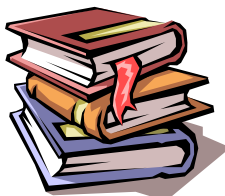


JL

Janua linguarum – Vrata v jezike



Topic: A STORY ABOUT THE EVOLUTION OF LANGUAGES

Class: 4th (nine-year primary school)

Age: 9 or 10

Duration: 2 school hours (each 45 minutes)

School: Pedagoška fakulteta

Teacher: Soča Fidler

Cross-curricular links: Slovene, Social studies

Task 1 – Growing apart from the original language and borrowing words

Aims and objectives:

- to make students aware that languages evolved from the same source language, but grew apart through the course of time,
- to make students aware that words can be borrowed from other languages,
- to make students aware that words that were borrowed usually changed.

Proposed procedure

1. Preparation: The teacher and students make space in the middle of the classroom. The teacher prepares posters saying LANGUAGE in several languages, e.g. in Slovene, Croatian, English, German, French, Italian, Hungarian and the languages spoken by the students.

2. Activities: students work together and in groups. The teacher starts telling the story in a dramatic way: *In very old times there was a language that was called Indo-European. It was spoken by people who lived closely together. The teacher uses body language to invite all the pupils to come together and talk to each other. The people understood each other well, but the area where they lived became too small, and the land could not feed them any more. So people started to migrate and settle on new land that could feed them, their cattle and other animals. When they found a place they liked, they settled, but the others moved on. They did not meet any more. For new things they invented new names, but they also changed some old names.* The teacher invites the students to disperse in small groups around the room. Each group except one is given a poster in a different language: e.g. LANGUAGE, SPRACHE, LANGUE, JEZIK (2x), LINGUA - and also in the languages spoken by the students in the classroom. The teacher encourages and helps the students to have little conversations in »their« language to indicate that people spoke (speak) different languages:

The teacher approaches the German group and asks: WIE GEHT'S ? and students answer: DANKE, GUT .

The teacher approaches the English group and asks: HOW ARE YOU? and students answer: FINE, THANKS.

The teacher approaches the French group and asks: ÇA VA? and students answer: ÇA VA.

The teacher approaches the Italian group: COME VA? and students answer: BENE, GRAZIE.

The teacher approaches the Croatian group: KAKO STE? and students answer: HVALA, DOBRO.

The teacher approaches the Slovene group: KAKO STE? and students answer: HVALA, DOBRO.

The teacher asks questions to raise students' awareness of the evolution of languages. Then, s/he continues: *With each new migration there were more differences; however, people who lived closely together spoke similarly so that they could communicate with each other.*

Sometimes people came from far-off lands. They spoke a totally different language which was incomprehensible to the natives, e.g. Hungarian. The teacher invites students who were a separate group to come between the groups JEZIK, SPRACHE, LINGUA. They hold a poster saying NYELV.

The teacher continues: *On many occasions, people who lived nearby borrowed words from their neighbouring nations; Slovenes, for example, borrowed quite a lot of words from Germans.* The group SPRACHE is given a poster saying *TEPPICH*; the group JEZIK also has a poster saying *TEPIH*. *Do you notice anything?* Students have a discussion. The teacher pronounces both words and invites students to comment on the difference(s).

The teacher presents students with the Slovene word for *carpet* (PREPROGA) and asks students whether *TEPPICH* and *PREPROGA* are similar.

Task 2 – Language families

Aims and objectives

- to make students aware that languages can be visually and aurally similar or different,
- to motivate students to find out which languages are related.

Proposed procedure

1. Preparation: the teacher has books in different languages; each has a label LANGUAGE in the language in which it was written. For each student there is a worksheet with a table containing pairs of the word BOOK in two different languages (see below); there is the same but bigger table for the blackboard.

2. Activities: students work as a whole class, in groups and individually. First, small groups of students are given a book with the label BOOK in the language in which the book was written. They are asked to find their »relative« (a group with a similar word on their book) and stay together. Students are seated with their »relatives«. The teacher holds up two books at a time and says the word BOOK in both languages. Students raise their hands if they think the words are similar – related. A similar task follows in writing. The teacher draws a table with pairs of words (see below) on the blackboard and gives the worksheet to each student. When students fill in their answers (languages and whether they are related), they dictate their solutions to the teacher. S/he fills in her/his table and guides the students if necessary.

Worksheet

WORD - LANGUAGE	WORD - LANGUAGE	RELATED: YES or NO?
book	livre	
Buch	book	
knjiga	book	
livre	libro	
Buch	livre	
knjiga	könyv	
könyv	livre	
könyv	libro	
könyv	Buch	
knjiga	књига	