English class we speak,
Why is break nor rhymed with freak?
Will you tell me why it’s true
That we say sew, but also few?

When a poet writes a verse
Why is horse not rhymed with worse?
Beard sounds not the same as heard
Lord sounds not the same as word

Cow is cow, but low is low
Shoe is never rhymed with toe.
Think of nose and dose and lose
Think of goose, but then of choose.

Confuse not comb with tomb or bomb,
Doll with roll, or home with some.
We have blood and food and good.
Mould is not pronounced like could.

There’s pay and say, but paid and said.
"I will read", but “I have read”.
Why say done, but gone and lone
- Is there any reason known?

To summarise, it seems to me
Sounds and letters disagree.
WHITE MARES

In Breton, to say ‘The white mare’, they say: ‘Ar gazeg wenn’.
In Arabic, they say: ‘El fâràs lè bêda’.
In English, they say: ‘The white mare’.
In Inuit, they don’t say anything, as there are no white mares there.
In Spanish, they say: ‘La yegua blanca’.
In Flemish, they say: ‘De witte merrie’.

In French, they say: ‘La jument blanche’.
In German, they say: ‘Die Schimmel Stute’ or ‘Die weiss Stute’.
In Portuguese, they say: ‘A égua branca’.
In Czech, they say ‘Bilá kobyla’.
In Venezuelan, they say: ‘La yegua blanca’.
In Catalan, we say: ‘L'euga blanca’ or ‘L'egua blanca’.
In Italian, they say: ‘La cavalla bianca’.
In Greek, they say: ‘E abere gorada’.

As you can see, all the mares are different, but they are all white mares.

PRINCIPLE 8
ACTIVITIES

<table>
<thead>
<tr>
<th>Catalan Expression</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treure les castanyes del foc.</td>
<td>The early bird catches the worm.</td>
</tr>
<tr>
<td>A quien madruga Dios le ayuda.</td>
<td>To be a bookworm.</td>
</tr>
<tr>
<td>Més clar que l’aigua.</td>
<td>To be in deep water.</td>
</tr>
<tr>
<td>La mejor medicina es la buena comida.</td>
<td>To save someone’s bacon.</td>
</tr>
<tr>
<td>Ser una rata de biblioteca.</td>
<td>To bite off more than one can chew.</td>
</tr>
<tr>
<td>Estar amb l’aigua al coll.</td>
<td>Monkey see, monkey do.</td>
</tr>
<tr>
<td>Estirar més el braç que la màniga.</td>
<td>As clear as a day.</td>
</tr>
<tr>
<td>Ser una mona de repetició.</td>
<td>It’s a piece of cake.</td>
</tr>
<tr>
<td>És bufar i fer ampolles.</td>
<td>An apple a day keeps the doctor away.</td>
</tr>
<tr>
<td>Fresc com una poma.</td>
<td>As cool as a cucumber.</td>
</tr>
</tbody>
</table>
Interview with Manuel Forcano

Interview with Manuel Forcano in the Núvol digital newspaper: http://www.nuvol.com/entrevistes/manuel-forcano-el-traductor-es-i-ha-de-ser-sempre-un-mentider-i-un-blasfem-alhora/

What is the role of the translator?
For me translating is deciding. From one language to another, there is always a bridge to cross. You must decide with which foot to cross first, on which side you will cross, or if you are going to cross quickly or slowly, or amble along. The role of the translator is, therefore, to decide all of these aspects and take a series of decisions so that a message transfers from one language to another and is understood, with the same intensity, and with the same level of emotion existing on the other side. In summary, the role of the translator, which I consider important, decisive, necessary and creative, is to decide how to translate.

Do we have to translate everything or must we learn to live with that which is incomprehensible, unattainable, different?
There is a beautiful saying in the Talmud: ‘Anyone who translates literally is lying. To add nothing is blasphemy’. The translator is, therefore, always a liar and always guilty of blasphemy, at the same time, because he/she must find a synonym that more or less provides what may seem untranslatable a priori. I believe that, in reality, everything can be translated, but that the translator has to make great moves for this to be so. Everything has to be translatable, and it must be possible to transmit everything one way or another. The only challenge is to find the ways to do so. What may sometimes appear incomprehensible for one culture, while in another culture it is normal, must be expressed. Through effort, there must be a way, even if it is simply the surprise at how this exists in one culture and that the other culture cannot understand it.

The interview with Tina Vallès and Ferran Ràfols can be found at: http://www.vilaweb.cat/noticia/4001195/20120410/traduccio-manual-aspiradora-paguen-vegades-be-traduccio-obra-conrad.html
OBJECTIVES:
- To value and respect the linguistic diversity existing amongst the students
- To discuss the media as a tool for learning and to preserve the language as a means of transmitting the culture.

BASIC SKILLS:
- Language communication skills
- Artistic and cultural skills
- Digital skills and processing information
- Knowledge skills and interacting with the physical world
- Social and citizenship skills.

STAGE:
- Upper Primary
- Compulsory secondary education (ESO).

DURATION:
4 sessions.

ÁREAS RELACIONADAS:
- Education in social and civic values
- Knowledge of the social environment
- Language
- New Technologies

ACTIVITIES:
- Discuss the sentence: “Nothing is so important for a nation’s culture as its language” by Wilhelm von Humboldt, a German linguist and philosopher.
- Initiate debate by talking about dubbing in the media.
  - Does it help language learning?
  - Should everything be dubbed?
  - In which languages do you watch films?
- Analyse the different media.
  Are they objective? Do they have a specific audience?
Take a news item and compare it in different media sources. One day, a television news item can be used for the activity. Another day the radio can be used, and another day the written press can be used. First analyse the sections used for the different programmes/newspapers, and then analyse the content and the language used to inform readers.

- Social media: Is it reliable? Which language is used?
Read and discuss the following article in the The Guardian: <http://labs.theguardian.com/digital-language-divide/>. *How does the language you speak shape your experience of the internet?*
Raise awareness of the importance of knowing languages in order to interact on social media, as, through globalisation, languages can be a barrier to accessing information first hand.

- Plan the recording of an interview. The students can choose the characters who can be writers, artists, etc.
In groups, students look for biographical information on the character chosen. They can prepare questions and set the scene. The interviews can be recorded in the character's language if the students have sufficient knowledge of the language.
The interview is recorded and edited, if relevant.
The characters could be: Miguel de Cervantes, Mercè Rodoreda, William Shakespeare, Roald Dhal, etc.

- Go to a newsstand and see which newspapers there are. Make a list with the name of each publication and the language in which they are written. What conclusions do you reach? (Different questions can be taken into account: the ideologies of the newspapers, the types (general, specialised, sports-based), those which exist in digital format, etc.).

- Ask ten to fifteen people who come to the newsstand which newspaper they have chosen and why. Compare your results with three or four fellow students and present your conclusions to the rest of the class.

- Each student should reflect on the following questions and then discuss the results with the class as a whole:
a) How many hours of television do you watch a week?
b) Which type of programme do you watch most often?
c) Which type of programme do you watch mainly together with your parents or guardians?
d) In which language do you mainly watch television?

- Do you know what journalistic style guides are? Why do you think the press needs a style guide?

- The press uses standard language. Is this standard always used on television? And on the radio? And in the written press? Why? Do you think uses other than the standard use of language should appear in the press?
PRINCIPLE 9 THE MEDIA IS A PRIVILEGED LOUDSPEAKER FOR MAKING LINGUISTIC DIVERSITY WORK AND FOR COMPETENTLY AND RIGOROUSLY INCREASING ITS PRESTIGE

ASSESSMENT / REFLECTION:
- All students must understand clearly that information provided in the press must be coherent and as accurate as possible, as required by the audience. 
- It is necessary to analyse critically all the information that we receive.

BIBLIOGRAPHY AND LEARNING MATERIAL:
- Newspapers to analyse.
- Article: http://labs.theguardian.com/digital-language-divide/
- Recording material.

THIS UNIT CAN BE USED IN RELATION TO:
- Visits to the media, including newspaper visits.
- Participating in programmes on local television and radio stations.
- Developing a school magazine.

FIND OUT MORE:
- How to write a news article: http://www.wikihow.com/Write-a-News-Article
- Video “Behind the scenes of the NFL Today: https://www.youtube.com/watch?v=McOM0N6_u5k
- Video: A behind-the-scenes glimpse into how this newspaper gets made https://www.youtube.com/watch?v=cAeeF8Upb-4
PRINCIPLE 10 THE RIGHT TO USE AND PROTECT ONE’S OWN LANGUAGE MUST BE RECOGNISED BY THE UNITED NATIONS AS ONE OF THE FUNDAMENTAL HUMAN RIGHTS

OBJECTIVES:
- To value and respect the linguistic diversity existing amongst the students
- To produce a document collating the group’s ideas on the topic of diversity
- To participate actively, make specific commitments, develop the role of representatives and become aware of the immediate environment

BASIC SKILLS:
- Language communication skills
- Artistic and cultural skills
- Digital skills and processing information
- Knowledge skills and interacting with the physical world
- Social and citizenship skills

STAGE:
- Upper Primary
- Compulsory secondary education (ESO)

DURATION:
4 sessions.

RELATED AREAS:
- Education in social and civic values
- Knowledge of the social environment
- Language
- New Technologies

ACTIVITIES:
- Carry out this research exercise on the United Nations:
  - When was it created? Why? What was its aim?
  - What are the official languages of the United Nations? Is Catalan one of them? Why is this so?
  - Watch the video of Pau Casals’s speech in 1971, <https://www.youtube.com/watch?v=CM-WZEjERlwQ>, when he received the United Nations medal.

- What is a manifesto? What is a declaration?
Which ones do you know? Use the example of the Declaration of Universal Rights or the Declaration of the Rights of the Child. There are versions of the declarations that can simplify reading. Observe the characteristics of the language: preamble, articles, etc.
PRINCIPLE 10 THE RIGHT TO USE AND PROTECT ONE’S OWN LANGUAGE MUST BE RECOGNISED BY THE UNITED NATIONS AS ONE OF THE FUNDAMENTAL HUMAN RIGHTS

- Together choose a topic on which a Declaration can be made. It should be a document that can be used by the school as a potential document, in which everyone has a place: on diversity, linguistic diversity, etc.
  Create a declaration.
  Using examples and in groups, choose the essential concepts and develop a document in consensus to be presented to the heads of the school.

- Bring the UN to school. After discussing what a declaration is, and the organisations that develop them and monitor their fulfilment, it is interesting to organise a simulation: the United Nations, Parliament, the Government, etc., to regularly discuss important topics for the school or for the classroom group.
  Choose a president, secretaries, and spokespersons for the different groups to present the proposals and hold subsequent votes to reach agreements.

- Read carefully the extract of the Universal Declaration of Linguistic Rights. Find examples online of linguistic rights not being respected: find digital news items of cases related to discrimination due to a language. Have you ever experienced a similar situation? Do you know anyone whose linguistic rights have not been respected?

- Read the text by Carles Castellanos on the accelerated destruction of languages. You will see that he discusses historical events that, obviously, cannot be altered. How can we use his reflections for the future? How do you think we can prevent the disappearance of languages as a society? How can we achieve a true change of mentality? If you wish, you can consult the recommended bibliography at the end of this document to broaden your knowledge of the topic and access other expert opinions on the subject.

ASSESSMENT / REFLECTION:
- Choosing statements for a declaration involves identifying the most important elements and those which are secondary.
- Creating a Declaration for the school requires important reflection on the topic to debate, as statements are required, as well as principles that are realistic, attainable and defensible.
- Taking a position in the face of conflict is not always easy. It is necessary to find arguments to defend or argue against a position.

BIBLIOGRAPHY AND LEARNING MATERIAL:
- Video of Pau Casals: https://www.youtube.com/watch?v=CMWZEjERlwQ
- How to write a manifesto: http://www.wikihow.com/Write-a-Manifesto
**PRINCIPLE 10** THE RIGHT TO USE AND PROTECT ONE’S OWN LANGUAGE MUST BE RECOGNISED BY THE UNITED NATIONS AS ONE OF THE FUNDAMENTAL HUMAN RIGHTS

**THIS UNIT CAN BE USED IN RELATION TO:**
- Official languages in organisations:
  - Catalan and the official languages of the European Union. Video by the Pro-Language Platform [https://www.youtube.com/watch?v=G4Z0EnockSk](https://www.youtube.com/watch?v=G4Z0EnockSk)

**FIND OUT MORE:**
- Educational initiative by Amnesty International on the Rights of the Child (Catalan and Spanish) [http://amnistiacatalunya.org/edu/pdf/index.html#infants](http://amnistiacatalunya.org/edu/pdf/index.html#infants)
PRINCIPLE 10

ACTIVITY 1

Name: .......................................................... Date: .............................................

UNIVERSAL DECLARATION ON LINGUISTIC RIGHTS (1996)

Article 10

1. All language communities have equal rights.
2. This Declaration considers discrimination against language communities to be inadmissible, whether it be based on their degree of political sovereignty, their situation defined in social, economic or other terms, the extent to which their languages have been codified, updated or modernized, or on any other criterion.
3. All necessary steps must be taken in order to implement this principle of equality and to render it effective.

Article 12

1. Everyone has the right to carry out all activities in the public sphere in his/her language, provided it is the language specific to the territory where s/he resides.
2. Everyone has the right to use his/her language in the personal and family sphere.

Article 16

All members of a language community have the right to interrelate with and receive attention from the public authorities in their own language. This right also applies to central, territorial, local and supraregional divisions which include the territory to which the language is specific.

Extract from: http://www.unicef.org/crc/
THE ACCELERATED DESTRUCTION OF LANGUAGES

A comparison of the pre-colonial map of languages with today’s geographical distribution shows us that a true calamity has occurred, especially from the 16th century onwards. For example, indigenous American and Australian languages, for example, have been overpowered and a significant number have disappeared. This aforementioned historic moment marked a fundamental change in the nature of contact between languages. Previously, there had also been the phenomena of the expansion of empires, such as the Roman Empire, the Arab Empire, etc., with important language repercussions. However, in general, contact between languages had never taken on the destructive nature that it began to have from the 16th century. Therefore, the mass destruction of languages occurred at the time of the formation and expansion of a new power and a new dominant ideology. It was the time of the emergence of the European absolute monarchies and colonial expansion of a mercantile, capitalist nature, phenomena occurring at the time. It has been said that ‘a language is a dialogue without an army’, highlighting the importance of power and strength for the social prestige of languages. However, the reality is more exaggerated, as language domination is based on a more global power than that of a simple army. It was an economic, political and military power that developed with European colonial expansion. The cause of the process of the destruction of languages is, therefore, the situation of power of the dominant language groups. This situation generated a series of arguments on inequality, arguments based on unfair considerations, such as ‘better’ languages and ‘worse’ languages, languages used for worship and inferior, or patois, languages. In his work Language (1921), Edward Sapir already stated clearly that any language (from the most cultivated to the least cultivated) is suitable for expressing the most complex ideas. There are no superior or inferior languages. All languages have the same possibilities. The difference lies only in the possibilities they have for developing, for creating neologisms, etc., meaning that they follow a process that can be carried out in any language. The varying functions that can be observed in different languages respond only to political, economic and social functions that have been assigned to the groups of humans who speak the languages. What defines the differences are, therefore, not language features, but factors of power. In daily practice, inequality is also maintained through different prejudices and misunderstandings. For example, people are required to speak a dominant language when a speaker of the language joins the conversation, establishing the need for bilingualism to be unilateral (only practised by the speakers of the language dominated), and denigrating speakers of the subordinate language. To maintain the subordination of a language, these misunderstandings can even be based on extreme arguments such as the right of conquest, etc. Magnificent publications exist in Catalonia on the processes of the subordination and destruction of languages and the prejudices that maintain unequal situations. These include works by Jesús Tuson [Mal de Llengües(1988); Històries Naturals de la Paraula (1998) etc.] and Carme Junyent [Vida i Mort de les Llengües (1992) etc.]. The texts are highly recommended for anyone to develop arguments against the prejudices that maintain inequality.
