

Variants:

Self-portraits or a personal description with the main focus on languages (my first language, other languages I can speak, other languages that are spoken in my environment, etc.).

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Bibliographic references

More in-depth information from the “inventor” of the language portraits, Prof. Hans-Jürgen Krumm, Vienna, can be found under [http://www.akdaf.ch/html/rundbrief/rbpdfs/61\\_Mehrsprachigkeit\\_Sprachenportraits.pdf](http://www.akdaf.ch/html/rundbrief/rbpdfs/61_Mehrsprachigkeit_Sprachenportraits.pdf)

## 3.2 Bilingual or multilingual writing projects

### Goal

*In bilingual or multilingual writing projects, the HLT students are made aware of their bilingual resources and potentials and how to use them productively. In terms of their first language, authentic situations may arise, in which the writing competences can be promoted. The resulting attractive products contribute to the motivation.*

3<sup>rd</sup>–9<sup>th</sup> grade

30–60 minutes



Materials:  
depending on the project.

Hints:

- The focus in HLT is the realization of the project in the first language (although many students feel more secure in the language of the immigration country). The version in the second language or language of the host country will follow in a second step.
- A cooperation with regular classroom instruction for these projects is particularly productive and useful. The bilingual texts that are created lend themselves very well for a bilingual expansion (see ideas #21 and #22 in the volume “Promoting writing in the first language”).

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Procedure:

- The class is informed about plans for a bilingual or multilingual writing project, followed by discussions of the arrangements, theme, and the kind of text and product to be created. The students should understand that the project aims to utilize their competencies in two languages.
- Possible themes and products:
  - Lower level: creation of a bilingual picture book (the text in the first language at the bottom, the text in the second language at the top). The pictures are either drawn by the children themselves (for a story invented by them or a story read to them by the instructor), or they paste pictures into the text, following a template provided by the teacher (e. g. a picture book). Variant: create a “mini book”, as described in # 21.2 and 22.4 in the volume “Promoting writing in the first language”; Link: <http://www.minibooks.ch/>.
  - Lower and middle level: bilingual poems about a topic or a literary form (e. g. “Elfchen-Gedichte” or “eleven poems” as described in the volume “Promoting writing in the first language”, #21.1). The created texts can be artistically enhanced on colored paper and fashioned into a little booklet.
  - Middle level: creation of a bilingual adventure book, see “Promoting writing in the first language”, #21.2).

- Middle and upper level: a bilingual collection (recipes, instructions for handicrafts, jokes, riddles, etc.), compiled in a booklet or binder, possibly duplicated and decoratively enhanced.
- Middle and upper level: creating a book cover and jacket blurb (either in a bilingual version or parallel in the first language and the language of the school); see <http://www.sikjm.ch/literale-foerderung/abge-schlossene-projekte/mein-buchumschlag/> and <http://www.sikjm.ch/medias/sikjm/literale-foerderung/projekte/mein-buchumschlag-didaktische-anregungen.pdf>.
- Middle and upper level: creating a bilingual or multilingual “photo comic” or novella with self-created pictures and speech bubbles. Computer generated assistance recommended, as described in the volume “Promoting writing in the first language”, #21.3.
- Middle and upper level: bilingual student paper (wall newspaper, stapled newspaper A4 size, electronic newspaper).

## 3.3 Language-biographical themes

### Goal

*Dealing with growing up in and between two languages strengthens one's reflection competences as well as knowing the characteristics of one's own biography and personal competences. What makes this topic especially attractive is that it is directly linked to one's own experiences and memories.*

2<sup>nd</sup> – 9<sup>th</sup> grade

30 – 45 minutes



Materials:  
depending on the implementation  
(A2 paper for poster).

### Hints:

- In most cases, there exist dialectal variants and a standard form in the first language as well as in the language of the immigration country. These must of course be discussed. (Many HLT students experience most of the difficulties with the standard variant of their first language.)
- The topic can be addressed with various, age-appropriate specific questions. Students could also work on these questions in different level-specific groups and then present the results to each other.
- Normally, the project is distributed over two weeks (introduction in the first week, execution thereof in the second week). The above referenced “language outlines” are a good introduction to the theme.

### Procedure:

- The instructor introduces the project and the exact formulation of the question (possibly an age-appropriately differentiated task, see above). The students receive clear guidelines for the continued assignment (e. g. collect the requested information until next week and bring to class with corresponding notes). For a list with possible questions, see below.
- In the subsequent week, the results of the assignments are compiled and possibly summarized on a poster and presented in class. Depending on the focus, a written text or a discussion may ensue where students reflect on their insights gained through this project.
- Possible questions:
  - All levels: my first words or sentences in the first and second language (ask parents); funny mistakes and blunders in the first and second