

TEACHER'S NOTES

1C. Language portrait

In this activity, students will...

- Identify the presence and use of various languages in their daily lives.
- Reflect on the role languages and multilingualism play in everyone's daily life.
- Become aware of their own multilingualism and that of others.

ESTIMATED

TIME



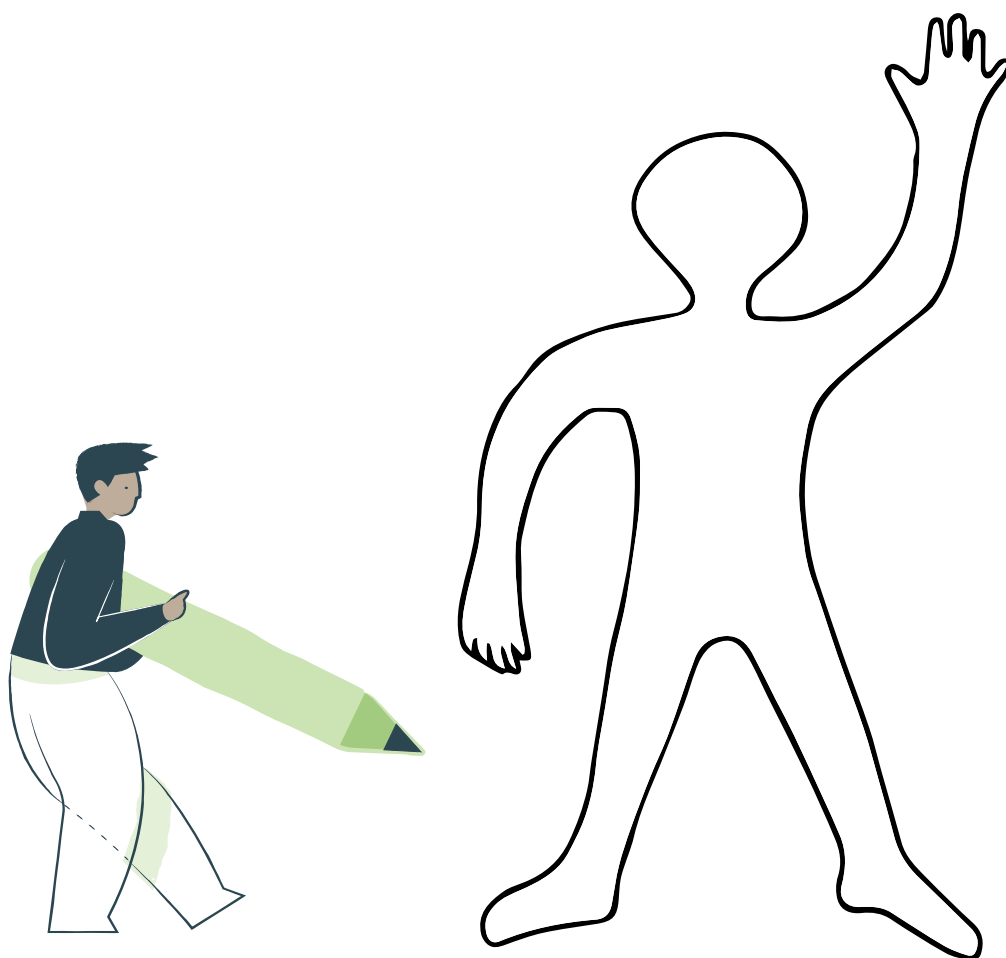
30 MIN

How to use this resource

STAGE 1	<ul style="list-style-type: none"> • Explain that everybody uses different languages, dialects, registers and ways of speaking on a daily basis, even if we are sometimes unaware of it. • Ask your students to reflect on the different languages or ways of speaking they use with different people (parents, brothers and/or sisters, grandparents, cousins, friends, classmates) and in different settings (at home, at school, on holiday, at the supermarket, in the park, etc.). Which languages do they prefer? Which languages are important to them and why? • Distribute the sheets with the body outline. Ask your students to colour them in to reflect the languages, dialects or registers that they use and are part of them. What colours and parts of the body (head, heart, hands, legs, etc.) do they associate with them? There is no right or wrong way to do this exercise, students can also draw an alternative body outline or add new details to the existing one; the only limit is each student's imagination! • As some students might feel embarrassed or reluctant to reveal their own linguistic diversity, you can offer them the options of producing their own language portrait or that of a famous person or fictional character known to be multilingual. 	5'
STAGE 2	<ul style="list-style-type: none"> • Let the students work on their language portraits on their own. 	15'
STAGE 3	<ul style="list-style-type: none"> • Option A: have volunteers show their language portraits to the rest of the class and explain what the different languages mean to them. • Option B: have the students work in pairs and explain their language portraits to each other. • Option C: display all the language portraits in the classroom and give your students the opportunity to look at each of them. 	10'

Prep time suggestions

- Print out one sheet per student. Remember not to provide examples of completed language portraits, since doing so would influence the students and limit their creativity.
- Provide the students with coloured pencils or felt tip pens, or make sure they bring their own.
- Read chapter 1 of the Teacher's Book *Inclusion, Diversity and Communication Across Cultures*, available online (<https://pagines.uab.cat/eylbid/en/content/teachers-book>), especially section 1.3.2, for extra background information on the topic of individual multilingualism.
- For a similar activity with a different approach (using emojis), which might be more appealing to older students, see activity 1G in the [Resource Bank](#).



Draw your very own language portrait

On the sheet provided, you will find a blank outline ready for you to fill with colour and life. The outline in question is just an example; you can use it if you want to, but please feel free to draw an outline that better represents you.

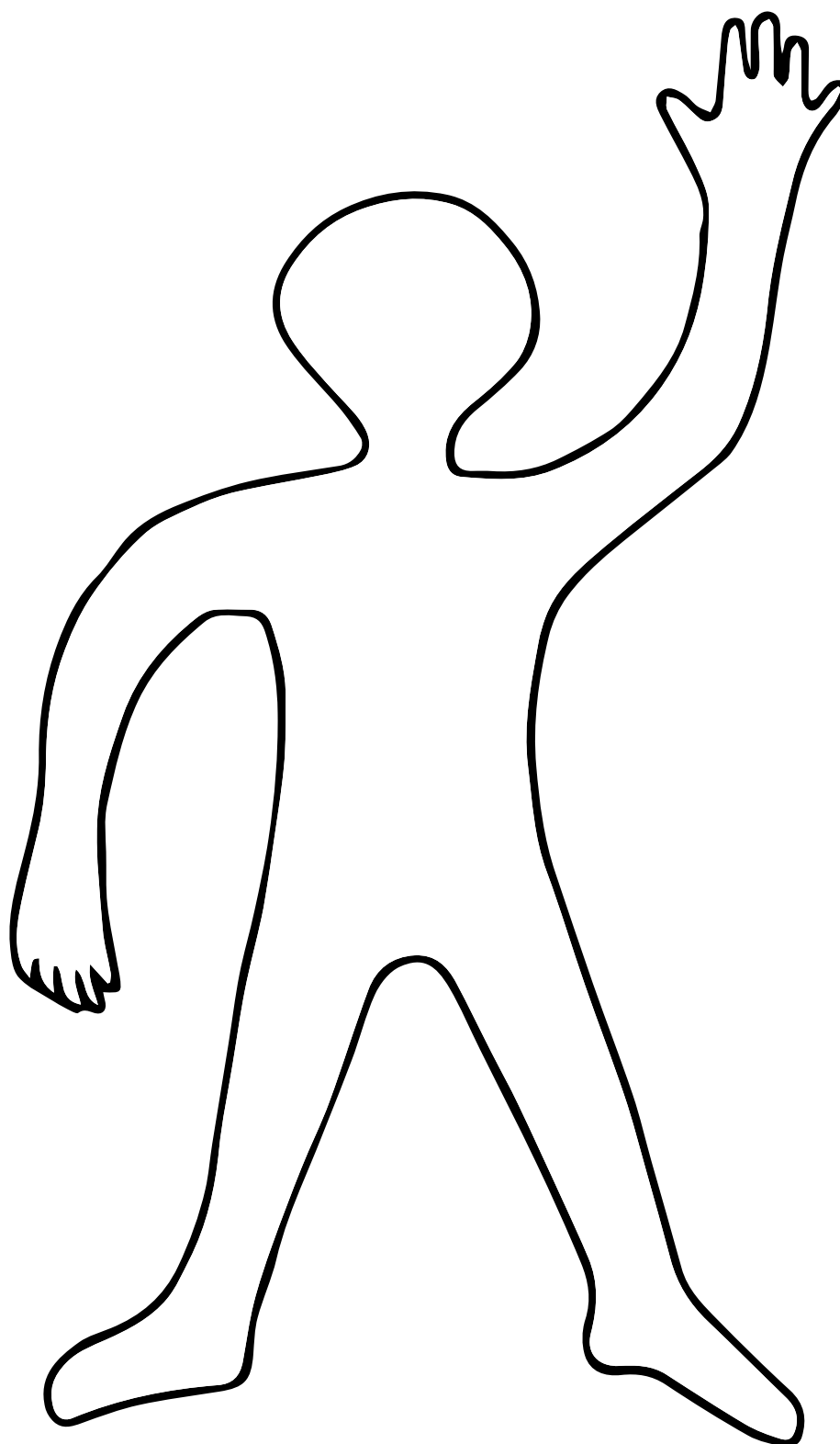
You can either do your own portrait or that of a famous person or fictional character known to be multilingual.

Before you start drawing and colouring in, think about the following questions:

1. How do you speak with your parents, grandparents, brothers and/or sisters, cousins, best friends and classmates?
2. What languages, dialects, accents or other ways of speaking do you use at home, at school, when you are on holiday, or in other situations?
3. What languages do you usually listen to music in? What languages do you watch films or series in?
4. Which languages do you like?
5. Which languages would you like to learn in the future?
6. Which languages are important to you?
7. If you could speak any languages, which ones would they be?
8. If you were asked to assign a colour or a pattern to the different languages or ways of speaking mentioned above, which ones would you choose?
9. Which colours and which parts of the body (head, heart, hands, legs, etc.) do you associate with each of the languages or ways of speaking mentioned above?



Draw your very own language portrait



Source: heteroglossia.net

Note: this outline is just an example; you can use it if you want to, but please feel free to draw an outline that better represents you.