

- 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?

- What is the prestige of dialect in our language; where are dialects heard, who uses them, who does not?
- Dialects and standard language in the immigration country: what do the students know about them, which variant is used and when; what is the prestige of dialect here?
- Discussion: my emotional connection to dialect and standard variants in the first language and second language; my assessment of the practical use of dialect and standard language.

3.6 Correspondence to intercultural questions

Goal

Questions in conjunction with life in, with and between the cultures are particularly current for HLT students. The objective of the project "correspondence" is for students to exchange ideas about these questions with persons from other contexts and thereby expand their own horizons. At the same time, the project contributes to the students' writing and media competence.

5th–9th grade

45 minutes



Procedure:

- By way of a current issue from the topic area «intercultural life together», the instructor suggests that students obtain and discuss the points of view of persons from other contexts. This should occur in form of an electronic correspondence (e-mails, possibly SMS). Potential topics and questions include: personal experiences with hostility towards foreigners in this country – the status of "foreigners" in the political system – the status of HLT in the educational system- the status and prestige of minorities, such as the Roma people, for example – discussion of a question from a current political debate.



- The class selects a topic and discusses potential correspondence partners and contexts. Examples for class correspondences: a school class from the country of origin – an HLT class from another community in the immigration country – an HLT class from another immigration country – an HLT class from another language group. (Perhaps the ministry of education from the country of origin can assist with facilitating the relevant contacts.)
- For individual correspondences: relatives, friends, acquaintances from the same or other language groups. It is exciting when the same prob-