

language (misunderstood and erroneously applied terms); important resource persons when learning the first and second language.

- Middle and upper level: what were my particular difficulties in learning the second language? How did I learn, what strategies did I have and still have? Which aspects are still problematic for me and how could I overcome them? Variant: a presentation of funny language misunderstandings as a sketch.
- Middle and upper level: What can I do well in my first language and in which areas do I still experience difficulties?
- Middle and upper level: dialect and standard variant in the first and second language. Which form do I apply in a given situation? What is my emotional connection to both variants, what is the reason for acquiring the standard language (what is it good for, particularly also in terms of the first language)?
- Middle and upper level: growing up with and in between two languages. What are the advantages, but also the problems relative to growing up monolingually? – Will I raise my own children bilingually as well, why, why not?
- Middle and upper level: experiences of the parents or the grandparents upon moving into the new language environment. How did they fare, what difficulties did they experience, how did they manage? It might be useful to compile a few key questions for an interview, and maybe also record parts of the interview on a recording device.
- Upper level: different languages often have a prestige that varies considerably. How is this in terms of our first language, what kinds of experiences have I already gained in this respect?

3.4 Using electronic media in different languages

Goal

Media competences, in particular when dealing with electronic media, ranks among the key qualifications in today's world. In a multilingual environment, this competence must, of course, be developed and expanded in terms of more than one language. In this case as well, HLT can and must take advantage of numerous diverse opportunities.

3

5th–9th grade

10–90 minutes



Materials:
computer
with internet access
(in school or at home),
cell phone/smartphone.

Hints:

- Among the electronic media which lend themselves for multilingual use in school, the following must be considered first and foremost: computer (text processing, formatting and design; internet as source of information; e-mail, social networks (facebook, chat rooms etc.) as well as skype and other platforms for written and oral contacts and information), cell phone for sms, smart phones for performing computerized functions.
- The primary focus in HLT is, of course, the usage of electronic media in the language of origin; additionally, these media can also be used in conjunction with other projects (see suggestions 3.3–3.6 in the previous chapter).
- Correct spelling is important when entering search terms on the internet. Consult a dictionary or a machine-generated translation in case of uncertainties.

- If the school has no computers available, the assignments must be structured in a way that facilitates working on them with a computer at home. To facilitate access to a computer for every student, maybe teams can be created.

Possibilities and examples of use:

- Design of a text (poetry, story) or a book in the heritage language (nice layout, perhaps illustrations; possible without internet).
- Introducing the students to the most important search engines and sources of information in the language of origin (wikipedia etc.); go through a few examples).
- Acquisition of information from websites in the language of origin (e. g. about a historical theme; about agriculture, about poems, fairy tales, etc.) The planning of the topics should occur with the students, and the results of the internet research should be integrated into the teaching materials.
- Using e-mail, skype, sms, for obtaining information from the country of origin (relatives, friends).
- Corresponding with a class in the country of origin; see #3.8 below.
- Experiments with translation machines (e. g. with the integrated Google "translator"): enter a short text in the language of the country of origin for translation or vice versa. What happens, which errors can be attributed to what, etc.?

3.5 Dialects in our language and other languages

Goal

Most languages comprise a whole range of dialects, primarily for oral use, in addition to the standard or written form. The students' perception concerning this matter should be sharpened and their linguistic knowledge and awareness must be developed.

5th – 9th grade

45 minutes



Materials:
possibly a map.

Procedure:

- Introduction, for example, in such a way that the instructor begins the lesson by informing the students in the broadest possible dialect that today's language hour is devoted to a special topic. What could it be?
- Discussion: assumptions on the part of the students, experiences with the dialect(s) in their first language. Who uses dialect where and how, which typical words do you know in dialect (compile a selection of words on the board), what kinds of dialectal differences are there between different regions (show on the map!); address comprehension issues between the different dialects, etc.
- Assignment for the next week: record dialects (e. g. grandparents, etc., possibly by phone or skype). Perhaps audio samples can be obtained from the internet (Example for Italian: <http://www.yougulp.it/dialetto/>): bring to class and localize the region on a map.
- In view of the standard language: how does it differ from the dialects, where is it used (for written purposes, media, news, etc.) Possibly write and compare a short text in the standard language and in dialect. What is difficult in terms of the standard language?