

1F: Language memory (TEACHER NOTES)

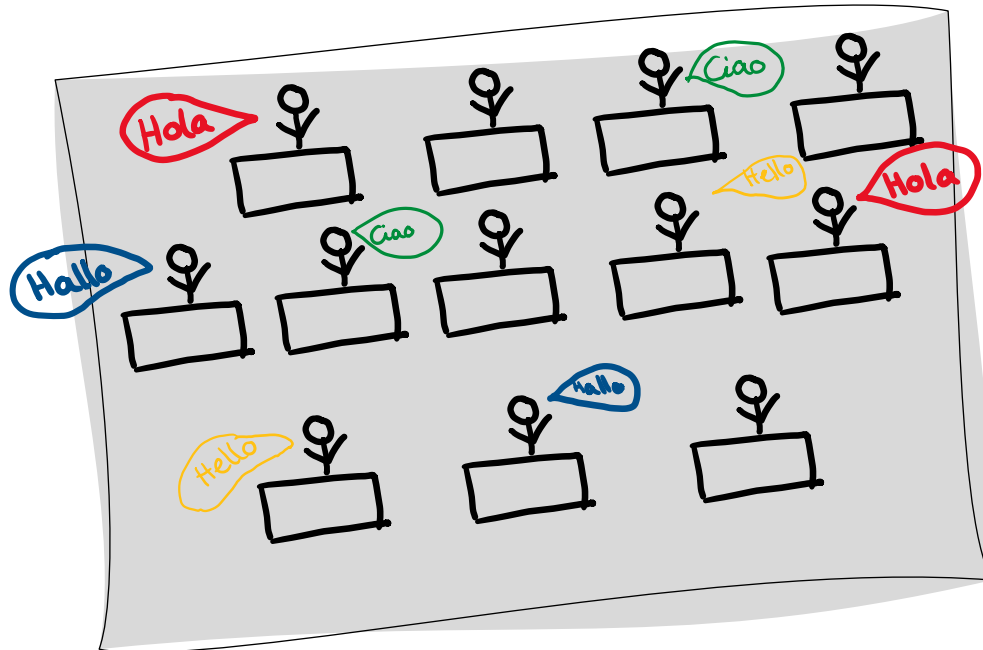
In this activity, students will...
<ul style="list-style-type: none"> • Identify the presence and uses of various languages in their daily lives • Become aware on the multilingualism around them and experience new cultural and language situations. • Practice intercultural competence and awareness.

		Time estimate
How to use these materials		35 minutes
STAGE 1	<ul style="list-style-type: none"> • Explain to your students that languages are all around us and that multilingualism is actually the norm, not the exception, and that today they are going to experience multilingualism in a playful way. • Tell your students that they are going to play a language memory game and explain to them the rules (see instructions). • Ask two voluntary students (player A and player B) to wait outside the classroom while the rest of the class builds up random pairs. 	5'
STAGE 2	<ul style="list-style-type: none"> • Option 1: Each pair chooses a word and a language, in which that word should be said. • Option 2: Each pair receives a card with a word and each pair chooses in which language they are going to say their word. • Encourage the students to choose words in different languages they know, even if in a pair just one of them can speak the language to a lesser or greater extent. Allow them to practice the pronunciation of words in foreign languages. 	10'
STAGE 3	<ul style="list-style-type: none"> • Students move around the classroom and either take a random seat or position. • The two students waiting outside the classroom (player A and player B) can come back and stand in front of the class. 	5'
STAGE 4	<ul style="list-style-type: none"> • Player A and player B take it in turns to select two different students and discover as many pairs as possible. The two selected students must say their word in the language they chose. <ul style="list-style-type: none"> ○ Option 1: When one of the players discovers a pair, those students leave their positions to stand behind the player who guessed them. ○ Option 2: When one of the players discovers a pair, the points are noted on the board and the guessed pair places a card with an X on it to indicate that their word has already been guessed. 	20'

Prep time suggestions
<ul style="list-style-type: none"> • Print the cards and write down some words on them if applicable. • You should decide which option in stage 2 is more appropriate for your students. <ul style="list-style-type: none"> ○ Option 1 can always be chosen. However, you should make sure the language and word chosen by each pair is unique and that there are not two different pairs who have accidentally chosen the same word in the same language. ○ Option 2 (cards with the words written on them) is recommended when there are very few students or if the group is mainly monolingual. • Read Chapter I of the Handbook <i>Inclusion, Diversity and Communication Across Cultures</i> available online (url: XXX), especially section 3, for some extra background information on the topic of societal and individual multilingualism.

Language memory

Activity developed by Patrizia De Luca Ramírez, Christopher Harens, Alejandra Marino



What is Memory?

Memory is a well-known card game. In this game you have pairs of cards that depict the same image, symbol, word, number or something of the sort. The objective is to find as many pairs of matching cards as possible.

Setup: All cards are mixed and spread with the picture-side down on a table of playing surface. Players take turns to turn any two cards with the picture side up.

When players make a match (the two cards turned are identical), they take both cards and are allowed to take another turn until they miss (the two cards turned over are not identical). When players miss, they have to turn the two cards with the picture-side down again and leave them in the same place. It is then the turn of the next player.

The game that we have developed works in a similar way. In this “language memory” the students work as covered cards and they belong together in pairs.

The rules are the same as in the traditional memory game. The player who discovers the most of the pairs wins.

Language memory (CARDS)

Structure of the cards: On the left you can find the front of the card with the steps your students should follow, and on the right, you can find the back of the card where your students can note their words (option 1) or where you can write the words for your students to translate in any given foreign language (option 2)

Cards – Option 1 (blank cards for the students to fill in)

<p style="text-align: center;">Task</p> <ol style="list-style-type: none"> 1. Chose together a word in a language any of you knows and note it on the back of this card 2. Practice together the pronunciation of the word and spread out in the classroom. 3. When you are called in, say the word in the language you agreed on with your partner. 	<hr/>
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Cards – Option 2 (blank cards for the teacher to provide words to be translated)

<p style="text-align: center;">Task</p> <ol style="list-style-type: none"> 1. Choose together a language any of you can speak and translate the word you will find on the back of this card 2. Practice together the pronunciation of the word and spread out in the classroom. 3. When you are called in, say the word in the language you agreed on with your partner. 	
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Cards – Option 2 (example of cards for the teacher to provide words to be translated)

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