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## Suitable projects for cooperation with mainstream education classes

### Goal

Many schools and teachers are increasingly engaged in intercultural issues in today's multilingual/multicultural environment. This provides a unique opportunity for cooperation between heritage language teaching and regular, mainstream education classes. It is therefore important that heritage language instructors seize the initiative to make this happen. The following suggestions should appeal to the teachers of regular public school classes as well.

### 1. Multilingual poetry collection (eleven poems, etc.)

2<sup>nd</sup> grade and above

Further information: various internet sites concerning "elfchen" and haiku.

This project has already been realized in many schools and institutions. First, students read poetry and write their own simple poems, which are then beautifully decorated and presented, either at an exhibition or as a book. This is even better if the exhibition or book includes poems in other languages and dialects (with the translation). To create one's own poems, the popular "building plan" for the "Eleven Poems" can be used. It consists of eleven words, which are distributed over five lines as follows:

blue  
 ~~~~~  
 the    sea  
 ~~~~~    ~~~~~  
 it    shines    brightly  
 ~~~~~    ~~~~~    ~~~~~  
 I    like    to swim    there  
 ~~~~~    ~~~~~    ~~~~~    ~~~~~  
 summer  
 ~~~~~

- Line 1:  
1 word (adjective, possibly a noun), e. g. a color or feeling
- Line 2:  
2 words (noun with article) (what it is, what is it about...)
- Line 3:  
3 words (short description) (what is it doing?)
- Line 4:  
4 words (short I-sentence) (what are you doing?)
- Line 5:  
1 word (adjective) (the most important idea in one word)

### 2. Multilingual picture books

Lower level

#### or adventure books

middle level

References:  
Schader (2012a):  
Linguistic diversity as a chance,  
p. 188ff.

With lower level classes, picture books are often created according to the following plan:

- a) The students read or invent a story.
- b) They divide the story into separate episodes or pictures
- c) The students (alone or in pairs) draw a scene and describe underneath it the action that takes place.
- d) The pages are hung on the wall or stapled together to form a book, created by the students.

This procedure can be expanded without difficulty to include multiple languages, as long as enough space is left around the pictures to accommodate the description in various (up to four) languages. Thus, a multilingual picture book is created with a significant contribution from heritage language students.

At the middle and upper school levels, multilingual adventure story books can be created. The students would first create the main characters (e. g. 2 protagonists) who experience various adventures. The students (individually or in pairs) then describe and contribute one episode or part of the book. The result is a complete continuous adventure story. To make it a multilingual story, it was predetermined that certain episodes would take place in the students' countries of origin, and that it would include a few words written in the language spoken there (e. g. "Good morning", "Thank you" etc.).