



LANGUAGE AND INTERCULTURAL AWARENESS

# PROJECT WORK FILE

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## 1. INTRODUCTION

We chose to present Belgium because we both spent a semester there, doing an Erasmus+ exchange in the autumn semester 2021/22. We enjoyed our time there very much and really grew to love the culture and the country, so we wanted to share our knowledge and enthusiasm about this often overlooked European country. Before going to Belgium we never heard anyone talking about it particularly and we didn't even know about all the things it has to offer. Spending six months there really gave us an opportunity to see that this small country is in fact very diverse and we think it should be on people's travel lists much more often.

## 2. POWER POINT

You can access our presentation on Canva via link:

[https://www.canva.com/design/DAFeSzBr4VI/jC-AAsBC1mLuN-Ecvl0xPg/edit?utm\\_content=DAFeSzBr4VI&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFeSzBr4VI/jC-AAsBC1mLuN-Ecvl0xPg/edit?utm_content=DAFeSzBr4VI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Slides also have notes, where we put in the description of the slide.

## 3. COLLECTION OF ACTIVITIES

### 1) GUESSING THE COUNTRY BY FACTS

The introduction activity to guess about which country we will be talking about, based on the three facts on the first slide.

- This country played an important role in the development of the European comics (for example Smurfs and TinTin).
- This country is one of the founding members of the European Union.
- This country has one of Europe's oldest universities.

We give the students a few moments to read through the facts and think about the possible answers. We encourage them to speak up if they think they know the country. If they do not guess the country we give them a few more tips (e.g. it's a multilingual country, the country is located in Central Europe,...).

### 2) TRUE or FALSE

We give each student or a pair a picture of a waffle and a beer, which are then used to represent their opinion about given facts (is the fact true or false). We firstly read the fact out loud (before showing the slide) and then wait for the students to put their pictures up. We then reveal the right answer by showing the slide with the appropriate symbol. If the fact we present is false, we also give them the right explanation.

- The co-inventor of the WWW was Belgian. (TRUE)
- In the 1970s, light beer was served during school lunch. (TRUE)
- Belgium secured most Tour de France victories. (FALSE – Second after France)
- Belgium has one of the lowest divorce rates in Europe. (FALSE – third highest in Europe, 70% of marriages end in divorce)
- Belgium has one of the highest tax rates in the world. (TRUE)
- Belgium has a free public healthcare system. (FALSE – mixed)
- Belgium can function without a government. (TRUE – during Covid it took more than 600 days for a government to be formed)

- Napoleon lost his last battle in a town close to Antwerp. (FALSE – in Waterloo, close to Brussels).
- There are almost a thousand chocolate stores in Belgium. (FALSE – there are more than 2000 chocolate stores.)
- The highest building in Europe is located in Antwerp. (FALSE – but the first skyscraper was built in Antwerp).
- Audrey Hepburn was born in Brussels. (TRUE)
- Belgium has the third most castles per square km in Europe. (FALSE – the most in the world!)
- Belgium has a low voting participation (FALSE – voting is compulsory)



### 3) MATCHING IDIOMS IN FRENCH AND DUTCH to English meaning

Since Belgium is a multilingual country with roughly half the population speaking Dutch and the other half speaking French, we prepared an activity where students match some popular phrases in both those languages to their translation or similar phrase in English. Each group of students is given two idioms (Dutch/French) and multiple English translations. We give them about 5 minutes to make their guesses about which English phrases belong to their two idioms. After they're done, we present the correct answers on the slides and provide the literal meanings of the idioms.

**Dat is peperduur.** (ang. »That is pepper expensive.«) = That's extremely expensive.

**Het neusje van de zalm.** (ang. »The nose of the salmon.«) = The cherry on the cake/the best of the lot.

**Het regent pijpestelen.** (ang. »It's raining water pipes.«) = It's raining cats and dogs.

**Met de mond vol tanden staan.** (ang. »Standing with the mouth full of teeth.«) = Being tongue tied.

**Ik heb het niet door.** (ang. »I don't have it through.«) = I don't get it.

**Maak de kat wijs.** (ang. »Make the cat show.«) = I don't believe you/you're pulling my leg.

**Nu komt de aap uit de mouw.** (ang. »Now the monkey comes out of the sleeve.«) = The mask is off.

**De kogel is door de kerk.** (ang. »The bullet is through the church.«) = The decision has been made.

**Ne pas avoir toutes le frites dans le meme sachet.** (ang. »Not having all the fries in the same socket.«) = To be stupid.

**Perdre ses tartines.** (ang. »To lose your sandwiches.«) = To go crazy.

**Battre le beurre.** (ang. »To beat the butter.«) = To be unproductive.

**Jouer avec les pieds de quelq'un.** (ang. »to play with someone's feet.«) = To annoy someone.

**Chou vert et vert chou.** (ang. »Green cabbage or cabbage green.«) = These 2 things are the same.

**Mordre sur sa chique.** (ang. »To grind your teeth.«) = To hold one's tongue.

#### 4) BELGIAN DOBBLE BINGO

This is the last activity of our presentation. Throughout the presentation we talked about most of the important symbols that represent Belgium and are also found on the Belgian version of Dobble (which we bought in Belgium). Then each student gets a Dobble card and 8 colorful squares (in the Belgian national colours – black, yellow, red) since there are 8 symbols on each Dobble card. We quickly explain some of the more basic symbols we haven't explicitly mentioned before (such as the beach, European flag, forest, ...). Then the activity begins – we name symbols and students have to cover the ones they have on their cards. If they are confused about any of the symbols, we explain them again or give them hints. The first student to cover all 8 symbols is the winner. If they are confused about any of the symbols, we explain them again or give them hints.



## 4. DESCRIPTION OF TWO ACTIVITIES

### ACTIVITY 1

Name of the activity: *Waffles and beer true or false*

Aim of the activity: *Learn about interesting facts about Belgium*

Age of learners: *10-11 years (5th grade)*

Approximate length of the activity: *10 minutes*

Description of the activity: *(see Collection of activities)*

Language level of learners: *A1*

Skills practised (listening/speaking/reading/writing): *The emphasis is on listening and/or reading*

Vocabulary practised: *Different interesting facts, including vocabulary connected to history, government, famous people,...*

Materials needed: *Printed and cut out symbols of waffles and beer*

Cross-curricular links: history (geography), societal studies (slo. družba)

FREPA/CARAP descriptors:

K1 Knows some of the principles of how languages work.

K 2.7 Knows that in mastering knowledge about languages, one also acquires historical/geographical knowledge

K 8 Possesses knowledge about what cultures are/how they work

K 8.1 Knows that a culture is a grouping of practices/representations/values of all kinds shared (at least partially) by its members

K 8.3 Knows that cultural systems are complex/manifest themselves in different domains (social interaction, the relationship with the environment, knowledge of reality, language, table manners,...)

K 8. 4 Knows that the members of each culture define ( partially) specific rules/norms/values about social practices/behaviours

K 8.6 Knows that cultures influence behaviours/social practices/personal evaluations (of oneself/of others)

K 10.6 Knows that the perception of one's own culture and of the culture of other depends also on individual factors (previous experiences, personality traits...)

K 10.8 Has cultural references which structure one's knowledge and perception of the world/other cultures as well as one's intercultural, social and communicative practices

K 11.2 Knows that certain cultures are linked by particular historical relationships

A 3 Curiosity about discovering how (one's own/other) language(s)/culture(s) work

A 4.3 Accepting the fact that another language/culture may include elements which differ from those of one's own language/culture

A 8.5 A wish to discover other languages/cultures/other people

How the activity develops intercultural awareness: *The pupils learn about different historical, geographical or other facts about a new country, they can compare it with their own, analyse it, and broaden their knowledge about different cultures.*

Classroom organisation (group work, pair work, whole-class...): *The activity can be done individually, in pairs or groups of pupils (if in pairs/groups, the pupils need to have some time to discuss what their answer is going to be)*

Possible pre- and post- activities:

*As a pre-activity we could tell the pupils some basic information about the country/culture (with less detailed information) to give them some initial representation of the country/culture. As a post-activity we could ask the different groups of pupils which fact they remembered the most or by which fact they were the most surprised/which one differentiates the most from their own country/culture.*

Variations (if there are any):

- *We could search for different facts (easier ones) if we would be working with younger pupils.*
- *We could ask different students to firstly read the facts out loud to also facilitate reading.*

Additional notes (if applicable): /

## **ACTIVITY 2**

Name of the activity: *Matching idioms (Dutch/French and English)*

Aim of the activity: *Familiarise pupils with different idioms in different languages, promote recognising differences between the languages and linguistic characteristics of the three languages*

Age of learners: *11-12 years (6th grade)*

Approximate length of the activity: *10-15 minutes*

Description of the activity: *(see Collection of activities)*

Language level of learners: *A1(+)*

Skills practised (listening/speaking/reading/writing): *listening, reading and speaking*

Vocabulary practised: *different idioms in English (and other languages)*

Materials needed: *printed out idioms (Dutch and French just 1 of each per group; English matches – 7 different possible ones per group)*

Cross-curricular links: *French (possible elective)*

FREPA/CARAP descriptors:

K 1 Knows some of the principles of how languages work

K 1.7 Knows that a language functions differently in its spoken and written forms

K 2.1 Has knowledge about synchronic variations in languages (regional/generational/professional/specific-public related variations)

K 5.1 Knows that there are very many languages in the world

K 5.4 Know that multilingual/plurilingual situations may vary according to countries/regions

K 6 Knows that there are similarities and differences between languages/linguistic variations

K 6.1 Knows that each language has its own system

K 6.3 Know that categories used to describe the workings of a language may not necessarily exist in others

K 6.4 Knows that even when these categories can be found in another language, they are not necessarily organised in the same way

K 6.5 Knows that each language has its own phonetic/phonological system

K 6.6 Knows there is no word for word equivalence from one language to another

K 6.8 Knows that the organisation of an utterance may vary from one language to another

A 2 Sensitivity to the existence of other languages/cultures/persons to the existence of linguistic/cultural/human diversity

A 2.3 Sensitivity to linguistic/cultural similarities

A 2.4 Being sensitive to differences and similarities between different languages/cultures

- A 4 Positive acceptance of linguistic/cultural diversity/of others/of what is different
- A 10 The will to construct »informed« knowledge/representations
- A 18 Motivation to learn languages
- S 1 Can observe/analyse linguistic elements/cultural phenomena in languages/cultures which are more or less familiar
- S 2 Can identify linguistic elements/cultural phenomena in languages which are more or less familiar
- S 3 Can compare linguistic/cultural features of different languages/cultures

How the activity develops intercultural awarness: *It shows that idioms with similar meanings can be expressed differently in different languages, promotes observing differences/similarities between languages and learning new words also in other languages than English.*

Classroom organisation (group work, pair work, whole-class...): *Group work*

Possible pre- and post- activities:

*As a pre-activity we could discuss some basic principles of the other two languages (Dutch and French), maybe learn some basic words, play some audio recordings of how the languages sound...*

*As a post-activity we could try to find similar idioms also in Slovenian.*

Variations (if there are any): /

Additional notes (if applicable): /

## 5. LESSON PLAN

<b>LESSON PLAN</b>
<b>Teachers:</b> Tanja Belej, Nina Marija Kumer
<b>Grade:</b> 5 <sup>th</sup> and 6 <sup>th</sup> grade
<b>Lesson topic:</b> Belgium
<b>Teaching aids and materials:</b> Powerpoint presentation, Dobble Belgium, printed symbols
<b>Teaching methods:</b> frontal work, group learning, individual learning, technology-based learning, game-based learning
<b>Lesson aims:</b> Students: <ul style="list-style-type: none"> <li>- Learn about typical belgian food</li> <li>- Learn about important cultural landmarks and belgian culture</li> <li>- Learn about the multilingual culture of Belgium</li> <li>- Get to know idioms in French and Dutch and their meaning</li> <li>- Learn interesting facts about the country</li> </ul>
<b>Language skills practiced:</b> listening, speaking
<b>Introduction:</b> /approximately 5 minutes/

We present the students with 3 facts, ask them to read them and then try to guess the country. If none of them guess the correct country, we give them some additional and easier facts. When they come to the correct answer, we ask them if some of them have been in Belgium already and if they would like to share their experience.

**Main part:** /approximately 25 minutes/

First we introduce the students to some basic facts about Belgium, it's interesting political system (multiple governments), talk about neighbour countries, population, and official languages. Then we use a game of true/false to present the students with more facts about the country. They each get two symbols indicating true (waffle) or false (beer) and then lift them accordingly to their opinion. After this activity we move to the topic of food and beer, which we present frontally with the help of pictures and a video. The next activity is the matching of idioms: we put students in groups and explain the task of matching one French and one Dutch idiom with their meaning in English. While they are working, we go around the classroom and help them if needed. We then check their answers and talk about the meanings. The last topic of the main part is about some cities in Belgium and other important landmarks, which we again present with pictures.

**Conclusion:** /approximately 15 minutes/

At the end of our main part we tell the students that throughout the presentation we talked about important symbols of Belgium, may it be food or landmarks or national symbols. We play a version of bingo, where we use a belgian version of the game Dobble. Each student gets a round card with 8 symbols on it and 8 cut-out belgian flags. We call out different symbols from the card and the students who have the symbol on their card have to cover it with the flag. The first one to get all 8 symbols is the winner and the game ends. The game acts as a summary of all important topics we covered in the lesson.