

Lesson plan

1. Lesson package, one hour (45 minutes)

Didactic tools: computer with internet connection, projector

Target group: high schoolers (15 to 19 years old).

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A) Countries and languages

The teacher displays the front page of <http://lingvo.info/lingvopedia>, which includes the map of Europe.

1. The students search for their country and show it on the map.

2. The students show neighbouring countries and say what their official languages are.

3. The students select three countries, say their names, show them on the map and say which languages are spoken there. They motivate why they chose the countries they chose.

The teacher loads this page: <http://lingvo.info/lingvopedia>

1. The teacher shows if the answer was correct or not by moving the mouse over the country in question.

2. The teacher shows if the answers were correct or not by clicking on the dots of the countries in question.

3. The teacher shows if the answers were correct or not by moving the mouse over the countries in question and clicking on the dots.

B) Official and minority languages

4. The teacher and the students select one of the before mentioned languages. If possible the one that seems the most interesting.

5. The teacher and the students look at the world map without peeking at the solutions on the top of the page.

The teacher asks:

- What does the map show?
- In which places does the selected language exist?
- Why is the map coloured with different colours? What do the colours mean?

The teacher and the students together figure out that on the map blue means that the language is

4. By clicking the dot of the selected country and clicking the button "read more" the teacher and the students can read through a detailed description of the language.

5. The teacher should not show the text above the map!

Possible answers:

- The world with countries colour-coded.
- The students name the continents and/or the continents pertaining to the language.
- Blue - the chosen language is the official language in the country. Red - the chosen language is a minority language in the country. Green - the chosen language is spoken by a small community, usually

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the official language of the country, that red means that it is a minority language and that green means that it is the language of a diaspora.

6. The students select two additional languages and respond to the question:

- a) Where does the language appear as an official language, a minority language or a language of immigrants?

immigrants.

6. The students names the countries or continents associated with the selected language.

C) Alphabet

7. The teacher shows the students the alphabet of a chosen language. The students compare it to the alphabet of their own language, compare the number of letters, count vowels and consonants, look for new letters, check how many letters are identical to those in their language, etc.

8. Then they read together the text that is after the alphabet, listen to the examples and comment the differences and similarities between this language and theirs.

9. In the next step, the students can choose two or three more languages (if possible, languages from different families, e. g. one Slavic, one Germanic, one Romance and one Finno-Ugric) and explore their alphabets. Again, they must look at the letters first and count the vowels and consonants. Then they compare the alphabets and their characteristics to those of their own language. The students can compare the descriptions of the languages between each other. They will notice that the descriptions contain various information: in some language, there is a description of some aspect, while another aspect is described for other languages. The students think about the aspects absent from the description they would like to explore.

7. The teacher scrolls down to the part “Writing and pronunciation”. First he shows the alphabet without the text below.

8. The teacher, in the part “Writing and pronunciation”, shows the text and comments it with the students. He plays the audio recordings (if they exist).

9. The descriptions are quite different, depending on the languages. The teacher and the students comment what is described for each language. Some descriptions concentrate more on writing, other on pronunciation.

D) Looking at the site

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10. Finally, everyone together looks through what is hidden on the four differently coloured parts of the site: Lingvopedia, Babylon, Lingvopolis kaj GeoLingvo. They can discuss the contents or simply out of curiosity look at all the pages.

The teacher returns to the page, <http://lingvo.info>, and opens up the four parts one after the other.

Lingvopedia contains interesting things about languages, Babylon contains easy-to-follow articles on diverse linguistic phenomena, Lingvopolis links to interesting sites about different languages and GeoLingvo is an interactive game about languages.