

# RML2future

Network for multilingualism and  
linguistic diversity

It's never too late ...  
monolingualism is easy to cure!

Es ist nie zu spät ...  
Einsprachigkeit ist heilbar!

DOKUMENTATION  
SPRACHPLANUNG:  
Workshop / Training

**Impressum:**

RML2future – Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa  
unter Leitung der Föderalistischen Union Europäischer Volksgruppen (FUEV)

[www.language-diversity.eu](http://www.language-diversity.eu), [www.rml2future.eu](http://www.rml2future.eu)

Föderalistische Union Europäischer Volksgruppen (FUEV)  
Schiffbrücke 41  
D-24939 Flensburg  
[info@fuen.org](mailto:info@fuen.org)  
[www.fuen.org](http://www.fuen.org)

in Zusammenarbeit mit



[www.eurac.edu](http://www.eurac.edu)



[www.dglive.be](http://www.dglive.be)



[www.hojoster.dk](http://www.hojoster.dk)



[www.nsks.at](http://www.nsks.at)



[www.yeni.org](http://www.yeni.org)

Network for multilingualism and linguistic diversity in Europe  
Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

## **TRAINING / WORKSHOP (Deutsch, Englisch, Regional- und Minderheitensprachen)**

Trainingsprogramm Erwachsene

Trainingsprogramm Kinder

Programme course adults

Programme workshop pupils

Programma workshop folwoeksenen

Programma workshop learlingen

Theoretische Grundlagen

Fakten zur Mehrsprachigkeit

PowerPoints Erwachsene

PowerPoints Kinder



[www.fuen.org](http://www.fuen.org)



[www.eurac.edu](http://www.eurac.edu)



[www.dglive.be](http://www.dglive.be)



[www.hojoster.dk](http://www.hojoster.dk)



[www.nsks.at](http://www.nsks.at)



[www.yeni.org](http://www.yeni.org)

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## Network for multilingualism and linguistic diversity in Europe Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

### Programme course adults

#### *Main aim of this course*

Nowadays, we are living in a multicultural and multilingual society. Everywhere around us, you can hear at least the mother tongue, national language and English. This workshop is a tool to make people aware of the different languages in Europe. We designed a digital toolbox with all the materials you need for a one hour workshop about multilingualism.

#### *Duration*

45-60 minutes

#### *Organisation*

<b>Before</b>	Preparing the material: <ul style="list-style-type: none"> <li>• RML2future medals for all pupils</li> <li>• Switching on the computer for the podcast</li> <li>• Language map of Europe</li> <li>• RML2future quiz and answers on the computer</li> </ul>
<b>During</b>	Explaining the programme of the course to the people. Dividing the material. Opening the podcast.
<b>After</b>	Tidying up. Evaluation.

Phase	Time	Course description
<b>Introduction</b>	10 min.	A. <i>Introduction game with medals.</i> <ul style="list-style-type: none"> <li>• <b>Aim:</b> Making people realize how many languages they are able to speak: one, two or more than three languages? To show the diversity and amount of languages in the room.</li> <li>• <b>Method:</b> Giving the medals to the people. While you are dividing the medals, you ask them how many languages they speak. Depending on the answer they can get either a medal with a 1, a 2 or a 3+. Afterwards counting all the languages they can speak.</li> <li>• <b>Material:</b> RML2future medals.</li> </ul>

	30 min.	<p><i>B. Theory about multilingualism.</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Making the people realize that there are a lot of languages being spoken in the world. Make people aware of the benefits of multilingualism.</li> <li>• <u>Method:</u> Show a map of the world to the people. Ask them how many languages they think that are being spoken in the world. Show the language map of Europe and show them minority areas. Ask people what they think the benefits and disadvantages of multilingualism are. After discussing the benefits and disadvantages you can give them some facts about the benefits of multilingualism.</li> <li>• <u>Material:</u> Language map of Europe.</li> </ul> <p><i>C. Game with stickers</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Finding out about minority and majority languages. Can they find the language with the right sticker?</li> <li>• <u>Method:</u> The people can work individually, in pairs or in groups. The people get a couple of stickers, explain them that these stickers all have the same text on it, but all in different minority and majority languages. They have to find the right language with the right sticker.</li> <li>• <u>Material:</u> RML2future stickers in different languages with the text: 'It's never too late...monolingualism is easy to cure'</li> </ul> <p><i>D. Watching the podcast</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Watching the podcast to listen to different majority and minority languages to make them aware of all the languages.</li> <li>• <u>Method:</u> The people watch the podcast.</li> <li>• <u>Material:</u> Podcast 1 RML2future, <a href="http://www.youtube.com/results?search_query=Rml2future&amp;oq=Rml2future&amp;aq=f&amp;aql=&amp;aql=&amp;qs_sm=3&amp;qs_upl=886I1406I0I1990I6I6I0I0I0I0I107I484I4.2I6I0">http://www.youtube.com/results?search_query=Rml2future&amp;oq=Rml2future&amp;aq=f&amp;aql=&amp;aql=&amp;qs_sm=3&amp;qs_upl=886I1406I0I1990I6I6I0I0I0I0I107I484I4.2I6I0</a></li> </ul>
<b>Closing</b>	10 min.	<p><i>E. Quiz and answers</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> A game to guess some questions about languages and to find out what people have learned from this workshop.</li> <li>• <u>Method:</u> The questions can be answered individually. Afterwards the answers can be discussed with the group.</li> <li>• <u>Material:</u> RML2future quiz and answers.</li> </ul>

Extra:

*F. Extra language facts and theory*

- Aim: Inform the people more about language facts and give some extra background information on multilingualism.
- Method: You can talk the people through the facts, using the powerpoint facts.
- Material: RML2future sheet 'Info-fakten' (German, English or Frisian)

## RML2future quiz answers

- 1) How many languages are being spoken in the world?
  - a. between 3000-4000
  - b. between 4000-5000
  - c. between 5000-6000
  - d. between 6000-7000**
- 2) What language is this? Dydy byth yn rhy hwyr ... mae gwellhad rhag unieithrwydd!
  - a. Turkish
  - b. English
  - c. Welsh**
  - d. Breton
- 3) How many languages are estimated to be indigenous to Europe?
  - a. <100
  - b. 100-200
  - c. 200-300**
  - d. 300-400
- 4) What part of the world's population is bilingual or plurilingual (i.e. they speak two or more languages?)
  - a. at least one fifth of the population
  - b. at least a quarter of the population
  - c. at least two third of the population
  - d. at least half of the population**
- 5) Which is considered to be the oldest of the languages still spoken in Europe?
  - a. Basque**
  - b. Icelandic
  - c. Greek
  - d. Galician
- 6) What language is this? Et as uler tu lääs - et snååken foon mårn ån änkelten spräke as en krunkhäid, wat hiild wårde koon!
  - a. West-Frisian
  - b. North-Frisian**
  - c. Sater-Frisian
  - d. East-Frisian
- 7) The European Union has:
  - a. 17 official languages
  - b. 21 official languages
  - c. 23 official languages**
  - d. 26 official languages
- 8) Which of the following languages belong to the group of Celtic languages?
  - a. English
  - b. Breton**
  - c. Welsh**
  - d. Basque
- 9) What language is this? Igl ei mai memia tard... monolinguitad ei curabla!

- a. **Rhaeto-Romance**
- b. Ladin
- c. Italian
- d. Latin

10) Which of the following languages are considered to be Romance languages?

- a. Luxembourgish
- b. Romanian**
- c. Catalan
- d. Sardinian

11) Which language family does Estonian belong to?

- a. Finno-Ugric**
- b. Semitic
- c. Germanic
- d. Celtic

12) What language is this?

Mai és massa tard el monolingüisme es pot curar!

- a. Basque
- b. Spanish
- c. Slovenian
- d. Catalan**

13) Which language family does Rromani (a Roma language) belong to?

- a. Indo-Aryan**
- b. Semitic
- c. Turkic language
- d. Caucasian language

14) In which country is the language Cymraeg spoken?

- a. Ireland
- b. Scotland
- c. Wales**
- d. The Faroe Islands

15) The European Union has:

- a. less than 30 indigenous regional minority language communities
- b. approximately 40 indigenous regional minority language communities
- c. approximately 50 indigenous regional minority language communities
- d. more than 60 indigenous regional or minority language communities**

16) Which of the following languages belong to the group of Germanic languages?

- a. Yiddish**
- b. Slovenian
- c. Icelandic**
- d. Polish

17) What language is this? Nigdë nie za późno ... znajomosc leno jednégò jazëka je prostô do zwalozeniégò!

- a. Polish
- b. Kashubian**
- c. Sorbian
- d. German

**Bonus point:**

Translate the slogan of questions: 2, 6, 9, 12, 17 into English/German and into your mother tongue!

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## **Programme workshop pupils**

### *Main aim of this course*

Nowadays, young people are growing up in a multicultural and multilingual society. Everywhere around us, you can hear at least the mother tongue, national language and English. This workshop is a tool to make young people aware of the different languages in Europe. We designed a digital toolbox with all the materials you need for a one hour workshop about multilingualism.

### *Duration*

45-60 minutes

### *Organisation*

<b>Before</b>	Preparing the material ready: <ul style="list-style-type: none"> <li>• RML2future medals for all pupils</li> <li>• Copies of EURAC method, page 1 for all pupils</li> <li>• Switching on the computer for the podcast.</li> <li>• Language map of Europe</li> <li>• Language tree</li> <li>• RML2future quiz and answers on the computer</li> </ul>
<b>During</b>	Explaining the programme of the course to the pupils. Dividing the material. Opening the podcast.
<b>After</b>	Tidying up. Evaluation.

<b>Phase</b>	<b>Time</b>	<b>Course description</b>
<b>Introduction</b>	10 min.	A. <i>Introduction game with medals.</i> <ul style="list-style-type: none"> <li>• <b>Aim:</b> Making the pupils realize how many languages they are able to speak: one, two or more than three languages? To show the diversity and amount of languages in the room.</li> <li>• <b>Method:</b> Giving the medals to the pupils. While you are dividing the medals, you ask them how many languages they speak. Depending on the answer they can get either a medal with a 1, a 2 or a 3+. Afterwards counting all the languages they can speak.</li> <li>• <b>Material:</b> RML2future medals.</li> </ul>

30 min.	<p><i>B. How many languages are being spoken in the group? Which languages do they, their family and their friends speak?</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Making them realize that a lot of different languages are being spoken in their environment. With the use of the material they will have to write which languages are being spoken, which makes them think deeper about it.</li> <li>• <u>Method:</u> Ask the pupils which language(s) they are able to speak. Explain about the term mother tongue. What is their mother tongue? Which other language(s) in their environment do they know? Give each pupil a copy of 'Meine Sprachen' and let them write down which language(s) their family and friends speak.</li> <li>• <u>Material:</u> Page 1 of EURAC: Meine Sprachen.</li> </ul> <p><i>C. Listening to a podcast and guessing the languages.</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> A game to listen to different majority and minority languages to make them aware of the amount of small and large languages.</li> <li>• <u>Method:</u> The pupils listen to the podcast and have to guess the languages. If it's too hard to guess the language, you can give three options where they can choose from.</li> <li>• <u>Material:</u> Podcast 1 RML2future, <a href="http://www.youtube.com/results?search_query=Rml2future&amp;oq=Rml2future&amp;aq=f&amp;aqi=&amp;aql=&amp;gs_sm=3&amp;gs_upl=886l1406l0l1990l6l6l0l0l0l0l107l484l4.2l6l0">http://www.youtube.com/results?search_query=Rml2future&amp;oq=Rml2future&amp;aq=f&amp;aqi=&amp;aql=&amp;gs_sm=3&amp;gs_upl=886l1406l0l1990l6l6l0l0l0l0l107l484l4.2l6l0</a></li> </ul> <p><i>D. How many languages are being spoken in the world? Explanation difference majority and minority language(s.)</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> Making the children realize that there are a lot of languages being spoken in the world. As well that they learn more about the existence of minority languages and where they are being spoken.</li> <li>• <u>Method:</u> Show a map of the world to the pupils. Ask them how many languages they think that are being spoken in the world. Tell them that there is a difference between large and small languages. To make it more interesting and the subject less big, you can show the pupils the language map of Europe. Ask them which languages they already know, show them some minority language areas and tell them some facts about these areas.</li> <li>• <u>Material:</u> Language map of Europe.</li> </ul>
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<b>Closing</b>	10 min.	<p><i>E. Quiz and answers</i></p> <ul style="list-style-type: none"> <li>• <u>Aim:</u> A game to guess some questions about languages and to find out what the pupils have learned from this course.</li> <li>• <u>Method :</u> Depending on the age/level of the pupils, decide if you either let the pupils choose out of two answers. In case you choose for this option: let the pupils stand up if they think the answer is correct and let them sit down if the answer is incorrect. You can also decide to let them choose out of the four multiple choice answers. In this case the battle can be played individually or, an easier option, to let them play in pairs or groups. To motivate the pupils more, you can organize a prize for the winner(s).</li> <li>• <u>Material:</u> RML2future quiz and answers.</li> </ul>
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Extra:

- *Game with stickers:*  
Aim: Finding out about language families in Europe by having a look at the RML2future stickers. Which languages look like each other?  
Method: The pupils can work in pairs or in groups. The pupils get a couple of stickers, explain them that these stickers all have the same text on it, but all in different minority and majority languages. They have to put all languages that look like each other together. After this task, explain them more about the language families in Europe (see background information).  
Material: RML2future stickers in different languages with the text: 'It's never too late...monolingualism is easy to cure'

## RML2future quiz answers

- 1) How many languages are being spoken in the world?
  - a. between 3000-4000
  - b. between 4000-5000
  - c. between 5000-6000
  - d. between 6000-7000**
- 2) What language is this? Dydy byth yn rhy hwyr ... mae gwellhad rhag unieithrwydd!
  - a. Turkish
  - b. English
  - c. Welsh**
  - d. Breton
- 3) What part of the world's population is bilingual or plurilingual (i.e. they speak two or more languages?)
  - a. at least one fifth of the population
  - b. at least a quarter of the population
  - c. at least two third of the population
  - d. at least half of the population**
- 4) Which is considered to be the oldest of the languages still spoken in Europe?
  - a. Basque**
  - b. Icelandic
  - c. Greek
  - d. Galician
- 5) What language is this? Et as uler tu lääs - et snååken foon mån ån änkelten spräke as en krunkhäid, wat hiild wårde koon!
  - a. West-Frisian
  - b. North-Frisian**
  - c. Sater-Frisian
  - d. East-Frisian
- 6) Which of the following languages belong to the group of Celtic languages?
  - a. English
  - b. Breton**
  - c. Welsh**
  - d. Basque
- 7) What language is this? Igl ei mai memia tard... monolinguitad ei curabla!
  - a. Rhaeto-Romance**
  - b. Ladin
  - c. Italian
  - d. Latin
- 8) Which of the following languages are considered to be Romance languages?
  - a. Luxembourgish
  - b. Romanian**
  - c. Catalan**
  - d. Sardinian**
- 9) What language is this?  
Mai és massa tard el monolingüisme es pot curar!

- a. Basque
- b. Spanish
- c. Slovenian
- d. Catalan**

- 10) In which country is the language Cymraeg spoken?
- a. Ireland
  - b. Scotland
  - c. Wales**
  - d. The Faroe Islands
- 11) Which of the following languages belong to the group of Germanic languages?
- a. Yiddish**
  - b. Slovenian
  - c. Icelandic**
  - d. Polish
- 12) What language is this? Nigdě nie za późno ... znajomosc leno jednégò jazyka je prostò do zwalozeniégò!
- a. Polish
  - b. Kashubian**
  - c. Sorbian
  - d. German

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## Programma workshop folwoeksenen

### *Doele fan dizze workshop:*

Hjoeddedei wenje wy yn in multikulturele en meartalige maatskappij. Oeral rûn ús hearre wy teminsten ús memmetaal, de nasjonale taal en Ingelsk. Om minsken bewust te meitsjen fan dit ferskaat aan talen, kin dizze workshop jûn wurde. Wy hawwe in digitale materialeboks makke mei alle materialen dy't jo nedich hawwe foar in oere duorjende workshop oer meartaligens.

### *Tiid:*

45-60 minuten

### *Organisaasje*

<b>Foar</b>	It materiaal klearsette: <ul style="list-style-type: none"> <li>• RML2future medaljes foar elkenien</li> <li>• Podcast op de kompjûter klearsette</li> <li>• Talekaart fan Europa</li> <li>• RML2future kwis en antwurd op de kompjûter</li> </ul>
<b>Ünder</b>	It programma beprate. It materiaal útdiele. De podcast iepenje.
<b>Nei</b>	Opronje. Evaluaasje.

<b>Fase</b>	<b>Tiid</b>	<b>Beskriuwing programma</b>
<b>Yntroduksje</b>	10 min.	A. <i>Yntroduksjespul mei medaljes.</i> <ul style="list-style-type: none"> <li>• <b>Doel:</b> De minsken bewust meitsje hoefolle talen sy sels prate kinne: ien, twa of mear as trije talen?</li> <li>• <b>Metoade:</b> Jou de medaljes oan de minsken. By it útdielien fan de medaljes freegje hoefolle talen de minsken prate. Ohinklik fan it antwurd krike de minsken in medalje mei in 1, in 2 of in 3+.</li> <li>• <b>Materiaal:</b> RML2future medaljes.</li> </ul>

<b>Kern</b>	30 min.	<p><i>B. Teory oer meartaligens</i></p> <ul style="list-style-type: none"> <li>• <b>Doel:</b> De minsken bewust meitsje dat der in soad talen praten wurde op de wrâld. De minsken bewust meitsje fan de foardielen fan meartaligens.</li> <li>• <b>Metoade:</b> Lit in kaart fan de wrâld sjen. Freegje de minsken hoeftolle talen sy tinke dat der op de wrâld praten wurde. Lit de talekaart fan Europa sjen en lit harren de minderheistaalgebieten sjen. Freegje de minsken hokker foar- en neidielen meartaligens neffens harren hat. Nei de diskusje oer de foar- en neidielen kinne der in pear feiten oer de foardielen fan meartaligens bepraten wurde.</li> <li>• <b>Materiaal:</b> Talekaart fan Europa.</li> </ul> <p><i>C. Spul mei stickers</i></p> <ul style="list-style-type: none"> <li>• <b>Doel:</b> Mear leare oer grutte en lytse (minderheids-)talen. Kinne de minsken de goeie taal by de goeie sticker fine?</li> <li>• <b>Metoade:</b> De minsken kinne yndividueel, yn pearn of yn groepkes warkje. Elkenien krijt in pear stickers, lis út dat op alle stickers deselde tekst stiet, mar dat it yn in ferskaat aan grutte en lytse (minderheids-)talen is. De goeie taal moat by de goeie sticker socht wurde. Nei it útsykjen kin de poster brûkt wurde om de goeie talen sjen te litten.</li> <li>• <b>Materiaal:</b> RML2future stickers yn ferskate talen mei de tekst: 'It is nea te let. Ientaligens is maklik te ferhelpen.' Poster mei antwurden.</li> </ul> <p><i>D. De podcast besjen</i></p> <ul style="list-style-type: none"> <li>• <b>Doel:</b> De podcast wurdt besjoen om de minsken nei de ferskate talent harkje te litten en harren bewust te meitsjen oan it ferskaat fan talen.</li> <li>• <b>Metoade:</b> De minsken de podcast sjen litte.</li> <li>• <b>Materiaal:</b> Podcast 1 RML2future, <a href="http://www.youtube.com/results?search_query=Rml2future&amp;oq=Rml2future&amp;aq=f&amp;aq=&amp;aql=&amp;qs_sm=3&amp;qs_upl=88611406101199016161010101010101010148414.21610">http://www.youtube.com/results?search_query=Rml2future&amp;oq=Rml2future&amp;aq=f&amp;aq=&amp;aql=&amp;qs_sm=3&amp;qs_upl=88611406101199016161010101010101010148414.21610</a></li> </ul>
<b>Ofsluting</b>	10 min.	<p><i>E. Kwis en antwurden</i></p> <ul style="list-style-type: none"> <li>• <b>Doel:</b> In spul om fragen oer talen te rieden en om te sjen oft de minsken wat leard hawwe fan dizze workshop.</li> <li>• <b>Metoade:</b> De fragen kinne yndividueel beantwurde wurde. Nei de kwis kinne de fragen mei elkoar bepraten wurde.</li> <li>• <b>Materiaal:</b> RML2future kwis en antwurden.</li> </ul>

Extra:

*F. Ekstra taalfeiten en teory*

- **Doel:** De minsken djipper ynformearje oer taalfeiten en wat mear eftergrûnynformaasje jaan oer meartaligens.
- **Metoade:** De powerpointpresintaasje kin brûkt wurde om de taalfeiten sjen te litten..
- **Materiaal:** RML2future blêd 'Info-fakten' (yn it Dútsk of Ingelsk beskikber)

## RML2future kwisantwurden

- 1) Hoefolle talen wurde der op wrâld praten?
  - a. tusken de 3000-4000
  - b. tusken de 4000-5000
  - c. tusken de 5000-6000
  - d. tusken de 6000-7000**
- 2) Hokker taal is dit? Dydy byth yn rhy hwyr ... mae gwellhad rhag unieithrwydd!
  - a. Turks
  - b. Ingelsk
  - c. Welsk**
  - d. Bretonsk
- 3) Hoefolle talen wurde sjoen as talen dy't by Europa hearer?
  - a. <100
  - b. 100-200
  - c. 200-300**
  - d. 300-400
- 4) Hokfoar part fan de wrâldpopulaasje is twatalich of meartalich? (dat wol size; hja prate twa of mear talen)
  - a. teminsten ien fyfde fan de populaasje
  - b. teminsten in kwart fan de populaasje
  - c. teminsten twa tredde fan de populaasje
  - d. teminsten de helte fan de populaasje**
- 5) Hokker taal wurdt sjoen as de âldste taal dy't noch hieltyd praten wurdt yn Europa?
  - a. Baskysk**
  - b. IIslânsk
  - c. Gryksk
  - d. Galisysk
- 6) Hokker taal is dit? Et as uler tu läas - et snååken foon mân ån änkelten spräke as en krunkhäid, wat hiild wårde koon!
  - a. West-Frysk
  - b. Noard-Frysk**
  - c. Sater-Frysk
  - d. East-Frysk
- 7) De Europeeske uny hat:
  - a. 17 offisjele talen
  - b. 21 offisjele talen
  - c. 23 offisjele talen**
  - d. 26 offisjele talen
- 8) Hokker fan de folgjende talen heart by groep fan Keltske talen?
  - a. Ingelsk
  - b. Bretonsk**
  - c. Welsk**
  - d. Baskysk
- 9) Hokker taal is dit? Igl ei mai memia tard... monolinguitad ei curabla!
  - a. Retoromaansk**

- b. Ladinskyk
- c. Italiaansk
- d. Latyn

10) Hokker fan de folgjende talen wurde sjoen as Romaanske talen?

- a. Lüksemburcksk
- b. Roemeensk**
- c. Katalaansk
- d. Sardinskyk

11) By hokker taalfamylje heart it Ests?

- a. Fin-Ugrysk**
- b. Semitysk
- c. Germaansk
- d. Keltysk

12) Hokker taal is dit?

Mai és massa tard el monolingüisme es pot curar!

- a. Baskysk
- b. Spaansk
- c. Sloveensk
- d. Katalaansk**

13) By hokker taalfamylje heart Rromanysk (in Roma taal)?

- a. Indo-Aryaansk**
- b. Semitysk
- c. Turks
- d. Caucasiaanke taal

14) Yn hokker lân wurdt de taal Cymraeg praten?

- a. Ierlân
- b. Skotlân
- c. Wales**
- d. De Faroe Eilannen

15) De Europeeske Uny hat:

- a. minder as 30 ynheemske regionale of minderheidstaal mienskippen
- b. likernôch 40 ynheemske regionale of minderheidstaal mienskippen
- c. likernôch 50 ynheemske regionale of minderheidstaal mienskippen
- d. mear as 60 ynheemske regionale of minderheidstaal mienskippen**

16) Hokker fan de folgjende talen hearre by de groep fan Germaanske talen?

- a. Jiddysk**
- b. Sloveensk
- c. Ilslânsk**
- d. Poalsk

17) Hokker taal is dit? Nigdë nie za późno ... znajomosc leno jednégò jazëka je prostô do zwalozeniégò!

- a. Poalsk
- b. Kasjubysk**
- c. Sorbysk
- d. Dútsk

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## Programma workshop learlingen

### *Doele fan dizze workshop*

Hjoeddedei groet de jongerein op yn in multikultuerele en meartalige maatskappij. Oeral rûn ús hearre wy teminsten ús memmetaal, de nasjonale taal en Ingelsk. Om jonge minsken bewust te meitsjen fan dit ferskaat aan talen, kin dizze workshop jûn wurde. Wy hawwe in digitale materialeboks makke mei alle materialen dy't jo nedich hawwe foar in oere duorjende workshop oer meartaligens.

### *Tiid*

45-60 minuten

### *Organisaasje*

<b>Foar</b>	<p>It materiaal klearsette:</p> <ul style="list-style-type: none"> <li>• RML2future medaljes foar alle learlingen</li> <li>• Kopys fan de EURAC metoade, side 1 foar alle learlingen</li> <li>• Podcast op de kompjûter klearsette</li> <li>• Talekaart fan Europa</li> <li>• RML2future kwis en antwurd op de kompjûter</li> </ul>
<b>Under</b>	<p>It programma beprate. It materiaal útdiele. De podcast iepenje.</p>
<b>Nei</b>	<p>Opromje. Evaluasje.</p>

<b>Fase</b>	<b>Tiid</b>	<b>Beskriuwing programma</b>
<b>Yntroduksje</b>	10 min.	<p>A. Yntroduksjespul mei medaljes.</p> <ul style="list-style-type: none"> <li>• <b>Doel:</b> De learlingen bewust meitsje hoefolle talen sy sels prate kinne: ien, twa of mear as trije talen?</li> <li>• <b>Metoade:</b> Jou de medaljes aan de learlingen. By it útdielien fan de medaljes freegje hoefolle talen de learlingen prate. Ofhinklik fan it antwurd krije de minsken in medalje mei in 1, in 2 of in 3+.</li> <li>• <b>Materiaal:</b> RML2future medaljes.</li> </ul>

<b>Kern</b>	30 min.	<p><i>B. Hoefolle talen wurde der yn 'e groep praten? Hokker talen prate de learlingen, harren famylje en freonen?</i></p> <ul style="list-style-type: none"> <li>• <b>Doel:</b> De learlingen bewust meitsje dat der in soad ferskate talen praten wurde yn harren omjouwing. Mei it brûken fan it warkblêd moatte se noch djipper neitinke en opskriuwe hokker talen der eins praten wurde.</li> <li>• <b>Metoade:</b> Freegje de learlingen hokker taal/talen sy prate kinne. Lis út wat de term memmetaal betsjt. Wat is harren memmetaal? Hokker oare taal/talen út harren omjouwing kenne se? Jou elke learling in kopy fan 'Meine Sprachen'. De learlingen moatte opskriuwe hokker taal/talen harren famylje en freonen prate.</li> <li>• <b>Materiaal:</b> Side 1 fan EURAC: Meine Sprachen.</li> </ul> <p><i>C. Nei in podcast harkje en de talen riede.</i></p> <ul style="list-style-type: none"> <li>• <b>Doel:</b> In spul om nei de ferskate talen te harkjen en om de learlingen bewust te meitsjen fan it ferskaat oan grutte en lytse talen.</li> <li>• <b>Metoade:</b> De learlingen harkje nei de podcast en moatte de talen riede. As it te dreech is om de taal te rieden, kinne der trije opsjes jûn wurde dêr't de learlingen út kieze kinne.</li> <li>• <b>Materiaal:</b> Podcast 1 RML2future, <a href="http://www.youtube.com/results?search_query=Rml2future&amp;oq=Rml2future&amp;aq=f&amp;aqi=&amp;aql=&amp;qs_sm=3&amp;qs_upl=886140610199016161010101010107148414.21610">http://www.youtube.com/results?search_query=Rml2future&amp;oq=Rml2future&amp;aq=f&amp;aqi=&amp;aql=&amp;qs_sm=3&amp;qs_upl=886140610199016161010101010107148414.21610</a></li> </ul> <p><i>D. Hoefolle talen wurde der op 'e wrâld praten? Utlis grutte talen en minderheidstalen.</i></p> <ul style="list-style-type: none"> <li>• <b>Doel:</b> De learlingen bewust meitsje dat der in soad talen praten wurde op 'e wrâld. Ek leare de learlingen mear oer it bestean fan minderheidstalen en wêr't dy praten wurde.</li> <li>• <b>Metoade:</b> Lit in kaart fan de wrâld sjen. Freegje de learlingen hoefolle talen sy tinke dat der op 'e wrâld praten wurde. Lis út dat der in ferskil is tusken grutte en lytse talen. Om it ûnderwerp ynteressanter en minder grut te meitsjen, kin de talekaart fan Europa sjen littien wurde. Freegje de learlingen hokker talen se al kenne. Lit harren in pear minderheidstaalgebieten sjen en fertel se in pear taalfeiten oere dizze gebieten.</li> <li>• <b>Materiaal:</b> Talekaart fan Europa.</li> </ul>
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<b>Ofslutting</b>	10 min.	<p><i>E. Kwis en antwurden</i></p> <ul style="list-style-type: none"> <li>• <b>Doel:</b> In spul om fragen oer talen te rieden en om te sjen oft de learlingen wat leard hawwe fan dizze workshop.</li> <li>• <b>Metoade:</b> Ofhinklik fan de leeftyd en it nivo fan de bern kin der besletten wurde om de learlingen út twa antwurdmooigheden kieze te littten. As foar dizze opsje keazen wurdt: lit de learlingen oerein komme as sy dat tinke dat it antwurd kloppet en lit se sitten bliuwe as it antwurd ferkeard is. Der kin ek foar keazen wurde om de learlingen út alle fjouwer antwurdmooigheden kieze te littten. As hir foar keazen wurdt: it spul kin yndividueel, yn pearen of yn groepkes speile wurde. Om de learlingen te motivearjen kin der foar keazen wurde om te spyljen foar in pryske.</li> <li>• <b>Materiaal:</b> RML2future kwis en antwurden</li> </ul>
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Ekstra:

- **Game with stickers:**  
Doel: Mear leare oer taalfamylje yn Europa mei it gebrûk fan de RML2future stickers. Hokker talen lykje op elkoar?
- **Metoade:** De learlingen kinne yndividueel, yn pearen of yn groepkes wurkje. Elkenien krijt in pear stickers, lis út dat op alle stickers deselde tekst stiet, mar dat it yn in ferskaat aan grutte en lytse (minderheids-)talen is. De talen dy't op elkoar lykje moatte by elkoar socht wurde. Nei dizze taak, kin der mear útlis jûn wurde oer taalfamyljes yn Europe (sjoch eftergrûnformaasje).
- **Materiaal:** RML2future stickers yn ferskate talen mei de tekst: 'It is nea te let. Lentaligens is maklik te ferhelpen.' Poster mei antwurden.

## Antwurden kwis

- 1) Hoefolle talen wurde der op 'e wrâld praten?
  - a. tusken 3000-4000
  - b. tusken 4000-5000
  - c. tusken 5000-6000
  - d. tusken 6000-7000**
- 2) Hokker taal is dit? Dydy byth yn rhy hwyr ... mae gwellhad rhag unieithrwydd!
  - a. Turksk
  - b. Ingelsk
  - c. Welsk**
  - d. Bretonsk
- 3) Hokker diel fan de wrâldpopulaasje is twatalich of meartalich (sy kinne twa of mear talen prate?)
  - a. teminsten in fyfde fan de populaasje
  - b. teminsten in fearn fan de populaasje
  - c. teminsten twa tredde fan de populaasje
  - d. teminsten de helte fan de populaasje**
- 4) Hokker taal wurdt sjoen as de âldste taal dy't noch hieltyd praten wurdt yn Europa?
  - a. Baskysk**
  - b. IIslânsk
  - c. Gryksk
  - d. Galisysk
- 5) Hokker taal is dit? Et as uler tu lääs - et snååken foon mân ån änkelten spräke as en krunkhäid, wat hiild wårde koon!
  - a. West-Frysk
  - b. Noard-Frysk**
  - c. Sater-Frysk
  - d. East-Frysk
- 6) Hokker fan de folgjende talen heart by groep fan Keltske talen?
  - a. Ingelsk
  - b. Bretonsk**
  - c. Welsk**
  - d. Baskysk
- 7) Hokker taal is dit? Igl ei mai memia tard... monolinguitad ei curabla!
  - a. Retoromaansk**
  - b. Ladinysk
  - c. Italiaansk
  - d. Latyn
- 8) Hokker fan de folgjende talen wurde sjoen as Romaanske talen?
  - a. Lüksemburcksk
  - b. Roemeensk**
  - c. Katalaansk**
  - d. Sardinysk**
- 9) Hokker taal is dit? Mai és massa tard el monolingüisme es pot curar!
  - a. Baskysk**

- b. Spaansk
- c. Sloveensk
- d. Katalaansk**

10) Yn hokker lân wurdt de taal Cymraeg praten?

- a. Ierlân
- b. Skotlân
- c. Wales**
- d. De Faroe eilannen

11) Hokker fan de folgjende talen hearre by de groep fan Germaanske talen?

- a. Jiddysk**
- b. Sloveensk
- c. IIslânsk**
- d. Poalsk

12) Hokker taal is dit? Nigdë nie za późno ... znajomosc leno jednégò jazëka je prostô do zwalozeniégò!

- a. Poalsk
- b. Kasjûbysk**
- c. Sorbysk
- d. Dútsk

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## Theory

The language where you grow up with, is the mother tongue. This language you learn because people around you talk to each other and to you. As a young child you hear sounds, words and sentences. In the end the child will pick up the language and will express itself in this language.

Without language offer in the environment of the child, there is no language development. There are different theories en opinions on what children are already able to do when they are born. This is this questioned. There is so how the language develops in the first couple of years.

In some cases children learn two languages at the same time, for example if the mother speaks Dutch and the father speaks Frisian to the child. In this situation the child has got two mother tongues, that can both be used equally good. This is called simultaneous bilingualism. Parents do have to use the language consistently to the child, so there is a clear division between the languages.

With two languages the child has to learn two language systems. Both languages have got different sounds, words and grammar. Of course there are also similarities between the language, for example between Frisian and Dutch and Spanish and French.

A child can also learn a second language if, for example, at home the language is Frisian and at school the language is Dutch. This is called successive bilingualism. Simultaneous and successive bilingualism can both make a child perfect bilingual.

If a young child has to deal with two languages, the child will those languages as one system. The child will use words from one language in the other language and the other way around. This is called the in-between-language. It is not a problem that this in-between-language exists, it is just necessary that a child experiments and plays with the languages. The child will figure out how both language systems work and which differences and similarities there are between the languages.

There are a couple of models for raising children bilingually:

- One Language with one parent: each person speaks one language to the child. For example the father speaks Frisian and the mother speaks Dutch to the child. Both parents do have to talk a lot to the child.
- The minority language as the home language: the family at home speaks a different language than the majority around them.
- The first sentence counts: if a conversation starts in language, the conversation has to end in the same language.
- One situation – one language: this depends on the situation, for example during the week the language is the minority language and during the weekend the majority language. Other combinations are possible.

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## Theory Cummins

### **Bilingual Children's Mother Tongue: Why Is It Important for Education?** **Jim Cummins, University of Toronto**

[www.iteachilearn.com/cummins](http://www.iteachilearn.com/cummins)

#### **What We Know About Mother Tongue Development**

The research is very clear about the importance of bilingual children's mother tongue for their overall personal and educational development. More detail on the research findings summarized below can be found in Baker (2000), Cummins (2000), and Skutnabb-Kangas (2000).

- 1. Bilingualism has positive effects on children's linguistic and educational development****1.** When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively. They have more practice in processing language, especially when they develop literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. More than 150 research studies conducted during the past 35 years strongly support what Goethe, the German philosopher, once said: The person who knows only one language does not truly know that language. The research suggests that bilingual children may also develop more flexibility in their thinking as a result of processing information through two different languages.
- 2. The level of development of children's mother tongue is a strong predictor of their second language development****2.** Children's knowledge and skills transfer across languages from the mother tongue they have learned in the home to the school language. From the point of view of children's development of concepts and thinking skills, the two languages are interdependent. Transfer across languages can be two-way: when the mother tongue is promoted in school (e.g. in a bilingual education program), the concepts, language, and literacy skills that children are learning in the majority language can transfer to the home language. In short, both languages nurture each other when the educational environment permits children access to both languages
- 3. Mother tongue promotion in the school helps develop not only the mother tongue but also children's abilities in the majority school language****3.** This finding is not surprising in view of the previous findings that (a) bilingualism confers linguistic advantages on children and (b) abilities in the two languages are significantly related or interdependent. Bilingual children perform better in school when the school effectively teaches the mother tongue and, where appropriate, develops literacy in that language. By contrast, when children are encouraged to reject their mother tongue and, consequently, its development stagnates, their personal and conceptual foundation for learning is undermined.
- 4. Spending instructional time through a minority language in the school does not hurt children's academic development in the majority school language****4.** One of the most strongly established findings of educational research, conducted in many countries around the world, is that well-implemented bilingual programs can promote literacy and subject matter knowledge in a minority language without any negative effects on children's development in the

majority language. Within Europe, the Foyer program in Belgium which develops children's speaking and literacy abilities in three languages (their mother tongue, Dutch and French) in the primary school most clearly illustrates the benefits of bilingual and trilingual education (see Cummins, 2000, pp. 218-219).

5. **Children's mother tongues are fragile and easily lost in the early years of school****5.** Many people marvel at how quickly bilingual children seem to "pick up" conversational skills in the majority language in the early years at school (although it takes much longer for them to catch up to native speakers in academic language skills). However, educators are often much less aware about how quickly children can lose their ability to use their mother tongues, even in the home context. The extent and rapidity of language loss will vary according to the concentration of families from a particular linguistic group in the school and neighborhood. Where the mother tongue is used extensively in the community outside the school, then language loss among young children will be less. However, where language communities are not concentrated or "ghettoized" in particular neighborhoods, children can lose their ability to communicate in their mother tongue within 2-3 years of starting school. They may retain receptive (understanding) skills in the language but they will use the majority language in speaking with their peers and siblings and in responding to their parents.

To reduce the extent of language loss, parents should establish a strong home language policy and provide ample opportunities for children to expand the *functions* for which they use the mother tongue (e.g. reading and writing) and the *contexts* in which they can use it (e.g. community mother tongue day care or play groups, visits to the country of origin, etc.).

6. **To reject a child's language in the school is to reject the child****6.** When the message, implicit or explicit, communicated to children in the school is "Leave your language and culture at the schoolhouse door", children also leave a central part of who they are-their identities-at the schoolhouse door. When they feel this rejection, they are much less likely to participate actively and confidently in classroom instruction. It is not enough for teachers to passively accept children's linguistic and cultural diversity in the school. They must be **proactive** and take the initiative to affirm children's linguistic identity ... and generally create an instructional climate where the linguistic and cultural experience of the whole child is actively accepted and validated.

## References

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- Cummins, J. (2000). *Language, power, and pedagogy. Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.
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### Facts about multilingualism

#### General

In Europe one speaks righfully about a **jumble of languages**.

**The Council of Europe** – comprising 47 European and neighbouring states – speaks about 220-230 indigenous languages and language groups. According to the Council of Europe the Basque language is seen as the most ancient spoken language in Europe today.

According to **official numbers of the EU** there are – next to the 23 official languages of the European Union – more than 60 regional or minority languages; their number of speakers is estimated at 40 million citizens.

Christoph **Pan** estimates the number of languages in Europe at about 90 languages, of which 37 are spoken as a national language and 53 languages must be regarded as "stateless" languages.

Moreover there are approximately 175 nationalities living in Europe and some "hybrid" languages are developing as a mixture from the languages of immigrants and the languages spoken in the countries.

According to the [\*\*EUROMOSAIC\*\*](#) study that was ordered by the European Commission the **critical limit for the survival of a language lies at 300 000 speakers**.

The **largest language groups** in Europe are Russian with over 110 million speakers and German with about 90 million speakers, followed by Italian, English and French (not taking into account the number of Russians in Europe and Asia with over 131 million speakers).

Among the **large stateless languages** are Catalan and Occitan with each around 6 million speakers. These languages have more speakers than for example Finnish (5 million), Danish (5 million), Norwegian (4 million) and Croatian (4,5 million), which are state languages. But also Welsh, Basque, West Frisian, Breton and some languages in Russia like Bashkir and Chuvash lie above the critical number of speakers.

Below this limit are the large majority of regional and minority languages, like Ladin, Rhaetian, Upper and Lower Sorbian, North Frisian and Kashubian.

Worldwide half of the 6000 existing languages are endangered according to UNESCO.

#### Regional and minority languages

The **autochthonous, national minorities / ethnic groups** of Europe are a significant political, cultural, linguistic, economic, regional and intellectual factor in the regions of Europe. In many regions of Europe the minorities and the regional and minority languages (RML) contribute to a natural situation of bilingualism and multilingualism.

To the autochthonous, national minorities/ethnic groups belong the minorities that came into being as a result of developments in European history, as a result of the changes of state borders and other historical events (Slovenes in Italy, German-speaking South Tyroleans, Alsatians in France). To the autochthonous, national minorities/ethnic groups also the peoples of Europe belong who have never established a state and who live as a minority in the territory of a state (West Frisians in the Netherlands, Sorbs in Germany, Ladins in Italy and Rhaetians in Switzerland).

Many smaller and smallest languages in Europe are critically endangered. It is necessary to preserve these languages as irretrievable heritage of Europe and to use their potential at the same time.

Only by involving the different cultural, linguistic, political and intellectual characteristics of Europe and its minorities Europe can grow together, become more than a mere economic union.

This needs apart from adequate protection and support from the national states and the international organisations also awareness for the value of linguistic diversity and multilingualism. Until now – also because of too little knowledge and visibility of the regional and minority languages – this awareness has been insufficient.

The aim of the network RML2future and its campaign : "**It's never too late – monolingualism is easy to cure!**" is to raise awareness for linguistic diversity and multilingualism in Europe.

### **Linguistic diversity**

To protect and to preserve indigenous languages is part of the universal human rights. Each human being has the right to his or her own language. Language is the basis of your own identity, a means of communication and part of the cultural heritage.

**The preservation of linguistic diversity is a universal and European goal.** This goal has been enshrined in the Fundamental Rights Charter and the Lisbon Treaty of the European Union as well as in the Charter for Regional or Minority Languages and the Framework Convention for the Protection of National Minorities of the Council of Europe. On the world level legal and political documents of the United Nations protect the use of languages. Specific reference is made to the concept of endangered languages of UNESCO.

Multilingualism and linguistic diversity are basic values of the European Union. This has been enshrined in Article 22 of the European Fundamental Rights Charter. It reads: *The Union shall respect cultural, religious and linguistic diversity.*

### **Multilingualism in the EU**

Based on recent research, the **European Commission** defines multilingualism as "both the ability of a person to use several languages, as well as the coexistence of different language community within one geographical area". *Source: Communication from the Commission 2005 (596).*

The objective is that each European citizen knows his own mother tongue and learns two additional languages. This is summarised as **Mother tongue plus 2**.

In reality 56% of EU citizens are capable of communicating in another language than their mother tongue. In contrast 44% of EU citizens do not know any language other than their mother language. Moreover there is a domination of English as a foreign language.

*Source: EUROBAROMETER 2006.*

Multilingualism within the European Union is predominantly seen as a key skill for economic competitiveness and labour mobility. But the preservation of linguistic diversity also brings with it an important contribution to maintaining the irretrievable cultural heritage of Europe.

## Network for multilingualism and linguistic diversity in Europe Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

### FACTS

In the 45 states belonging to Europe, there are more than 300 national minorities numbering about 100 million people (Source Pan / Council of Europe 47 states with 800 million people [www.coe.int](http://www.coe.int)).

### FACTS EU

In the 27 states that are member of the EU there are 150 autochthonous, national minorities. (EU 27 states with 495 million people / Source [www.europa.eu](http://www.europa.eu))

### FACTS

In each of the 36 European countries that have over 1 million of inhabitants, there are at least three minorities, in other words: the countries of Europe do not have a homogeneous national populace!

### FACTS

Ninety languages are spoken in Europe, of these 37 are official state languages and 53 are so-called "stateless" languages.

### FACTS

The critical limit for the survival of a language lies at 300 000 speakers. This means that around 80% of all the languages of European minorities are critically endangered.

### FACTS EU

The EU counts 27 member states with about 500 million citizens and 23 official languages and it has 60 regional and minority languages that are being spoken by 40 million citizens.

### FACTS

*With over 110 million native speakers of Russian and 90 million native speakers of German these two languages are the most used mother tongues, followed by English, French and Italian.*

### FACTS EU

*Eurobarometer 64.3:*

*Europeans and their languages*

*Survey in EU-countries in 2005:*

*44% monolingual*

*56% speak one other language*

*28% speak two other languages*

### QUOTES

Tell me, how the minorities in your country are treated and will be able to say in what sort of country you live.

*Ivar Hansen (†), president of the Danish parliament*

"He who doesn't know foreign languages, doesn't know his own" *Johann Wolfgang von Goethe*

The Union shall respect cultural, religious and linguistic diversity

*Article 22 of the Charter of Fundamental Rights of the European Union*

Sources: EUROMOSAIC, EUROBAROMETER 2006, Eurostat 2006, Pan, Christoph: National Minorities in Europe, Handbook 2003. <http://www.coe.int>, <http://ec.europa.eu> , <http://www.ethnologue.com>, [www.unesco.org](http://www.unesco.org) [www.fuen.org](http://www.fuen.org)

### Attachments:

Council of Europe and European Charter for Regional or Minority Languages,  
EU language policy and Ebner Report,  
FUEN resolutions on language policy,  
PAN-statistics

- Peoples of Europe, according to demographic size
- Languages: Overview, national languages and stateless languages

## Network for multilingualism and linguistic diversity in Europe Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

### Fakten zur Mehrsprachigkeit

#### Allgemein

In Europa spricht man zu Recht von einem **Sprachgewirr**.

**Der Europarat** – der 47 europäische und benachbarte Staaten umfaßt – spricht von 220-230 indigenen Sprachen und Sprachgruppen. Laut Europarat wird das Baskische als älteste heute in Europa gesprochene Sprache betrachtet.

Laut offiziellen **Angaben der EU** gibt es neben den 23 Amtssprachen der Europäischen Union, über 60 Regional- oder Minderheitensprachen, deren Sprecherzahl mit 40 Millionen Bürgern beziffert wird.

Christoph **Pan** beziffert die Anzahl der Sprachen in Europa mit 90 Sprachen, davon werden 37 als Nationalsprachen gesprochen und 53 Sprachen gelten als „staatenlose Sprachen“.

Dazu leben in Europa schätzungsweise 175 Nationalitäten und es entwickeln sich „Hybridsprachen“ als Mischung aus den Sprachen der Einwanderer und den in den Ländern gesprochenen Sprachen.

Laut der von der Europäischen Kommission in Auftrag gegebenen [Studie EUROMOSAIC](#) liegt die **kritische Grenze der für das Überleben einer Sprache notwendigen Sprecher bei 300.000**.

Größte **Sprachgruppe in Europa** sind die Russen mit über 110 Mill und die Deutschen mit rund 90 Mill. Sprechern, gefolgt von Italienern, Engländern und Franzosen (außer acht lassend die Anzahl der Russen in Europa und Asien mit über 131 Mill.).

Zu den **großen staatenlosen Sprachen** zählen Katalanen und Okzitaner mit jeweils rund 6 Mill. Menschen. Diese Sprachen haben damit mehr Angehörige als zum Beispiel Finnen (5 Mill), Dänen (5 Mill), Norweger (4 Mill) und Kroaten (4,5 Mill), die allesamt Nationalsprachen sind. Aber auch Waliser, Basken, Westfriesen, Bretonen und einige der Völker Russlands wie Baschkiren und Tschuwaschen, liegen über der kritischen Sprachgrenze.

Darunter liegt die große Mehrheit der Regional- und Minderheitensprachen, wie Ladiner, Rätoromanen, Ober- und Niedersorben, Nordfriesen und Kaschuben.

Weltweit sind laut UNESCO die Hälfte der über 6000 Sprachen vom Aussterben bedroht.

#### Regional- und Minderheitensprachen

Die **autochthonen, nationalen Minderheiten / Volksgruppen** Europas sind ein bedeutender politischer, kultureller, sprachlicher, wirtschaftlicher, regionaler und intellektueller Faktor in Europa. In vielen Regionen Europas tragen die Minderheiten und die Regional- und Minderheitensprachen (RML) zur natürlichen Zwei- und Mehrsprachigkeit bei.

Zu den autochthonen, nationalen Minderheiten / Volksgruppen zählen die durch die Auswirkungen der europäischen Geschichte, durch Grenzziehungen und andere historische Ereignisse entstandenen nationalen Minderheiten / Volksgruppen (Slowenen in Italien, deutschsprachigen Südtiroler, Elsässer in Frankreich) sowie die Völker Europas, die nie einen eigenen Staat gegründet haben und auf dem Territorium eines Staates als Minderheit leben (Westfriesen in den Niederlanden, Sorben in Deutschland, Ladiner in Italien und Rätoromanen in der Schweiz).

Viele der Kleinen und Kleinstsprachen in Europa sind vom Aussterben bedroht. Es gilt diese als Teil des unwiderbringlichen Erbes Europas zu erhalten und zugleich ihr Potential zu nutzen.

Nur durch das Einbinden der verschiedenen kulturellen, sprachlichen, politischen und intellektuellen Besonderheiten Europas und der Minderheiten wird ein Zusammenwachsen Europas, über ein reines Wirtschaftsbündnis hinaus, gelingen.

Hierbei bedarf es neben adäquatem Schutz und Förderung seitens der Nationalstaaten und der Internationalen Organisationen, des entsprechenden Bewusstseins für den Wert der Sprachenvielfalt und der Mehrsprachigkeit. Beides ist bisher – auch auf Grund von Unkenntnis und fehlender sichtbarer Präsenz der Regional- und Minderheitensprachen – nur unzureichend vorhanden.

Es ist Anliegen des Netzwerkes RML2future und der Kampagne – **Es ist nie zu spät – Einsprachigkeit ist heilbar** die Öffentlichkeit und die Entscheidungsträger für die europäische Sprachenvielfalt und die Mehrsprachigkeit zu sensibilisieren.

## **Sprachenvielfalt**

Es gehört zu den universellen Menschenrechten, indigene Sprachen zu schützen und zu bewahren. Jeder Mensch besitzt das Recht auf die eigene Sprache. Sprache ist Basis der eigenen Identität und Verständigungsmittel und Teil des kulturellen Erbes.

### **Erklärtes universelles und europäisches Ziel ist daher die Erhaltung der Sprachenvielfalt.**

Diese Ziele sind sowohl in der Charta der Grundrechte und im Vertrag von Lissabon der Europäischen Union als auch in der Charta der Regional- oder Minderheitensprachen und dem Rahmenübereinkommen zum Schutz nationaler Minderheiten des Europarates verankert. Auf universeller Ebene schützen völkerrechtliche und politische Dokumente der UNO den Gebrauch der Sprachen. Besonders zu verweisen ist auch auf das Konzept der bedrohten Sprachen der UNESCO.

Mehrsprachigkeit und sprachliche Vielfalt sind Grundwerte der Europäischen Union. Dies ist in Artikel 22 der Europäischen Grundrechte-Charta verankert. Dort heißt es: *Die Union achtet die Vielfalt der Kulturen, Religionen und Sprachen.*

## **Mehrsprachigkeit in der EU**

Unter Mehrsprachigkeit versteht die **Europäische Kommission** in Anlehnung an die aktuelle Forschung, „sowohl die Fähigkeit einer Person, mehrere Sprachen zu benutzen, als auch die Koexistenz verschiedener Sprachgemeinschaften in einem geografischen Raum.“ *Quelle: Mitteilung der Kommission 2005 (596).*

Ziel ist, dass jeder Europäer über die Kenntnis der Muttersprache hinaus zwei weitere Sprachen erlernt: Dies wird kurz mit der Formel **Muttersprache plus 2** präzisiert.

In der Realität sind 56% der EU-Bürger in der Lage, sich in einer anderen als der Muttersprache zu unterhalten. Demgegenüber stehen 44% der EU-Bürger, die keine weitere Sprache außer der Muttersprache können. Hierzu kommt ein Übergewicht von Englisch als vermittelte Fremdsprache. *Quelle: EUROBAROMETER 2006.*

Mehrsprachigkeit innerhalb der Europäischen Union wird dabei vor allem betrachtet als Schlüsselkompetenz für wirtschaftliche Wettbewerbsfähigkeit und Arbeitsmarktmobilität. Zugleich stellt die Erhaltung der sprachlichen Vielfalt einen wichtigen Beitrag zur Bewahrung des unwiederbringlichen kulturellen Erbes Europas dar.

## Network for multilingualism and linguistic diversity in Europe Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

### FAKten

In den 45 zu Europa gehörenden Staaten leben über 300 autochthone, nationale Minderheiten mit ber 100 Mill. Menschen (Quelle Pan / COE 47 Staaten mit 800 Mill. Menschen [www.coe.int](http://www.coe.int) ).

### FAKten EU

In den 27 zur EU gehörenden Staaten leben über 150 autochthone, nationale Minderheiten. (EU 27 Staaten mit 495 Mill. Menschen / Quelle [www.europa.eu](http://www.europa.eu))

### FAKten

In jedem der 36 europäischen Länder, die über 1 Million Einwohner haben, leben mindestens drei Minderheiten, d.h. dass die Länder Europas kein homogenes Staatsvolk besitzen!

### FAKten

In Europa gibt es 90 Sprachen, davon werden 37 als Nationalsprachen gesprochen und 53 Sprachen gelten als „staatenlose Sprachen“!

### FAKten

Die kritische Grenze für das Überleben einer Sprache liegt bei 300.000 Angehörigen. Dies bedeutet, dass rund 80% aller Sprachen der europäischen Minderheiten vom Aussterben bedroht sind.

### FAKten EU

27 EU-Mitgliedsstaaten mit rd. 500 Mill. Bürger und 23 Amtssprachen sowie 60 RMLs mit 40 Mill. Bürgern

### FAKten EU

*Mit über 110 Millionen Muttersprachlern ist Russisch vor den 90 Millionen Muttersprachlern ist Deutsch als Erstsprache am weitesten verbreitet, gefolgt von Englisch, Französisch und Italienisch.*

### FAKten EU

*Eurobarometer 64.3:*

*Europeans and their languages Survey in EU-countries in 2005*

*Umfrage in den EU-Ländern im Jahre 2005:*

*44% monolingual*

*56% sprechen eine weitere Sprache / speak 1 other language*

*28% sprechen zwei weitere Sprachen / speak 2 other languages*

### ZITATE

Sage mir, wie die Minderheiten in deinem Land behandelt werden und ich werde Dir sagen können, in was für einem Staat du lebst.

*Ivar Hansen (†), Parlamentspräsident in Dänemark*

*„Wer fremde Sprachen nicht kennt, weiß nichts von seiner eigenen.“ Johann Wolfgang von Goethe*

Art. 22 „Die Union achtet die Vielfalt der Kulturen, Religionen und Sprachen.“

*Quellen: EUROMOSAIC, EUROBAROMETER 2006, Eurostat 2006, Pan, Christoph: Die Volksgruppen in Europa. Ein Handbuch. COE.int, <http://ec.europa.eu> , <http://www.ethnologue.com>, [www.unesco.org](http://www.unesco.org) [www.fuen.org](http://www.fuen.org)*

### Anhänge:

Europarat und Europäische Charta der Regional- und Minderheitensprachen,  
EU Sprachenpolitik und Ebner Bericht,  
FUEV Resolutionen zur Sprachpolitik ,

#### PAN-Zahlen

- Völker Europas, nach demographischer Größe
- Sprachen: Übersicht, Nationalsprachen und staatenlose Sprachen

## Network for multilingualism and linguistic diversity in Europe Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

### Feiten oer meartaligens

#### **Yn it algemien**

Yn Europa prate minsken terjocht in **ferskaat oan talen**.

**The Council of Europe** – besteande út 47 Europeeske en buertsteaten – prate sa'n 220-230 lânseigen talen en taalgroepen. Neffens the Council of Europe is de Baskyske taal de âldste taal dy't hjoeddedei noch praten wurdt yn Europa.

Neffens de **offisjele sifers fan de EU** binne der – njonken de 23 offisjele talen fan de EU – mear as 60 regionale of minderheidstalen; it tal sprekkers wurdt skatten rûn de 40 miljoen ynwoners.

Christoph **Pan** skat it tal talen yn Europa op rûn de 90 talen, dêrfan wurde 37 talen as nasjonale taal praten en 53 talen kinne sjoen wurde as 'steatleaze' talen.

Boppedat wenje der rûn de 175 nasjonaliteiten yn Europa en guon 'hybride' talen ûntwikkelje har as in miks fan talen fan immigranten en de talen dy't praten wurde yn de lannen.

Neffens de [EUROMOSAIC](#) stûdzje dy't dien is troch de Europeeske Kommisje, leit **it kritike limyt foar it behâlden fan in taal, rûn de 300 000 sprekkers**.

De **grutste taalgroepen** yn Europa binne Russysk mei oer de 110 miljoen sprekkers en Dútsk mei rûn de 90 miljoen sprekkers. Dérnei Italiaansk, Ingelsk en Frânsk (net rekken holden mei it tal Russen yn Europa en Azië mei oer de 131 miljoen sprekkers).

By de **grutte steatleaze talen** hearre Katalaansk en Oksitaansk mei elk rûn de 6 miljoen sprekkers. Dizze talen hawwe mear sprekkers as, bygelyks Finsk (5 miljoen), Deensk (5 miljoen), Noarsk (4 miljoen) en Kroatysk (4,5 miljoen), dy't steattalen binne. Ek Welsk, Baskysk, West-Frysk, Bretonsk en guon oare talen yn Ruslân, lykas Bashkir en Chuvash, lizze boppe it kritike tal sprekkers.

Under dit limyt lizze de mearderheid oan regionale en minderheidstalen, lykas Ladinysk, Retoromaansk, Sorbysk, Noard-Frysk en Kasjûbysk.

Oer de wrâld hinne binne der neffens UNESCO 6000 besteande talen dy't bedrige binne.

#### **Regionale en minderheidstalen**

De **autochtoane, nasjonale minderheden / etnyske groepen** fan Europa hawwe signifikante politike, kulturele, linguistike, ekonomyske, regionale en yntellektuele faktoaren yn de regio's fan de Europa. Yn in soad Europeeske regio's drage de minderheden en de regionale en minderheidstalen (RML) by oan in natuerlike situaasje fan twaligens en meartaligens.

By de autochtoane, nasjonale minderheden / etnyske groepen hearre de minderheden dy't troch de ûntwikkelingen yn de Europeeske skiednis, in resultaat binne fan de feroarings yn de lângrinzen en oare histoaryske eveneminten (Slovenen yn Italië, Dútsktalige Sûd-Tirolers). By dizze groep hearre ek de minsken yn Europe dy't neat in steat foarme hawwe en dy't as in minderheid yn it territoarium fan in steat wenje (de West-Friezen yn Nederlân, de Sorben yn Dútslân, de Ladiniërs yn Italië en de Retoromanen yn Switserlân).

In hiel soad lytsere en lytste talen yn Europa wurde op krityk nivo bedrige. It is nedich om dizze talen te behâlden as erfgoed fan Europa.

Allinnich mei it belûken fan ferskate kulturele, linguistike, politike en yntellektuele karakteristiken fan Europe en de minderheden, kin Europa grutter wurde en mear wurde as in ekonomyske uny.

Dit hat, njonken adekwate beskerming en stipe fan de nasjonale steaten en de ynternasjonale organisaasjes, ek it bewust wezen fan de waarde fan linguistik ferskaat en meartaligens nedich. Oant no ta – ek om't der te min kennis en sichtberens fan regionale en minderheidstalen is – is dit bewust wêzen noch ûnfoldwaande.

It doel fan it network RML2future en de kampanje: '**It is nea te let – ientalichheid is maklik te ferhelpen!**' is om minsken bewust te meitsjen fan linguistik ferskaat en meartaligens yn Europa.

### Linguistik ferskaat

It beskermjen en behâlden fan lânseigen talen, is in part fan de universele minskerjochten. Elk Minsk hat rjocht ta har/syn eigen taal. Taal is de basis fan dyn eigen identiteit, in middel fan kommunisearjen en in part fan it kulturele erfgoed.

It behalden fan linguistik ferskaat is in universeel en Europeesk doel. Dit doel is opnommen yn de Fundamental Rights Charter en de Lisbon Treaty of the European Union, mar ek yn de Charter for Regional or Minority Languages en yn it Framework Convention for the Protection of National Minorities of the Council of Europe. Op wrâldnivo beskermje legale en politike dokuminten fan de United Nations it gebrûk fan talen. In spesjifieke referinsje is makke foar it konsept fan bedrige talen fan UNESCO.

Multilingualism and linguistic diversity are basic values of the European Union. This has been enshrined in Article 22 of the European Fundamental Rights Charter. It reads: *The Union shall respect cultural, religious and linguistic diversity.*

### Meartaligens yn de EU

Basearre op resintlik ûndersyk, definearret the **European Commission** meartaligens as 'de feardichheid fan in persoan om ferskate talen te brûken, mar ek it tagelyk bestean fan in oare taalmienskip yn in geografysk gebiet'. *Boarne: Communication from the Commission 2005 (596).*

It doel is dat elke Europeeske ynwenner syn eigen memmetaal en twa oare talen leart. This wurdt gearfetten as **Mother tongue plus 2.**

Yn it echt kin 56% fan de EU ynwenners yn in oare taal as harren eigen memmetaal kommunisearje. Yn kontrast 44% fan de EU ynwenners kent gjin oare taal as harren eigen memmetaal. Boppedat is Ingelsk de dominante taal as it giet om in frjemde taal learen.

*Boarne: EUROBAROMETER 2006.*

Meartaligens wurdt yn de EU benammen sjoen as in feardichheid foar ekonomieske konkurrinsjefermogen en wurkgelegenheid. Mar it behâlden fan it linguistik ferskaat jout ek in belangrike bydrage aan it behâlden fan it kultureel erfgoed fan Europa.

## Network for multilingualism and linguistic diversity in Europe Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt in Europa

### FEITEN

Yn de 45 steaten dy't by Europe hearre, binne der mear as 300 nasjonale minderheden, mei elkoar sa'n 100 miljoen minsken  
(Boarne Pan / Council of Europe 47 states with 800 million people [www.coe.int](http://www.coe.int)).

### FEITEN EU

Yn de 27 steaten dy't lid binne fan de EU, binne der 15 autochtoane, nasjonale minderheden.  
Boarne [www.europa.eu](http://www.europa.eu)

### FEITEN

Yn alle 36 Europeeske lannen dy't mear as 1 miljoen ynwenneren hawwe, binne der op syn minst trije minderheden, mei oare wurden: de lannen yn Europa hawwe gjin homogene, nasjonale populaasje!

### FEITEN

Der wurde 90 talen praten yn Europe, hjirfan binne der 37 offisjele steattalen en 53 saneamde steatleaze talen.

### FEITEN

It kritike limyt foar it behâlden fan in taal leit by 300 000 sprekkers. Dit betsjut dat rûn de 80% fan alle Europeeske minderheidstalen yn kritike situaasje bedrige wurde.

### FEITEN EU

De EU telt 27 lidsteaten mei sa'n 500 miljoen ynwenneren en 23 offisjele talen. Der binne 60 regionale en minderheidstalen dy't praten wurde troch 40 miljoen ynwenneren.

### FEITEN EU

*Eurobarometer 64.3:*

*Europeanen en harren talen:*

*Survey yn EU-lannen yn 2005:*

44% ientalich

56% praat ien oare taal

28% praat twa oare talen

### QUOTES

Tell me, how the minorities in your country are treated and will be able to say in what sort of country you live.

*Ivar Hansen (†), president of the Danish parliament*

"He who doesn't know foreign languages, doesn't know his own" *Johann Wolfgang von Goethe*

The Union shall respect cultural, religious and linguistic diversity

*Article 22 of the Charter of Fundamental Rights of the European Union*

*Sources: EUROMOSAIC, EUROBAROMETER 2006, Eurostat 2006, Pan, Christoph: National Minorities in Europe, Handbook 2003. <http://www.coe.int>, <http://ec.europa.eu> , <http://www.ethnologue.com>, [www.unesco.org](http://www.unesco.org) [www.fuen.org](http://www.fuen.org)*

**Workshop multilingualism for adults**

## Programme workshop

- A. Introduction game
- B. Theory about multilingualism
- C. Game with stickers
- D. Watching a podcast
- E. Closing Quiz

### Extra Language facts

**Language medals**

## Multilingualism

- What is a mother tongue?
- What is a Regional or Minority Language?
- Based on recent research, the **European Commission** defines multilingualism as “both the ability of a person to use several languages, as well as the coexistence of different language community within one geographical area”.
- The objective is that each European citizen knows his own mother tongue and learns two additional languages. This is summarised as **Mother tongue plus 2**.
- The European Union has more than 60 indigenous regional or minority language communities

What are the benefits and disadvantages of speaking more languages?

## Benefits of multilingualism

- It is easier to learn a third, fourth, fifth language. Multilingual children are better at separating relevant and irrelevant information.
- It is not only good for the language development, but also for the social and intellectual development.
- It increases the appreciation of the own and other language(s) and culture(s).

*How many languages are being spoken in the world?*

Insert language map of Europe here

Game with stickers



Listening to a podcast and guessing

[http://www.youtube.com/results?  
search\\_query=Rml2future&oq=Rml2future&aq=f&aql=&gs\\_sm=3&gs\\_upl=8861\\_14060\\_1990\\_616\\_0\\_0\\_0\\_0\\_0\\_0\\_107148414\\_2160](http://www.youtube.com/results?search_query=Rml2future&oq=Rml2future&aq=f&aql=&gs_sm=3&gs_upl=8861_14060_1990_616_0_0_0_0_0_0_107148414_2160)

Quiz

1. How many languages are being spoken in the world?  
A. between 3000-4000  
B. between 4000-5000  
C. between 5000-6000  
D. between 6000-7000

2. What language is this? Dydy byth yn rhy hwyr ...  
mae gwellhad rhag unieithrwydd!
- A. Turkish
  - B. English
  - C. Welsh
  - D. Breton

3. How many languages are estimated to be indigenous to Europe?
- A. <100
  - B. 100-200
  - C. 200-300
  - D. 300-400

4. What part of the world's population is bilingual or plurilingual (i.e. they speak two or more languages?)
- A. at least one fifth of the population
  - B. at least a quarter of the population
  - C. at least two third of the population
  - D. at least half of the population

4. Which is considered to be the oldest of the languages still spoken in Europe?
- A. Basque
  - B. Icelandic
  - C. Greek
  - D. Galician

5. Which is considered to be the oldest of the languages still spoken in Europe?
- A. Basque
  - B. Icelandic
  - C. Greek
  - D. Galician

6. What language is this? Et as uler tu lääs - et snåäken foon män än änkelen spräke as en krunkhäid, wat hiild wårde koon!
- A. West-Frisian
  - B. North-Frisian
  - C. Sater-Frisian
  - D. East-Frisian

7. The European Union has:

- A. 17 official languages
- B. 21 official languages
- C. 23 official languages
- D. 26 official languages

8. Which of the following languages belong to the group of Celtic languages?

- A. English
- B. Breton
- C. Welsh
- D. Basque

9. What language is this? Igl ei mai memia tard... monolinguitad ei curabla!

- A. Rhaeto-Romance
- B. Ladin
- C. Italian
- D. Latin

10. Which of the following languages are considered to be Romance languages?

- A. Luxembourgish
- B. Romanian
- C. Catalan
- D. Sardinian

11. Which language family does Estonian belong to?

- A. Finno-Ugric
- B. Semitic
- C. Germanic
- D. Celtic

12. What language is this? Mai és massa tard el monolingüisme es pot curar!

- A. Basque
- B. Spanish
- C. Slovenian
- D. Catalan

13. Which language family does Rromani (a Roma language) belong to?

- A. Indo-Aryan
- B. Semitic
- C. Turkic language
- D. Caucasian language

14. In which country is the language Cymraeg spoken?

- A. Ireland
- B. Scotland
- C. Wales
- D. The Faroe Islands

15. The European Union has:

- A. less than 30 indigenous regional minority language communities
- B. approximately 40 indigenous regional minority language communities
- C. approximately 50 indigenous regional minority language communities
- D. more than 60 indigenous regional or minority language communities

16. Which of the following languages belong to the group of Germanic languages?

- A. Yiddish
- B. Slovenian
- C. Icelandic
- D. Polish

17. What language is this? Nigdë nie za późno ...  
znajomosc leno jednégò jãzéka je prostô do zwalozeniégò!

- A. Polish
- B. Kashubian
- C. Sorbian
- D. German

**Bonus point:**

Translate the slogan of questions: 2, 6, 9, 12, 17 into English/German and into your mother tongue!

### Answers quiz

- |      |             |         |
|------|-------------|---------|
| 1. D | 7. C        | 13.A    |
| 2. C | 8. B,C      | 14.C    |
| 3. C | 9. A        | 15.D    |
| 4. D | 10. B, C, D | 16.A, C |
| 5. A | 11. A       | 17.B    |
| 6. B | 12. D       | Bonus   |

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*köszönöm !הודה děkuji*  
*mahalo 고맙습니다*  
*thank you*  
*merci 謝謝 danke*  
*Ευχαριστώ شکرا*  
*どうもありがとうございます gracias*

Workshop multilingualism for pupils

RML2future  
Netzwerk für Mehrsprachigkeit und sprachliche Vielfalt

## Programme workshop

- A. Introduction game
- B. *How many languages are being spoken in the group?*
- C. *Listening to a podcast and guessing the languages.*
- D. *How many languages are being spoken in the world?*
- E. Closing Quiz

*Extra Game with stickers*

## Language medals

*How many languages are being spoken in this group?*

*Which languages do your, your family and your friends speak?*

What are the benefits and disadvantages of speaking more languages?



- It is easier to learn a third, fourth, fifth language. Multilingual children are better at separating relevant and irrelevant information.
- It is not only good for the language development, but also for the social and intellectual development.

### Listening to a podcast and guessing

[http://www.youtube.com/results?  
search\\_query=Rml2future&aq=Rml2future&aq=f&aq=&gs\\_sm=3&gs\\_upl=88611406101990161610101010107148414.21610](http://www.youtube.com/results?search_query=Rml2future&aq=Rml2future&aq=f&aq=&gs_sm=3&gs_upl=88611406101990161610101010107148414.21610)

### *How many languages are being spoken in the world?*

Insert language map of Europe here

### Languages in the world

- Between 6000-7000 languages are being spoken in the world.
- Large language → majority language
- Small language → minority language
- The European Union (EU) has more than 60 indigenous regional or minority language communities

### Quiz

2. What language is this? Dydy byth yn rhy hwyr ... mae gwellhad rhag unieithrwydd!
  - Turkish
  - English
  - Welsh
  - Breton

1. How many languages are being spoken in the world?
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  - C. Greek
  - D. Galician

5. What language is this? Et as uler tu lääs - et snåâken foon mân ån änkelten spräke as en krunkhäid, wat hiild wårde koon!
- A. West-Frisian
  - B. North-Frisian
  - C. Sater-Frisian
  - D. East-Frisian

6. Which of the following languages belong to the group of Celtic languages?
- A. English
  - B. Breton
  - C. Welsh
  - D. Basque

7. What language is this? Igl ei mai memia tard... monolinguitad ei curabla!
- A. Rhaeto-Romance
  - B. Ladin
  - C. Italian
  - D. Latin

8. Which of the following languages are considered to be Romance languages?

- A. Luxembourgish
- B. Romanian
- C. Catalan
- D. Sardinian

9. What language is this? Mai és massa tard el monolingüisme es pot curar!

- A. Basque
- B. Spanish
- C. Slovenian
- D. Catalan

10. In which country is the language Cymraeg spoken?

- A. Ireland
- B. Scotland
- C. Wales
- D. The Faroe Islands

11. Which of the following languages belong to the group of Germanic languages?

- A. Yiddish
- B. Slovenian
- C. Icelandic
- D. Polish

12. What language is this? Nigdë nie za późno ... znajomosc leno jednégò jãzéka je prostô do zwalozeniégò!

- A. Polish
- B. Kashubian
- C. Sorbian
- D. German

#### Answers quiz

- |            |               |
|------------|---------------|
| 1. D       | 7. A          |
| 2. C       | 8. B, C and D |
| 3. D       | 9. D          |
| 4. A       | 10. C         |
| 5. B       | 11. A and C   |
| 6. B and C | 12. B         |

*köszönöm !הנה děkuji*  
*mahalo 고맙습니다*  
***thank you***  
*merci 谢謝 danke*  
*Ευχαριστώ شکرا*  
*どうもありがとう gracias*



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