

2026 Edition

ALL LANGUAGES MATTER IN A MULTILINGUAL WORLD



**YOUR  
LANGUAGE  
COUNTS!**

# **HANDBOOK**

**FOR TEACHERS, SCHOOL PRINCIPLES AND EDUCATORS  
IN A MULTILINGUAL WORLD**



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# GLOSSARY

Languages are an integral part of our lives and our identities. They shape our interactions with others and the way we perceive our surroundings. Multilingual individuals see the world through multiple lenses as their different languages shape their perception. An individual may speak another language at home from the **dominant language** in the country they live in. Various terms exist to describe this. If we take the example of a child speaking a different language at school than the language spoken at home, some might refer to the latter as the **mother tongue** or the **family language**. However, these terms cannot necessarily be used synonymously. There are different nuances to them, for example in context of use or level of knowledge. For instance, someone may have acquired a language that we could refer to as their **first language**.

One might choose to use the term *mother tongue* in this situation. **First language** refers only to the language initially acquired. Mother tongue, however, can suggest fluency or identity, but this may not be the case. Therefore, it is important to be aware of the implications of the terms used.

In this *handbook*, we employ different terms according to the various situations in the different countries represented in our pilot project. The usage of different terms depends on the socio-political context in the three different countries. While **heritage language teaching (HLT)** is institutionalised through laws in countries like Sweden, it depends fully on associations in countries like the Netherlands. Thus, different associations and stakeholders may employ differing terms. When reading the *handbook*, it is important to keep these differences in mind. To facilitate comprehension and avoid confusion, we have added the following glossary of terms used in the context of **heritage language teaching**. Please note that the academic debates about these terms and their definitions are ongoing.

**Community language** is a language spoken by a specific linguistic or cultural community within a larger society, often maintained through social networks, cultural practices, and community institutions. It may differ from the dominant societal language and is typically used in community interactions and cultural events.

**Dominant language** is the language most widely used in society and is typically associated with official functions, education, and public life. Synonymous to **majority language, official language, national language, host language, institutional language**.

**First language (L1)**<sup>1</sup> refers to the first language acquired by an individual and is considered a transparent term because it clearly indicates chronological order in language acquisition. Since not all individuals acquire only one language from birth, the term can also be used in the plural to describe simultaneous acquisition of two or more languages without hierarchical distinctions. A **second language (L2)** is a language spoken in addition to the **first language**.

**Family language**<sup>1</sup> refers to the language(s) used within a family, often different from the surrounding societal language(s). Unlike **heritage language**, it emphasises the family's entire linguistic repertoire, including mixed forms, rather than origin or acquisition sequence.

**Heritage language (HL)**<sup>1</sup> is a language primarily learned at home that is not the dominant societal language in the country of residence. It is often associated with assumed origin and identity, though actual language use may differ from **national** or **official languages**.

**Heritage language education (HLE)** is an educational approach focused on teaching and maintaining a language that learners have a familial or cultural connection to, but which is not the dominant societal language. It aims to develop linguistic proficiency, cultural knowledge, and identity in heritage speakers, often addressing gaps caused by limited exposure or informal acquisition at home. It is also known as **home language education (HoLE)**.



**Heritage language teaching (HLT)** is the practical implementation of teaching in the heritage language, also known as **home language teaching**.

**Home language** is the language primarily spoken within the family or household, regardless of whether it is the **majority language**. It often serves as the medium for early communication and cultural transmission at home.

**Language of schooling** is a language used as the medium of instruction in formal education.

**Minority language** is a language spoken by a smaller group within a society, often lacking official status.

**Mother tongue (MT)**<sup>1</sup> is a commonly used term for the **first language** acquired by an individual, though its meaning can vary: it may refer to the language of identification, the language mastered best, or the one used most frequently. It is often linked to cultural and identity discourses.

**Mother tongue education (MTE)** is similar in definition to **heritage language education**.

**Multilingualism** is the ability to use two or more languages proficiently.

## REFERENCES

<sup>1</sup> Triulzi, M., Winter, C. & Maahs, I. (2023) "Erstsprache, Muttersprache, Herkunftssprache oder Familiensprache? Eine Analyse von Portfolioarbeiten Lehramtsstudierender zu Bezeichnungspraktiken sprachlicher Heterogenität im Kontext von Mehrsprachigkeit", Zeitschrift für Interkulturellen Fremdsprachenunterricht. 28(2):57–87. doi: 10.48694/zif.3644.



# FOREWORD

Imagine a classroom where every child's voice matters — not only in the language of the country they live in, but also in the language of their home, their family, and their identity. For many pupils across Europe, this is not yet a reality. **Heritage languages** often remain invisible in school systems, even though they are a vital part of children's cultural and cognitive development. *Your Language Counts!* was born from the belief that these languages are not obstacles but bridges — bridges to inclusion, academic success, and a richer, more diverse society.

Recognizing and valuing learners' linguistic backgrounds is more than cultural affirmation — it is a pedagogical necessity in an era of mobility and multilingualism. Schools that embrace this diversity foster equity, belonging, and educational success for all.

This *handbook* is the result of a collaboration of eight European partners in the Erasmus+ project "Your Language Counts! All languages matter in a multilingual society, starting in school." It brings together experiences from educators, researchers, school leaders, and community stakeholders who share a common vision: that heritage languages are not peripheral, but central to the identities and educational journeys of countless learners.

Within this guide, you will find practical insights, frameworks, and examples from different European contexts, as well as strategies for engaging pupils, teachers, and families in this process. It addresses both opportunities and challenges and provides tools to help institutions move from policy to practice.

We hope these pages inspire you to take action, to experiment, and to collaborate. Whether you are a teacher looking for classroom ideas, a school leader shaping policy, or an advocate for linguistic diversity, this *handbook* is for you. Let it spark conversations, challenge assumptions, and open doors for every child whose **home language** deserves to be heard.

Welcome to *Your Language Counts!* and thank you for joining us on this multilingual journey.

The project team of *Your Language Counts!*

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## ABOUT THIS HANDBOOK

This *handbook* provides an overview of the project *Your Language Counts!*, presenting its objectives, structure and activities from different perspectives. The project *Your Language Counts!* promotes **heritage language education (HLE)** in secondary schools to support pupils' academic success and foster the development of their multilingual identity. It also aims to strengthen teacher competencies and expand HLE practices across EU countries by developing and sharing best practices that encourage linguistic diversity.

The introduction outlines the background of the project, the project design, goals, and timeline. Chapter 2 briefly discusses the role of heritage languages and HLE in Europe and examines the specific situation in the three participating countries. Sweden and Finland were selected because HLE is integrated into their formal education systems, whereas in the Netherlands, HLE is not part of the official curriculum.

A key component of the project was the *pilot plan*, accompanied by monthly teacher meetings designed to foster a broader didactic approach to HLE. Chapter 3 presents the content and activities developed within the *pilot plan* by the 18 participating teachers.

Another major element was the ongoing *evaluation*, conducted by an external partner outside Sweden, Finland, and the Netherlands to ensure impartiality. This *evaluation* included two rounds of interviews with teachers and surveys with pupils about their experiences with HLE. Details of the *evaluation* process and its findings are presented in chapter 4.

Across the three countries, various activities were implemented to raise awareness of HLE. Examples of different dissemination and community activities carried out during the project are presented in chapter 5.

The final chapter provides an insight in the *roadmap* and presents recommendations derived from the project and outlines future steps to further strengthen heritage education in European contexts.

All references cited in this work are collected in a single reference list at the end of the document. In the appendix of this *handbook*, readers can find additional material, including sample teaching resources in the six project languages (Arabic, Persian, Russian, Somali, Turkish and Ukrainian) as well as information and advisory materials on the HLE developed in this project.

The *handbook* is intended as a practical resource for teachers, educators, policymakers and stakeholders committed to promoting heritage language education and fostering **multilingualism** across Europe.



# 1 THE PROJECT YOUR LANGUAGE COUNTS!

Authors: Sabine Brachmann-Bosse & Elisabeth C. Schmidt

## 1.1 Background of the project

The *Your Language Counts!* project, initiated by the Goethe-Institut Sweden, is dedicated to promoting **heritage language education (HLE)**, thereby fostering linguistic diversity. By emphasising the importance of **heritage languages**, this project seeks to create a supportive platform where different linguistic communities can share resources for the nurturing and development of their unique linguistic and cultural heritage.

**Mother tongues** play an important role in the development of a child's language, identity, personality and thinking.

As a result of increased transnational migration, children in many European countries speak languages in addition to the **majority language(s)** of the country they live and go to school in. For the children of families who have recently migrated, this means being confronted with the situation of integrating into a new school system with a new language in the destination country. Children born into multilingual families in the country may have varying levels of competence in both the language(s) they speak at home and the language(s) used in schools. Being multilingual is regarded positively by school. Indeed, the Council of Europe promotes plurilingual competence among all European citizens. However, for children who already speak other languages than the majority language when they start school, there can be other, more negative effects. The languages that children already speak are seldom drawn upon as resources for learning in the new school context, nor offered as language subjects. This can lead to challenges in learning subject matter (in a new language, for recent migrants) or feelings of alienation ('otherness') and isolation.

Long-term studies show that promoting the mother-tongue skills of multilingual pupils, by offering language classes for that language in school, facilitates learning a new language and increases integration success overall.

Since the 1970s, in Sweden and Finland, **mother tongue education (MTE)** has been offered in schools for pupils who do not have Swedish or Finnish as their mother tongue. Experience indicates that MTE contributes positively to integration. At the same time, organisational challenges have arisen in relation to curricula, teaching staff, and timetables. In many other European countries, including the Netherlands<sup>1</sup>, HLE does not yet exist in formal education systems, or only marginally.

The initiative was conceived in response to the growing need for well-organized mother tongue teaching in formal education in Europe, taking the Swedish system as a role model and trying to transfer it to the Dutch and Finnish contexts.

## 1.2 Partners

The *Your Language Counts!* project is supported by a diverse group of partners, each contributing unique expertise and resources to achieve the project's goals. These partners include:

- Goethe-Institut Sweden: A global cultural institution promoting the German language and fostering international cultural cooperation. The Goethe-Institut leads the project, providing strategic direction and resources.
- ELIX - Conservation Volunteers Greece: A non-governmental organisation, based in Athens, focused on voluntary service and education. ELIX promotes personal development through active participation in social service, environmental protection, and cultural heritage conservation.
- Enheten för flerspråkighet (EFF): The Unit for multilingualism in Uppsala, Sweden, coordinates and delivers mother tongue education (MTE) in accordance with the Swedish Education Act. EFF supports the project by providing expertise in multilingual education.
- Familia ry: An advocacy group in Helsinki, Finland, dedicated to promoting multilingualism and supporting multilingual families. Familia works closely with communities to advocate for mother tongue education and cultural integration.

<sup>1</sup> Mother Tongue Education (OALT) was a part of formal education between 1998-2004. (Turkenburg 2001)



- Oman Äidinkielen Opettajat ry (OÄO): The Finnish Association of Heritage Language Teachers, which supports **heritage language** educators by providing resources, training, and a collaborative network.
- Stichting Taal naar Keuze (TnK): The Dutch foundation based in Amsterdam that offers to secondary schools the formally approved examination languages, including specific **home languages**. TnK collaborates with qualified language experts to develop educational content and provide guidance both in schools and online.
- Universität Duisburg-Essen (UDE): A leading research university in Germany that contributes academic expertise and research support to the project. UDE focuses on developing effective **heritage language education** models and strategies.
- Uppsala University: A prestigious university in Sweden that plays a key role in the project by developing and testing educational activities. Uppsala University also contributes to the continuous evaluation and dissemination of the project's outcomes.

### 1.3 Aims of the project

The primary aims of *Your Language Counts!* are to:

Foster heritage language education in secondary schools: Promote the teaching and learning of heritage languages in secondary schools to enhance pupils' academic achievement and cultural identity.

Support heritage language teachers: Provide a **YLC Teacher Network** for heritage language teachers to exchange experiences, share resources, and collaborate on best practices.

Promote HLE in other EU Countries: Raise awareness and encourage the adoption of heritage language education practices across other EU countries, promoting linguistic diversity and cultural understanding throughout the region.

These aims are designed to create a supportive and inclusive educational environment that values linguistic diversity and cultural understanding.



## 1.4 The project's timeline

During a three day "Boot Camp" in January 2024 to start off the project in person, the project team formed four working groups to prepare the foundation for the project. Their work led to the development of the *pilot plan*, which built directly on the outcomes of these groups. The *pilot plan* then served as the basis for collaboration with teachers during the implementation phase.

The Opening Event in March 2024 introduced the project to the public. It informed about the project's goals and opened a discourse about the importance of **heritage language education** in Europe.

In parallel with the conceptual work in the working groups, the project team agreed to launch a pilot initiative in the three countries — Sweden, Finland and the Netherlands — focusing on six

**heritage languages**: Arabic, Farsi, Russian, Somali, Turkish and Ukrainian. These languages are widely spoken in the participating countries and serve as representative examples of heritage languages in general.

The next step was to identify municipalities and schools that already offer heritage language teaching or expressed interest in introducing it. This process led

to the formation of a pilot project group of 18 heritage language teachers for the six selected languages in Sweden, Finland and the Netherlands.

The pilot implementation began and continued throughout the 2024/2025 school year, supported by ongoing activities and mutual study visits. These visits enabled partners and participating teachers to exchange experiences and observe practices in HLE. At the same time, pre, interim and post evaluations were carried out through data collection, analysis, and reporting, ensuring that progress and impact were continuously monitored.

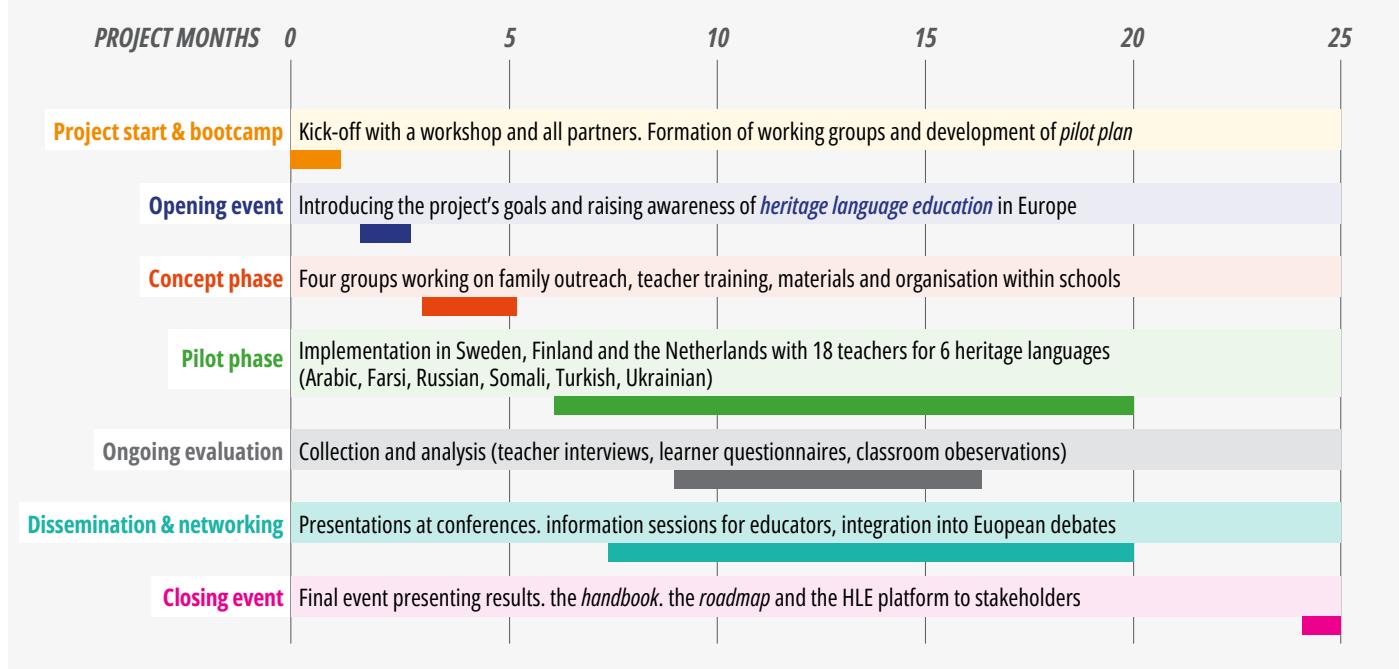
Based on the pilot and evaluation results, partners worked together on outcomes, refining and finalizing the project's outputs.

In addition, members of the project team participated in academic conferences and meetings throughout the project, offered information sessions for interested educators, and introduced the project and its initial findings into relevant discourses and debates in Europe.

Finally, the *Your Language Counts!* conference brought everything together by presenting the outcomes, marking the completion of the project and sharing results with stakeholders.

Illustration/Table for 1.4

### Project timeline



## 1.5 Working groups — results/outcomes

The project team, consisting of 18 experts, established four working groups at the beginning of the project. During an initial three-month phase, these groups worked on specific thematic areas. The synthesis of this work was presented in the *pilot plan*. The four working groups are structured around distinct aspects of the initiative and have produced significant results, including:

### Family outreach

This working group focused on involving families, especially when parents learn the **host language** more slowly than their children and face competing priorities. The group developed strategies to help families understand the importance of **HLE** for their child's long-term well-being, stimulating enrolment in HLE classes, and leveraging HL teachers to mediate between families and formal school administration. One of the core challenges for HLE is that information about the importance of HLE is not readily available in all contexts and parents may not know where to start. Therefore, the working group shared their networks and database and discussed potential ways to reach parents. The usual ways of contacting parents and caretakers are through the school, immigration offices, active NGOs in the community, official websites, social media, and other language-aware parents.

### Teacher training

This working group focused on developing training suitable for teachers in the project and beyond. One of the main discussion points was creating a network through which teachers can connect. The group talked about establishing an international Facebook group to create a space for collaboration, information and exchange. The working group discussed developing practical cooperations, e.g., establishing partner schools and classes, and how teachers can influence families and communities to change their attitudes towards HL learning. On a more subject-based level, the working group discussed how they could provide a guideline for heritage language teachers that is not language-based and discussed connection points in heritage language education. During the period September 2024 to May 2025, 18 teachers from Sweden, Finland and the Netherlands worked for the pilot project. A Platform (*YLC Teacher*

*Network*) has been developed for these 18 teachers to upload the materials they created during the project and share their experiences with the tested activities. During the project, they met regularly (once a month) with Simeon Oxley (from EFF) to talk through the pilot activities, reflect on them and produce new material. Additionally, the teachers were supported by their local project partner, i.e. *Taal Naar Keuze (TnK)* in the Netherlands, *Oman Äidinkielen Opettajat ry (OÄO)* in Finland and *Enheter för Flerspråkighet (EFF)* in Sweden. The teachers also received the opportunity and dedicated time to network with their colleagues from the other countries and deepen their professional development through workshops provided by the project.

### Teaching material

This working group focused on identifying HL teaching materials, determining whether they need official approval, and establishing other forms of quality control. The 18 teachers in our pilot study have not only tested activities that have been suggested in the *pilot plan* but were also encouraged to create their own material.

### Organisation of HL within schools and municipalities

The working group investigated whether HL should be part of the curriculum or an extra-curricular activity, the optimal timing and location for these classes, the potential role of digital solutions, the integration of HLT with other language requirements, tools to support assessment (such as Central European Framework of Reference, commonly referred to as CEFR), integrating part-time HL teachers into the broader school community, and the role of HL teachers in providing study guidance in the mother tongue. The working group collected key challenges in providing HLE in each country that is part of the project and formulated a list of prioritised areas for development.



## 1.6 Outcomes of the project

The *Your Language Counts!* project has made a significant contribution to promoting linguistic diversity and cultural exchange. Through its various initiatives, the project has successfully raised awareness about the importance of developing the linguistic repertoire of multilingual children and has provided valuable resources for **heritage language education**. Key outcomes of the project include the development of a comprehensive *roadmap* to support heritage language education in schools, a detailed *HL implementation handbook* for educators, an interactive *YLC Teacher Network* for sharing resources and best practices, and an *evaluation report* to assess the project's impact and guide future efforts.

The *roadmap* and related dissemination activities aim to achieve several key results in at least 12 EU Member States:

- Educators who offer or seek to offer HLE will find it easier to identify HL teachers and teaching materials, involve parents, and organise HL classes.
- Educators who have never considered HLE will be made aware of its importance and will find invaluable support in the *handbook* and *YLC teacher network*.

- Policymakers will be made aware of the importance of HLE and will find in the *roadmap* the necessary information on regulatory framework conditions.
- At the grassroots level, the project evaluation will provide stakeholders with the necessary information to lobby their local school boards to make HLE possible.

Regarding project outputs, the *evaluation report* will provide information on several key aspects:

- The feasibility of the recommendations set out in the *handbook*, particularly those piloted by schools. It will assess whether these recommendations can realistically be implemented given the financial, organisational, and human resource constraints typical in secondary schools.
- The effectiveness of these recommendations in mitigating and overcoming the main challenges to HLT provision in secondary schools.
- The usefulness of the *YLC teacher network* of HLE content and practitioners as a resource to support HLT provision in schools.



## 2 THE ROLE OF HERITAGE LANGUAGE EDUCATION (IN EUROPE)

Authors: Dr. Tatjana Atanasoska, Dr. Erkan Gürsoy, Clarissa Diekmann

### 2.1 Modern Europe in the context of migration

European societies have been and are characterised by migration, and migration to, from and within Europe is one of the primary driving forces behind the growing significance of multilingualism. Individuals with a migration background use the **dominant language(s)** of their country of residence and their **heritage languages** (Androutsopoulos, 2006; Duff, 2015). As such, multilingualism plays a central role in understanding both the self-perception and the civic participation of people living in migration societies in today's Europe (Bozdağ & Karakasoğlu, 2024).

From the perspective of a post-migration society, linguistic diversity in Europe is particularly shaped by so-called heritage languages (Woerfel et al., 2025). In urban regions, approximately every other child is born into a migrant family (Gogolin, 2021). In this context, heritage languages may also be classified as **minority languages**, since they are spoken by ethnolinguistic communities without official recognition. Often these languages have low prestige and no formal status within **majority language** hierarchies (Benmamoun et al., 2010). Yet, in countries with **heritage language education** some of these languages can be part of the formal school system, like in Sweden and Finland (see below). Still, some minority languages have more rights than others, and these are the indigenous/ autochthonous minority languages<sup>2</sup> which are defined individually by national states (Bohnacker, 2025).

Multilingual families face a range of challenges, one of the most prominent being the maintenance of the heritage language (HL). Parents frequently find themselves navigating the tension between supporting their children's acquisition of both the HL and the majority language (Sevinç, 2016). While children typically achieve some level of competence in the majority language through institutional exposure, the development of the HL remains far more precarious,

as it requires both consistent and high-quality input, a responsibility that falls predominantly on the family. But the possibility of attending HLE can help families with intergenerational transmission of the heritage language(s).

Schools in Europe often implicitly or explicitly expect parents to support their children's acquisition of the **institutional language(s)**, which is perceived as essential for academic success (Bezcioglu-Göktolga & Yagmur, 2018). Therefore, it is important to be critically aware of the long-term consequences of linguistic discrimination that contributes to processes of language erosion and loss — particularly in relation to heritage languages (Bong et al., 2025). Even with this, HLE can work in favour of promoting and supporting the development in the HL.

Multilingualism is not a 'new' problem within public education, linked exclusively to recent waves of global migration. European nation-states have historically been multilingual, and recently this multilingualism has increased through migration flows. Despite this reality, the multilingual and migration-related heterogeneity of contemporary European societies is still not widely treated as the norm within educational institutions — by teachers, policymakers, or even pupils themselves (Rellstab, 2021).

Educational, linguistic, and didactic research has increasingly argued that heritage languages are of intrinsic educational value and should be recognized as legitimate components of the formal curriculum within post-migrant societies (Woerfel et al., 2025).

### 2.2 Heritage language education in Europe

One of the most important instruments for the preservation and development of linguistic competences in heritage languages is heritage language education (HLE). For many years, the question of whether such instruction is meaningful within educational systems was the subject of contentious debate in both educational policy and academic research. In political discourse, it was long argued that HLE could only be justified if it contributed directly to the acquisition of the majority language, such as Swedish in Sweden or German in Germany and Austria.

<sup>2</sup> In Sweden there are five recognized minority languages (Finnish, Sami, Meänkieli, Romani and Yiddish). In Finland four minority languages exist (Sami, Romani, Karelian, Sign Language), three regional languages in the Netherlands (Frisian, Flemish, Sign Language).



However, this position has since been revised and refuted by current research (Woerfel et al., 2025). Although acculturation profiles that integrate both the dominant and the heritage culture are generally associated with numerous psychological benefits — such as enhanced self-esteem, wellbeing, and mental health (Berry & Sabatier, 2010; Retortillo & Rodriguez, 2010) — the educational context across Europe often continues to promote assimilationist models. In many cases, migrant languages are perceived as obstacles to integration, particularly when they originate from non-European contexts (König et al., 2015; Liu & Evans, 2016; Sáenz-Hernández et al., 2023). This tendency is especially pronounced for racialised groups, where language use becomes entangled with racialized social constructs and assumptions about the speakers themselves (Khan & Gallego-Balsà, 2021; Rosa & Flores, 2017).

Research has demonstrated that **HLE** can support the development of literacy skills in both the **heritage language** and the **dominant language** (Ganuza & Hedman, 2019). Furthermore, language maintenance is often linked to overall wellbeing. Parents who are able to transmit their heritage language to their children are also associated with higher levels of wellbeing for all family members (De Houwer, 2017; Liu et al., 2009; Tseng & Fuligni, 2000). A lack of a shared language within families can also have detrimental effects on family cohesion, emotional closeness, and communication (Portes & Hao, 1998; Soehl, 2016). This is an aspect that should also concern schooling, as the pupil's wellbeing in their family can foster educational success.

Across many European countries, children participate in community-based heritage language education programmes (Gogolin, 2021). However, HLE is not integrated into the national school system in all countries. Within the partner countries of our project, HLE is included in the national system of schooling in Sweden and Finland, as well as Austria and (in part) Germany. The Netherlands in our project serves as one prominent example where heritage language instruction mostly exists outside the formal education system, as is the case in France or Italy. In these countries, HLE is offered by community organisations, religious institutions, cultural associations, and Saturday schools, among others. Even though HLE is formally integrated into some of the European school systems, it is not treated as a regular school subject. Instruction typically occurs in the afternoon hours, curricula do not exist in all countries. Furthermore,

pupils usually receive very limited instructional time, often no more than one lesson per week.

Empirical studies have shown that heritage language proficiency and use can have a positive effect on pupils' academic performance (Agirdag & Vanlaar, 2018) without hindering their acquisition or mastery of the **institutional language** (Tsai et al., 2012). Given that multilingual families bear the primary responsibility for maintaining heritage languages — particularly in sociopolitical contexts where policy prioritises institutional language acquisition and use, which is the case in most European countries — more attention must be paid to the role of choosing HLE in supporting heritage language vitality (Hollebeke et al., 2022).

HLE plays a critical role in supporting the linguistic, cultural, and identity development of children from migrant backgrounds. heritage languages, typically spoken within families, require both effective and structural support for maintenance. While families provide everyday usage (Melo-Pfeifer, 2015), HL teachers are central figures in promoting HL use in educational institutions, and through these affirming multilingual identities in and beyond the classroom (De Angelis, 2011; Menken & García, 2010; Haukås, 2016; Hélot & Laoire, 2011).

### 2.3 Challenges of heritage language education

In the context of the education of children, the school environment plays a crucial role in assigning value and legitimacy to specific languages (Comellas et al., 2014; Johnson & Johnson, 2015; Sáenz-Hernández et al., 2021). This, in turn, significantly influences how pupils negotiate and express their linguistic and cultural identities (Liu & Evans, 2016).

Findings reveal that HLE continues to occupy a marginal position within the school system, a condition that directly shapes the practices and professional self-understanding of the teachers involved in this field. This marginality can be interpreted as symptomatic of broader structural issues. HLE teachers operate within historically derived frameworks of devaluation, not only of the so-called migrant languages but also of the communities and individuals who speak them (Weichselbaum et al., 2024).



At a functional level, heritage language teachers tend to position themselves as competent professionals who face considerable challenges within their institutional contexts. Two major dimensions emerge from the research as particularly significant for both their institutional and personal positioning, as well as for the construction of their professional identities within a migration pedagogy framework: marginalisation and uncertainty. These terms intentionally reference the work of Çınar and Davy (1998) and resonate with the precarious status of HLE, as previously described in the literature (Flubacher & Hägi-Mead, 2024).

Despite their relevance, **heritage language** teachers (HLTs) remain an understudied group (see Ansó Ros, 2021; Flubacher & Hägi-Mead, 2024). Nonetheless, they share a range of systemic challenges. Within schools, they are often excluded from broader teaching teams, rarely integrated into the school family, and frequently not taken seriously as professional peers. In many cases, they actively have to resist linguistic discrimination (linguicism) — particularly when they use the heritage language for informal communication with their pupils outside the classroom (Dirim & Pokitsch, 2025; Ayten & Atanasoska, 2019).

A further structural issue lies in the lack of suitable teaching materials for many heritage languages. As a result, teachers are left to develop their own resources, tailored to learners with diverse needs. **HLE** classrooms are often multilevel and multigenerational, with pupils varying not only in age and proficiency levels but also in literacy skills — especially in languages that do not use the Latin alphabet, unlike the majority languages of Dutch, Swedish, and Finnish. Although HL teachers are formally employed within the formal school system in some countries (like Sweden or Finland), their employment conditions differ significantly in comparison to teachers of other subjects. They are often paid less, they are required to teach across multiple schools, and in many cases, cannot obtain full-time positions, depending on the language in question. Moreover, for many languages there is no HL teacher education programme at university level. HL teachers typically have studied in countries where that heritage language holds official status. Nevertheless, all HLTs are expected to be competent heritage speakers of the language they teach. Many of them are first-generation immigrants to the countries in which they now teach (see Guldenschuh et al., 2024).

Another feature that distinguishes HLE from other school subjects is its peripheral placement in the school day. In most cases, heritage language classes are scheduled in the afternoons, once regular instruction has concluded. While this avoids timetable conflicts, it also sends a clear signal that HLE is not integrated into the core of school life (Bohnacker, 2025). Pupils must often remain after school hours while their peers and teachers have already left the premises.

Only a small proportion of pupils with heritage language backgrounds actually attend HLE. For instance, only 40% of pupils in a German-Turkish sample and 15% in a German-Russian sample reported receiving HLE at school (Usanova & Schnoor, 2021). The number drops after compulsory schooling, which is true even for Sweden, although Sweden has a higher percentage of children attending HLE than Germany (55% of all children speaking a heritage language). The short outlook on statistics reflects the limited institutional support for heritage languages within national education systems across Europe. In most countries, HLE is offered in a limited number of languages, often aligned with the migration histories of the respective nation-states. For example, in Germany, the implementation of HLE can be traced back to European labour migration policies of the 1970s, particularly in relation to so-called guest workers (Gogolin, 2021). Similar developments apply for the Netherlands.

The delegitimisation of professional expertise among HL teachers has become increasingly evident in recent studies (Flubacher & Hägi-Mead, 2024). Similar findings have been observed in research on multilingual pupils (Dirim, Knappik & Thoma, 2018) and pre-service teachers (Cushing, 2023). Regardless of their actual formal qualifications or extensive teaching experience, HLTs are often perceived as less competent and less professionally qualified, reinforcing their marginal status within educational institutions.

Despite these issues, HL teachers in Finland express strong identification with their pupils' linguistic and cultural backgrounds and see HL education as vital to future opportunities. Their roles extend beyond instruction — they are community figures who actively support diversity, identity, and multilingualism in educational settings, which is represented also in the data of this project.



## 2.4 The three countries and heritage language education

### 2.4.1 Sweden

Authors: Anne Reath Warren and Elisabeth C. Schmidt

Sweden is often cited as a leading example of **heritage language Education (HLE)** in Europe due to its long-standing policy of offering state-funded HLE within the public school system. Since the Home Language Reform in 1977, children with a **home language** other than Swedish have been entitled by law to receive HLE as an elective subject (Education Act, 2010). To qualify, pupils must use the language daily with at least one caregiver, and there must be at least five pupils requesting the same language in a municipality, along with a qualified teacher. The aim has historically been to foster active bilingualism, with heritage languages viewed as complementary to the acquisition of Swedish (Reath Warren, 2017; Ganuza & Hedman, 2019).

HLE, however, remains marginalised in practice. Instruction is often scheduled outside regular school hours, lacks guaranteed teaching time, and is governed by a generic, non-language-specific syllabus (Skolverket, 2022; Bohnacker, 2025). Since the 1990s, municipalities determine the amount of HLE offered, typically providing only 40–60 minutes per week — far less than for other language subjects (Skolverket, 2008), which leads to uneven implementation. Despite being part of the national school system, HLE is symbolically and structurally treated as peripheral (Salö et al., 2018).

In 2024/25, 29% of pupils (approximately 318 514) were eligible for HLE in 187 languages; 59% of them actually participated (Sweden's official statistics, 2025). The most common HLE language is Arabic, which 48 990 pupils studied (Sweden's official statistics, 2025). Although Swedish law supports HLE for both immigrant and national minority languages, implementation challenges persist. Teachers often lack formal qualifications and teacher education programmes have been limited or discontinued (SOU, 2019:18; Bohnacker, 2022).

While Sweden's legal and policy frameworks for HLE remain relatively advanced compared to other European countries (Salö et al., 2018), recent political

shifts have placed HLE under renewed pressure. Despite high enrolment in certain languages, the voices of heritage language families and teachers are still largely absent from research (Spetz, 2014; Bohnacker, 2022, 2023; Ganuza & Hedman, 2015).

### 2.4.2 Finland

Author: Larissa Aksinovits

Heritage language teaching started in Finland in 1970 and was firstly applied to refugee children from Chile (Ikonen, 2007). Nowadays, developing multilingualism is stated to be of high importance in the National Core Curriculum for Basic Education (2014). HLE is described in the curriculum as a supportive subject, yet excluded from the official list of school subjects (Finnish National Agency for Education, 2014). HLE is an optional subject with a lower position if being compared to general subjects in education which are included into the National Core Curriculum.

In Finland the term *oman äidinkielen opetus* – a pupil's own mother tongue is used for this facultative school subject in order to strengthen the position of the language within the educational system. Lessons take place during pupils' school day, which differs from a usual Sunday school heritage language teaching model in other countries. pupils can attend home language classes once a week for 2 hours (90 minutes). HL classes are largely funded by the state, and usually four pupils are required to form a HLE group.

Nevertheless, municipalities decide the minimum number of pupils for forming a group. Thus, the minimal number of pupils varies from 6 to 15 depending on the municipality. In the situation with a spreading right-wing populism also influencing language policy regulations, HL teaching is seen as optional, not essential and a resource<sup>3</sup> for economy within a municipality. In reality there are about 10–30 pupils of different age and linguistic proficiency in each group depending on the municipality. Some municipalities do not offer instruction of pupils' native languages at all, since it is optional. Hence, the situation regarding the accessibility of instruction of native languages varies widely for different language speakers across municipalities/regions.

Notwithstanding, HL teaching is still being introduced in many municipalities in Finland within the schooling

<sup>3</sup> Language as a resource means viewing each additional language in a child's repertoire as a tool for understanding a text or instruction, or composing a text. It can also promote prosocial behaviour through a change of perspective, as it provides insights into another culture.



system due to the various positive outcomes such as supporting pupils' basic right to their home/heritage language, strengthening identity and generational connections, aiding integration, and promoting linguistic diversity as a societal asset (Mäkelä, 2007). In addition to that **HL** learning develops pupils' cognitive thinking skills, language awareness and sensitivity, improves psychological wellbeing, since for many pupils a HL class is the only place they can express themselves and become heard and a HL teacher is the only grownup within the school building they share a common language and cultural background with. In this case a HL teacher is also a mediator and a role model of an educated grownup of the same cultural and linguistic background for pupils.

There are about 60 different home/heritage languages being taught in 84 municipalities of Finland (Finnish National Agency for Education, 2024). Over 24 000 children with a multilingual background participate in home language classes every year. The multilingual population of Finland is constantly growing. According to the Finnish Statistical Agency's database (StatFin Database, 2023), the largest minority language groups in Finland are speakers of Russian (99 606), Estonian (50 202), Arabic (41 311), English (33 796), Somali (25 654) and Ukrainian (26 519).

### 2.4.3 The Netherlands

Authors: Dr. Karijn Helsloot and Mara Kyrou

In the Netherlands, the national curriculum for secondary education recognizes a limited number of **home languages** as school subjects. In lower secondary school classes a school board (*Bevoegd Gezag*) may grant pupils an exemption from studying French or German if they are enrolled in one of the other approved foreign languages, i.e. Arabic, Chinese, Italian, Russian, Spanish or Turkish. The same can be granted to pupils newly entering the Dutch system who previously received comparable instruction abroad. In upper secondary education all pupils are allowed by law to choose among the before mentioned languages including French and German, but schools have the final say on the availability of the courses.

Historically, Dutch education policy included structured heritage language support through *Onderwijs in Eigen Taal en Cultuur* (OETC), Education in Own Language and Culture. Originally introduced in 1974, OETC was designed to support the children

of migrant guest workers in the Netherlands. The aim was twofold: to promote integration into Dutch society while also allowing pupils to maintain their cultural and linguistic roots. OETC offered instruction in heritage languages such as Turkish, Arabic, and others, and was provided during regular school hours, often by teachers from the pupils' countries of origin. However, by the late 1990s, OETC was increasingly viewed through the lens of assimilation policies, and it was phased out in 1997. In its place, the *Onderwijs in Allochtone Levende Talen* (OALT) - Education in Foreign Living Languages - was introduced. OALT was offered to both primary and secondary age pupils and implemented between 1998 and 2004, shifting responsibility for heritage language teaching from the national government to local municipalities. Under OALT, lessons were offered as extracurricular or supplementary programs, meaning they no longer held a formal place in the school curriculum. In 2004, OALT was officially discontinued, with no structural national policy since then that supports heritage language education in regular schools nor in informal settings. Important to mention is that the Dutch education law allows secondary schools to freely add new programmes in the lower classes. Therefore, school boards may dedicate part of their budget to heritage language education.

Since the European Year of the Languages, 2001, however, we do see more and more initiatives in primary as well as secondary education related to multilingualism in general in the Netherlands. *Studio Taalwetenschap* developed for the European year the interactive movie with lesson plans called *Taaltrotters*, later remade in a European Lingua project (2006-2008) into the German *SprachChecker*, the Swedish *Språktrotters* and the Finnish *Kielijengi*. And in (2020) together with experts in a newcomers school in Amsterdam, *Alle Talen* (all languages) was developed, consisting of a portfolio for pupils aged 12-16 years and a teacher manual. Language awareness, cross-linguistic activities, identity and knowledge building based on all home languages present in the classroom characterise all these programmes.

In addition, since the 2010's more academic research on multilingualism takes place at various Dutch universities. Examples of projects are European MIME (Mobility and Inclusion in Multilingual Europe) with leading University of Amsterdam, Multilingual-STEM education with leading University of Utrecht, and the 3M-project with leading NHLStenden and University of Groningen. The foundations *Language Friendly*



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Schools and Drongo, as well as the *Taalunie*, the National Language Institute, are all intensely involved in creating and supporting multilingual approaches. Nevertheless, the implementation of multilingual programs as well as **HLE** in schools remains fragmented and inconsistent. The introduction of a new school subject called Multilingualism or **heritage languages** is at stake. In 2025, the Dutch national Board of Education published an advice entitled *Talige diversiteit benutten* (Utilize the language diversity), referring to the tasks of schools to support multilingual children and pupils, from 2-20-year-old, in all possible ways.

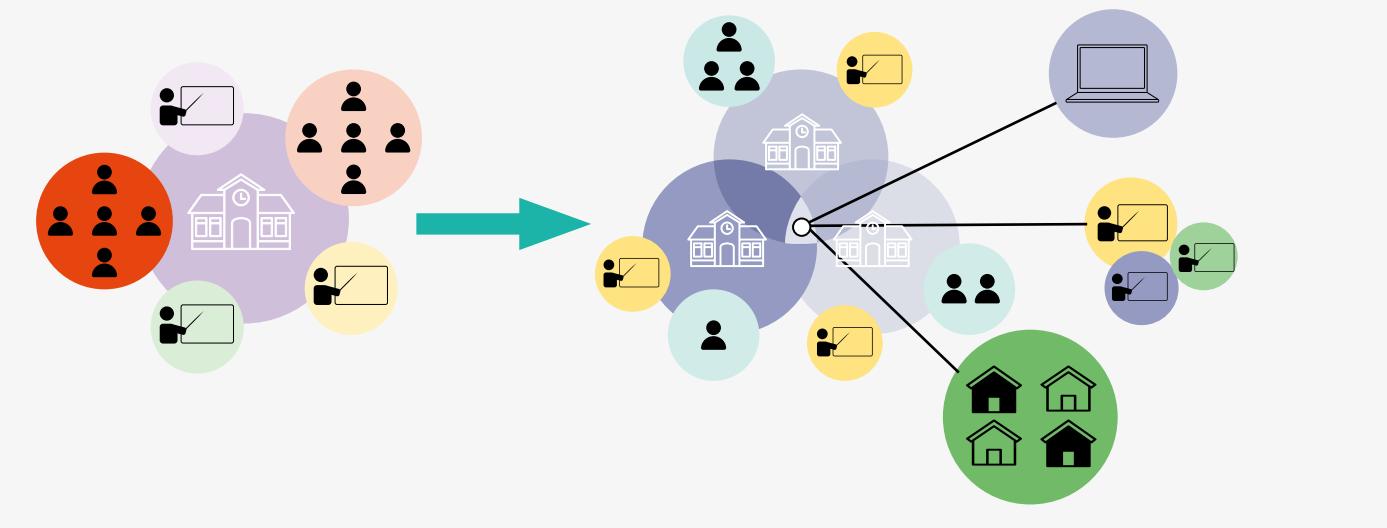
The EU-project *Your Language Counts!* contributes importantly to this regard. Models for linguistic inclusion through bottom-up collaborations between schools, educators, and community organisations have received across-board insights and platforms. Learning models including online, informal and non-formal ones are indispensable alongside the traditional ones to make HLE happen. The illustration below shows the model the foundation *Taal naar Keuze* is employing for upper secondary language classes across multiple schools.

Specifically for newcomer schools in the Netherlands, such as ISK Piter Jelles in Leeuwarden, LOWAN coordinates the funding and curriculum development. ISK schools focus on intensive Dutch language acquisition while helping pupils gradually transition into regular secondary education. In these transitional contexts, heritage languages are rarely part of the formal curriculum, but schools like ISK Piter Jelles make efforts to include them through extracurricular classes or flexible models, as seen in the *Your Language Counts!* project. These approaches recognize the cognitive and emotional value of pupils maintaining their home languages during the integration process. Additionally, schools for newcomers are contacting *Taal naar Keuze* more and more to get their pupils' languages recognized as examination subjects, e.g. Russian or Arabic.

Illustration/Table for 2.4.3

## A new model of language education

From 1 school, 1 subject, 1 class      to      hybrid, integrated and cooperative language education



### 3 THE PILOT PLAN

Authors: Simeon Oxley<sup>4</sup>, Constanze Ackermann-Boström

In this chapter, we present the *overall pilot plan* (designed by Constanze Ackermann-Boström, Anne Reath Warren and Simeon Oxley, Department of Education, Uppsala University) as the basis for the collaborative work with the teachers involved in the project. As described in the introductory chapter, all partners of *Your Language Counts!* met at Uppsala University in January 2024 for a first partner meeting where the first ideas of the pilot design were presented and discussed in the working groups (see chapter 1). The partners also discussed how the pilot could be implemented.

#### 3.1 Developing the pilot plan

The *pilot plan* places **heritage language education (HLE)** in a holistic framework. This means the context matters when planning, teaching, and learning. As HLE differs across countries, the pilot model must be adapted to fit each setting. Context includes national factors (laws, language policy, school system), the school (how HLE is organized), and the pupils (background, language, family). The *pilot plan* offers materials for discussion and development, along with twelve practical activities for HLE that teachers can use and adapt, encouraging them to design additional activities of their own.

The *pilot plan* places HLE and HLE education within a broader social context. It then outlines a theoretical approach that views language as a social practice and emphasises communicative competence as the main goal of teaching. Altogether, the *pilot plan* is divided into four parts. Section 1 explains the model and how it can be used to test different approaches and methods for teaching and organizing HLE in varied contexts. Section 2 defines HLE and places it in an international setting. It looks at the diasporic context, the linguistic diversity of pupils and families, and the perspectives that shape classroom and organisational practices. Section 3 draws on insights from all partners in the *Your Language Counts!*-project. Each partner shared experiences from their national context, including connecting with families, organizing

HLE, working as HLE teachers, and finding teaching materials. These insights are linked to relevant research to examine challenges and best practices for HLE. In section 4, we present practical activities under four key perspectives - language, identity, interculturality, and knowledge - instead of focusing on language levels (beginner, intermediate, advanced) or skills (reading, writing, speaking, listening). These themes reflect key perspectives for HLE and support it in different but overlapping ways.

Acknowledging children's and young people's views on identity and language makes HLE meaningful. Raising critical language awareness through discussions about language ideologies and hierarchies helps pupils understand the language they study and their own position in context. The pilot model aims to recognize pupils' diverse language practices but does not include adaptations for special needs. We encourage HLE teachers to work with local experts to ensure inclusive and meaningful HLE for all pupils.

To summarize the *pilot plan* aims to

- create a framework for transnational collaboration among HL teachers working with different languages and in diverse national contexts, enabling them to share experiences and develop teaching practices together.
- provide opportunities for HL teachers to test and adapt these practices within their local contexts.
- offer a flexible structure that can be tailored to different languages and educational settings at both local and national levels.
- build on teachers' existing knowledge and experience, while inspiring the development of new approaches to HLE.
- present a model for introducing HLE to teachers, school leaders, administrative staff (e.g., principals, head teachers), and families.

<sup>4</sup> Please note that author 1 also works at the Enheten för Flerspråkighet (Unit for Multilingualism) at Uppsala municipality which was responsible for the implementation of the pilot plan.



## 3.2 Putting the pilot plan into action

After the creation of the *pilot plan*, the next phase of the project started led by Uppsala Municipality. The following figure shows how the process of the implementation was designed in the *pilot plan*.

The implementation phase extended from September 2024 to May 2025, during which time Simeon Oxley coordinated a group of 18 teachers. The recruited teachers worked locally in Finland, Netherlands and Sweden and represented six languages (Arabic, Persian, Russian, Somali, Turkish and Ukrainian)<sup>5</sup>.

Simeon was responsible for structuring teacher meetings and ensuring the teachers could implement the *pilot plan*. Given that the teachers were able to devote between 10-12 hours a month to the project, Simeon chose to gather teachers for a monthly 60-minute meeting on Zoom and otherwise encouraged them to work independently and together in smaller groups as they seemed appropriate. The exceptions to this routine were two workshops

delivered by Simeon and study visits to each other's countries and place of work.

The teachers' work can be broadly described in three phases:

- a. The teachers explored the theoretical framework.
- b. The teachers tested the activities described in the *pilot plan*.
- c. The teachers were invited to create new materials for colleagues to try out.

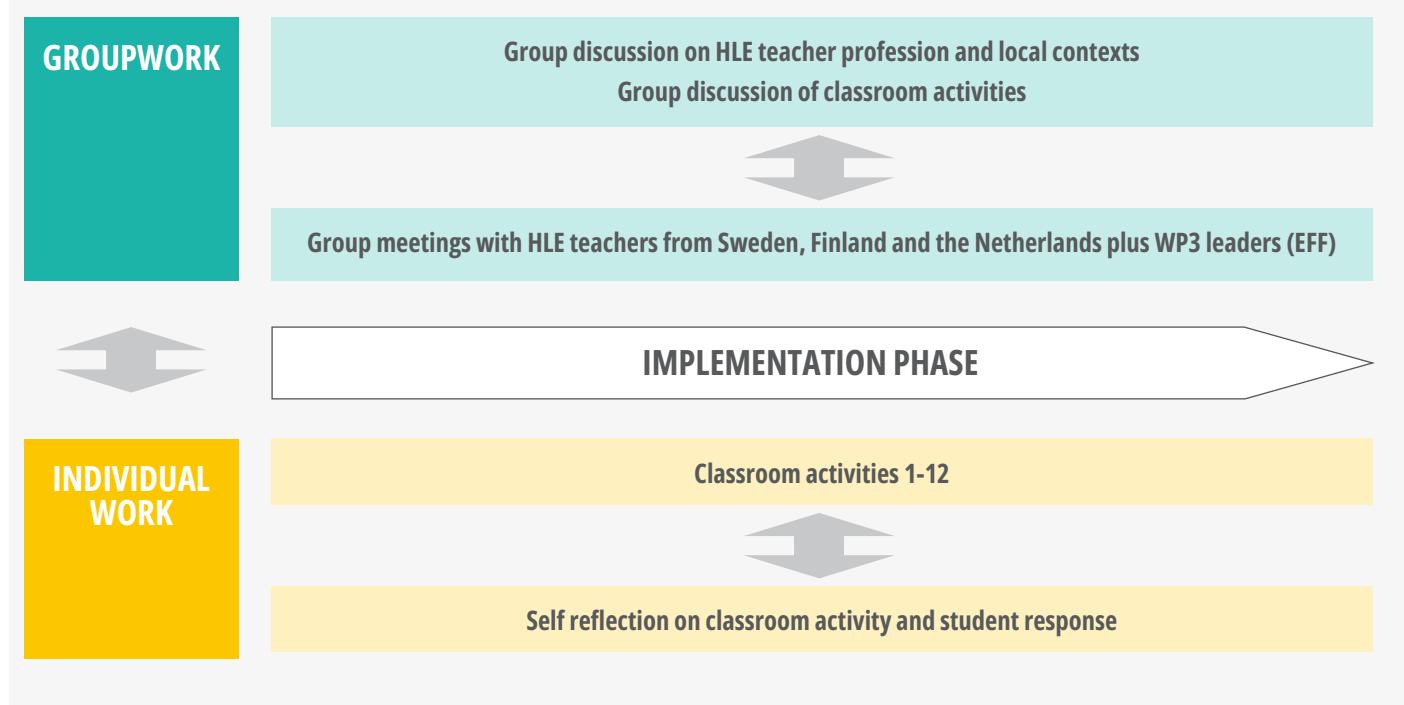
The Goethe-Institut created a working space on the learning platform Moodle which could be used for project work, but the teachers also set up informal chat groups on WhatsApp or other platforms.

While the first part of the chapter was a description of the designing and implementation of the *pilot plan*, the following parts focus on reflection about its design and practical application in **HLE**.

<sup>5</sup> You can read more about the teachers and their characteristics in *chapter 4 "Evaluation"*.

Illustration/Table for 3.2

### Implementation process



### 3.3 Reflections and recommendations from the pilot leader (Simeon Oxley)

The project application provided concrete objectives for the implementation of the *pilot plan*, but there were opportunities to adapt meeting structure and processes during the implementation period. The following aspects were important for me (Simeon) as I worked during the implementation phase:

- I wanted to clarify that, given the *pilot plan* is designed to be used in different circumstances, it cannot and should not be envisaged as a textbook or as a curriculum given the complexity of **HLE** and linguistic diversity. Rather it can be used as a resource for teachers in different contexts and at different points in their teaching careers. In contexts where there is an existing curriculum for HLE the *handbook* and the *pilot plan* can complement existing practice and in contexts where there is no curriculum the *handbook* can provide a foundation for teaching to begin their work and to develop activities sensitive to the needs of HLE pupils.
- I wanted to open a space for **heritage language** teachers to engage in reflective practice. The *pilot plan* does not attempt to provide easy answers and indeed, given the complexity of heritage language would certainly fail with such an aim. Rather, it suggests approaches where teachers can reflect and consider their own practice.

Being responsible for the implementation of the *pilot plan* among the participating teachers, I was mindful of the teachers' circumstances and of the possibilities and barriers in communicating within a transnational and multilingual group. The necessity of using English as a lingua franca when everyone met together and the fact that the *pilot plan* was only presented in English demanded careful consideration.

In September 2024, at the beginning of the implementation phase, I was acutely aware that the 18 teachers, some of whom were new to teaching and others who had been teaching many years, did not know each other and had not previously participated in such a project. I was not familiar of there being routines for engaging and leading a transnational group of heritage language teachers, so I was careful

to think through how information was presented and how other languages could be included in the project and to break down any possible assumptions of having to be 'good' at English in order to speak or communicate within the group. I made every effort to explain things as simply as possible at an unhurried pace, but without simplifying the content, sending PowerPoint presentations before our meetings for the teachers to read in advance.

In the interests of trying to create a context where teachers could begin to get to know each other and be able to work together and choose which languages they wanted to use, I included a slot in each monthly meeting for teachers of the six languages to gather in separate online breakout rooms. I also emphasised that anything that they said or wrote in English would not be judged for accuracy or correctness and that they should be free to use whichever language(s) they like when communicating and that they could contact me or the project partners for clarification during the implementation phase.

If I were to alter anything during the implementation phase, I would have scheduled the study visits at an earlier point. It was clear that once the teachers had met each other in person there was renewed energy in their interactions.



## 3.4 Reflections from the teachers

This section presents how the teachers described their involvement in the project, as reported to Simeon during or after the monthly meetings.

The teachers reported the *pilot plan* has a clear vision that combines a theoretical approach with practically applicable activities. The *pilot plan*'s structure, with clear headings, enabled teachers to prepare structured lessons, to deepen their knowledge of **HLE** and inspired new thinking. Testing and designing new activities stimulated reflective practice and encouraged the teachers to consider how activities could be received by different pupils and groups.

The opportunity to cooperate and meet colleagues from other countries was seen as very valuable as was the opportunity for pupils from the different countries to exchange letters or videos with each other.

As described above, the *pilot plan* proposed 12 teaching activities for HLE connected to the four key perspectives (see above) that could easily be adapted and used in various **heritage language** classrooms.

During the implementation phase, the teachers were able to select which activities they would like to try with their pupils. They were asked to respond to three questions:

- a. How easy/difficult, time-consuming, was it to prepare and implement this activity?
- b. How did your pupils react to it? Enjoyment? Boredom? Interest? Was it too easy, too challenging?
- c. Could you adjust the activity with different levels? If so, what would you do to tweak/adjust?

The teachers' remarks are summarised below. Some of the activities took longer to prepare, for example selecting appropriate comic strips or preparing questions for some of the activities, the teachers reported that they could then be used for subsequent groups. The pupils generally seemed to respond positively to the activities given that the teachers were mindful of the need to prepare for different levels and ages within the same group.

**1 Language:** dictogloss, donut circles and comic strips appeared to appeal to the pupils and seemed largely appropriate. Some pupils found writing challenging, but the teachers were able to compensate for the different levels.

**2 Identity:** What does my mother tongue actually mean to me? Language portraits and identity texts were used by some teachers to discuss broader perspectives on identity which were reported as valuable and stimulating for the pupils.

**3 Interculturality:** 'Family Life around the World', 'Music in my Life' and 'Exploring Our Hometown' were the activities that required most adaptation by the teachers. As an activity, discussing family life around the world was reformulated to 'achieving understanding between generations', distancing the activity from the pupil's lived experience of divorce or living in foster homes. Some of the teachers found it unfeasible to discuss music with pupils from conservative households who largely discourage listening to music, although other teachers reported a high level of engagement from their pupils even though they did not always identify songs in their heritage language as being their favourite music. The activity 'Exploring Our Hometown' was not deemed suitable in its proposed form for pupils living in the countryside or who have had recent experience of flight or conflict in their home countries or who consider their stay in the current country as temporary. However, by expanding the activity to include a comparison between the host country and the home country pupils could work with the topic and in some cases the pupils were able to swap letters or video presentations between the participating countries. In the instances where the pupils' circumstances were not impacted by conflict it was reported that exploring their hometown was an appropriate way of developing language.

**4 Knowledge:** school subjects, progressive brainstorming and gap-fill crosswords were reported as providing the opportunity for pupils to extend their subject knowledge in the heritage language and, particularly in the case of progressive brainstorming, were able to effectively work with new topics or themes.

Conclusions from these remarks indicate that HLE is complex and requires that the teacher needs to be responsive and sensitive to the individual pupils and the group and that the appropriateness of any given activity is dependent upon the individual teacher, the pupils and their context.



## 3.5 Bringing it forward: Activities designed by the teachers

The teachers were encouraged to design activities based on the principles and perspectives presented in the *pilot plan*. The teachers were also encouraged to develop their own activities, and the following section highlights a selection of these activities.

### Exploring your country

(originally for Russian)

The activity draws on the perspectives of language and knowledge and helps to develop the following academic skills: reading, writing, speaking, listening, information searching, planning, time management, group work, and collaboration. It encourages the pupils to switch between the **majority language** and their mother tongue in instances where they sometimes lack vocabulary.

### Exchange letter activity

(originally for Turkish)

The activity draws on all four key perspectives during the process of composing and receiving letters from one another.

### Polite phrases

(originally for Turkish)

The activity draws on the perspectives of language, identity and interculturality. The pupils are encouraged to understand how language is part of a broader context.

### Exploring your home town: An alternative for pupils who have recently moved to another country

(originally for Ukrainian)

This activity draws on all four perspectives, although interculturality is the most prominent. The Ukrainian pupils, who had abruptly found themselves in a highly intercultural environment unfamiliar to them, were given the opportunity to reflect upon the Ukrainian and Dutch perspectives.

### Nowruz around the world:

#### A festival celebration

(originally for Persian)

The activity draws on the perspectives of language and interculturality and recognises cultural heritage. It allowed the pupils to explore the Persian language in an authentic way.

### Exploring identity

(originally for Arabic)

The activity draws on the perspective of identity, providing the pupils with the opportunity to speak and listen to each other.

## Student exchange letters

(originally for Somali)

The activity draws on all four perspectives, but most prominently on language and interculturality, encouraging the pupils to reflect on their own context and those of pupils in other countries.

## 3.6 Conclusion

The implementation phase indicates that the opportunity for teachers to work together across different national contexts as a larger group and within specific language groups provides teachers with new perspectives to bring to their practice. The implementation phase has also opened up contact and exchange between pupils in the different countries.

The training and professional development of **HLE** teachers requires careful consideration and planning, and this *handbook* together with the *pilot plan* make no claims to provide a comprehensive package to equip teachers for their practice. What these documents can do is to provide teachers with a common ground upon which teachers and teachers training institutions can assess and develop their practice.



## 4 THE EVALUATION: EXECUTIVE SUMMARY

Authors: Dr. Tatjana Atanasoska, Tobias Schroedler, Clarissa Diekmann

This chapter provides an overview of the evaluation of the *Your Language Counts!* project. In order to identify the project's strengths and areas for improvement, a research team analysed participants' satisfaction as well as the outcome and impact following the conclusion of the pilot year.

The evaluation followed a pre-post design with an added mid-year interim evaluation. 18 teachers took

part in semi-structured interviews at the start of the school year in September 2024 (T1) and at its end in May 2025 (T2), while learners completed short, age-appropriate questionnaires on motivation and satisfaction regarding **heritage language teaching (HLT)**. The **heritage languages (HL)**, which were addressed in *Your Language Counts!*, include Arabic, Farsi, Russian, Somali, Turkish and Ukrainian. An interim evaluation in February 2025, focused only on teachers' feedback about the project's progress and possible improvements to communication and organisation. The table below provides an overview of the evaluation structure.

The following subsections outline the underlying research methodology and results for the interviews and questionnaire data collection separately.

Illustration/Table for 4

### ***Your Language Counts! Evaluation Structure Overview***

TIME PERIOD	TEACHERS	STUDENTS	PRE
Pilot start September 2024	One interview per teacher [in English; in person]	Simple questionnaires [9 translations]	T1 Main evaluation
Once during the school year February 2025	Short online questionnaires		Interim evaluation
Pilot end May 2025	One interview per teacher [in English; in person]	Simple questionnaires [9 translations]	T2 Main evaluation
			POST

T1 = Time period 1      T2 = Time period 2

#### 4.1 Teacher interviews

In accordance with research ethics, data protection regulations, and good research practice, all participants received an information sheet and provided informed consent. The initial interviews (T1, September 2024) were conducted on-site at schools in Sweden, Finland, and the Netherlands, while the follow-up interviews (T2, May 2025) were held online via Zoom for reasons of feasibility. The interviews were semi-structured but followed a rigid format to enable pre- and post-comparisons and

manage the amount of data, while still allowing for additional topics to emerge. At T1, the interview guide encompassed seven themes with 44 mostly closed questions, including nine questions in a Likert-scale-type format, asking for instance: "On a scale from 1–4, how happy are you with the reputation of your job as an HL teacher?". Project-related topics across five themes and 14 questions were addressed at T2, including ten Likert-scale type questions followed by the stimulus "Why?". For both interview guides, please see the *evaluation report*.



The interviewer was a highly trained L2 English speaker with strong intercultural sensitivity. None of the interviewees spoke English as their L1 and had varying English proficiency, and in some cases, local *Your Language Counts!* partners functioned as interlocutors and assisted in the local language (Dutch, Finnish, or Swedish) as well as English. Interview durations ranged from 27.33 to 87.05 minutes at T1 and 15.52 to 47.01 minutes at T2. All interviews were audio-recorded, transcribed, checked for accuracy, translated into English as needed, and pseudonymised. The complete interview corpus comprises 173,728 words. The interview data were analysed using qualitative content analysis (e.g. Kuckartz & Rädiker, 2022) with a primarily deductive coding approach based on the main evaluation categories:

#### **“September Interviews” T1**

- Teaching Groups
- Working Hours
- HLT Qualification
- Type of Employment and Job Reputation
- Further Education and Workshops
- Teaching Motivation and Job Importance
- Lesson Planning
- Teaching Material
- Cooperation
- Family Outreach
- Job Contentment
- Challenges and Perspectives

#### **“May Interviews” T2**

- Working Hours
- Pilot Activities
- Cooperation and Study Visits
- Family Outreach
- Project Contentment
- Job Contentment
- Job Reputation
- Perspectives

Overall, 1,414 segments were coded using the software MAXQDA 24 (VERBI Software, 2025).

In terms of overall project contentment, some teachers noted that they had initially faced challenges, such as limited clarity at the project's start and a wish for more frequent meetings. Overall, teachers expressed high satisfaction, highlighting positive learning outcomes, particularly for early-career teachers, and the project's role in fostering cross-country community and peer support. Participants valued the exchange of pedagogical ideas, insights into **HLE** and the exposure to other European educational systems, describing the experience as ‘unique’ and a ‘milestone’. The project provided a positive focus amid challenges in HLT, enhanced lessons and professional practice, and offered useful pilot activities. Monthly meetings, study visits, and overall organisation were highly appreciated. Teachers reported feeling inspired, motivated, and professionally valued through the *Your Language Counts!* project.

In addition, the participating teachers provided largely positive feedback on the pilot activities at the end of the school year, highlighting their contribution to professional development. Pupil engagement was notably high when activities from the *pilot plan* were applied. Reported challenges included limited time for implementation and the need to adapt certain activities to suit specific pupil groups or cultural contexts (e.g., varying group sizes or time spent in a particular country). Nevertheless, teachers valued the flexibility to modify activities, especially those promoting autonomy and self-discovery, and found them effective. Almost all teachers also created and shared new activities, such as picture-based opinion tasks and handwritten student-exchange letters, the latter further fostering intercultural connections among pupils within the *Your Language Counts!* project. Many teachers reported that they would continue to use both the provided and newly developed activities in their future teaching and regard the pilot and its four perspectives as a helpful reference point for future teaching.

For detailed results on each specific evaluation category, please see the *evaluation report*.



## 4.2 Pre-post observations in the quasi-quantitative interview data

Based on the teachers' reflections shared during the interviews, the *Your Language Counts!* pilot activities were generally perceived as meaningful. Table 1 presents the mean scores from the quasi-quantitative questions posed to the 18 participating teachers. It should be noted, however, that calculating descriptive statistics from  $2 \times 18$  interviews does not meet the quality criteria of quantitative empirical research. Therefore, the findings below shall be understood only as tendencies.

Table for 4.2

### Average mean scores of teachers' responses to quasi-quantitative interview questions

T1/T2	QUESTION (Scale: 4 = highest)	T1	T2
T1	On a scale of 1–4, how important is your work as a HL-teacher in your opinion?	4.00	
T1	On a scale of 1–4, how happy are you with HL teaching materials?	2.91	
T1 & T2	On a scale of 1–4, how happy are you with your teaching hours?	3.08	3.39
T1 & T2	On a scale of 1–4, how happy are you with the reputation of your job as a HL teacher?	2.88	2.86
T1	On a scale of 1–4, how happy are you with HL teacher training?	3.44	
T1 & T2	On a scale of 1–4, how often do you work together with other HL-teachers who teach the same language as you do?	2.18	3.19
T1 & T2	On a scale of 1–4, how often do you work together with other HL-teachers who teach other HL as you do?	1.94	2.58
T1 & T2	On a scale of 1–4, how happy are you with connecting with your students' families?	2.93	3.39
T1 & T2	On a scale of 1–4, how happy are you with your job as a HL teacher?	3.53	3.75
T2	On a scale of 1–41, how happy are you with the pilot activities that you tested?		3.31
T2	On a scale of 1–4, how happy are you with the monthly teacher meetings and cooperation within the project?		3.53
T2	On a scale of 1–4, how happy were you with the study visits?		3.80
T2	On a scale of 1–4, how happy are you with the <i>Your Language Counts!</i> project overall?		3.75

All mean scores from the T1 and T2 interviews showed positive development, with project work having a particularly notable impact on collaboration among HL teachers. Especially teachers' satisfaction with the pilot activities, study visits and the overall project were rated very positively.

## 4.3 Learner questionnaires

The second key aim of the evaluation was to gather data on motivation and satisfaction among learners with regard to HLT. As all participants were minors, ethical and data protection procedures were carefully followed in each country, with information and consent forms provided (see *evaluation report*) and translated into all six **HLS**. To avoid potential harm, the questionnaire excluded personal or migration-related questions, collecting only basic sociodemographic data: age, gender, grade, HL, years of **heritage language education (HLE)**, and years of residence in the country.

Part 1 of the questionnaire included nine items on wellbeing and the learning atmosphere in HL classrooms. Originally developed in English using simple language, it was translated into Finnish, Dutch, Swedish, and later into Arabic, Farsi, Russian, Somali, Turkish, and Ukrainian, resulting in ten language versions. The same questionnaire was used at T1 and T2 (see *evaluation report*). At T1, 140 learners responded; at T2, 132 learners participated (128 from the original sample plus four new participants), with 96.97% forming a matched cohort.



## 4.4 Pre-post observations in the questionnaire data

The data reveal extraordinarily positive figures both for learners' wellbeing and in terms of their motivation, at both T1 and T2. Tables 1 and 2 show the mean data for each item, the overall mean figures as well as the standard deviations for each item (for both T1 and T2). When comparing the questionnaire data in a pre-post logic, certain developments can be seen on the descriptive level. With mean average figures broadly around 3.5 on a 4-point scale, the data demonstrate very positive learner attitudes towards

their **HLE**. While the mean figures decrease minimally, statistical analyses reveal no noteworthy significant effects (see *evaluation report*). Reasons for the slight decline can only be hypothesized (e.g. beginning of school year enthusiasm versus end of school year fatigue). What the questionnaire data clearly show is that learners feel very comfortable and supported in their **HL** classes. Analyses of the two open-ended questions which were part of the questionnaire, where many participants explicitly mentioned the enjoyment of the lessons and their positive views towards their teachers, support this finding.

Table 1 for 4.4

### Descriptive analysis of learner WELLBEING pre-post

	T1			T2		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
I like mother tongue lessons.	137	<b>3.66</b>	0.53	132	<b>3.61</b>	0.60
I think mother tongue teaching is important.	137	<b>3.68</b>	0.53	132	<b>3.60</b>	0.68
I enjoy the tasks and activities during lessons.	134	<b>3.47</b>	0.65	131	<b>3.37</b>	0.74
I like to speak my mother tongue at school.	135	<b>3.53</b>	0.68	131	<b>3.44</b>	0.72
I like to speak my mother tongue outside of school.	137	<b>3.66</b>	0.62	132	<b>3.75</b>	0.54
I learn a lot in class.	137	<b>3.48</b>	0.68	127	<b>3.35</b>	0.81
I am supported in learning my mother tongue.	133	<b>3.67</b>	0.53	128	<b>3.62</b>	0.62
I feel comfortable at school overall.	135	<b>3.65</b>	0.58	130	<b>3.65</b>	0.59
I feel comfortable in my mother tongue lessons.	140	<b>3.72</b>	0.50	131	<b>3.79</b>	0.43
<b>Learner WELLBEING (mean)</b>	140	<b>3.61</b>	0.36	132	<b>3.58</b>	0.41

Table 2 for 4.4

### Descriptive analysis of learner MOTIVATION pre-post

	T1			T2		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Learning my mother tongue is important to me	138	<b>3.75</b>	0.50	130	<b>3.62</b>	0.66
My family wants me to take part	139	<b>3.68</b>	0.60	130	<b>3.72</b>	0.60
I can meet my friends	139	<b>3.26</b>	1.00	130	<b>3.12</b>	1.08
I want to be able to speak well with my relatives	139	<b>3.64</b>	0.68	129	<b>3.52</b>	0.80
I would like to learn more about my origins	137	<b>3.62</b>	0.64	130	<b>3.43</b>	0.83
<b>Learner MOTIVATION (mean)</b>	139	<b>3.59</b>		130	<b>3.48</b>	



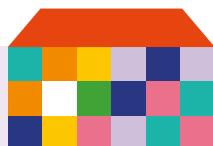
## 4.5 Conclusion

The *Your Language Counts!* project was highly effective in fostering collaboration and exchange among **HL** teachers across different countries. Teachers reported strong satisfaction with the pilot activities, which they considered particularly valuable given the ongoing challenges in accessing suitable **HLT** materials. The study visits were regarded as especially enriching and motivating. Overall, teachers highlighted the importance of their work, although they also noted challenges related to the recognition and status of HLT within the wider education system. Ultimately, teachers indicated that the *Your Language Counts!* project enhanced their professional motivation, sense of being valued, and overall inspiration.

While no direct effects on learners were observed, pupils demonstrated high levels of motivation, appreciation for their teachers, and a strong sense of wellbeing in HLT classrooms. This underlines the importance of sustaining and further developing HLT provision.

In reflecting on the project, several limitations became evident. Constraints in time and resources meant that the evaluation could only be carried out to a limited extent. More nuanced analyses, particularly those incorporating pupils' and parents' perspectives, remain necessary. For example, more attention is needed on younger learners, as the current sample predominantly represents pupils aged 12–16.

Overall, the *Your Language Counts!* project has laid a solid foundation for future activities, projects, and research and is expected to continue inspiring innovative approaches in HLT.



## 5 INSIGHTS INTO THE THREE COUNTRIES DURING THE PROJECT

### 5.1 The Netherlands

Author: Dr. Karijn Helsloot and Mara Kyrou

The pilot implementation of the *Your Language Counts!* project in the Netherlands was coordinated by Stichting Taal naar Keuze (TnK) and involved two schools: Damstede Lyceum in Amsterdam and ISK Piter Jelles in Leeuwarden. The school settings played a central role in testing, adapting, and showcasing multilingual and **heritage language teaching** practices within secondary education especially in the Dutch context where **heritage language education** does not receive structured financial support.

#### Pilot Implementation and Impact

Throughout the pilot, **heritage language** classes in Arabic, Persian, Somali, Turkish, and Ukrainian were organised at the two participating schools. Arabic was taught in both schools, Persian, Somali, and Ukrainian were offered at ISK Piter Jelles, and Turkish was taught at Damstede. Russian was not included in the Dutch context due to a lack of interest from Russian-speaking pupils.

The lessons focused not only on developing reading, writing, and vocabulary in the pupils' **home languages**, but also encouraged linguistic and cultural reflection through the pilot model's activities.

At ISK Piter Jelles the pupils are newcomers with a focus on strengthening the Dutch language as well as subjects like English, Mathematics, Biology, History and Citizenship. The heritage language classes supported learning by bridging the languages and discussing other subject content. For example:

- Arabic-speaking pupils practiced translating between Arabic and Dutch, expanding their vocabulary and enhancing their intercultural understanding.
- Ukrainian pupils gave engaging presentations on their country's history, developing public speaking skills, subject knowledge, and a strong sense of identity.

- In the Somali class, pupils prepared interview questions for Somali peers in Sweden as part of a cross-border exchange, fostering creativity and intercultural curiosity.
- Persian-speaking pupils displayed high motivation and strong linguistic skills, engaging in in-depth grammar exercises.

At Damstede Lyceum, where pupils are typically second- or third generation and have a strong command of Dutch, the focus was more on intercultural exploration and identity.

- Turkish and Arabic-speaking pupils created presentations about their heritage, showcasing their favourite aspects of their cultural identities.
- Language practice focused particularly on improving writing skills

These varied approaches reflect the flexibility of the *Your Language Counts!* pilot model in adapting to both newcomer and multilingual second-generation learners, supporting both language development and personal growth.

The Dutch pilot was supported by a diverse and dedicated team of educators. At Damstede Lyceum, the Arabic and Turkish teachers were experienced professionals already active in *Taal naar Keuze's* language programmes for regular upper secondary education. At ISK Piter Jelles, the Persian and Arabic teachers were trained English teachers who expanded their skill sets to teach heritage language lessons as part of the pilot. The Ukrainian teacher, a qualified language educator in English and German, also gained new expertise through the project to teach Ukrainian as a heritage language.

A particularly notable development was the involvement of the Somali teacher, who had no prior teaching experience. Through training provided within the project and active participation in international collaboration and exchange, he developed his teaching skills and played a key role in delivering Somali language instruction. His journey reflects the project's potential for teachers' professional growth and capacity-building in collaborative language education.



## Study Visit

In March 2025, the foundation *Taal naar Keuze* hosted a *Your Language Counts!* study visit for educators from Sweden and Finland. The visiting group toured the ISK Piter Jelles campus and the city of Leeuwarden and took part in a school fair at ISK Piter Jelles. Afterwards, the group moved to Amsterdam to participate actively in the Seminar on multilingualism at the University of Amsterdam, organised by *Taal naar Keuze*, bringing together educators, linguists, policymakers and local politicians. The visit featured:

- Live classroom observations of **heritage language** lessons in Arabic, Somali, Ukrainian, and Persian
- Cross-cultural and national discussions among language educators and school leaders on the implementation of **heritage language education**
- The school fair gave visibility and legitimacy to the languages spoken in the international school community, as well as to the foundation *Taal naar Keuze* providing language classes to secondary schools. It featured:
  - Language Bingo and interactive quizzes, bringing together pupils, families, and teachers to celebrate linguistic diversity
  - A collaborative language collage with student-written wishes in their home languages
  - Language tables for Arabic, Somali, Turkish, Ukrainian, and Persian, where pupils and teachers shared cultural materials, stories, and learning tools
  - An interactive Mentimeter session that captured the school's linguistic diversity in real time
- A seminar in Amsterdam including presentations and discussions with local policymakers on the importance and impact of inclusive, multilingual education.

The Seminar Booklet, containing the programme and summaries of the presentations, can be found on the [Goethe-Institut-YLC website](#) and on [platform.taalnaarkeuze.nl](#). A summary is given here:

Why and how to give **mother tongues** – here referring to languages other than the **national language** and/or school language – a prominent place within education? That's what this seminar was about. Teachers from across Finland and Sweden, teachers from Leeuwarden and Amsterdam, together with scientists, policymakers and managers in the Netherlands, discussed the possibilities and the effects. The conclusions are:

1. The society we live in consists of people with different and flexible identities. The linguistic variation that comes with this is rarely recognised as an advantage within education. Involving home languages in education provides cognitive and socio-emotional benefits for both pupils and society.

2. Integrating home languages into education complies with the Universal Rights of the Child, European language policies and some European national legislation. In Finland and Sweden, as in European and International schools in the Netherlands, home languages are a legally established school subject within regular education. The Dutch Law on Secondary Education (WVO) provides opportunities in regard but does not oblige education providers (schools and boards) to implement it. Dutch secondary education focuses mainly on Dutch, English, German and French, and rarely allows pupils to choose Arabic, Chinese, Italian, Spanish or Turkish. For all other home languages present in society, especially the languages related to former colonized territories, there are no explicitly mentioned hours in the curriculum.

3. Employing teachers and other language experts within and above schools in a flexible way, introducing online education, regulating funding at the municipal, regional and/or national level, and building an appropriate organisational structure, are prerequisites for reaching the goal: giving the home language a proper place within education.

Some observations of the participants:

A participating teacher from Finland said:

***"An important part of heritage language education is making sure that pupils feel seen, heard, and understood."***

A Dutch teacher reflected:

***"Collaborating with experienced colleagues across countries gave me new perspectives and more creative ways to teach. We are staying in touch after the project too."***

The director of *Taal naar Keuze*, Dr. Karijn Helsloot:

***"Never take away a pupil's mother tongue, especially in the course of education. As adults, we rely on our mother tongues to learn new languages and new concepts. We should not deny this same cognitive advantage to multilingual pupils. It's time we move beyond rhetoric and begin supporting the implementation of the European 2+1 language policy: the national language, a lingua franca, and a language of choice, e.g. the mother tongue."***



## Further activities and achievements in the Netherlands

Stichting *Taal naar Keuze* conducted a research analysis on the legal frameworks and real-world applications of modern language policies in secondary education across 21 European countries in order to strengthen the dissemination strategy. This was executed by Matteo Mueller-Thies and Mara Kyrou. In addition, a Stakeholder Matrix was created to manage the dissemination activities bringing together almost 500 contacts of language experts and policymakers.

During the past two years, director Karijn Helsloot and Mara Kyrou of the foundation *Taal naar Keuze* presented the project at several conferences, network meetings and school visits in the Netherlands and Belgium, such as:

- *Applied Linguistics Across Boundaries* by Anéla- Applied Linguistics Association, 2024 in Ghent; *International Conference on Multilingualism and Language Learning* by Mercator European Research Centre, 2024 in Leeuwarden; *Language Awareness in the language classroom* by the Language Learning Research Centre at Leiden University, 2025 in Leiden; Anéla VIOT Juniorendag, 2025 in Utrecht; the Amsterdam's 750 years *Language Manifestation*, on October 27, 2025, at the University of Amsterdam organised by *Taal naar Keuze*; the two-day national study conference organised by the *Samenwerkingsverband* (educational collaboration partnerships) and the VO-raad (national council for secondary education), November 2025, Elspeet; the LOWAN Conference, November 2025 in Ede, and more.
- From September 2025 onwards, the YLC!-flyer created by *Taal naar Keuze* (see *Appendix*) was sent by mail to more than 250 stakeholders in Europe and reached out physically to stakeholders within the Netherlands.

An important achievement of the *Your Language Counts!* project in the Netherlands is that ISK Piter Jelles in Leeuwarden, following high pupil engagement and positive feedback from both educators and learners, has decided to continue offering home language lessons beyond the pilot project. The school leadership views **heritage language education** as

a valuable way to enhance pupil wellbeing and to support and motivate their language development, especially within the uniquely multilingual context of Friesland. Clearly, the school has found a way to cover the costs related to this curricular expansion.

Finally, in order to allow all teachers in the Netherlands to find and share their own developed materials as well as materials previously developed by Studio *Taalwetenschap* and *Taal naar Keuze*, an open platform has been created.

## 5.2 Finland

*Author: Larissa Aksinovits*

Piloting of **home language teaching** took place during the academic year 2024–25 in several schools in Finland as a part of the Erasmus+ *Your Language Counts!* project. Six different languages were introduced in the piloting: Arabic, Somali, Russian, Persian, Turkish and Ukrainian. Six teachers in three different municipalities of the capital area (Helsinki, Espoo, Tuusula) participated in the project. Some groups were middle school groups only, however, other groups included pupils both from primary and middle school. The groups were formed by the municipalities themselves, in the case of a smaller number of pupils available for learning a HL, groups were compiled from pupils varying in age and class level. Most classes took place in the classroom as contact teaching; one group (Turkish) was taught fully online. However, in the Turkish group some contact events were also organised in order to gain better mutual understanding and contact with pupils.

The piloting model including various activities aiming to raise cultural and linguistic self-awareness and motivation of pupils was implemented in Finland. It should be mentioned that the piloting model fully corresponded with the National Core Curriculum for Basic Education (2014). Thus, the teachers were able to include the piloting model into their teaching naturally. In Finland HL is taught for two hours as a double lesson, which means that the situation with piloting was probably one of the best when compared to the teaching situation in Sweden and the Netherlands. There was more time for the implementation of various activities and interconnecting them with the usual teaching activities and teaching style of the teachers participating in the project.



Three teachers from Finland participated in a study visit mobility programme to the Netherlands in March 2025 and had an opportunity to learn about the plurilingual education program in the Netherlands and meet their colleagues teaching Ukrainian, Persian and Turkish.

The feedback about the piloting received from the teachers participating in the project was overwhelmingly positive, they appreciated new challenges and an opportunity for professional development, international communication and peer support from the University of Uppsala team as well as from within the Finnish team. Maintaining communication with teachers might have been a challenge, since all teachers taught in different schools and even in different municipalities and no live communication took place during the piloting phase. Thus, it was important to empower communication through other means, for example by creating a separate WhatsApp group and keeping in touch on a regular basis.

### 5.3 Sweden

*Author: Elisabeth C. Schmidt and Simeon Oxley*

In order to further strengthen and intensify networking and professional exchange, study visits took place in March 2025, which enabled some teachers to visit their colleagues in Uppsala (Sweden) and Leeuwarden (Netherlands). The groups spent 2-3 days together, exchanging information about the organisation of **heritage language teaching** in Sweden, Finland and the Netherlands, observing their colleagues' lessons, and also initiating a transnational encounter between their pupils.

Teachers of Somali, Ukrainian and Persian from Sweden and the Netherlands met during the study visit to Uppsala. They accompanied each other during **heritage language** lessons in the schools and exchanged information about materials, methods and the Swedish system of heritage language teaching. The guests from the Netherlands were particularly interested in the 'study guidance' programme — a programme in which newly immigrated pupils are accompanied by a heritage language teacher over a longer period of time during their normal school day. The joint Swedish 'fika' was also an integral part of the programme. ('Fika' describes the concept of taking an intentional break from everyday (working) life and, for

example, having a coffee and a pastry while chatting with colleagues).

EFF has actively engaged stakeholders through a range of initiatives highlighting multilingualism and the *Your Language Counts!* project. During the latter half of summer and autumn 2025, the podcast "Flerspråkighet i fokus!" featured four episodes either in Swedish or English, dedicated to the *Your Language Counts!* project, reaching a broad audience.

Within the NÄMO network, which brings together representatives from municipal **mother tongue** units in Uppsala, Västerås, Linköping, Norrköping, Nyköping, Eskilstuna and beyond, EFF has shared project insights during biannual meetings that foster dialogue on all aspects of mother tongue education.

In April 2024, Uppsala municipality, EFF leaders, and Simeon Oxley also contributed to the SETT-mässan, the Nordic fair for innovative and lifelong learning, with presentations on study guidance, mother tongue education, and the *Your Language Counts!* project.

In October 2024, the UKUS (Uppsala kopplar upp sig), Simeon Oxley presented on study guidance, mother tongue, and the *Your Language Counts!* project. Also in October 2024, EFF welcomed a delegation from the Japanese Global Human Resource Department of the Tokyo Metropolitan Board of Education. The visit aimed to gain a deeper understanding of the Swedish educational system and pioneering initiatives for immigrants and refugees, during which EFF shared information about the *Your Language Counts!* project. Simeon Oxley also presented the project at the ECER conference in Belgrade with a focus on encouraging and enabling teachers to work transnationally.



## 6 RECOMMENDATIONS FOR A EUROPEAN MODEL ON HERITAGE LANGUAGE

### 6.1 Fostering professional growth of heritage language teachers through transnational cooperation

Author: Dr. Tatjana Atanasoska

When conducting the teacher meetings and the exchange between the different teachers and languages, it was important to be aware of the circumstances and of the differing possibilities in communicating within a transnational and multilingual group. As mentioned in *chapter 3*, the necessity of using English as a lingua franca when everyone met and the fact that the *pilot plan* was only presented in English demanded careful consideration. The implementation phase shows that cross-national collaboration among teachers offers valuable new perspectives for their teaching practice. It also deepened contact and exchange between the 18 teachers, within and beyond the six different languages.

F. U.: *"The main colleagues that I am speaking with are other teachers of Ukrainian language from Sweden and from the Netherlands. It was a good experience because HLE something different in Sweden and the Netherlands. Their way of teaching Ukrainian language compared to in Finland is really different. It was interesting to share the experiences from each country."*

The teachers valued the exchange of pedagogical ideas, insights into **HLE** in different national contexts, describing the experience as 'unique' and a 'milestone'. The project provided a positive focus amid perceived challenges (for example, budget cuts etc.). It enhanced the teachers' professional practice, and offered useful pilot activities. Teachers reported in the evaluation feeling inspired, motivated, and professionally valued through the *Your Language Counts!* project.

F. R.: *"I think the situation with heritage home language teaching is quite bad for now, mostly because of this right-wing populism and with right-wing governments. But the project sort of distracted from those negative ideas, negative thoughts. Yes, it was really motivating to be in the project!"*

The implementation phase indicates that the opportunity for teachers to work together across different national contexts as a larger group and within specific language groups provides teachers with new perspectives to bring to their practice. The student exchange letters especially opened opportunities for contact and exchange between pupils of the same **HL** in the different countries.

S. S.: *"Activities. These activities, it's new for us. But the one I like most was the activity student exchange letters that we created ourselves and it took a lot of time. I say a lot of time, a lot of time. It was more than 10 lessons. That was the best we did during the whole project. The best of all. I think. You know, we talk a lot. All three [Somali] teachers, with the students, it was part of this [letter writing] project. The parents were also part. This was a big project for Somali [HLE]."*

The *pilot plan* that was developed is not intended to serve as a fixed textbook or curriculum due to the complexity of HLE – there is a high linguistic diversity and national and institutional conditions vary. It can function as a flexible resource that can support HL teachers at various career stages, complementing existing curricula or providing a foundation where none exists. The participating teachers provided positive feedback on the activities and highlighted that it contributed to their professional development.

S.P.: *"I learned very much. I have some idea of the activities, and visiting [the other countries], and the other teachers in another country. All was very - I am very, very happy that I actually could be part of this project and this way how the project [was done]. Very, very happy."*

The *pilot plan* aims to create space for HL teachers to engage in reflective practice, offering approaches rather than simple answers due to the complexity of HLE. While it is not a comprehensive training tool,



the *pilot plan* can provide a shared foundation for teachers to evaluate and develop their teaching. This *handbook* and the *pilot plan* could potentially be used by training institutions, also internally by schools or individual teachers to develop their practice. The reflective questions included in the *pilot plan* at the end of each section and the questions used to assess activities can provide the foundations for developing practice. Teachers reported that they would continue to use both the provided and newly developed activities in their future teaching and regard the pilot and its four perspectives as a helpful reference point for (future) teaching.

S. T.: ***"In my opinion, the activities in the project were very important. They became valuable materials. They can be used in lessons. They were also inspiring. The theoretical knowledge was the same, it inspired me to create new activities."***

The *Your Language Counts!* project was highly effective in fostering collaboration and exchange among HL teachers across different countries. Teachers reported strong satisfaction with the pilot activities and the study visits. Overall, teachers indicated that the *Your Language Counts!* project enhanced their professional motivation, sense of being valued, and overall inspiration.

## 6.2 The *roadmap*

Authors: Dr. Karijn Helsloot and Mara Kyrou

The ***home language education (HoLE) roadmap*** aims at providing stakeholders, like policymakers and educational partners with the essentials to introduce HoLE across European Union Member States. It was developed as part of Output 4 of the project. Its primary objective is to increase awareness, both at grassroot and political levels, regarding the significance and benefits of HoLE, while garnering support for sustainable provision. The *roadmap* serves as a culmination of collaborative efforts, co-developed with stakeholders throughout the project duration. It has been formally presented to policymakers during the *YLC conference*, offering insights and recommendations derived from research and stakeholder engagement. By outlining key strategies and highlighting best practices, the *roadmap* aims to facilitate informed decision-making and drive policy

initiatives to advance HoLE provision across the EU. The *roadmap* builds on the principle that all European citizens should be able to communicate in at least three languages, including their mother tongue and two other languages. The policy sustains the linguistic diversity across Europe in order to intensify mutual understanding and to celebrate its cultural richness. National school systems are responsible for language learning, referring to the mother tongue considered to be the dominant language, and to mainly national European languages. However, 'mother tongue' entails non-dominant languages as well. Therefore, schools should embrace the mother tongues of all its pupils, and not only of the ones growing up with the majority language. The benefits of multilingualism should radiate on each citizen equally. The *roadmap* helps translate this aim into practice. It showcases models of teacher collaboration and school organisation, juridical and financial procedures, and the resources and outcomes:

- Legal and Policy Framework
- School Organisation and Integration
- Budget and Finance
- Family and Community Outreach
- Home Languages in School
- Teacher Collaboration and Training
- Teaching Resources

The *roadmap*'s structure is presented as a series of clickable topic headings on the project's website, allowing users to explore each domain in depth. Subsections and links connect to related resources like the *handbook*, the *project evaluation*, and the *platforms* demonstrating practical implementations. Foundation *Taal naar Keuze* developed the *roadmap* as a comprehensive, policy-informed navigation tool for educators, policymakers, and communities aiming to embed home language education in mainstream schooling, within the context of the European multilingual policy.



### 6.3 The project's impact and further perspectives on heritage language education

Author: Sabine Brachmann-Bosse

The *Your Language Counts!* project has demonstrated the significant role that **heritage language education (HLE)** plays in supporting multilingual pupils' academic success, identity development, and overall wellbeing. By fostering collaboration among teachers across Sweden, Finland, and the Netherlands, the project created a unique *YLC Teacher Network* for professional exchange and innovation. Teachers reported feeling inspired, motivated, and professionally valued, highlighting the importance of transnational cooperation and shared pedagogical resources.

The implementation of the *pilot plan* and the accompanying teacher meetings proved to be a milestone for HLE practice. These activities encouraged reflective teaching approaches and provided adaptable resources for diverse educational contexts. The evaluation results underline that teachers not only benefited from new didactic ideas but also developed a stronger sense of community and professional confidence. Furthermore, the project contributed to raising awareness of linguistic diversity through dissemination activities and community engagement in all three countries.

Despite these achievements, current challenges for HLE in Europe remain significant. In many countries, **heritage language teaching** is not integrated into formal education systems, leaving it dependent on voluntary initiatives or community efforts. Budget cuts and political shifts, such as the rise of populist movements, often lead to reduced support for multilingual education. There is also a lack of standardized teacher training and resources, which limits the quality and consistency of HLE provision. Additionally, linguistic discrimination and misconceptions about multilingualism continue to threaten **heritage language** maintenance, impacting pupils' identities and educational opportunities. Nevertheless, the project has shown that positive developments are possible: growing networks of committed teachers, innovative teaching resources, and increased public awareness provide a strong foundation for the future progress.

Looking ahead, the findings of this project point to several key perspectives for the future of HLE in Europe. First, there is a need to integrate HLE

more systematically into national education policies to ensure equal opportunities for multilingual learners. Second, teacher training institutions should incorporate HLE methodologies and resources, such as the *pilot plan*, into their programs. Third, continued cross-border collaboration and networking among educators can strengthen the exchange of best practices and foster innovation in multilingual education.

Ultimately, heritage language education is not only an educational issue but also a question of equity and inclusion. Sustaining and expanding HLE across Europe will require joint efforts from policymakers, schools, and communities. The experiences and recommendations presented in this *handbook* aim to serve as a foundation for these future developments.



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# ANNEX — PROJECT DISSEMINATION

Flyers developed by partner organisations during the project: Dissemination Flyer, Family Outreach best practices for HLE teachers.

## Dissemination flyer



**YOUR LANGUAGE COUNTS!**  
ALL LANGUAGES MATTER IN A MULTILINGUAL SOCIETY – STARTING IN SCHOOL

**THE EUROPEAN LANGUAGE POLICY:**  
The Erasmus+ project *Your Language Counts!* confirms that home language education helps students to perform better academically, as well as develop socially and emotionally.

**National Language + Lingua Franca**  
The tested collaboration among 18 educators of 6 heritage languages in Finland, Netherlands and Sweden, has resulted in a digital platform with teaching tools that can be adapted to different contexts and languages.

**2 + 1 Heritage Language or (European) Language of Choice**  
In order to integrate heritage languages into school systems, flexible and hybrid models are indispensable, with distance and in-class learning, and with trained teachers.

In Sweden and Finland, municipalities provide the logistical and financial support needed for mother tongue education. In the Netherlands, this responsibility lies with school boards. Sustainable collaboration and financial support are essential to make this education accessible to all students.

**Outputs**

- An **open platform** with tools, training and cross-national networks of teachers.
- A **Roadmap** to implement home language education into schools.
- A **Handbook** for teachers, principals and policymakers, with all the project's background and results.

**Multilingualism is key to Europe's future and education**

The project partners from **Finland, Germany, Greece, the Netherlands and Sweden** are calling for **European collaboration** to teach home languages as school subjects.

**REGISTER via**  
[yourlanguagecounts@goethe.de](mailto:yourlanguagecounts@goethe.de)

**THE OPEN Q&A SESSIONS TAKE PLACE IN:**  
October & November 2025

**Erasmus+**  
Enriching lives, opening minds.



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# Family outreach best practices for heritage language education teachers

1



## Family Outreach Best practices for educators and other stakeholders in HLE

This document supports the implementation of family outreach strategies in the framework of the YLC project. It provides suggested practices of family outreach and engagement that Home Language Education (HLE) teachers can draw from when designing and organizing their lessons.

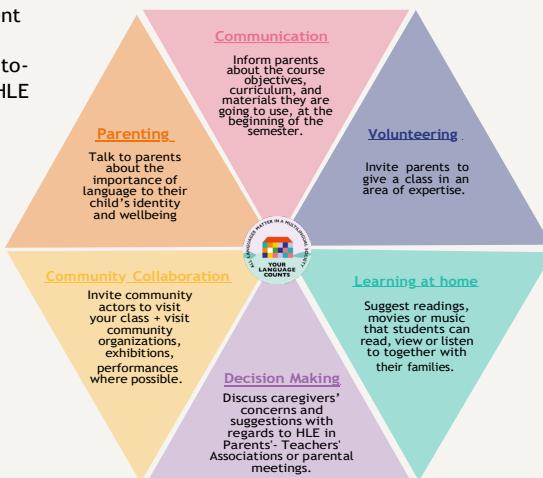
The actors involved in HLE in different countries can vary (eg. municipalities, community schools, public schools, NGOs providing non formal education), but their collaboration is required to ensure families' information, positive engagement, and active involvement in HLE. This document provides concrete examples of family outreach practices at three different levels of educational hierarchy (teachers, schools, municipalities) which can be adjusted in different settings.

### Building School - Family - Community Partnerships

Family Outreach in the context of HLE involves all the methods, strategies and practices aimed at ensuring that families that could benefit from HLE have all the details needed to make an informed choice about their child's HLE. Family outreach forges a partnership with students' caregivers and communities so that school, family and community work together to support students' education.

Depending on your context and resources, you, as a teacher are encouraged to consider which of these best practices you might be able to implement. There are however areas that you may not be able to affect, that are the responsibility of other actors (school authorities, municipalities). You can however share this document with the relevant authorities in your school.

- **Parenting:** Help families establish home environment that foster HLE
- **Communication:** Design effective forms of school-to-home and home-to-school communications about HLE programs and students' progress in HL
- **Volunteering:** Recruit and organize caregiver help and involvement in HLE
- **Learning at home:** Provide information and ideas to families on how to help students at home with HL development and relevant projects and activities.
- **Decision Making:** include caregivers in decisions concerning their children's HLE, encourage parental leadership and representation
- **Collaboration with Community:** Identify and integrate resources and services from the HL speakers' community to strengthen school programs, family practices and student learning and development



Modified from Joyce Epstein's framework of "School- Family- Community Partnership"



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## PARENTING

### Teachers

- Provide information to caregivers on the benefits of multilingualism, bilingualism, and HLE.
- Support and encourage families in their identity affirmation process.
- Emphasise the positive co-relation between strong HL and learnt community language.
- Relay information about the importance of language to identity.

### School authorities

- Create spaces and procedures for peer support among multilingual families.
- Encourage caregiver exchange about children's multilingualism during school meetings (group and individual), ensure space is created for discussions on language and identity.

### Educational organization / Municipality

- Create spaces and procedures for peer support among multilingual families.
- Provide with additional resources on multilingualism and HLE.

## COMMUNICATION

### Teachers

- Inform parents about the objectives, curriculum, and materials for HLE at the beginning of the semester.
- Use written or digital "Notes to Home" to inform caregivers about their children's progress, achievements, or other activities (e.g. study visits, international mother tongue day).
- Organise regular meeting with caregivers (one-to-one or plenary sessions) to inform caregivers about children's progress and goals.

### School authorities

- Annual communication to all parents on the schools' language policy and multilingual, information with visuals in school common spaces.
- Arrange opportunities to meet with caregivers of new multilingual families.
- Share information about HLE in all relevant languages (goals, scope, organization, introduction to the teachers + importance of language to identity)
- Allow for pockets of translanguaging within standard curriculum activities.
- Provide HLTs with the same communication tools, right to use them and access to information as other educational staff as well as administrative and communication support.

### Educational organization / Municipality

- Provide general information on HLE, its goals and benefits, curriculum content, organization of teaching and enrollment information and information about teachers and their competencies.
- Provide information in different languages in simple, clear language, include visuals (icons, pictures, cartoons, universal symbols).
- Work with community organizations to disseminate information on HLE.
- Emphasize children's right to HLE rather than language competency requirements for class attendance.



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## VOLUNTEERING

### Teachers

- Involve caregivers in organizing projects as part of your classes or to contribute to an activity at school (storytelling, self-presentation, inter-generational dialogue).
- Engage caregivers in the organizing committees of school celebrations (approve cultural content, provide multilingual translations, create visuals etc.)
- Invite parents to give a class in an area of expertise.

### School authorities

- Give caregivers and community representatives the role of language ambassadors, outreach officers, cultural mediators, translators at diverse events.
- Invite caregivers to contribute to multilingual and multicultural events or programs (i.e. Collective Kitchen, Festival for Multilingualism, Games from around the world, Stories from around the world).
- Invite family members to give a lecture or class in an area of expertise.

### Educational organization / Municipality

- Assess community expertise and involve caregivers in the organization of large events.



## HOME LEARNING ACTIVITIES

### Teachers

- Provide caregivers with ideas and information on how to support their children in HL development.
- Invite parents and caregivers to open lessons.
- Explain didactic methodology (CEFR modes, identity texts), so that parents can reinforce different aspects and work collaboratively with teachers.
- Suggest readings, films or music that students can read, view or listen to together with their families.
- Encourage children to express their linguistic and cultural identity (language portraits, language surveys, documented stories), while making links with home.
- Give students which require their families' input and promote awareness of how language works in different contexts, such as "the story of my name", or "my family tree", "professions of the past".
- Encourage research activities within the community.

### School authorities

- Create spaces (library, audiovisual repository) and procedures (PTA, info sessions) where families can acquire information and material to support their children's education.

### Educational organization / Municipality

- Promote the circulation of resources (books in heritage languages, seminars, podcasts, audiovisual material, discussions) on HLE for families.



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## DECISION MAKING

### Teachers

- Engage caregivers in planning curriculum content, especially when it comes to “cultural content” or traditions, suggestions for literature etc. This can be done during parent-teacher meetings or for example through a survey to caregivers at the end of the school year.
- Engage caregivers and students in lesson planning activities, to ensure content takes into consideration participating children’s hybrid identities.
- Involve caregivers in making an individualized plan for their child.
- Discuss caregivers’ concerns and suggestions with regards to HLE in Parents’- Teachers’ Associations or parental meetings.

### School authorities

- Organize regular Parents - Teachers Associations / Place HLE in PTA agenda.
- Encourage participation and representation from different HL communities.
- Apply an accountability mechanism, which ensures pathways for the expression, reception and redressing of complaints and concerns.

### Educational organization / Municipality

- Include HLE in the agenda of Community meetings.
- Include community representatives in Education meetings.
- Address parents’ concerns and suggestions with regards to HLE in community meetings.



## COMMUNITY PARTNERSHIPS

- Propose and create the space for community projects, such as "Multilingual Folk Stories", "Persian cinema", "Intercultural Kitchen", "Introduction to Arabic", within the educational organization.
- Stay informed about community resources (people, places) and projects (arts, culture, social) which can provide opportunities and connections with HLE projects.
- Invite community actors to visit your class or visit community organizations, exhibitions, performances where possible.

### School authorities

- Support and encourage the creation of spaces for community projects and engage both families and community organizations.
- Connect with communities to explore needs, interests and ongoing projects to determine areas of convergence with official curricula or school events and projects (i.e. Book club, Traditional dancing, Bazaar).
- Encourage the establishment of language friendly institutions such as ‘language ambassadors’, ‘languages of the month’, ‘multilingual dictionaries’ for which community resources are being used for.

### Educational organization / Municipality

- Create spaces and procedures (Community meetings, Coordination meetings, Intercultural festivals, Steering committees, Education, and Inclusion working groups, HLE working group), during which school-community partnerships can be forged.



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## ANNEX — TEACHING MATERIALS

Materials developed by teachers during the project: Here is a selection of materials produced and tested during the project.

### Nowruz around the world: A festival celebration project

by Faraz Roshanizand

#### Teacher's comment

I was inspired to create this activity because the project itself was deeply motivating. It recognized the importance of our cultural heritage and reaffirmed that our traditions and identities truly matter. It reminded me that our culture is not only valuable but also a powerful tool for learning and connection. I was also directly inspired by the activities presented during the project, as well as by the creative and meaningful activities developed by my colleagues. Together, these experiences encouraged me to design something that celebrates Nowruz while helping learners engage with the Persian language in an authentic and joyful way.

#### Context

This project connects to the themes of identity (exploring Persian cultural heritage and its global celebrations) and knowledge (history, traditions, food, art, and multiculturalism). Students will learn about Nowruz (Persian New Year) and how it is celebrated in Iran and other countries.

#### Aim

The main aim of this activity is to develop:

- Language skills: Reading (researching Nowruz traditions), writing (scripts and descriptions), speaking (presenting in Persian), listening (peer feedback).
- Academic skills: Information search, collaboration, time management, creativity.
- Cultural skills: Connecting with Persian traditions and comparing global celebrations.

Challenge Addressed: Students often lack vocabulary related to cultural rituals (e.g., haft-sin, sabzeh) and struggle to discuss them in Persian. This project builds confidence through structured, scaffolded tasks.

#### Content

*Active Brainstorming (Week 1):*

- Students brainstorm what they know about Nowruz: symbols (haft-sin), foods (sabzi polo), rituals (jumping over fire), and global celebrations (e.g., in Afghanistan, Tajikistan, or diaspora communities).
- Teacher compiles ideas into a master list and shares it with the class.

*Group Formation & Topic Division (Week 2)*

- Groups of 3–4 students choose subtopics (e.g., History of Nowruz, Traditional Foods, Nowruz in Different Countries, Symbols and Their Meanings).
- Each student selects a specific task (e.g., researcher, illustrator, scriptwriter, presenter).



### *Research & Creation (Weeks 3-4)*

- Students gather information, write short Persian texts, and collect/draw visuals (e.g., haft-sin table drawings, photos of Nowruz dances).
- Groups create a digital poster (using tools like Canva or PowerPoint) or a physical collage with text and images.

### *Festival Video Presentation (Week 5)*

Groups film a 3-5 minute “Nowruz Celebration Guide” in Persian. They can:

- Demonstrate a ritual (e.g., setting the haft-sin).
- Cook a simple Nowruz snack (e.g., ajil trail mix) while describing steps in Persian.
- Role-play a family celebrating Nowruz.

Alternatively students can act out the content of their videos in the classroom.

### **Form**

- Group work: Mixed-ability groups ensure collaboration.
- Duration: 4-5 weeks (1-2 lessons per week).

### **Adjustments**

Differentiation:

- Beginner students: Focus on visuals, simple sentences, or voice-over support.
- Advanced students: Write detailed scripts or lead presentations.
- Shy students: Handle behind-the-scenes roles (editing, artwork).

Tech Support: Provide templates for posters or scripts to reduce cognitive load.

### **Assessment**

Successes:

- Motivated students enjoyed the creative mix of culture, food, and tech.
- Lower-level learners engaged through hands-on tasks (drawing, cooking).

Challenges:

- Some groups needed extra time for research or video editing.
- A few students relied on English for complex ideas; the teacher provided Persian vocabulary lists to scaffold.
- Video editing might be challenging; therefore, acting out the content of the video is another option for the students if they choose to do so.

### **Why This Works**

- Engagement: Combines culture, creativity, and technology (videos, digital posters).
- Language Growth: Recycles key vocabulary in multiple contexts.
- Connection: Students share their work with families or the school community, reinforcing cultural identity.



# Exploring your country

## Making a video presentation about your country

by Larissa Aksinovits

### Context

The project is interconnected with the topics of identity (multicultural identity, the feeling of belonging and being proud of the place you live in) and knowledge (various fields of knowledge - history, geography, arts and culture)

### Aim

To develop the following academic skills: reading, writing, speaking, listening, information search, planning and time management, group work and collaboration. It is usually challenging for home language class students to speak/write about matters related to mainstream culture, history, geography, holidays, because they used to speak about these issues in the language of instruction (Finnish in our case) and find it difficult to switch into their mother tongue, because they lack the vocabulary.

### Content

- Active brainstorming: students are asked to collect and write down the ideas on the interesting things about Finland: the national symbols, history, people, inventions, food, places, literature, sports.
- Teacher collects the lists and compiles the ideas into one general list and hands it to the student on the next lesson.
- Students are divided into groups (or stay in the same groups as in the previous lesson), five things for information search each. They have to negotiate with each other and agree to divide the topics in the way that each student has a different topic. Some help from the teacher might be needed.
- Students proceed to information search and write down notes on their topics. They also search for pictures to illustrate their written texts or draw the pictures themselves. Teacher prints the pictures out if needed.
- Posters are made at the next step (activities involve glueing the texts and the pictures, designing the poster)
- A video presentation is made as the last step. Students read their text once again and then they can go to some quiet place in the school building to make a video presentation with their telephones.

It is realistic to take into consideration that the project takes 4-5 weeks to complete.

### Form

Group work

### Adjustments

Students of all the different levels can participate. The ones that do not speak a lot can still participate in the group work and listen or act as a video operator.

### Assessment

It was a fun activity for the students. Even not too motivated students participated (wrote very short texts, though. Some students were very fast to search for information, write texts and make a video. For some groups it took several hours more time to complete the project. The "slower" categories: very creative students in the same group had a lot of ideas to discuss and the excitement was too large to handle; groups with some slower or less motivated students, who slowed down their group's active proceeding.



## Exchange letters activity

by Tuba Araman

This activity was organized by teachers Tuba Araman and Selçuk Kırbaç with their students.

We held a letters activity between our students in Finland and Sweden. First, we explained to the students that we were planning a correspondence activity within the scope of our project. Then, they were asked to talk about their lessons, schools, hobbies, life, nature, culture and mother tongue course in the letter. Each student wrote a letter to the student in the other country. Communication was carried out through the teachers' e-mail addresses.

Although communication was done digitally in this activity, students were reminded of the traditional letter writing skill in terms of culture. In addition, students who live in a different country, speak Turkish and attend Turkish courses had cultural and social interaction. They wrote beautiful sentences in linguistic, emotional and cultural terms.

The emphasis on the peace and trust they felt in their own country and the importance of respect in the letters were striking. The beautiful characteristics of the students' characters and the emotions in their minds were reflected in the sentences and were promising. It was a useful and beautiful activity.

## Polite phrases

by Selçuk Kırbaç

### Context

This activity highlights the importance of polite phrases as a bridge between language and culture.

### Aim

The aim of this activity is to introduce students to polite phrases that play a vital role in Turkish vocabulary, to highlight the meaning of these words in Turkish, and to explain how these phrases reflect Turkish culture in the language.

### Content

This activity was planned and carried out over two lessons. In the first lesson, students were introduced to the contexts in which these phrases are commonly used in Turkish, through concrete examples. It was emphasized that these expressions often contain metaphors, and the importance of understanding and mastering these metaphorical expressions was explained in depth. These phrases, which serve as a clear example of the connection between language and culture, hold a central place in the Turkish language and have a broad range of usage.

Turkish has a rich vocabulary to phrases oneself in different situations, such as when greeting guests, during meals, when facing illness, in the event of a death, while traveling, during childbirth, and many other everyday situations. One example is when a beloved guest arrives to stay with you, and when they depart, you say, "May God reunite you." This expression is, of course, metaphorical and refers to a wish for a future reunion. It is essential to use such expressions correctly and in the appropriate context.

To help students understand this, I wrote down these polite phrases and explained their meanings in the classroom. I also created various scenarios for the students to work with and encouraged them to identify the



words that could be used in these specific situations. Together, we discussed the alternatives and tried to find the most appropriate expressions. I varied and increased the number of scenarios to deepen the students' understanding of when these expressions should be used.

As a follow-up, I gave the students a list of words commonly used in daily life and provided explanations for these terms. In the next lesson, I distributed questions I had prepared about these expressions and what could be said in different situations. The students were asked to answer the questions, and we discussed the correct answers together.

### **Form**

Two weeks of class work

### **Adjustments**

This study can be applied to various groups.

### **Assessment**

This activity provided students with valuable insights into language, culture, and the relationship between the two. I noticed that many students either did not use or were unfamiliar with polite phrases that hold a central place in the Turkish language. I realized that some of these expressions do not have a direct equivalent in Swedish, making it challenging for students to use them correctly. I also observed that students had difficulty understanding the concepts behind these expressions. Since these expressions do not exist in Swedish, it is often difficult for students to visualize them in their minds. As they use Swedish in their daily lives, they lack the same cultural context in which they can apply these Turkish expressions.

Another challenge was that students struggled with using abstract expressions. For many, it was difficult to use metaphors and integrate them into their speech, especially since their use of the native language is often limited to concrete and everyday contexts. At the same time, this activity provided students with a valuable opportunity to learn more about their own culture by understanding these expressions, which are an integral part of Turkish culture. Examples of such expressions relate to guest culture, food culture, traditions surrounding birth and death, as well as special days and holidays. These cultural expressions are abundant in Turkish and were something students had the chance to familiarize themselves with during the lessons.

Through these lessons, students not only learned some of these expressions but were also reminded of important aspects of Turkish culture. They realized the significance of these words and how they carry valuable cultural and social nuances. After learning about these polite phrases, many students expressed a desire to use them frequently when speaking Turkish. They said they would now pay more attention when they hear these words and try to better understand their meaning. The students also emphasized that they really enjoyed the course, learned a lot, and gained a deeper understanding of the cultural details of Turkish culture.



# Exploring your home town

Alternative for the students that recently moved to another country

by Xana Kozak

## Teacher's comment

Over the past year, I have greatly appreciated participating in the Your Language Counts project. The *pilot plan* was clear and well-structured, and I felt supported throughout the process. The experience-sharing among teachers was especially valuable and inspiring.

In my planning, the *pilot plan*, perspectives, and suggested activities guided my work, though I adapted them to fit the specific context of my Ukrainian group. Since most of my students were not born in the Netherlands and do not intend to stay here long term, I adjusted certain activities to make them more meaningful and relevant to their situation.

In practice, the four perspectives — language, knowledge, identity, and interculturality — were naturally interwoven. The perspective of interculturality was the most prominent in my case, as the Ukrainian students had abruptly found themselves in a highly intercultural environment they were not used to. This theme was present in almost every activity, shaping our discussions, comparisons, and reflections on both Ukrainian and Dutch contexts.

Overall, the project offered both structure and flexibility, and it provided an important framework for meaningful language education in multilingual classrooms.

## Lesson 1

### Exploring Your Home Town (Ukraine and Netherlands)

#### Context and Connection to the Four Perspectives:

This activity allows students to connect their personal Identity by reflecting on their original home town and comparing it to their new environment in the Netherlands. It fosters Interculturality by promoting the sharing of personal and cultural differences and similarities. Students build Knowledge by researching real information about their hometowns and current cities, and Language by practicing vocabulary for geography, culture, and preferences. The activity can be adjusted depending on age and language level: younger or lower-level students can focus on speaking only, while older or higher-level students can write short texts or create presentations.

#### Aim

- Activate and organize prior knowledge about students' hometowns and their current place of living.
- Develop research, speaking, and comparative thinking skills.
- Build vocabulary and practice structuring information.

#### Content

- Students answer guided questions about their hometown in Ukraine from memory.
- They research and verify the facts using the internet.
- They repeat the process for their current town in the Netherlands.
- Students compare the two places and discuss preferences, advantages, and disadvantages.



## Form

Individual work for answering and researching.

Pair or group discussions for sharing and comparing.

Optional: Present short summaries orally or on posters.

## Suggestions for Testing the Activity:

Create a short quiz about geographical facts from the students' hometowns and current cities.

Use a Venn Diagram:

- A Venn diagram is a simple tool to compare two things.
- It looks like two overlapping circles.
- In the left circle, students write what is special about their hometown.
- In the right circle, students write what is special about their current town.
- In the overlapping part in the middle, students write what the two towns have in common.
- First, model this with a simple example on the board so that everyone understands.

Small reflective writing: "What I miss about my hometown" or "What I love about my new city."

## Lesson 2

### *My Dream City*

#### Context and Connection to the Four Perspectives

This creative activity invites students to imagine their ideal future place to live, strengthening their Identity through personal reflection. It encourages Interculturality by recognizing that different people value different aspects of a place to live based on background and experience. Students use Knowledge about geography, climate, and urban life from the previous lesson. Language skills are developed through speaking, writing, and presenting their ideas clearly. The task can be adjusted for different groups: younger students might draw their city, while older students give full oral presentations.

#### Aim

- Reflect on personal preferences for a living environment.
- Develop speaking, writing, and presentation skills.
- Link personal dreams to realistic urban features.

#### Content

- Students fill in a checklist about what is important to them in a city.
- They think critically: Does my dream city match my checklist?
- They prepare a short oral or written presentation about their dream city.



## Form

- Individual checklist and brainstorming.
- Individual or pair preparation for a short oral presentation.
- Group presentations to practice public speaking.

## Suggestions for Testing the Activity

- Presentation rubric: assess clarity, vocabulary use, organization, and creativity.
- Peer feedback: students give one positive comment and one suggestion to each presenter.
- Written paragraph: “My dream city would be...” using checklist vocabulary.

# Exploring identity

by Margaret William

## Grade/Level

Middle School (Ages 12–14)

## Subject

Arabic

## Time

60 minutes

## Objective

Students will reflect on and express their identity in Arabic.

Students will practice speaking, writing, and creative skills.

Students will develop vocabulary related to personality and self-expression.

## Lesson Outline

### 1. Warm-Up (10 min)

- Write the word “Identity” on the board.
- Ask students: What does “identity” mean?
- Brief class discussion: brainstorm ideas and words related to “identity” (e.g., hobbies, talents, culture, dreams).



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## 2. Guided Discussion (15 min)

- Display and discuss the following questions one by one:
- If you had to describe yourself in three words, which would they be and why?
- What are you most proud of about yourself?
- What do you love doing the most that truly feels like a part of who you are?
- Who or what inspires you the most, and how does that influence your life?
- If you could be known for something, what would it be?
- Encourage students to share short answers verbally with a partner or small group first, then with the class.

## 3. Writing Activity (20 min)

- Explain the homework task: writing a paragraph about themselves and drawing a self-portrait.
- Model how to write a paragraph:
- Start with an introduction ("My name is..., and I would describe myself as...")
- Use some ideas from the discussion.
- End with a closing sentence ("This is who I am, and I am proud of it!")
- Students begin writing their paragraph in class (you can finish it at home if time runs out).

## 4. Drawing Activity (10 min)

- After writing, students start drawing a picture of themselves next to their paragraph.
- This can be a realistic drawing or a symbolic one (showing their interests or dreams).

## 5. Wrap-Up (5 min)

- Quick volunteers: a few students share one sentence from their paragraph or show their early sketches.
- Remind them to complete the homework if unfinished: Finish your paragraph and your drawing for next class!

## Homework

- Finish writing your paragraph describing who you are.
- Complete your self-portrait.

## Assessment

- Participation during the discussion.
- Completion and thoughtfulness of the paragraph and drawing.



# Language learning exchange letters

1

## Language Learning Exchange Letters



SOMALI STUDENT EXCHANGE LETTERS.



THEME OF LEARNING



TEACHER AND SCHOOLS' COLLABORATIONS



WRITING A LETTER TO EACH OTHER

2

## Somali mother tongue teachers in Finland, Netherlands and Sweden

### Students Exchanging Letters

Somali teachers, **Abdi, Abdullahi and Magan** came up with ideas of writing letters to each other. The Somali students from Sweden, Finland and the Netherlands participated in this writing activity.

The reason for this activity is to bring the students in the different countries in contact with each other and the teachers. With this activity, the students practice writing and reading. Both technical and reading comprehension. And in this way, a connection is made between the different schools.



3

## Theme of learning

- Vocabulary Expansion
- Picking up new phrases from the partner's letters.
- Writing Skills
- Learning how to express thoughts
- Working in groups



4

Student participated in writing letters in order to gather specific information about language and culture. Some of the question are mentioned below:

1. Do you wear traditional clothes for special occasions?
2. Do you use somali language? Where do you use it?
3. How many languages are spoken in the country you live in?
4. What is the national food that is eaten in the country you live in? And do you eat traditional somali food? And where you eat it?
5. Do like to learn somali language? And how often you learn it?

5

## The aim of the activity



The aim was to create a sense of commitment to promote communication between students from different countries.

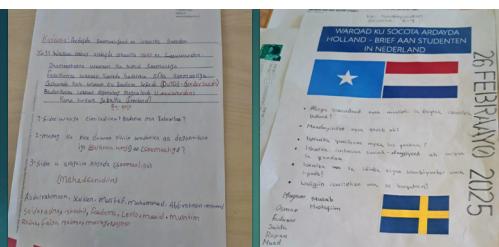
- Learning from each other.
- Getting experience of writing and enhancing their language.

6



## Students Reading the Letters

7

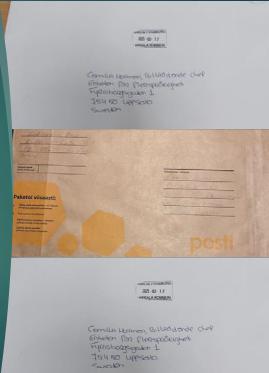


Some of the letters that were exchanged by the students are shown above

8

## Students feedback from this activity

- Students liked this collaborative activity
- It made them motivated to be aware of the other students and their daily lives and somali studies



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# ANNEX — TRANSLATIONS OF MATERIALS

## Arabic

Translation: Ines Chahbani

1

المواد التعليمية التي طورها المعلمون لإنجاح المشروع  
فيما يلي مجموعة مختارة من المواد التعليمية التي تم إنجاجها وتحريتها أثناء المشروع

### الاحتلال

المعلم: [Faraz Roshanizad](#)

استلهمت فكرة إنشاء هذا النشاط لأن المشروع نفسه كان محفزاً للغاية. لقد أثيرَ أهمية تراثنا الثقافي وأكَدَ أن تقاليدنا وهويتنا ذات قيمة حقيقية. ذكرتني أن تقاليد ليست فقط تراثاً، بل هي أيضاً آدوات قوية للتعلم والتفاعل. كما أستوحى من مشاركة من الأشخاص القديمة خلال المشروع، وكذلك من الأنشطة الابداعية والثقافية التي طرها زملائي. كل هذه التجارب شجعني على تصميم محتوى يختلف بالفعل وبمساعد المعلم على التفاعل مع اللغة العربية بطريقة أصلية وممتعة.

### السوق:

يرتبط هذا المشروع بموضوعات الهوية (استكشاف التراث الثقافي العربي واحتفالاته العالمية) والمعرفة (التاريخ، التقليد، الطعام، الفن، والتجددية الثقافية). يستعمل المعلم الطلاب عن العيد وكيف يتم الاحتفال به في الدول العربية.

### الهدف:

الهدف الرئيسي من هذا النشاط هو تطوير:

- المهارات اللغوية: القراءة (البحث عن عادات وتقاليدي، الكتابة (النصوص والوصف)، التحدث (العرض بالعربية)، الاستماع.
- المهارات الأكاديمية: البحث عن المعلومات، التعاون، إدارة الوقت، الإذاعة.
- المهارات الثقافية: التواصل مع التقاليد العربية ومقارنتها مع الاحتفالات العالمية.

التحدي الذي تمت معالجته: غالباً ما يفتقر الطلاب إلى المفردات المتعلقة بالطقوس الثقافية ويجدون صعوبة في مناقشتها بالعربية. يبني هذا المشروع اللغة من خلال مهام منظمة ومدعومة.

### المحتوى:

1. **النصف الذهني (الأسبوع الأول):**

- يقوم المعلم بطرح ما يعرفه عن العيد: الرموز، الأطعمة، الطقوس، والاحتفالات العالمية.
- يجمع المعلم الأفكار في قائمة رئيسية ويشاركها مع الصنف.

2. **النصف الذهني (الأسبوع الثاني):**

- يُطلب من المعلم إنشاء ملخص عن العيد: الرموز، الأطعمة، الطقوس، والاحتفالات العالمية.

2

تشكيل المجموعات وتقسيم المواقع (الأسبوع الثاني):

- مجموعات من 3-4 طلاب تختار موضوعات فرعية (مثل: التاريخ، الأطعمة التقليدية، الاختلافات بين البلدان العربية، الرموز ومعانيها).
- يختار كل طالب مهمة محددة (مثل: الباحث، الرسام، كاتب النص، المقدم).

البحث والإذاع (الأسبوع الثالث والرابع):

- يجمع المعلم المعلومات، يكتبون نصوصاً قصيرة بالعربية، ويجمعون إيرادات مصورة (مثل: رسومات مائدة، صور رقصات).
- تشكل المجموعات ملخصاً رقمياً باستخدام أدوات مثل Canva أو PowerPoint أو لوحة مادية تحتوي على نصوص وصور.

عرض فيديو احتفالي (الأسبوع الخامس):

- تقوم المجموعات بتصوير فيديو مدته 3 دقائق بعنوان "ليل الاحتفال بالعيد" بالعربية.
- يمكِّن مثلاً عرض طفل معين.
- إعداد وجهة نظر بسيطة مع شرح الخطوات بالعربية.
- تمثيل دور عائلة مختلفة بالعيد.
- بدلاً من ذلك، يمكن للطلاب تمثيل المحتوى في الفيديو في الصنف.

الشكل:

- عمل جماعي: مجموعات متعددة المستويات لضم المعلم العامل.
- المدة: 4-5 أسابيع (درس أو درسان في الأسبوع).

التعديلات:

- الطلاب المبتدئون: التركيز على الصور والجمل البسيطة أو الدعم الصوتي.
- الطلاب المتقدمو: كتابة نصوص مفصلة أو قيادة العروض.
- الطلاب الجيولون: تولي الأدوار خلف الكواليس (التحرير، الرسم).

الدعم التقني: توفير قوالب للملخصات أو النصوص.

التقدير:

- النجاحات:
- استمتعت الطالب المتدفعون بالمرجع الإذاعي من الثقافة والطعام والتقاليد.
- شارك الطالب الأقل مستوى من خلال المهام العملية (الرسم، الطهي).

3

• التحديثات:

- احتاجت بعض المجموعات إلى وقت إضافي للبحث أو تحرير الفيديو.
- اعتمد بعض الطلاب على الإنجليزية للأفكار المعددة، قدم المعلم قوائم مفردات عربية لدعهم.
- قد يكون تحرير الفيديو تحدياً؛ لذلك، يمكن للطلاب اختيار تمثيل المحتوى في الصنف كخيار بديل.

لماذا ينجح هذا النشاط:

- التفاعل يجمع بين الثقافة والإذاع والتكنولوجيا (الفيديوهات، الملخصات الرقمية).
- المفردات يتيح استخدام المفردات الأساسية في سياقات مختلفة.
- التواصل: يشارك الطلاب أسلوبهم في العادات أو المجتمع الدراسي، مما يعزز الهوية الثقافية.

### اكتشف بذلك

المعلم: [Larissa Aksinova](#)

السوق:

يرتبط هذا المشروع بموضوعات الهوية (الهوية المتعددة الثقافات، الشعور بالانتماء والغير بالمكان الذي يعيش فيه) والمعرفة (مبادرات المعرفة المختلفة مثل التاريخ، الجغرافيا، الفنون والثقافة).

### الهدف:

تطور المهارات التالية: القراءة، الكتابة، الاستماع، البحث عن المعلومات، التخطيط وإدارة الوقت، العمل الجماعي والتعاون. غالباً ما يكون من الصعب على الطلاب في دروس اللغة الأم التحدث أو الكتابة عن موضوعات الثقافة البدائية، التاريخ، الجغرافيا وغيرها، لأنهم اعتادوا مناقشة هذه الأمور بلغة البلد الذي يعيشون فيه ويجدون صعوبة في القيام بذلك بلغتهم الأم بسبب نفس المفردات.

### المحتوى:

• **النصف الذهني:** يتطلب من المعلمات مع وكيل المدارس إثبات اشتراكهم في الأشخاص المثيرة للاهتمام في البلد الذي يعيشون فيه: الرموز الوطنية، التاريخ، الشخصيات الأخرى، العادات، الطعام، الأدب، الرياضة.

- يجمع المعلم المفردات بعد دائرة عامة وقدمها للطلاب في الدروس البدائية.
- يُطلب من المعلمات أن يفكروا في مجموعات، ويبحث كل منهم عن خمسة نصائح.
- يبدأ المعلمات ببحث عن المعلومات وكيفية الملخصات، والبحث عن الصور أو رسومها ب بنفسهم.
- يتم إعداد المنشآت في المقدمة الثانية (نص ولائحة النصوص والصور وتصميم المنشآت).
- في النهاية، يتم إعداد عرض فيديو قصير باستخدام الهواتف أو الحاسوب.

الشكل:

عمل جماعي.

4

التعديلات:

يمكن لجميع المستويات المشاركة، الطلاب الأقل تحداً يمكنهم المساعدة في التصوير أو التصميم.

التقدير:

كان شغلي ممتعة للطلاب، حتى الطلاب غير المتمرسين شاركوا (كتباً نصوصاً قصيرة جداً). بعض المجموعات احتاجت وقتاً أطول.

### نشاط تبادل الرسائل

المعلم: [Tuba ARAMAN](#)

تم تنظيم هذا النشاط بين الطلاب في فنلندا والسويد. في البداية، شرحاً للطلاب أننا نخطط لنشاط المراسلة في إطار المشروع، ثم طلب لهم التحدث في الرسائل عن دروسهم، هوائيتهم، حياتهم، الطبيعة، الثقافة، وتروس اللغة الأم. كتب كل طالب رسالة إلى طالب في بلد آخر، وتم التبادل عبر البريد الإلكتروني للمعلمين.

على الرغم من أن التوصل كان رقيقاً، فقد تم تذكر الطلاب بممارسة كتابة الرسائل التقليدية من الجهة الثقافية إلى ذلك، إثبات التفاصيل للطلاب الذين يعيشون في بلد مختلف ويتحدثون اللغة الأم ويتذمرون من اللغة الأم فرصة التفاصيل الثقافية والاجتماعي، كانوا جملاً جميلة من الناحية اللغوية والمعنى، ويتذمرون من اللغة الأم ونحوها. اعتركت الصفات الجميلة لشخصيات الطلاب والمعلم في عرضهم في العمل، وكان ذلك واحداً كان شغلي ممتعة وجديدة.

### العبارات المهنية

المعلم: [selcuk kirbac](#)

اسم النشاط: عبارات المدنية

### السوق:

يسلط هذا النشاط الضوء على أهمية العبارات المهنية باعتبارها جسراً بين اللغة والثقافة.

### الهدف:

يهدف هذا النشاط إلى تعريف الطلاب بالعبارات المهنية التي تلعب دوراً أساسياً في المفردات العربية وتوضيح معنى هذه الكلمات في اللغة العربية، وشرح كيف تoccus هذه العبارات الثقافة العربية في اللغة.

### المحتوى:

تم التخطيط لهذا النشاط وتنفيذ على مدار حصتين. في الحصة الأولى، تم تقديم السياقات التي تُستخدم فيها هذه العبارات عادةً في اللغة العربية من خلال أمثلة ملهمة. تم التأكيد على أن هذه التغييرات غالباً ما تحتوي على استعارات، وتم شرح أهمية فهم هذه الاستعارات واقتها بمعنى.

بعد هذه العبارات مثلاً وأضفت على العلاقة بين اللغة والثقافة، فهي تحمل مكانة مركبة في اللغة العربية ولها نطاق واسع



YOUR LANGUAGE COUNTS!

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تتميز اللغة العربية بغيرات غنية للتعبير عن النفس في مواقف مختلفة، مثل الترحب بالضيف، اثناء تناول الطعام، عند المرض، في حالة الولادة، أثناء السفر، عند الالام، و العديد من المواقف اليومية الأخرى. مثال: عندما يصل ضيف عزيز للاقامة لديك، و عند مغادرته تقول تعبيراً يشير إلى رغبة في قيادة مستقبلني. من الصعب على مساعدة الطلاب على فعل ذلك، كثيرون يكتسبون هذه المهارات المهنية ويرتبطون بها في الصدف. كما أنشأنا سيناريوهات متعددة ليعمل عليها الطلاب و يضعون على تحدي الكلمات المستخدمة بشكل شائع في الحياة اليومية و قدمت شروحات لهذه المصطلحات.

كتابتنا، أعطيت الطلاب قائمة بالكلمات المستخدمة بشكل شائع في الحياة اليومية و قدمت شروحات لهذه المصطلحات. في الحصة الثانية، وزعت أسلمة أعدتها حول هذه التعبيرات و ما يمكن قوله في مواقف مختلفة، طلب من الطلاب الإجابة عن الأسئلة، و انشأنا إيجابات الصيغة معاً.

#### الشكل:

أبوس عن من النشاط التعليمي.

#### التعديلات:

يمكن تطبيق هذا النشاط على مجموعات مختلفة.

#### النفوم:

قدم هذا النشاط للطلاب رؤى قيمة حول اللغة والثقافة والعلالة بيهما. لاحظت أن العديد من الطلاب لم يكتروا بالاستماع إلى العبارات المهنية أو يكترون على دراية بها، رغم أنها تختلف مكانة مرتكبة في اللغة العربية. أدرك أن بعض هذه التعبيرات مرادف ما يكتسبون في لغة الله الذي تعيش فيه، مما يجعل استخدامها صعباً. كما لاحظت أن الطلاب واجهوا صعوبة في فهم المفاهيم وراء هذه التعبيرات، لأنها لا توجد في لغة الله الذي تعيش فيه، مما يجعل من الصعب تصورها في أذهانهم.

تجدر الإشارة إلى أن الطلاب واجهوا صعوبة في استخدام التعبيرات المجردة، بالنسبة لكثيرون، كان من الصعب استخدام الأسلوبات ودهمها في كلماتهم، خاصة وأن استخدامهم للغة الأم غالباً ما يقتصر على البيانات اليومية المساوية. في الوقت نفسه، وفر هذا النشاط فرصة لطلاب المترافق أكثر على تلقاهم من خلال هذه التعبيرات التي تشكل جزءاً أساسياً من لغة العربية. أعمل أملأة هذه التعبيرات تقافة الصيغة، وتقديم المعلقة بالآدلة والرواية، وكذلك الآلية والمتضادات الخاصة. هذه التعبيرات التقافية في اللغة العربية، وقد أتيحت للطلاب فرصة التعرف عليها خلال دروس.

من خلال هذه الدروس، لم يتعلم الطلاب بعض هذه التعبيرات قصيرة، بل تذكروا أيضاً جوانب مهمة من لغة العربية. أدركوا أهمية هذه الكلمات وكيف يمكن دلالات تقافية لاحصائية قيمة. بعد تعلم هذه العبارات المهنية، أتيح العديد من الطلاب عن رغبتهم في استخدامها بشكل متكرر عند التحدث بالعربية. قلوا لهم سيدون أن مزيداً من الاهتمام عند سعاء هذه الكلمات ويدارون فهم معناها بشكل أفضل. كما أكمل الطلاب أنهم استمتعوا بالدورات، وتعلموا الكثير، واكتسبوا فيما أعمق للتفاصيل التقافية لغة العربية.

#### استكشاف مدينتك الأصلية

Xana Kozak

بنقة

تعليق المعلم:

على مدار العام الماضي، كنت ممتنّاً جداً للمشاركة في مشروع لغتك مهمة، كانت الحلة التجريبية واضحة ومنظمة بشكل جيد، وشعرت بالدعم طوال العملية. كان تبادل المفهارات بين المعلمين ذات قيمة كبيرة ومهمها للغاية. في تحطيمها، كانت الحلة التجريبية والمنظورات والأنشطة المقترنة بعالية دليل لعملها، رغم أنني كنت بحاجة إليها لفهمها. السياق الخاص بمحفظة ملابس لدي، لعل لأن ملابس ملابس لم يعودوا في البلد الذي تعيش فيه ولا يعودون أبداً فيها لفترة طويلة، فقد عملت بعض الأنشطة لجعلها أكثر مفهوماً وارتباطاً بوضعي. في التطبيق العملي، كانت المنظورات الأربعية - اللغة، المعرفة، الهوية، وتفاعل تقافي - متداخلة بشكل طبيعي. كان ملحوظاً تفاصيل تقافي هو الأبرز في كل شيء، حيث وجد الطلاب نفسهم في بيته متحدة لتقافلات لم يعذروا عليها. كان هذا الموضوع حاضراً في كل تنشيط تقريباً، مما شكل ملتقى ملائكتاً وملائكتاً وملائكتاً حول السياقين: البلد الأم والبلد الذي تعيش فيه.

بشكل عام، قدم المشروع مزيجاً من المهمة والمرحونة، واتاح إطاراً مهماً لتعلم اللغة بشكل هادف في الفصل متعدد اللغات.

#### الدرس الأول: استكشاف مدينتك الأصلية

السباق:

يتبع هذا النشاط للطلاب ربط هويتهم الشخصية من خلال التفكير في مدينتهم الأصلية ومقارنتها ببيتهم الجديدة في البلد الذي يعيشون فيه. يعزز التفاعل التقافي من خلال تشجيع مشاركة الاختلافات والتشابهات الشخصية والثقافية، بينما المعرفة من خلال البحث عن معلومات مختلطة حول المدن الأصلية والجديدة، وتطور اللغة من خلال ممارسة المفهارات المتعلقة باللغة والثقافة والتضادات. يمكن تعديل النشاط حسب العمر ومستوى اللغة: الطلاب الأصغر سناً أو الأقل مستوى يمكنهم التركيز على التحدث فقط، بينما يمكن للطلاب الأكبر أو الأكبر تقدماً كتابة تصريحات قصيرة أو إعداد عروض تقديمية.

#### الهدف:

- تشجيع وتنظيم المعرفة السابقة حول مدن الطلاب الأصلية ومكان إقامتهم الحالي.
- تطوير مهارات البحث، التحدث، والتفكير المقارن.
- بناء المفردات ومارسة تعلم المعلومات.

#### الهدف:

- التفكير في الخيارات الشخصية لبلدة المعيشة.
- تطوير مهارات التحدث والكلام والعرض.
- ربط الأحلام الشخصية بمعانيها وقيتها.

#### المحتوى:

- يعلم الطلاب قائمة حول ما هو بالنسبة لهم في المدينة.
- يذكرون بشكل تدريجي: هل تتوافق مدينة أحلامي مع القائمة؟
- يذكرون عرضاً شفهيًّا أو كتابياً قصيراً عن مدينة أحلامهم.

#### الشكل:

- قائمة فردية وصف ذاتي.
- إعداد فردي أو ثالثي لعرض شفهي قصير.
- عروض جماعية لممارسة مهارات التحدث أمام زملائهم.

#### اقتراحات لاختبار النشاط:

- استخدام سلم تقييم العرض: قيل الوضوح، استخدام المفردات، التنظيم، والإبداع.
- يقدم كل طالب تعليناً إيجابياً والقراها واحداً لكل مقدم عرض.
- كتابة قصيدة: "مدينة أحلامي ستكلون..." باستخدام مفردات من القائمة.

#### الشكل:

- عمل فردي للإجابة والبحث.
- ملتقى ثالثي أو جماعية للمشاركة والمقارنة.
- اختياري: تقديم ملخصات قصيرة شفهياً أو على ملصقات.

#### اقتراحات لاختبار النشاط:

- إنشاء اختبار قصير حول الجغرافية من مدن الطلاب الأصلية والجديدة.
- استخدام مخطط فن (Venn diagram) :

  - مخطط فن (Venn diagram) أداة بسيطة للمقارنة بين شيئين.
  - يدو كاترئين مذاهليين.
  - في الدائرة اليسرى، يكتب الطالب ما يميز مدينته الأصلية.
  - في الدائرة اليمنى، يكتوبون ما يميز مدينته الجديدة.
  - في الجزء المتقاطع في الوسط، يكتوبون ما يشتراك في المدينتين.
  - أولاً، قدم مثلاً بسيطاً على السورقة التي يفهم الجمبع.
  - كتابة نص قصير: "ما الذي أفتقد في مدينتي الأصلية" أو "ما الذي أحبه في مدينتي الجديدة".

#### الدرس الثاني: مدينة أحلامي

#### السباق:

يدعو هذا النشاط الإبداعي الطلاب إلى تخيل المكان المثالي الذي يرغبون في العيش فيه في المستقبل، مما يعزز الورود من خلال التفكير الشخصي. تشجيع التفاعل التقافي من خلال إدراك أن الأشخاص المختلفون يدركون جوانب مختلفة من مكانتهم بناءً على خلفياتهم وتجاربهم. يعتمد الطلاب المعرفة الجغرافية والمناخ والحياة الحضرية من المدن السابقة، يتم تطوير المهارات اللغوية من خلال التحدث والكتابية وتقديم الأفكار بوضوح. يمكن تعديل المهمة لتناسب المجموعات المختلفة، قد يرسم الطلاب الأصغر سناً مدينتهم، بينما يكتتبون الماء الأكبر سناً عروضاً شفهية كاملة.



**اكتشف هوبيك**  
بقلم: [Margaret William](#)

المستوى بالمرحلة الاعدادية (12-14 سنة)  
الموضوع: اللغة العربية  
الوقت: 10 دقيقة

1. التهيئة (10 دقائق)

- أكتب كلمة "هوبي" على السبورة.
- اسأل الطالب: ماذا تعني كلمة "هوبي"؟
- مناقشة قصيرة في الصف: عصف ذهني للأفكار والكلمات المتعلقة بالـ "هوبي" (مثل الهوايات، المراهق، النقاقة، الأحلام).

2. النقاش الموجه (15 دقيقة)

- اعرض وسائل الآلة التالية ولداحاً ثلثاً الآخر :
- إذا كان عليك وصف نفسك بثلاث كلمات، ما هي ولماذا؟
- ما أذكر شيء، تذكره به في نفسك؟
- ما الشيء الذي تحب فعله أكثر وبمشاركة آخرين منه؟
- من أو ما الذي يلهك أكثر، وكيف يزور ذلك في حياتك؟
- إذا كان بإمكانك أن تكون معروفاً بشيء، فما هو؟

شجع الطلاب على مشاركة إجابات قصيرة شفياً مع شريك أو مجموعة صغيرة أولاً، ثم مع الصف

3. نشاط الكتابة (20 دقيقة)

- شرح الواجب المنزلي: كتابة فقرة عن أنفسهم ورسم صورة شخصية.
- نموذج تكيفية كتابة الفقرة :
- إذا بعدها ("أسمي...، وأصف نفسي بأنني...")
- استخدم بعض الأفكار من النقاش.
- اختر جملة خاتمية ("هذه هي شخصيتي، وأنا فخور بها!")
- يبدأ الطلاب كتابة فقرتهم في الصف (يمكنهم إنهازها في المنزل إذا لم يكف الوقت).

4. نشاط الرسم (10 دقائق)

- بعد الكتابة، يبدأ الطلاب برسم صورة لأنفسهم بجانب فقرتهم.
- يمكن أن تكون الصورة واقعية أو رمزية (أظهر اهتمامهم أو أحالمهم).

5. الختم (5 دقائق)

- منطعون سريعاً: يشارك بعض الطلاب جملة من فقرتهم أو يعرضون رسوماتهم الأصلية.
- ذكرهم بكلام الواجب إذا لم يتهاوا: أكمل فقرتك ورسمك الحصص القادمة!

الواجب المنزلي:

- أكمل كتابة فقرتك التي تصف من أنت.
- أكمل رسم صورتك الشخصية.

التقدير:

- المشاركة أثناء النقاش.
- إكمال الفقرة والرسم بعنابة وذكراً.

Translator: Ines Chahbani



1



2



3



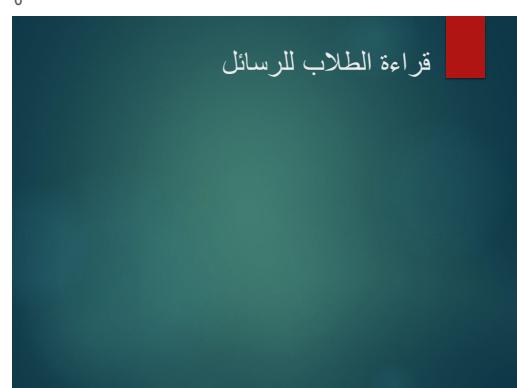
4



5



6



7



8



# Farsi (Persian)

Translation: Shahla Edalatian

1

نوروز در سراسر جهان: پروره بزرگداشت یک چشم

نوشته‌ی از: فراز روشنیزند

## پیش‌گفتار آموزگار

انگزه‌من برای طراحی این فعالیت از آنجا شکل گرفت که خود پروره‌(ارسوس) از عقق و تاثیرگذاری ویژه‌ای برخوردار بود. شرکت در این پروره بار دیگر اهیت میراث فرهنگی مان را بر جسته کرد و نشان داد که سنت‌ها و هویت‌های ما معنایی اساسی و اقیمی دارند. همچنین برایم پاداری شد که فرهنگ‌مان نه تنها ارزشی درونی دارد، بلکه می‌تواند ابزاری توانند برای پادگیری و برقراری ارتباط باشد. علاوه بر این، فعالیت‌هایی که در جریان این پروره نشان داده و همچنین طرح‌های خلاقانه و هدفمند همکاران نقش مهمی در بهای خوش به من داشت. مجموعه این تجربه‌ها مترغیب کرد تا فعالیتی طراحی کنم که به بزرگداشت نوروز پردازد و هم‌زمان داشش آموزان را به شیوه‌ای اصولی، معنا دار و دلنشیز را زبان فارسی درگیرسازد.

زمینه:

این پروره با محورهای هویت (بررسی میراث فرهنگی ایرانی و جلوه‌های جهانی آن) و داشش (تاریخ، سنت‌ها، خوارک، هنر و چند فرهنگ بودن) پیوند دارد. داشش آموزان در این فعالیت با نوروز (سال نو ایرانی) و شیوه‌های بزرگداشت آن در ایران و دیگر کشورهای آشنا می‌شوند.

هدف:

هدف اصلی این فعالیت عبارت است از اینکه:

مهارت‌های زبانی: خواندن (پروره در پایه سنت‌های نوروز)، نوشتن (متن‌ها و توصیف‌ها)، سخن‌گفتن (به زبان فارسی)، شنیدن.

مهارت‌های آموزشی: جست و جوی اطلاعات، همکاری، مدبیریت زمان و خلاقیت.

مهارت‌های فرهنگی: ایجاد پیوند با سنت‌های ایرانی و مقایسه شیوه‌های بزرگداشت جهانی.

2

چاچ موره نوجه: ساختاران اعجوب و رازهای مریب‌به‌این‌های فرهنگی (برای مثال: هفت سین، سیزده) را حضور می‌شناسند و در بیان و توضیح آنها به زبان فارسی با دشواری رویه رو می‌شوند. این پروره با نشان دادن فعالیت‌های ساختاری و مرحله‌بندی شده به تقویت اختصار زبانی کمک می‌کند.

محتوا:

طوفان فکری فعل (هفته اول)

دانش آموزان آنچه را در پایه نوروز می‌دانند: نماد‌های (هفت سین)، خوارک‌های (سیزده پل)، این‌های (گرفتن عدی) و شیوه‌های بزرگداشت نوروز در کشورهای گونه‌گون (مائد: افغانستان، تاجیکستان) با جوامع مهاجران گرد اوری کردند.

اموزگار اینهای را گردانی کردند، در قالب یک فهرست جامع تنظیم می‌کرد و آن را با شاگردان به اشتراک می‌گذارد.

تشکیل گروه و تقسیم موضوع (هفته ۲):

گروههای ۳ تا ۴ نفره از داشش آموزان موضوعاتی را انتخاب می‌کنند (مثلاً تاریخ نوروز، جشن‌های مرتبط با نوروز، خوارک‌ها نوروز در کشورهای مختلف و نمادهای مختلف).

هر داشش آموزی یک موضوع خاصی را انتخاب می‌کند (کلشگر، طراح، فیلم‌نامه‌نویس، مجری).

پژوهش و خلاقیت (هفته سوم و چهارم):

دانش آموزان اطلاعات جمع اوری می‌کنند، من های کوتاه فارسی می‌نویسند و تصاویر را جمع اوری می‌کنند (مثلاً نقاشی‌های سفره هفت سین، عکس‌های از رقص‌های نوروزی).

گروههای یک پوستر دیجیتال (با استفاده از ابزارهای ماین‌پاورپوینت) یا یک کالاز فیزیکی با متن و تصاویر درست می‌کنند.

تحویل و پیوپیو چشواره (هفته ۵):

گروه‌ها یک فیلم ۳ تا ۵ دقیقه‌ای از "راهنمای جشن نوروز" به زبان فارسی تهیه می‌کنند. آنها می‌توانند:

3

یک آینین را نشان دهند (مثلاً چندین سفره گفت‌سین).

یک میان و عده ساده نوروزی (مثلاً آجیل مخلوط) مارحل تهیه آنرا شرح دهند.

نقش یک زانواده را که نوروز را چشیدن می‌گیرند، را باز کنند.

همچنین داشش آموزان می‌توانند و پیوپیو های خود را در کلاس درس نشان دهند.

فرم:

کار گروهی: گروه‌هایی با توانایی‌های مختلف، همکاری را تضمین می‌کنند.

مدت زمان: ۴ تا ۵ هفته (۲۱ درس در هفته).

## نتظیرهای:

دانش آموزان مبتدی: تمکن‌کر بر تصاویر، جملات ساده یا پشتیبانی در صدا برداری.

## تمثیل:

دانش آموزان پیش‌رفته: نوشتن متن‌های دقیق یا دایت کارها.

دانش آموزان خجالتی: انجام نقش‌های پشت صحنه (ویرایش، کارهای هنری).

پشتیبانی فنی: دادن نمونه‌ی از پوستر ساده برای معرفی ساده کار.

ارزیابی:

موفقیت‌ها: داشش آموزن با انگزه از ترکیب خلاقانه فرهنگ، خدا و فلوری لذت برند.

4

## کشورت را پیش‌ناس

نوشته‌ی از لاریسا اسکنیونیس

پک و دیو در پایه کشورت درست کن.

## پیش‌گفتار

این پروره با موضوعات هویت (هویت چند فرهنگی، احساس تعلق و افتخار به مکانی که در آن زندگی می‌کنند) و داشش (حوزه‌های گوناگون داشش- تاریخ، جغرافیا، هنر و فرهنگ) در هم تبادل است.

هدف

گسترش مهارت‌های آکادمیک زیر:

خواندن، نوشتن، صحبت کردن، گوش دادن، جست و جو اطلاعات، برنامه‌ریزی و مدیریت زمان، کار گروهی و همکاری، معمولاً برای داشش آموزانی که زبان مادری را اموزند، صحبت کردن، نوشتن در پایه این م موضوعات مریب‌به فرهنگ- مانند تاریخ، جغرافیا و عکس‌های شناخت داشته باشد، زیرا آنها معمولاً در پایه این م موضوعات زبان آموزش (در مورد سوییت) صحبت می‌کنند و تغییر زبان مادری برایشان سخت است، چون واژگان کافی ندارند.

محتوا

۱. طوفان فکری فعل: از داشش آموزان بخواهد ایده‌ای مربوط به نکات جالب ایران را جمع اوری کنند بطور مثال

نمادهای ملی، تاریخ، مردم، احترامات، خوارک، ها، مکان، ها، ادبیات...

۲. اموزگار فهرست‌ها را جمع اوری می‌کند و ایده‌ای را در یک فهرست کلی ترتیب کرده و در جلسه بعدی به داشش آموزان می‌دهد.

۳. داشش آموزان گروههای گونه‌گون تغییر می‌شوند و در داشش آموز بینچ موضع برازی جست و جوی اطلاعات دریافت می‌کنند. آنها باید با یکدیگر مذاکر کنند و توانند موضعهای گونه‌ای تغییر می‌کنند.

۴. داشش آموزی یک موضوع غافل داشته باشد. ممکن است کسک آموزگار در اینجا لازم باشد.

۵. پوسترها ساخته می‌شوند (مرحله بعدی شامل چسباندن متن‌ها و تصاویر و طراحی پوستر است) اموزگار در صورت باز تصاویر را چاپ می‌کند.

۶. اخرين مرحله آماده کردن و پیوپیو است. داشش آموزان می‌توانند یک و دیو با یکدیگر موبایل خود درست کنند.

فرم:

کار گروهی



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بررسی زادگاه شمس- فعالیتی برای دانش آموزانی که اخیرا به کشور دیگری نقل مکان کرده اند  
نویسنده: زانا کوزاک

#### نظر امورگار:

برای این پروژه، از مشارکت در برنامه " زبان شما مهم است" متعلق به ارسوس+ بسیار قدردان هستم. تعریفیات و ایده ای که میان آموزگاران به شرکت گذاشته شد، در طول پروژه بسیار ارزشمند بود. این ایده ها و آمده اند و قصد ندازند به کشور خوشان رونگزیدن، گرفت کردم طریق ها را با زمینه های خاص گروه زبان مادری خودم سازگار کنم. بسیاری از دانش آموزان من اغلب با مژه و محدودیت های مربوط به زبان، دانش، هویت و میان فرهنگی روبرویم شوند.

در عمل، چهار زندگانه - زبان، اقیقی، دانش، هویت و بین فرهنگی به طور طبیعی در هم تبندی بذند. بذنگانه میان فرهنگی برچسبه زیرین آنها بود، زیرا دانش آموزان زبان بو کشور، کشوری که در زندگی می کنند و کشوری که از آن امده اند و کشور و ایشان، را به مفهومی می کنند. این مخصوص تغیری دارد. دانش آموزان من در کشور های مختلف بذنگانه، مفهومی اینجا که پیشتر دانش آموزی های ایرانی و کشور محل اقامت شکل میاند. به طور کلی، پروژه ها ساختاری داشت و هم انتظاف پذیری و چارچوب مهیی برای آموزش زبان در کلاس های چند زبانه فراهم کرد.

درس ۱: کوشش در باره ای کشورت (ایران و محل زندگی):  
ارتباط با چهار دیدگاه:

این فعالیت را در کنکه برای دانش آموزان طراحی شده تا هویت شخصی خود را با تأمل درباره زادگاهشان و مقایسه آن با شهروی که در آن زندگی می کنند بینان کنند. اگر شاگردی در کشور محل اقامت خود بذنگانه اند در ایران میتوانند زادگاهش را با این مفهومی بینان کنند. این فعالیت با ترویج به اشتران گذشتگان تفاوت ها و شباهت های شخصی و فرهنگی بین فرهنگی را تقویت میکند. دانش آموزان با تحقیق در مورد اطلاعات اقیقی در مورد زادگاه و کشور فیلم خود، دانش و سازمانی و تمرین و ارگان مریوط به جغایف افراد فرهنگی زبان خود را می سازند. این فعالیت را می توان سه همین فعالیت خلاقانه، دانش آموزان را به صورت مکانی اینده خود برای زندگی دعوت می کند و هویت آنها را از طریق شخصی تقویت می کند. این فعالیت را تشخص اینها، افراد مختلف بر اساس پیشنهاد و تجزیه، جنیه های مماثل از یک مکان برای زندگی را ارزیابی می کنند بین افراد که را شهروی شناسند.

#### ستور عمل:

کار انفرادی برای پاسخ دادن و تحقیق.

بحث های دو نفره با گروهی برای مقایسه پاسخ ها.

اگر شاگردی میل به درست کردن پوسترهای این حق را به او بدهید.

#### پیشنهادی برای آزمون از این فعالیت:

پیشنهادی برای آزمون از مورد حقیقی جغرافیایی از زادگاه و شهر های فعلی دانش آموزان ایجاد کنید.

#### استفاده از نمودار دایره:

نمودار دایره ای از ایزاری ساده برای مقایسه دو چیز است.

در دایره سمت چپ، دانش آموزان اینچه را که در مورد زادگاهشان میدانند می نویسند.

در دایره سمت راست، دانش آموزان اینچه را که در مورد شهر اشکور فعلی شان خاص است می نویسند.

در قسمت روی هم افتدان در وسط دانش آموزان اینچه را که این دو شهر با دو کشور مشترک دارند می نویسند.

آموزگار می تواند یک مقاله بزند از نمودار دایره ای استفاده کند و ازرا روی تخته بذکر تا همه متوجه بشوند.

میتوان از نوشته های کوتاه ایجاد کرد مثلا "علم برای خانه مادر بزرگ در شهر با زادگاه تیک شده".

#### درس ۲: شهر رویایی من

زمینه و ارتباط با چهار دیدگاه:

این فعالیت خلاقانه، دانش آموزان را به صورت مکان اینده خود برای زندگی دعوت می کند و هویت آنها را از طریق شخصی تقویت می کند. این فعالیت را تشخص اینها، افراد مختلف بر اساس پیشنهاد و تجزیه، جنیه های مماثل از یک مکان برای زندگی را ارزیابی می کنند بین افراد که را شهروی شناسند.

دانش آموزان از دانش مریوط به جغرافیا، اب و هوا و زندگی شهروی از درس فلیپ استفاده می کنند. مهارت های زبانی از طریق محبوبیت کردن، نوشت و شنید دانش آموزان کوسمه می باشد. این کلکف را می توان برای گروه های مختلف تطبیق کرد. دانش آموزان که جنیه های مماثل دارند می توانند خود را ترمیم کنند، در حالی که دانش آموزان بزرگ را بصورت شفاهی انجام دهند.

#### هدف:

ذکر در مورد محبوبیت زندگانی.

توسعه مهارت های محبوبیت کردن، نوشت.

پیوند دانش آموزان به این فعالیت های زندگی در شهر.

#### محتوا:

دانش آموزان یک چک لیست در مورد آنچه در یک شهر برایشان مهم است، پدر می کنند.

آنها به طور انتقادی فکر می کنند: ایا شهر رویایی من با چک لیست من مطابقت دارد؟

آنها یک چک لیست تکیه می کنند، آنها می توانند بطور شفاهی با نویشوری کارشان را انholm دهند.

#### عملکرد:

چک لیست و طوفان فکری.

امانگی فردی یا دو نفره برای صحت کردن.

تمرين برای سخنرانی در جمیع.

#### پیشنهاد برای آزمایش فعالیت:

دستور عمل کار: ارزیابی، استفاده از از ایگان، سازماندهی و خلاصت.

دانش آموزان یک نظر مثبت و یک پیشنهاد به هم دیگر می دهند.

دانش آموزان میتوانند کارشان را با این جمله شروع کنند. "شهر رویایی من انجلی است که.....".

#### در جستجوی هویت

پیشنهاد ۲۷، اوریل ۲۰۲۰، ساعت ۰۴:۰۰ بعدازظهر

نوشته ای از مارگارتا ویلیام

کلام، پایه، سطح

مدرسۀ راهنمایی (سینن ۱۴ تا ۱۲ سال)

#### موضوع:

فارسی

#### زمان:

۶۰ دقیقه

#### هدف:

دانش آموزان به زبان فارسی هویت خود را بیان می کنند.

دانش آموزان مهارت های گفتگویی، نوشتاری و خلاقانه را تمرین خواهند کرد.

دانش آموزان و ایگان مریوط به تحسیب و ایاز و وجود را توسعه می دهند.

#### عملکرد:

پیش از آغاز کار ( ۱۰ دقیقه)

واژه "هویت" را روزی تخته بذند.

از شاگردان معنی کلمه "هویت" را بپرسید.

گفتگوی ساده در باره ای اینه ها و کلمات مریوط با " هویت"

#### گفتگو هدایت شده:

پرسش های زیر را یکی یکی نشان داده و در باره ای آنها بحث و صحبت کنند.

اگر مجبور بودید خودتان را در سه کلمه توصیف کنید، کدام کلمات را انتخاب می کردید و چرا؟

به چیزی در مورد خودتان پیشتر اختیار می کنید؟

چه کاری را پیشتر از همه درست دارید انجام دیده که افما احسان میکنید بخشنی از وجود شماست؟

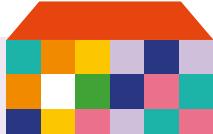
چه کسی را چه چیزی پیشتر به شما الهام می بخند و این چیزهای بر زندگی شما تاثیر می گذارد؟

اگر نوشت دارید ام مشهوری شود؟ در چه جزیی؟

دانش آموزان را شنود کنید تا پاسخ های کوتاه را ایندا به صورت شفاهی با یک شریک یا گروه کوچک و سپس

با کلام به انتراک بگارند.

فعالیت نوشتاری ( ۲۰ دقیقه)



#### نحوه نوشتن یک پاراگراف:

با یک مقدمه شروع کنید ( اسم من ..... است و من خود را اینگونه توصیف می کنم.....).  
از شاگردان بخواهد از معلمی که در گروه بکار برند استفاده کنند.  
با یک جمله پیاتی تمام کنید ( این کسی که من هستم ، و به این اختصار میکنم!).  
دانش اموزان می توانند کارشان را در کلاس شروع کنند و اگر وقت کم اوردهند، از آنها بخواهید آن را در خانه به اتمام برسانند.

#### فعالیت های نقاشی ( ۱۰ دققه )

پس از نوشت، دانش اموزان شروع به کشیدن تصویری از خود در کنار پاراگراف خود می کنند.  
این میتواند یک نقاشی نماینده یا روایی باشد.

#### جمع بندی ۵ دققه )

چند دانش اموز داوطلب میتوانند یک جمله از پاراگراف خود را به اشتراک بگارند با طرح های خود را نشان کلیس دند.  
به آنها پاداوری کنید که اگر کارشان را از سینه تمام بگنند میتوانند در خانه آن را تکمیل کنند و برای جلسه بعدی بیاورند.

#### ارزیابی:

همکاری و شرکت در بحث و گفتگو.  
تکمیل و تذکر در پاراگراف و نقاشی.



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## نامه های تبادل یادگیری زبان

نوشتن نامه  
برای یادگیر

همکاری آموزگاران  
با مدارس

موضع یادگیری  
تبادل نامه های تبادل

دانش آموزان

2



آموزگاران زبان مادری در فنلاند، هلند و سوید



آموزگاران زبان مادری از کشورهای سوید، هلند و فنلاند اینده نوشتند نامه به یادگیر را مطرح کردند. دانش آموزان زبان مادری از سوید، فنلاند و هلند در این فعالیت نوشتاری شرکت کردند. هدف از این فعالیت این است که دانش آموزان کشورهای گویاگوون را با یادگیر و یا آموزگارانشان را در تماس قرار دهیم، با این ترتیب دانش آموزان مهارت‌های نوشتمن و خواندن را تقویت می‌کنند.

3

## موضوع یادگیری



گسترش  
و ارگان  
یادگیری عبارات نو از نامه های  
تاریخی  
مهارت نوشتاری  
یادگیری چهارگویی بیان اندیشه ها  
کار کرد در کبوته

4

همکاری دانش آموزان در نوشتند نامه های خود برایه اگاهی های خاص در باره زبان و فرهنگ



۳. چند زبان در جایی که زندگی می کنند وجود دارد؟

۱. آیا در جشن های ملی کشورت  
شرکت می کنند؟ نه و نه...

۴. غذای ملی شما چیست؟ آیا غذایی کشور خود را  
مخصوصی در کجا؟

۲. آیا زبان مادری را در جایی  
نگار می‌بری؟ کجا؟

۵. آیا دوست داری زبان مادری را پاد بگیری؟



5

## هدف از این فعالیت



هدف ایجاد حس ارتباط و تقویت ارتباط میان دانش  
آموزان در کشورهای گویاگوون  
یادگیری از یادگیر  
کسب تجربه و تقویت زبان مادری

6



شاگردان نامه ها را  
می خوانند

7

دانش آموزان از همکاری  
و شرکت در این فعالیت  
سیار خرسند بودند.  
این کار آنها را تشویق  
کرد نا سبیت به دانش  
آموزان دیگر، زندگی  
روزمره آنها و زبان های  
مادری اگاهی پیدا کنند.

## نظر دانش آموزان در باره این فعالیت



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# Russian

Translation: Yelena Sroslova

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Традиции празднования Нового года (адаптировано для учеников, которые изучают русский как родной).

Автор: Faraz Roshanizand

Перевод: Елена Срослова

## Комментарий учителя

Работа в проекте вдохновила меня на создание этого задания. Он показал важность нашего культурного наследия и подтвердил, что наши традиции и идентичность действительно имеют значение. Это напомнило мне, что наша культура не только ценна, но и является мощным инструментом для обучения и создания контактов. Меня также напрямую вдохновили представленные в рамках проекта упражнения, а также творческие и значимые задания, разработанные моими коллегами. В совокупности этот опыт вдохновил меня на создание мероприятия тематически связанного с празднованием Нового года.

## Контекст:

Этот проект связан с темами идентичности (изучение культурного наследия) и знаниями (история, традиции, кухня, искусство и мультикультуранизм). Учащиеся узнают о Новом году и о том, как его празднуют в русскоязычных странах.

## Цель:

Основная цель этого занятия — развить:

- **Языковые навыки:** чтение (исследование традиций Нового года), письмо (сценарии и описания), устная речь (презентация на русском языке), аудирование (взаимная обратная связь).

- **Академические навыки:** поиск информации, совместная работа, организация и планирование времени, креативность.

- **Культурные навыки:** знакомство с русскими традициями и сравнение с праздниками мира.

**Решаемая задача:** Учащимся часто не хватает словарного запаса, связанного с культурными традициями, и им сложно обсуждать их на родном языке. Проект помогает учащимся чувствовать себя увереннее благодаря четко структурированным заданиям.

## Содержание:

### 1. Активный мозговой штурм (1-я неделя):

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- **Альтернатива:** В качестве альтернативы учащиеся могут разыграть содержание своих видеороликов в классе..

## Форма:

- Групповая деятельность: объединение учеников с разным уровнем знаний помогает наладить совместную работу.
- Продолжительность: 4-5 недель (1-2 урока в неделю).

## Адаптации:

- **Дифференциация:**
  - Начинающие: акцент на визуальных материалах, простых предложениях или озвучке.
  - Продвинутые: подробные сценарии, ведущие роли.
  - Стеснительные: работа «за кадром» (монтаж, оформление).
- **Техническая поддержка:** шаблоны для постеров и сценариев для снижения нагрузки.

## Подведение итогов:

- **Достижения:**
  - Мотивированные ученики получили удовольствие от творческого сочетания культуры, кулинарии и технологий.
  - Учащиеся начального уровня активно включались в практические задания (рисование, приготовление блюд).
- **Трудности:**
  - Некоторым группам потребовалось больше времени на поиск информации и монтаж видео.
  - Часть учеников использовала английский язык для выражения сложных идей; преподаватель подготовил списки лексики для поддержки.
  - Монтаж видео оказался непростым, поэтому инсценировка содержания ролика стала хорошей альтернативой для желающих.

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- Ученики вспоминают всё, что знают о праздновании Нового года в России: **символы** (ёлка, гирлянды, Дед Мороз и Снегурочка), **традиционные блюда** (салат «Оливье», селедка под шубой, мандарины, шампанское), **ритуалы** (бой курантов, желание под звон часов, просмотр фильмов), **празднования в мире** (например, в странах СНГ или русской диаспоре).
- Учитель собирает идеи в общий список и делится с классом.

## 2. Формирование групп и распределение тем (2-я неделя):

- Группы по 3-4 человека выбирают подтемы, например:
  - «История празднования Нового года в России»
  - «Традиционные блюда и их значение»
  - «Символы праздника: ёлка, Дед Мороз, Снегурочка»
  - «Новый год в разных странах»
- Каждый ученик выбирает роль: **исследователь, иллюстратор, сценарист, ведущий**.

## 3. Исследование и создание (3-4-я недели):

- Ученики собирают информацию, пишут короткие тексты на русском, подбирают или рисуют иллюстрации (например, сервировка праздничного стола, изображение ёлки, Деда Мороза).
- Группы создают **цифровой постер** (в Canva или PowerPoint) или **физический коллаж** с текстами и изображениями.

## 4. Видео-презентация праздника (5-я неделя):

- Группы снимают 3-5-минутное видео «Руководство по празднованию Нового года в России» на русском. Они могут:
  - Показать ритуал (например, бой курантов и загадывание желания).
  - Приготовить простой праздничный перекус с описанием шагов на русском.

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## Почему это эффективно:

- **Высокая вовлеченность:** Проект объединяет элементы культуры, творчества и современных технологий (видео, цифровые постеры).
- **Развитие языковых навыков:** Ключевая лексика многократно используется в разных контекстах, что способствует её закреплению.
- **Социальная связь:** Ученики представляют свои работы семьям и школьному сообществу, укрепляя чувство культурной принадлежности.



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### Исследуем свою страну

Автор: Larissa Aksinovits

Перевод: Елена Срослова

#### Исследуем свою страну: создание видеопрезентации

##### Контекст

Проект посвящён темам идентичности (мультикультурная идентичность, чувство принадлежности и ощущение гордости за место, откуда я родом) и знаниям в различных областях — истории, географии, искусстве и культуре.

##### Цель

Развивать академические навыки: чтение, письмо, устную речь, аудиорование, поиск информации, планирование, тайм-менеджмент, а также умение работать в группе и сотрудничать.

Для учащихся, изучающих родной язык, такие темы часто представляют трудность: говорить или писать о культуре, истории, географии, праздниках сложно, так как они привыкли обсуждать это на языке обучения. Сложность перехода на родной язык связана с ограниченным словарным запасом.

##### Содержание проекта

- Мозговой штурм:** ученики собирают и записывают идеи об интересных фактах о Финляндии: национальные символы, история, выдающиеся личности, изобретения, кухня, достопримечательности, литература, спорт.
- Обобщение идей:** учитель собирает все списки, объединяет их в общий перечень и передаёт ученикам на следующем уроке.
- Работа в группах:** учащиеся делятся на группы (или остаются в прежних), каждая группа получает пять тем для поиска информации. Внутри группы ученики распределяют темы так, чтобы у каждого была своя. При необходимости учитель помогает с организацией.
- Поиск информации:** ученики собирают материалы по своим темам, делают заметки, подбирают иллюстрации или создают их самостоятельно. Учитель при необходимости распечатывает изображения.
- Создание постеров:** на следующем этапе группы оформляют постеры, включая тексты, изображения и дизайн.
- Видеопрезентация:** финальный этап — подготовка и запись видеопрезентации. Ученики перечитывают свои тексты, затем отправляются в тихое место в школе и снимают видео на телефоны

Проект рассчитан на **4–5 недель**, что делает его реалистичным для учебного процесса.

##### Форма работы

Групповая работа

##### Адаптации

В проекте могут участвовать ученики любого уровня подготовки. Даже те, кто испытывает трудности в устной речи, могут внести вклад: слушать, помогать с организацией или взять на себя роль видеоператора.

##### Оценка

Занятие оказалось увлекательным для большинства учеников. Даже менее мотивированные учащиеся приняли участие (хотя их тексты были очень короткими). Некоторые группы быстро справились с поиском информации, написанием текстов и съёмкой видео. Другим потребовалось несколько дополнительных часов.

##### Факторы, замедлявшие выполнение проекта:

- Очень креативные группы**, где было много идей и обсуждений, что замедляло процесс.
- Группы с менее мотивированными или медлительными участниками**, что снижало общий темп работы.

### Проект «Обмен письмами»

Автор: Tuba Araman

Перевод: Елена Срослова

Это мероприятие было организовано преподавателями Tuba Araman и Selçuk Kirbaç совместно с их учениками.

Проект был посвящён обмену письмами между учащимися из Финляндии и Швеции. Сначала ученикам сообщили, что в рамках проекта будет организована переписка. После этого они попросили написать письмо, в котором они расскажут о своих уроках, школе, увлечениях, повседневной жизни, природе, культуре и занятиях родным языком. Каждый ученик подготовил письмо для сверстника из другой страны. Общение происходило через электронные адреса учителей.

Несмотря на цифровой формат, проект напомнил учащимся о культурной ценности традиционного письма. Кроме того, ученики, живущие в другой стране, говорящие на турецком языке и посещающие курсы турецкого языка, смогли взаимодействовать в культурном и социальном плане. В письмах встречались красочные формулировки, отражающие языки, эмоции и культурные особенности. Особенно примечательно, что в текстах звучали идеи мира, доверия и уважения. Содержание писем передавало характер и чувства учеников, что является обнадёживающим признаком.

Это было продуктивное и вдохновляющее мероприятие.

### Вежливые фразы

Автор: Selçuk Kirbaç

Перевод: Елена Срослова

**Контекст:** Это упражнение подчеркивает важность вежливых выражений как связующего звена между языком и культурой.

**Цель:** Познакомить учащихся с вежливыми фразами, которые играют важную роль в родном языке, показать их значение и объяснить, как эти выражения отражают особенности культуры.

##### Содержание:

Упражнение рассчитано на два урока.

**Первый урок:** учащиеся знакомятся с ситуациями, в которых обычно используются эти фразы, на конкретных примерах. Подчеркивается, что многие выражения имеют метафорический характер, и объясняется, почему важно понимать и правильно использовать такие метафоры.

Эти фразы — яркий пример связи языка и культуры. Они занимают центральное место в родном языке и применяются в самых разных жизненных ситуациях: при встрече гостей, во время еды, при болезни, в случае смерти, в путешествии, при родах и во многих других случаях.

**Вывод:** Важно использовать такие выражения правильно и в соответствующем контексте, ведь они не только украшают речь, но и отражают культурные ценности.

Чтобы помочь учащимся лучше понять тему, были записаны вежливые выражения и объяснено их значение на уроке. Кроме того, были подготовлены различные жизненные ситуации, в которых предлагалось подобрать подходящие слова и фразы. Обсуждались возможные варианты, и выбирались наиболее уместные выражения.

Для углубления понимания количества сценариев было увеличено и сделано более разнообразным. В продолжение работы был предложен список слов и выражений, часто употребляемых в повседневной речи, с пояснениями их значений. На следующем занятии были разданы подготовленные вопросы о том, какие фразы можно использовать в разных ситуациях. После выполнения заданий ответы обсуждались совместно.

**Форма:** Двухнедельный цикл занятий в классе.

**Корректировки:** Методика может быть применена к разным учебным группам.



**Оценка:** Задание дало учащимся ценную информацию о языке, культуре и их взаимосвязях. Выяснилось, что многие студенты либо не использовали, либо не знали вежливых выражений, которые занимают важное место в родном языке. Отмечено, что некоторые из этих выражений не имеют точных соответствий в языке окружения, что затрудняет их корректное использование. Кроме того, учащимся сложно осмысливать концепции, лежащие в основе данных фраз. Отсутствие аналогичных выражений в языке среди делает их восприятие и представление более трудным, а постоянное использование этого языка в повседневной жизни лишает студентов необходимого культурного контекста для применения выражений родного языка.

Дополнительной трудностью стало использование абстрактных выражений: многим сложно интегрировать метафоры в речь, особенно учитывая, что родной язык чаще применяется в конкретных и бытовых ситуациях. Тем не менее, занятие предоставило ценную возможность глубже познакомиться с собственной культурой через понимание этих выражений, которые являются неоценимой частью традиций. Примеры таких фраз связаны с гостеприимством, кулинарными обычаями, традициями рождения и смерти, а также особыми днями и праздниками. Эти культурные выражения широко распространены в турецком языке, и учащиеся смогли ознакомиться с ними на уроках.

В результате занятий студенты не только выучили некоторые из этих выражений, но и узнали о значимых аспектах культуры. Они осознали ценность этих слов и их культурную и социальную подоплеку. После знакомства с вежливыми фразами многие выразили желание использовать их в речи на родном языке, отметив, что будут уделять больше внимания этим словам и стремиться глубже понять их смысл. По словам студентов, курс оказался увлекательным, информативным и способствовал более глубокому пониманию родной культуры.

#### Альтернативное занятие на тему «Ваш родной город» для студентов, недавно переехавших в другую страну

Автор: Хана Козак

Перевод: Елена Срослова

#### Комментарий преподавателя:

За последний год я высоко оценила возможность быть частью проекта «Ваш язык имеет значение». Пилотный план был чётким и хорошо структурированным, и я чувствовала поддержку на протяжении всего процесса. Обмен опытом между преподавателями был особенно ценным и вдохновляющим.

В процессе планирования я руководствовалась пилотным планом, перспективами и предлагаемыми упражнениями, хотя я адаптировала их к специфике моей украинской группы. Поскольку большинство моих студентов родились не в Нидерландах и не планируют оставаться здесь надолго, я скорректировала некоторые упражнения, чтобы сделать их более содержательными и соответствующими их ситуации.

На практике четыре аспекта — языки, знания, идентичность и межкультурность — естественным образом переплетались. В моём случае наиболее ярко выраженным был аспект межкультурности, поскольку украинские студенты внезапно оказались в непривычной для них высококультурной среде. Эта тема присутствовала практически в каждом занятии, формируя наши обсуждения, сравнения и размышления как в украинском, так и в голландском контексте.

В целом, проект обеспечивал как структурированность, так и гибкость, а также заложил важную основу для содержательного языкового образования в многоязычных классах.

#### Урок 1: Мой родной город и новый город

##### Контекст и связь с четырьмя аспектами:

Задание помогает учащимся осознать свою идентичность, размышляя о родном городе и сравнивая его с новой средой в стране проживания. Оно способствует межкультурному взаимодействию, побуждая делиться личными и культурными сходствами и различиями. Учащиеся получают новые знания, изучая факты о двух городах, и развивают языковые навыки, практикуя лексику по темам «география», «культура», «предпочтения». Задание легко адаптировать под возраст и уровень: младшие школьники могут работать устно, а старшие — писать тексты или готовить

#### Цели:

- Систематизировать знания о родном городе и текущем месте проживания.
- Развивать навыки исследования, устной речи и сравнительного анализа.
- Расширять словарный запас и учиться структурировать информацию.

#### Содержание:

- Ответы на вопросы о родном городе (по памяти).
- Поиск и проверка фактов в интернете.
- Повторение процесса для нынешнего города в стране проживания.
- Сравнение двух городов, обсуждение предпочтений, плюсов и минусов.

#### Форма работы:

- Индивидуальные ответы и исследование.
- Парное или групповое обсуждение для обмена опытом.
- Дополнительно: устные резюме или плакаты.

#### Как проверить выполнение:

- Короткий тест по географическим фактам о двух городах.
- Диаграмма Венна для сравнения:**
  - Два пересекающихся круга.
  - В левом — особенности родного города.
  - В правом — особенности нынешнего города.
  - В центре — общие черты.
  - Сначала показать пример на доске.
- Мини-сочинение: «О чём я тоскую, вспоминая родной город» или «Что мне нравится в новом городе».

#### Урок 2: Город моей мечты

##### Контекст и связь с четырьмя аспектами:

Задание направлено на развитие креативности и самопознания: учащиеся создают образ идеального места проживания, укрепляя личную идентичность. Оно открывает возможности для межкультурного диалога, показывая как

уроке. Языковые навыки развиваются через устные и письменные высказывания, а также через умение ясно формулировать идеи. Задание легко адаптировать: младшие школьники могут нарисовать свой город, а старшие — подготовить полноценную устную презентацию.

#### Цели:

- Осмысливать личные предпочтения относительно места проживания.
- Развивать навыки устной речи, письма и презентации.
- Связывать мечты с реальными характеристиками города.

#### Содержание:

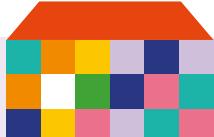
- Заполнение контрольного списка: что важно в городе для каждого ученика.
- Критическое размышление: соответствует ли город мечты этому списку?
- Подготовка краткой устной или письменной презентации о городе мечты.

#### Форма работы:

- Индивидуальная работа с контрольным списком и мозговой штурм.
- Подготовка устной презентации индивидуально или в паре.
- Групповые выступления для тренировки публичной речи.

#### Рекомендации по проверке:

- Критерии оценки презентации:** ясность, словарный запас, структура, креативность.
- Взаимная обратная связь:** один положительный комментарий и одно предложение для улучшения каждому выступающему.
- Письменное задание:** «Город моей мечты — это...» с использованием лексики из контрольного списка.



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**Исследование идентичности****Автор:** Margaret William**Перевод:** Елена Срослова**Класс / Уровень:** Средняя школа (12–14 лет)**Время:** 60 минут**Цели урока:**

- Размышление об идентичности и её выражение на родном языке.
- Практика устной и письменной речи, развитие творческих навыков.
- Расширение словарного запаса по теме «личность и самовыражение».

**Ход урока:****1. Разминка (10 мин)**

- Запишите на доске слово «идентичность».
- Задайте вопрос: «Что означает идентичность?»
- Проведите короткий мозговой штурм: соберите идеи и слова, связанные с понятием (хобби, таланты, культура, мечты).

**2. Обсуждение (15 мин)**

- Поочерёдно обсудите вопросы:
  - Если бы нужно было описать себя тремя словами, какими бы они были и почему?
  - Чем вы больше всего гордитесь в себе?
  - Что вы любите делать больше всего, что ощущаете частью себя?
  - Кто или что является вашим источником вдохновения? Как это влияет на вашу жизнь?
  - Если бы у вас была возможность прославиться, чем именно вы хотели бы быть известны?
- Сначала обмен ответами в парах или группах, затем — с классом.

**3. Письменное задание (20 мин)**

- Дайте инструкцию: необходимо написать небольшой текст о себе и дополнить его автопортретом.

- Продемонстрируйте пример структуры:

Вступление: «Меня зовут..., я бы охарактеризовал себя так....»

Основная часть: используйте идеи, которые обсуждали ранее.

Заключение: «Вот кто я, и я горжусь этим!»

Начните выполнение задания в классе; при нехватке времени работу можно закончить дома.»

**4. Рисование (10 мин)**

Добавьте к тексту автопортрет.

Он может быть выполнен в реалистичном стиле или носить символический характер, отражая ваши увлечения, интересы и мечты.

**5. Итоги урока (5 минут)**

- Несколько добровольцев делятся одним предложением из своего текста или показывают первые наброски рисунка.
- Напомните о необходимости завершить работу дома: допишите абзац и закончите автопортрет к следующему занятию.

**Домашнее задание:**

- Завершить текст с описанием себя.
- Дорисовать автопортрет.

**Критерии оценки:**

- Активность в обсуждении.
- Полнота и качество текста и рисунка.



1

## Изучение языка посредством обмена письмами



СТУДЕНТЫ  
ОБМЕНИВАЮТСЯ  
ПИСЬМАМИ



ТЕМЫ ОБУЧЕНИЯ



СОТРУДНИЧЕСТВО  
УЧИТЕЛЕЙ И ШКОЛ



НАПИСАНИЕ ДРУГУ  
ДРУГУ ПИСЕМ

## Преподаватели сомалийского языка как родного в Финляндии, Нидерландах и Швеции

### Обмен письмами

Учителя из Сомали, Абди, Абдуллахи и Маган, предложили идею написания писем друг другу. В этом занятии приняли участие сомалийские ученики из Швеции, Финляндии и Нидерландов.

Цель: объединить учеников и учителей из разных стран. В процессе обмена участники получают навыки письма и чтения, как практические, так и навыки понимания текста. Это помогает наладить взаимодействие между школами, укрепляет чувство принадлежности и развивает общение между учащимися из разных стран.



To: Magan Somali  
Language Teacher.  
ISK ,  
Hempenserweg 33,  
8935 BC Leeuwarden,  
Nederland.

3

## Основные направления обучения:

- Пополнение словарного запаса.
- Освоение новых выражений из переписки с партнёрами.
- Развитие навыков письменной речи.
- Формирование умения ясно выражать мысли.
- Совместная работа в группах.



4

Ученики писали письма, чтобы собрать конкретную информацию о языке и культурных особенностях.  
Примеры вопросов

1. Надеваете ли вы традиционную одежду на особые события?

2. Используете ли вы родной язык? В каких ситуациях?

3. Сколько языков распространено в вашей стране?

4. Какое национальное блюдо популярно у вас? Употребляете ли вы традиционную национальную еду и где?

5. Хотели бы вы изучать родной язык? Как часто вы это делаете?

5

## Цель проводимой работы



Цель заключалась в создании чувства причастности и содействии общению между студентами из разных стран.

Обучение друг у друга.

Получение опыта в письме и совершенствование языковых навыков.

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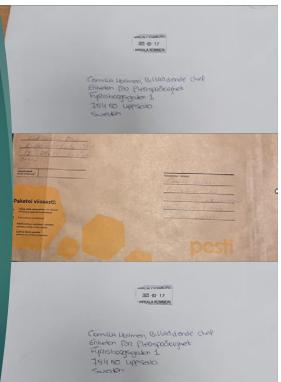
Студенты  
читают  
письма

7

8

## Отзывы студентов о мероприятии:

► Студентам понравилось совместное участие, которое побудило их больше узнавать о жизни сверстников, их ежедневных делах и процессе изучения родного языка



Некоторые из писем, которыми обменивались студенты, показаны выше.



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# Somali

Translation: Abdullahi Ahmed

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## CASHARO KALA DUWAN OO AY MACALLIMIINTU SAMEEYEEEN INTII UU MASHRUUCU SOCDAY:

Halkan waxaa ah casharo la xulay oo la tijaabihey intii uu mashruucu socday.

### CASHARKA 1: XAFLADDA DABAAL-DEGGA NOWRUZ EE ADDUUNKA

Qore: Faraz Roshanizand

#### Faallada Macallinku

Waa xaa ku dhiirraday inaan abuuro hawshan sababto ah mashruucu wuxuu ahaa mid si qoto dheer kuu dhiirrigelinaya. Mashruucu wuxuu ifiyey muhiimadda uu leeyahay dhaxakeena dhqaameen wuxuuna maale xaqiilisay in caadooyinkeneen iyo aqoonsigeen runti ay qimo leeyihiin. Waxay i xusuusisay in qhadankeeeneen aanaa kaliya ahayn mid qimo leh, balsid sidoo kale uu yahay aalad awood leh oo waxbarasho iyo isku xirnaan ah. Waxaan sidoo kale si toos ah ugu dhiirraday hawwaha lagu soo bandhigay mashruucan, iyo sidoo kale hawwaha hal-abuurka leh ee macnaha leh ee ay si wadajir ah u sameeyeen macalliminta mashruucaan ka qeyb qaatay, waayo-aragnimadan waxay iyo dhiirrigelisay inaan naqshaddeeyah dabaaldega Nowruza isla markaana ka caawiyo ardayda inay si dhab ah oo farxad leh u bartaan luqadda Faarisiga.

#### Macnaha guud:

Mashruucan wuxuu xirir la leeyahay mawduucyada aqoonsiga (sahmiinti dhaxalka dhaqanka Faarisiga iyo dabaaldegaadiisa caalamiga ah) iyo aqonta (taariikhda, caadooyinka, cintada, farshaxanka, iyo isdhexgalka dhqaamada kala duwan). Ardaydu waxay baran doonaa Nowruz (Sanadka Cusub ee Faarisiga) iyo sida loogu dabaaldego gudaha liraan iyo dalalka kale.

#### Ujeeddo:

Ujeedda ugu weyn ee hawshan waa in la horumariyo fahamka luqadda:

- Xirfadaha Luqaddeed: Akhris (sahmiinti caadooyinka Nowruz), qorid (qoraallo iyo sharaxaad), hadal (soo bandhigidda afka Faarisiga), dhiegaysi (faaloooyinka asxaabta).
- Xirfadaha aqoneed: raadinta macluumaadka, iskaashi, maaryinta wakhtiga, hal-abur.
- Xirfadaha dhqaameed: Isku xidhka caadooyinka faarisiga iyo isbarbardiigga dabaaldegaadiisa caalamiga ah.

Caqabaddaha la xalliyey: Ardaydu badanaa waxay ku liitaan eraybixinta la xiriita caadooyinka dhqaamka. Waxayna ku hibtoodaan inay kaga hadlana afka Faarisiga. Mashruucan wuxuu dhisiyaa kalsoonida ardayda iyada oo loo marayo hawlo niidaansan oo tallaabo-tallaabo ah.

#### Waxyabaha ku jira:

1. Fikir-wadaag (Usbuuca 1aad)

2

- Ardaydu waxa ay fikir-wadaag ka sameynayaan waxa ay ka yaqaaaniin Nowruz: astaamaha, cuntooyinka, caadooyinka (boodista dabka), iyo dabaaldegyada caalamiga ah (tusaale ahaan, Afghanistan, Tajikistan, ama bulshooyinka qurbaha).
- Macallinku wuxuu fikradaha ardayda ku ururinayaal liis weyn oo midaysan, kadibna wuxuu la wadaagayaay ardayda oo dhan.

Samantya Kooxo & Qaybinta Mawduucyada (Usbuuca 2aad):

- Kooxo ka kooban 3-4 arday ayaa dooranaya mawduucyada kala duwan (tusaale ahaan, Taariikhda Nowruz, Cuntooyinka Dhaqameed, Nowruz Datal Kala Duwan, Astaamaha iyo Macnaha).
- Arday kasta wuxuu dooranayaal hawl gaar ah ka dibna wuu soo bandhigaya.

Sahmiinti & Aburuis (Usbuuca 3-4):

- Ardaydu waxay soo ururinayaal macluumaad, waaqay qorayaan qoraallo gaagaaban oo Faarisii ah iyo sawiro muuqaal ah (tusaale ahaan, sawirro qoob-ka-ciyaarka Nowruz).
- Kooxo waxay sameynayaan boodh diijital ah (iyagoo adeegsanaya qalabka sida PowerPoint) ama qoraallo iyo sawirro.

Soo Bandhigd Muuqaalka Xaftadha (Usbuuca 5):

- Kooxo waxay duubaan muuqaalito 3-5 daqiqiyo ah oo ah "Xuska Nowruz" oo ku qoran Af-Faarisii. Waxay awooddaan inay:
  - Inay muujiyaan caadooyinka kala duwan.
  - Inay kariyaa cunto fudud oo Nowruz ah iyo iyagoo ku sharaxaya tallaabooyinka dhan Af-Faarisii.
  - Inay soo bandhigaan ciyaar qoys xusaya Nowruz.
- Ama ardaydu waxay ku soo bandhig karaan nuxurka muuqaalladooda fasalka dhexdiisa.

Qaabka:

- Shaqo koodeed: Kooxo leh heerar kala duwan si loo hubiyo iskaashiga ardayda.
- Muddada: 4-5 usbuu (1-2 cashar usbuucci)

Hagaajinta:

- Kala-duwanaansho:
  - Ardayda bitlowga ah: Waxay diradda saarayaan muuqaalada, jumlaado fudud.
  - Ardayda heerka-sare: Qoris qoraallo faahfaansan ama bandhigyo.
  - Ardayda xishoodka badan: Ka caawi qoraaladda ay soo bandhigayaan.
- Taageerada Tiknoolajiyada: U soo bandhig qaabab boodhahd ah ama qoraallo.

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#### Qiimayn:

- Guulaha:
  - Ardayda dhiirrigelinta leh waxay u riyaqeen isku-dhafka hal-aburka ee dhaqanka, cintada, iyo tiknoolajiyada.
  - Ardayda heerka-hoose jooga waxay ka qaybqaateen hawlo sawir-gacmeed (sawirid, cunto karis).
- Caqabada:
  - Kooxaha qaarkood waxay u baahdeen wakhti dheeraad ah cilmi-baarisita ama tafatirka muuqaallada.
  - Arday tiryo waxay ku tiirsaaaneyen af Ingrisii si ay u muujiyaan fikradahooda; macallinku wuxuu bixiyi liis erayo af-Faarisii ah si uu ugu fudueyoo.
  - Tafatirka muuqaallada waxay noqon karaan mid adag; sidaa darteed, soo bandhigidda nuxurka muuqaallada waa ikhtiyar ay ardaydu dooran karaan haddii ay rabaan.

Waa maxay sababta tani u shaqeeysa:

- Ka-qaybgalka: Isku darka dhaqanka, hal-aburka iyo tignoonajiyada (fiidiyoowy, boodhahdha dittaalka ah).
- Kobaca Luuqadda: Ardaydu waxay dib u isticmaaleen erayada muhiimka ah (Tusaale iyadoo loo adeegsanaya xaalado kala duwan).
- Xiriirinta: Ardaydu waxay la wadaagaan shaqadooda qoysaska ama bulshada iskuulka ay dhigtaan, taas oo xoojinaya aqoonsiga dhaqanka.

### CASHARKA 2: SAHMINTA DALKAAGA

Qore: Larissa Aksinovits

Sahmiinti dalkaaga – sameynaa soo-bandhigd muuqaal ah oo ku saabsan waddankaaga.

#### Macnaha Guud

Mashruucu wuxuu xirir la leeyahay mawduucyada aqoonsiga (aqoonsiga dhagamada kala duwan, dareenka lahaanshaha iyo faanka meeshaa aad ku nooshahay) iyo aqonta (qeybaha kala duwan ee aqonta – taariikhda, juqraafiga, farshaxanka iyo dhaqanka)

#### Ujeeddo

Si loo horumariyo xirfadaha aqoneed ee soo socda: akhrinta, qorista, hadalka, dhiegysiga, raadinta macluumaadka, qorsheyn iyo maaryinta wakhtiga, shaqo koodeedka iyo iskaashiga. Caadi ahaan, ardayda fasalka luqadda hooy waxay la kulmaan caqabado marka ay ka hadlasseen ama corraaseen arrimaha la xiriira dhaaninka taariikhda iinraasida ciidhka ee hatallo.

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Finland wayna ku adkaataa inay u beddeelaan luqaddooda afka hooyo, maadaama ay ka maqan tahay eray-bixinta.

#### Waxyabaha ku jira

1. Fikir ururin: Ardayda waxaa la weydilayaa inay soo ururiyaa oo qoraan fikradaha ku saabsan waxyabaha xiisaha leh ee Finland: astaamaha qaranka, taariikhda, dadka, hal-aburka, cintada, goobaha, suugaanta iyo ciyaaraah.
2. Macallinku wuxuu ururinayaal fikradaha ardayda wuxuuna sameynayaal liis guud, ka dibna wuxuu ardayda oo qeybinayaa fikradahooda kala duwan casharka xiga.
3. Ardayda waxaa loo kala qaybinayaa kooxa (ama waxay ku sii jirayaan isla kooxhi casharkhi hore), ardayda waxay ah helayaa shan waxyaloood oo ay soo raadiyaan macluumaadkooda. Waa inay ardaydu ka wada hadlaan mawduucyada loo qeybiyey oo ay isku raacaan in arday kasta ku doorto mawduucu ka duwan kan kale. Waxaa laga yaabaa inay u baahdaan caawimaadda macallinku.
4. Ardaydu waxay bilaabayaa raadinta macluumaadka waxayna qorayaan qoraallo ku saabsan mawduucyada. Waxay sidoo kale raadimayaan sawirro si ay ugu muujiyaan qoraalladooda ama iyaga aaya sawirro u sameynaya. Macallinku wuu daabacayaa sawirraadu haddii loo baahdo.
5. Tallabada xigta waxaa la sameynayaal boorar (hawwaha waxaa ka mid ah isku dhejinta qoraallada iyo sawirro, naqshaddeyn taarka).
6. Tallabada ugu dambaya waxaa la sameynayaal soo bandhigd muuqaal ah. Ardaydu mar kale ayay akhrinayaan qoraallooda, ka dibna waxay aadi karaan meal degan oo ku dhax taal dhismaha iskuulka si ay ugu duubaan muuqaal oo bandhigd ah iyagoo adeegsanaya taleefannadooda.

Waa wax macqul ah in la tixgeliyo in mashruucu qaato 4-5 toddobaad si loo dhammeystiro.

#### Qaabka

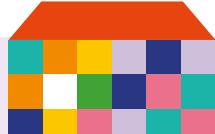
Shaqo koodeed

#### Hagaajinta

Ardayda heerarka kala duwan ee luqadda way ka qayb qaadan karaan hawshaan. Kuwa aan aad u hadlin weel way ka qayb qaadan karaan shaqo koodeedka iyagoo dhageysenaya ama ka shaqeynaya sida duubista muuqaallada.

#### Qiimayn

Waxqabadi xiso leh ayeey ah ayad ardayda. Xitaat ardayda aan aad u dhiirranay way ka qayb qaateen (inkastoo ay qoreen qoraallo aad u gaaban). Qaar ka mid ah ardayda aad bay ugu degdegayeen raadinta macluumaadka, qorista qoraallada iyo samantya muuqaallada. Kooxaha qar waxay ku qadatay sacado dheeraad ah si ay mashruucu u dhammeystiran. Kooxaha qar waxaa ku jirey arday ay ku adagan tahay qoraallada iyo kooxo aad u hal-abur badan oo



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### CASHARKA 3: WAXQABDKA IS-WEYDAARSIGA WARAAQAH

Qore:Tuba ARAMAN

Hawshan waxaa soo abaabulay macalliminta kala ah Tuba Araman iyo Selçuk Kirbaç iyagoo la shageeynaya ardaydooda.

Waxaan qabanay hawl is-veydaarsiga waraaqaha ah oo u dhixeyars ardaydeena Finland iyo Iswidhan. Ugu horrey, waxaan ardayda u sharaxnay in aan qorshaynayo hawlo waraaqo qoors ah oo qayb ka ah mashruuceenne. Kadibna, waxaan weydiinay in ardaydu qoraan warqad qooraal ah oo ka hadlaya icasharradooda, iskuulkooda, hiwayadahaooda, nolosha, dabeeccadda, dhaqanka iyo koorsaada afka hooy. Arday kasta wuxuu warqad u qoray ardayga dalka kate. Isgaarsilinta waxaa tagu fuliyay iyado oo loo marayo ciwananada ilmayalka ee macalliminta.

Ikasta oo xirirka hawshan lagu sameeyey si dijitaal ah, ardayda waxaa la xusuusiy xirfadda dhaqameed ee qorista warqadaha marka taga eego dhinaca dhaqanka. Intaa waxaa dheer, ardayda ku nool dalka kate, ee ku hadta af-Turkiga ee dhigta koorsooinka af-Turkiga waxay yeeshen is-dhexgal dhaqan iyo bulsho. Waxay qoreen weedho qorux badan oo luqaddeed, shucurta iyo dhaqanka ah.

Waxay ardaydu warqadaha diradda ku saareen muhiimadda uu dalkoodu leeyahay iyo muhiimadda ixtiraamka ee ku jirtay waraaqaha waxay ahaayeen kuwo soojiidhah leh. Dabeeccadda qoruxda badan ee ardayda iyo shucurta maskaxdooda ku jirta aya ka muuqday jumtadaha, waxayna ahaayeen kuwo rajo leh. Waxay ahayd hawl iyo leh oo qorux badan.

### HADAL XURMAADED

Qore: Selçuk Kirbac

**Magaca Hawsha:** Weedho Xushmad leh

**Macnaha Guud:** Hawshan waxay muujinaysaa muhiimadda weedaha xushmadda leh oo ah buundo u dhexeya luqadda iyo dhaqanka.

**Ujeeddo:** Ujeeddaa hawshan waa in ardayda lagu baro weedho xushmad leh oo door muhiim ah ka ciyaara erayada af-Turkiga, in la muujiyo macnaha erayadan af-Turkiga, iyo in la sharaxo sida weedhaan ay uga tarjumayaan dhaqanka Turkiga ee luqadda.

**Waxyabaha ku jira:** Hawshan waxaa lagu qorsheeyay oo tagu fuliyay laba cashar. Casharka koowaad, ardayda waxaa lagu baray xaaladaha weedhaan sida caadi ah loogu isticmaalo af-Turkiga, iyada oo loo marayo tusaalooyin muuqda. Waxaa la tusaaleeyay in weedhaan intooda badan ay ku badan yihiin halbeegyo sareeb ah (metaphors), waxaan si qoto dheer too sharaxay muhiimadda ay feedhahay in la fahmo oo la maareeyo odaahaydan sareebta ah. Weedhaan, oo tusaale cad u ah xirirka ka dhixexya dhaqanka iyo luqadda af-Turkiga ah, waxay leeyihin isticmaal ballaaran.

Af-Turkigu wuxuu leeyahay erayo hodan ah oo lagu muujiyo xaalad kala duwan, sida marka la soo dhoweynayo martida, inta lagu jiro cintada, marka la xanuunsanayo, marka geeri dhacdo, marka la safrayo, marka dhalasho dhacdo, iyo xaalado kale oo nolol maalmeedka ah. Tusaale

ka tarjumayaan rajada kulanka mustaqbalka. Waa muhiim in weedhaan si sax ah loo isticmaalo oo lagu meeleyo xaaladda ku habboon.

Si aan ardayda uga caawiyo inay tan fahmaan, waxaan qoray weedho xurmad leh oo aan fasalka ku sharaxay macnahaooda. Waxaan sidoo kale sameeyay xaalado kala duwan oo ardaydu ka shaqeeeyan, waxaan ku dhirri-geliyay in aqoonsadaan erayada lagu isticmaali karo xaaladaha gaarka ah. Wadajir ayaan uga wada hadalnay beddelka weedhaas, waxaan isku daynay inaan helno kuwa ugu habboon. Waxaan bixiyay tusaalooyin kala duwan si aan u qoto-dheereeyo fahamka ardayda ee goorta weedhaan la isticmaalo.

Si aan casharka u si xoojyo, waxaan siiyay ardayda liis erayo ah oo si joogto ah nolol maalmeedka loogu isticmaalo, waxaan bixiyay sharaxaad ku saabsan erayadaas. Casharka xiga, waxaan qaybiyay su'aalo aan diyaaryay oo ku saabsan weedhaan iyo waxa lagu odhan karo xaalado kala duwan. Ardayda waxaa laga codsaday inay ka jawaabbaan su'aalaahaas, kadibna waxaa si wadajir ah uga wada hadalnay jawaabbaa sandha ah.

**Qaabka:** Laba toddobaad oo shaqo fasalka ah

**Hagaajin:** Cilmi-baristan waxaa loo aadeegsan karaa koox kala duwan.

**Qilimay:** Hawshan waxay ardayda siisay aragtiyo qilimo leh oo ku saabsan luqadda, dhaqanka, iyo xidhiidhka ka dhexeya lababooda. Waxaan arkay in arday badan aysan isticmaalin amma aysan aqoon u lahayn weedho xurmad leh oo kaalun muhiim ah ku leh luqadda Turkiga. Waxaan ogaadhan in qaar ka mid ah weedhaan aysan lahayn kuwo si toos ah ugu dhigma af Iswidhishka, taas oo ka dhigaha mid adag in ardaydu si sax ah u isticmaataan. Waxaan sidoo kale arkay in ardaydu ay ku dhibtoonayee fahamka fikradha ka dameebaya weedhaan. Maadaama weedhaan aanay ku jirin af Iswidhishka, marar badan way ku adkaanaysaa ardayda.

Caqabad kale waxay ahayd in ardaydu ay ku dhibtoonayeen isticmaalka weedhi sarbeeab ah. Qaarr badan waxaa ku adkaadaya inay isticmaalaan sarbeeaba oo ay ku daraan hadalcode, gaar ahaan maadamaa isticmaalka afkooda hooyu inta badan ku kooban yahay xaalado muuqda oo nolol maalmeed ah. Isla mar ahaataana, hawshan waxay ardayda siisay fursid qilimo leh oo ay wax badan uga bartaaq dhaqankooda iyago fahmaya weedhaan, kuwasaa oo qayb muhiim ah ka ah dhaqanka Turkiga. Tusaalooyinkin weedhaan waxay la xiriiraaq dhaqanka martida, dhaqanka cintada, caadooyinka ku xeeran dhalashada iyo geerida, iyo sidoo kale maalmaha gaarka ah iyo fasyaxay. Weedhaan dhaqameed aad bay ugu badan yihiin luqadda Turkiga, waxayne ahayd wax ardaydu fursad u heleen inay la qabsaadaan inta lagu jiro casharrada.

Casharadan dhixida, ardaydu ma aha oo kalyi inay barteen qaar ka mid ah weedhaan, balshe sidoo kale woxaa lagu xusuusiyay dhinacyo muhiim ah oo ka mid ah dhaqanka Turkiga. Waxay garteen muhiimadda erayadan iyo sida ay u gudbiyaan macne dhaqan iyo bulsho oo qilimo leh. Ka dib markii ay barteen weedhaan xurmadde leh, arday badan waxay muujiyeen rabbitan ah inay si joogto ah ugu isticmaalaan marka ay ku hadlayaan af Turkiga. Waxay sheegeen inay hadda fiir gear ah u yeelan doonaa marka ay maqlaan erayadan oo ay isku dayi doonaa inay si filcan u fahmaan macnahaooda. Ardayduna waxay sidoo kale carrabka ku adkeeyen inay aad ugu faraxsanyihiin koorsadan, wax bandanna ka barteen, isla markaana ay heleen faham goto dheer oo ku saabsan faahfaahinta dhaqanka Turkiga.

### CASHARKA 4: SAHMINTA MAGAALADAADII HORE

Qore: Xana Kozak

**Faallada macallinkaa:**

**Sanadkii la soo dhaafay, aad ayaan ugu farxay ka qaybgalka mashruuca "Your Language Counts". Qorshehais tijaabeda ahaa wuxuu shaa mid si cad oo wanaagsan loo habeeeyay, waxaana doreemay in aan helay caawin ean ku gaari karo hadafkeyga. Wadaagista waayo-aragnimada macalliminta waxay ahayd mid gaar ahaan qilimo leh oo dhirrigelin badan leh.**

**Qorshayntada iyo qorshahan tijaabeda ah, aragtiyaha, iyo hawlaha la soo jeediyay ayaahagayay shaqadaya, inkasta oo aan u habeeeyay si ay ugu habboonaato xaaladda gaarka ah ee ardaydayda Yukreeniyanka ah. Maadaamaa inta badan ardaydaydu aanay ku dhalanin Nederlaan oo aysanna damacsanay inay muudo dheer halkasii joogaan, waxaan wuxa ka beddelay hawl gaar ah si aan uga dhigo kuwo macno leh oo ku habboon xaaladdodo.**

**Ficil ahaan, afarta aragtoyood ee kala ah, —luqadda, aqoonida, aqoonisiga, iyo isdhixgalaka dhqamad —ayaa si dabiici ah isugu xidhan. Aragtiida isdhixgalaka dhqamad aaya ahayd midda ugu muuqda xaaladdayda, maadaamaa ardayda Yukreeniyanka ah ay ka yimaadeen deegaan aad u leh isdhixgal dhaqan. Mawduuwan wuxuu ahad ka muuqday dhammaan hawlhiin aqabanay kaas oo, qabbeeyay doodahayaga, isbarbardiigaya, iyo fikradha ku saabsan xaaladaha Yukreeniyanka iyo Nederlaanka lababada.**

**"Guud ahaan, mashruucu wuxuu bixiyay qaab-dhismeed iyo dabacsanaan lababada, wuxuuna bixiyay qaab-dhismeedka muhiimka ah ee waxbarashada kaas oo luqadda macno leh gaar ahaan fasallada ardayda luqadaha badan ku hadla dhigtaan".**

Casharka 1: Sahminta Magaaladaadii Hore (Ukrainy iyo Nederlaan)

Macnaha iyo Xirirka Afarta Aragti:

Hawshani waxay ardayda u saamaxaysaa inay ku xirmaan Aqoonsigooda shaqsieyed iyagoo ka fikriyaa magaaladli ay asal ahaan ka yimaadeen oona isbarbardiigaya deegaankooda cusub ee Nederlaan. Waxay kor u qaadaysaa Isdhixgalaka Dhaqamada iyadoo dhirrigelinaya wadaagista kala duwananasha iyo isku ekaanasha shakhsiga iyo dhaqanka. Ardaydu waxay raadinyan Aqoon iyagoo baadhaa xog dhab ah oo ku saabsan magaalooinkoodi hore iyo magaalooinkooda ay hadda ku nool yihiin, iyo Luuqadda iyagoo ku tababaranaaya erayada juraafiga, dhaqanka, iyo dookhyada. Hawsha waxaa lagu hagaajin karaa iyadoo too eegayo da'da iyo heerka luqadha: ardayda da'da yar ama heerka hoose waxay diiradaa saraa karaan hadalka oo kelya, halka kuwa waaweyn ama heerka sare ah ay qori karaan qorallo gaagaaban aama soo bandhigii karaan.

**Ujeeddo:**

- Ku dhirrigeli ardayda in ay isticmaalaan aqoontoodii hore ee ku saabsan

- Dhis eraybin oo ku tababar qaabeynta macluumaadka.

**Waxyabaha ku jira:**

- Ardaydu waxay ka jawaabayaan su'aalo qoran oo ku saabsan magaalooinkoodii hore ee Ukraine iyagoo xasususanay.
- Waxay baarayaan xaqiyooyinka saxda ah iyagoo aadeegsanaya internetka.
- Waxay ardaydu ku tababaranaayaan magaalada ay hadda ku nool yihiin ee Nedertlaan.
- Ardaydu waxay isbarbardiigayaan labada meetood oo waxay ka hadlayaan dookhyada, faaf'iidooyinka, iyo khasaaraah.

**Qaabka:**

- Shaqo shaqsieyed oo loogu talagalkay ka jawaabista iyo cilmi-barista.
- Wada sheekeysi laba-labo ama kooxeed si loo wadaago isbarbardiigaya.
- Ikhtiyara: Ku soo bandhig qoraal kooban ama hadal ama ku qor boorar.

Tolaayin ku saabsan qimiyenta Hawsha:

- Samee qimiyen kooban oo ku saabsan xaqiyooyinka juqraafiyeed ee magaalooinkoodii hore ee ardayda iyo magaalooinkoodi ay hadda ku nool yihiin.

**Isticmaal Jaantuska Venn:**

- Jaantuska Venn waa qalab fudud oo la isku barbardiig karo laba shay.
- Waxay u eg tahab laabo gooboo oo is dul saaran.
- Goobta bidii, ardaydu waxay ku qorayaan waka gaarka ku ah ee ku saabsan magaalooinkoodii hore.
- Goobta midig, ardaydu waxay ku qorayaan waka gaarka ku ah ee ku saabsan magaalooinkoodii hore.
- Goobta midig, ardaydu waxay ku qorayaan waka gaarka ku ah ee ku saabsan magaalooinkoodii hore.
- Qaybta isduslaaran ee dhedha ah, ardaydu waxay ay ku qorayaan waka labada magaalao ay wadaagaan.
- Marka hore, ku muuji uusale fudud sabuuradda si qof walba u fahmo.

**• Qoraal yar oo ka tarjumaya: "Maxaan u xiisay magaaladaydi hore" ama "Maxaan ka jeelahay magaaladayda cusub."**

Casharka 2: Magaaladaan ku riyooyan

Macnaha iyo Xirirka Afarta Aragti:

Hawshani hal-aburka ah waxay ku dhirrigelinaya ardayda inay sawiraan meesha ay riyada ku rabaan inay ku noolaadaan mustaqbalka, taaso xoojinaysaa Aqoonsigooda iyagoo ka tarjumaya fikradha shakhsieyed. Waxay kor u qaadaysaa Isdhixgalaka Dhaqamada (Interculturality) iyadoo la aqoonsanayo in dad kala duwan ay qimmeeyaan dhinacyo kala duwan oo ku saabsan goobta



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bandhigid fikradhoo da si cad. Hawsha waxaa lagu hagaajin karaa kooxo kala duwan: ardayda da'da yar waxay sawir karaan magaalada riyadooda, halka kuwa waaweyn ay sameynayaan bandhigyo afka ah oo dhammeystiran.

#### Ujeeddo:

- Ka tarjum doobidkaaga shakhsiyeed ee deegaanka aad ku noolaan lahayd.
- Horumari xirfadaha hadalka, qorista, iyo soo bandhigista.
- Ku xidh riyooyinkaaga shakhsiyeed sifoojin magaalao macquul ah.

#### Waxyabaha ku jira:

- Ardaydu waxay buuxinayaan liiska hubinta (checklist) oo ku saabsan waxa muhiimka u ah iyaga magaalada ay jecelyhiin.
- Waxay si dhalil leh uga fikirayaan: Ma ku habboon tahay magaalada riyadaan sawiray liistadu hubinta?
- Waxay diyaarinayaan oo ay soo bandhigayaan bandhig gaaban oo afka ah ama qoraal ah oo ku saabsan magaalada riyadoodo ee ay sawireen.

#### Qaabka:

- Liiska hubinta shakhsiyeed iyo fikir-curin (brainstorming).
- U diyaar garroowga shaqsiga ah ama labo-labo ee soo bandhigid gaaban oo afka ah.
- Banghigyo kooxeed si loogu tababaro hadalka fagaaraah dadweynaha.

#### Talooyin ku saabsan Tijaabinta Hawsha:

- Qaabka qimeynita bandhigga: ku qimee caddeyn, isticmaalka erayada, habeynta, iyo hal-abuurka.
- Talo bixinta ardayda: arday kasta wuxuu bixinayaa hal faalo wanaagsan ah iyo hal talo soo jeedin ah bandhig kasta.
- Qoraal kooban: 'Magaalada riyooyinkeyga waxay ahaan lahayd...' iyadoo la adeegsanayo erayada liiska hubinta.

## CASHARKA 5: SAHMINTA AQOONSIGAAGA

Qore: Margaret William

#### Fasalka/Heerka:

Dugsiga Dhexe (Da'da 12-14)

#### Maadada:

Af-Carabi

#### Wakhtiga:

60 daqiqo

#### Hadafka:

- Ardaydu waxay ka firsan doonaan oo muujin doonaan aqoonsigooda iyagoo adeegsanaya Af-Carabi.
- Ardaydu waxay ku tababaran doonaan xirfadaha hadalka, qorista, iyo hal-abuurka.
- Ardaydu waxay baran doonaan erayo muujinaaya aragtiyadooda.

#### Qorshaha Casharka:

##### 1. Diyaar-garow (10 daqiqo)

- Ku qor erayga 'Aqoonsi' sabuuradda.
- Weydii ardayda: Maxay 'aqoonsi' ka dhigan tahay?
- Dood kooban oo fasalka ah: ka fikir fikrada iyo erayo la xiriira 'aqoonsi' (tusaale, hiwayaado, hibbooyin, dhaqanka, riyooyinka).

##### 2. Dood La Hagayo (15 daqiqo)

- Soo bandhig oo ka dood su'aalaha soo socda mid mid:
  - Haddii aad isku tilmaami lahayd saddex eray, waa kuwee erayadaas, maxaase sabab u ah?
  - Maxaad ugu faan badan tahay naftaada?
  - Maxaad ugu jeceshahay inaad sameyso oo runtii kuu muuqata qayb ka mid ah qofnimadaada?
  - Yaa ama maxaa kugu dhiirrigeliya inta badan, sideese taasi u saameysaa noloshaada?
  - Haddii laguu aqoonsan laaha wax gaar ah, maxay noqon lahayd?

#### 3. Hawl Qoraal ah (20 daqiqo)

- U Sharax ardayda shaqada guriga: qoritaanka hal weedh oo naftooda ka hadlaysa iyo iyagoo sawir ay sawireen ku muujinaayo.
- Tusaale u soo bandhig sida loo qoro jumlad ama weedh:
  - Ku bilow si hordhac ah ('Magacaygu waa..., waaana isku tilmaami lahaa sida...')
  - Isticmaal qaar ka mid ah fikradhii doodda ka soo baxay.
  - Ku soo gabagabee jumlaade xidhitaanka ('Kani waa qofka aan ahay, waana ku faanayaal!')
- Ardaydu ha bilaabaan qorista weedhaha fasalka dhexdila (waxay ardaydu ku dhammayn karaan qoraalka fasalka gedhoo haddii kale wakhti kale sii ardayda).

#### 4. Hawl sawirid ah (10 daqiqo)

- Kadib marka ay wax qoraan, ardaydu waxay bilaabayaa inay sawiraan sawir-gacmeedyo iyo qoraal isku xiga.
- Tani waxay noqon kartaa sawir dhab ah ama mid astaan ah (oo muujinaya xisahooda ama riyooyinkooda).

#### 5. Gunaanad (5 daqiqo)

- Iskaa wax u qabso degdeg ah: dhowr arday ayaa wadaagi kara hal jumlad oo ka mid ah qoraalkooda ama wax muujinaaya sawirradoodii hore.
- Xusuusi inay dhammeeyaan shaqada guriga haddii aan la dhammayn: Dhammay qoraalkaaga iyo sawirkaaga xisadda xigta!

#### Shaqo guri:

- Dhammaystir qoraalkaaga oo sharaxaya qofka aad tahay.
- Dhammaystir sawir qofeedkaaga.

#### Qiimayn:

- Ka qaybgalka doodda.
- Dhammaystirka iyo fikirka ku jira qoraalka iyo sawirka.



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## Habka Luqad barashada ee Isweydaarsiga Warqadaha



WARQADO  
ISWEYDAARSGA  
ARDAYDA  
SOOMAALIYEED.



MOWDUUCA  
WAXBARASHADA



WADA  
SHAQAYNTA  
MACALLIMIINTA EE  
MASHRUUCA



ISUQORISTA  
WARQADAH

## Macallimiinta afka hooyo ka dhiga Finland, Nederlaan iyo Iswiidhan

### Isweydaarsiga waraaqaha ee ardayda

Macallimiinta Soomaaliga ee kala ah, **Abdi, Abdullahi** and **Magan** ayaa soo hindisay fikradha ah in ardaydu isweydaarsadaan waraaqo. Ardayda Soomaalida ee deggan Iswiidhan, Finland iyo Nederlaan ayaa qayb qaatay hawshaan qorista.

Sababta hawshaan loo sameeyay ayaa ah in la abuuro xiiin kaa dhaxceeyo ardayda iyo macallimiinta ku kala nool dalal kala duwan. Hawshaan ardaydu wakay ku tababaranyayaan farsamada qorista iyo akhriska iyo fahamkaba. Sidaasna waxaa ku biloowday xidhiid u dhaxeyya Iskuulo ku yaalla dalal kala duwan.

To: Magan Somali  
Language Teacher,  
ISK ,  
Hempenseweg 33,  
8935 BC Leeuwarden,  
Nederland.

## MOWDUUCA BARASHADA

**Kor u qaadista erayo aqoneedka.**

**Barashada weedhaha cusub ee ku jira warqado Isweydaarsiga.**

**Xirfadaha Waxqorista.**

**Barashada habka fikrad gudbinta.**

**Koox koox u shaqeynta ardayda.**



Ardaygu wuxuu ka qayb qaadanayaa qorista waraaqo si uu u ururiyo macluumaad ku saabsan luqadda iyo dhaqanka. Ayadoo la isticmaalayo su'aalahaan:

1. Ma xirataa dhar dhagameed marka ay jiraan munaasabado gaar ah?

2. Ma isticmaashaa luqadda af soomaaliga? Yagge ayaa ku isticmaashaa?

3. Immisa lugadood ayaa lagaga hadlaa waddanka aad ku nooshahay?

4. Waa maxay cuntada qaranka ee laga cuno waddanka aad ku nooshahay? Ma cuntaa cunto dhagameed soomaalideed? Xaggee ayaa ku cuntaa?

5. Ma jeceshahay inaad barato luqadda af Soomaaliga? Immisa jeer ayaaadna barataa?

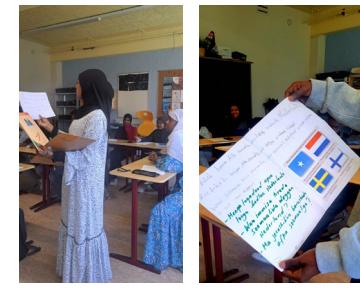
## Ujeedada Hawsha



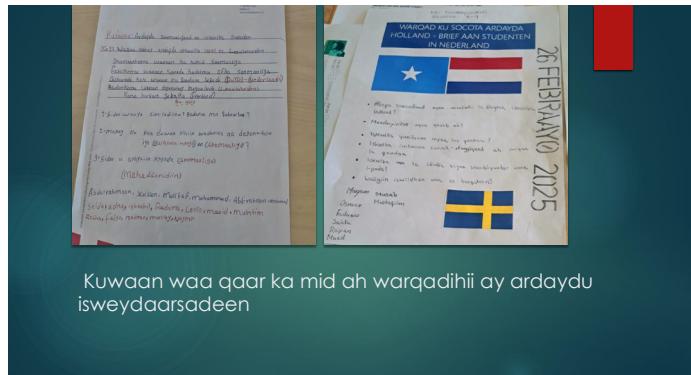
Ujeedadu waxa ay ahayd in la abuuro dareen si kor loogu qaado xidhiidhka ka dhaxeyya ardayda ku kala nool dalal kala duwan.

► In ay wax kala faaideystaan.

► Kor u qaadista luqadda qoristeeda.



## Ardaydii oo Akhrinaysa Warqadaha

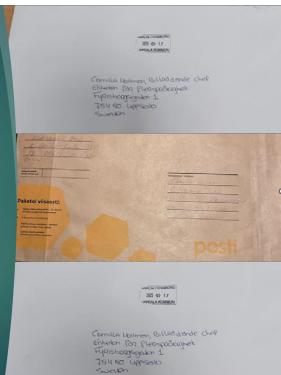


Kuwaan waa qaar ka mid ah warqadii ay ardaydu isweydaarsadeen

## Aragtida ardayda ee hawshan

► Ardaydu waxay ka heleen hawshan wada shaqaynta ah

► Waxay ku dhiirigelisay inay xiiseeyaan ardayda kale, nolol maalmeedkooda iyo barashada af Soomaaliga



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# Turkish

Translation: Selçuk Kırbaç

1

## Dünya Genelinde Nevruz: Bir Özel Gün Kutlama Projesi

Faraz Roshanizand

(Türkçeye tercüme eden: Selçuk Kırbaç)<sup>1</sup>

### Öğretmenin Yorumu

Bu etkinliği hazırlamış, projenin kendisinin güclü bir motivasyon kaynağı olmasından ileri geliyor. Proje, kültürel mirasımızın önemini göstererek geleneklerimiz ve kimliklerimizin gerçekten değerli olduğunu hatırlatır. Kültürün yalnızca korunması gereken bir unsur değil, aynı zamanda öğrenmeyi ve sosyal etkileşimi güçlendiren pedagojik bir araç olduğunu yeniden fark ettirmiştir. Proje sırasında sunulan etkinlikler ile meslekaşları geliştirdiği yaratıcı ve anlamlı uygulamalarla doğrudan ilham kaynağım oldu. Bu deneyimlerin tümü, hem Nevruz kutlamalarını anlatan hem de öğrencilerin Farsça ile özgür ve keyifli bir şekilde etkileşime geçmesini sağlayan bir etkinlik tasarlama destekledi.

### Bağlam:

Bu proje, kimlik (Fars kültürel mirasını ve Nevruz'un küresel kutlamalarını keşfetme) ve bilgi alanları (tarıh, gelenekler, yemek kültürü, sanat ve coğrafyalılık) ilişkiliidir. Öğrenciler, İran'da ve diğer ülkelerde Nevruz'un nasıl kutlandığını öğreneceklerdir.

### Amaç:

Bu etkinliğin temel amacı aşağıdaki becerilerin gelişimini desteklemektir:

1. Dil Becerileri:
2. Okuma: Nevruz gelenekleri üzerine araştırma
3. Yazma: Metin, açıklama ve senaryo oluşturma
4. Konuşma: Farsça sunum yapma
5. Dinleme: Akran geri bildirimleri
6. Akademik Beceriler:

2

Bilgi tarama

İşbirliği ve grup çalışması

Zaman yönetimi

Yaraticılık

7. Kültürel Beceriler:

Fars gelenekleriyle bağlı kurma

Nevruz'un dünya üzerindeki farklı kutlama biçimlerini karşılaştırma

### Etkinlikte Ele Alınan Zorluklar:

Öğrenciler, kültürel ritüellere ilişkin kelime bilgisinde (ör. haft-sin, sabze) eksiklik yaşayabilir ve bu konular Farsça ifade etmekte zorlanabilirler. Bu proje, yapılandırılmış ve kademeli görevlerle öğrencilerin kendine güvenini artırmayı hedefler.

### İçerik:

#### 1. Etkin Beyin Fırtınası (1. Hafta):

Öğrenciler, Nevruz hakkında bildiklerini beyin fırtınasıyla ortaya koyar: Semboller (haft-sin), yemekler (sebzi polo), ritüeller (ates üzerinden atlama) ve küresel kutlamalar (Afganistan, Tacikistan veya diaspora toplulukları).

Öğretmen tüm fikirleri derleyerek sınıfta paylaşır.

#### 2. Grup Oluşturma ve Konu Dağılımı (2. Hafta):

3-4 kişilik gruplar konuları seçerler (ör. Nevruz'un Tarihi, Geleneksel Yemekler, Farklı Ülkelerde Nevruz, Semboller ve Anıtları).

Her öğrenci bir görev üstlenir (araştırmacı, çizer, senarist, sunucu).

#### 3. Araştırma ve Üretim Süreci (3-4. Haftalar):

Öğrenciler bilgi toplarlar, kısa Farsça metinler yazar, görsel materyaller oluşturur veya toplarlar (haft-sin çizimleri, Nevruz danslarının fotoğrafları vb.).

3

Gruplar dijital bir poster (Canva, PowerPoint) veya metin ve görsellerden oluşan fiziksel bir kolaj hazırlarlar.

### 4. Kutlamalar İçin Video Sunumu (5. Hafta):

Gruplar, Farsça olarak 3-5 dakikalık bir "Nevruz Kutlama Rehberi" videosu çeker. Aşağıdakileri yapabilirler:

Bir ritüeli uygulamalı olarak göstermek (ör. haft-sin hazırlamak)

Basit bir Nevruz atıştırmalığı yapmak (ör. kuruyemiş karışımı) ve adımları Farsça anlatmak

Aile içinde geçen bir Nevruz kutlamasını canlandırmak

Alternatif: Öğrenciler videodaki içeriklerini sınıfta dramatize ederek sunabilir.

### Uygulama Biçimi:

Grup çalışması: Farklı seviyelerden öğrencilerin bir arada olduğu işbirliği yapan gruplar

Süre: 4-5 hafta (haftada 1-2 ders)

### Uygulanabilirlik:

• Düzenlendirme:

Başlangıç seviyesindekiler: Görseller, kısa cümleler ve seslendirme desteği

İleri seviyedekiler: Ayrıntılı senaryolar yazma ve sunum liderliği

Çekingen öğrenciler: Kamera arkası görevler (kurgu, çizim, tasarım)

• Teknoloji Desteği:

Poster ve senaryo şablonları sunularak bilişel yük azaltır.

4

### Değerlendirme

Başarilar:

Öğrenciler kültür, yemek ve teknoloji (video, dijital poster) çalışmalarından çok memnun kaldırlar.

Düşük seviyeli öğrenciler, çizim ve yemek hazırlama gibi uygulamalı görevlerle aktif katılım sağladı.

Zorluklar:

Bazı gruplar araştırma ve video montajı için ek zamana ihtiyaç duydu.

Öğrencilerin bir kısmı karmaşık fikirleri açıklarken İngilizceye yöneldi; öğretmen, destekleyici Farsça kelime listeleri hazırladı.

Video düzenlemeleri zor oldu; bu nedenle içeriklerini sınıfta dramatize edilmesi öğrencilere sunulan ek bir seçenek olarak düşünüldü.

Bu Yaklaşımların Sebepleri:

Katılım: Kültür, yaratıcılık ve teknolojiyi bütünlüğe eriterek öğrenciyi sınıftın merkezine alır.

Dil Gelişimi: Nevruz'a ilişkin temel kelimeleri farklı bağlamlarda tekrar ettirir.

Bağ Kurma: Öğrencilerin çalışmalarını aileleri veya okul topluluğuyla paylaşması kültürel kimliklerini güçlendirir.

<sup>1</sup> Proje içinde yer alan bu etkinliğin, geleneklerle ilgili bir ders hazırlama örneği olarak öğretmenler için faydalı olabileceği düşünülmüştür. Bu sebeple, Türkçe için uyarlanmamasına rağmen metnin asla sadık kalınarak tercüme edilmiştir.



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## Ülkeni Keşfetmek

Larissa Aksinovits

(Türkçeye tercüme eden ve uyarlayan: Selçuk Kıraç)

### Ülkeni Keşfetmek: Ülken Hakkında Video Sunumu Hazırlama

#### Baglam

Bu proje, kimlik gelişimi (çok kültürlü kimlik, aidiyet duygusu ve yaşılanan çevreye uyum) ile bilgi alanları (tarih, coğrafya, sanat ve kültür) arasında bütüncül bir ilişki kurmayı hedeflemektedir. Öğrencilerin yaşadıkları ülkeye dair farkındalık kazanmaları ve ulusal kültür unsurlarını kendi ifadeleriyle aktarabilmelerini amaçlamaktadır.

#### Amaç

Proje kapsamında aşağıdaki akademik ve bilişsel becerilerin geliştirilmesi hedeflenmektedir:

1. Okuma, yazma, konuşma ve dinleme becerileri
2. Bilgi araştırma ve kaynak kullanımı
3. Planlama ve zaman yönetimi
4. Grup çalışması, işbirliği ve sosyal iletişim becerileri

Özelliğe ana dil dersine devam eden öğrenciler için kültür, tarih, coğrafya ve ulusal bayramlar gibi konular üzerine ana dillerinde konuşmak veya yazmak çoğu zaman güçleşmektedir. Bunun temel nedeni, söz konusu alanlarda edinilen bilginin çoğunlukla eğitim dili olan İsviçre üzerinden yapılandırılmış olmasıdır. Dolayısıyla öğrenciler, kavramsal kelime eksikliği sebebiyle ana dillerine geçişte zorlanmaktadır ve ifade güçlüğü yaşayabilmektedirler.

#### İçerik ve Süreç

##### Etkin Beyin Fırtınası:

Öğrencilerden İsviçre ile ilgili ilginç, özgün veya kültürel açıdan önemli unsurları listelemeleri istenir. Ulusal semboller, tarihsel olaylar, önemli kişiler, icatlar, geleneksel yemekler, coğrafi bölgeler, edebiyat ve spor gibi temalar üzerinde durulur.

##### Fikirlerin Derlenmesi:

Öğretmen, tüm gruplardan gelen listeleri bir araya getirerek kapsamlı bir genel liste oluşturur. Bu liste, bir sonraki derste öğrencilere dağıtılmıştır.

##### Grup Çalışmasına Geçiş:

Öğrenciler mevcut gruplarda kalır ya da yeni gruplara ayrılır. Her öğrenciye araştırma yapması için beş başlık verilir. Grup içinde görüş alışverişi yapılarak her öğrencinin farklı konuyu üstleneceği şekilde iş bölümü gerçekleştirilir. Bu aşamada öğretmenin yönlendirici desteği gereklidir.

##### Bilgi Araştırması ve Not Alma:

Öğrenciler seçikleri konu hakkında araştırma yapar, önemli noktaları not eder ve hazırlayacakları metni desteklemek üzere görseller bulur veya kendi çizimlerini oluştururlar. Gerekçinde öğretmen görsellerin çıktımasını sağlar.

##### Poster Hazırlama:

Öğrenciler topladıkları bilgi ve görselleri kullanarak posterlerini tasarılar. Bu süreçte metinlerin düzenlenmesi, görsellerin yerleştirilmesi ve posterin görsel bütünlüğünün sağlanması gibi etkinlikler yürütültür.

##### Video Sunumunun Üretilmesi:

Öğrenciler hazırladıkları metinleri gözden geçirip prova yaptıktan sonra okulun sessiz bir bölümünde telefonlarıyla video sunumlarını kaydederler.

Projenin tüm aşamalarının tamamlanmasının 4-5 haftalık bir süre kapsaması pedagojik açıdan gerçekçi ve uygulanabilir bir zaman planlamasıdır.

#### Çalışma Biçimi

Bu etkinlik temel olarak grup çalışmasına dayanmaktadır. Öğrencilerin birbirlerinden öğrenmeleri, sorumluluk paylaşmaları ve sosyal etkileşim becerilerini geliştirmeleri beklenir.

#### Uygulanabilirlik

Farklı dil düzeylerine sahip tüm öğrenciler projeye dahil olabilir. Daha az konuşmayı tercih eden öğrenciler bile süreci dinleyici, gözlemevi veya teknik destek sağlayıcı (örneğin video kaydı yapma) rollerde katkıda bulunabilirler. Böylece kapsayıcı ve çoğulu bir öğrenme ortamı oluşturulur.

#### Değerlendirme

Bu etkinlik, öğrenciler açısından motive edici ve eğlenceli bir öğrenme deneyimi sunmuştur. Motivasyonu düşük olan öğrencilerin dahi projeye katılım gösterdiği, ancak daha kısa metinler yazmayı tercih ettileri gözlemlenmiştir.

Bazı öğrenciler araştırma, metin oluşturma ve video çekme aşamalarını oldukça hızlı tamamlarken bazı gruplar daha fazla zamana ihtiyaç duyduğunu görülmüştür.

Daha yavaş ilerleyen grupların belirgin özellikleri sunlardır:

Yaratıcılığı yüksek öğrenciler: Böyle öğrencilerin birden fazla fikir üretmeleri ve yüksek heyecan düzeyleri nedeniyle grup içindeki tartışmaların uzaması söz konusu olmuş, bu da süreci yavaşlatmıştır.

Daha düşük motivasyona sahip öğrenciler: Bu öğrencilerin bulunduğu grplarda iş akışı daha yavaş ilerlemiştir ve grup tempusu genel olarak düşmüştür.

#### Mektup Değişimi Etkinliği

Tuba Araman-Selçuk Kıraç

(Türkçeye tercüme eden ve uyarlayan: Selçuk Kıraç)

Bu etkinlik, Türkçe öğretmenleri Tuba Araman ve Selçuk Kıraç tarafından öğrencileriyle birlikte düzenlenmiştir.

Finlandiya ve İsviçre'teki öğrencilerimiz arasında bir mektup değişimi etkinliği gerçekleştirildi. Önce öğrenciler, projemiz kapsamında bir yazışma etkinliği planladığımızı anlattı. Daha sonra mektuplarında derslerinden, okullarından, hobilerinden, yaşamlarından, doğadan, kültürden ve ana dili dersinden bahsetmeleri istendi. Her öğrenci, diğer ülkedeki bir öğrenciye hibab mektup yazdı. İletişim, öğretmenlerin e-posta adreslerini üzerinden yürütüldü.

Bu etkinlikte iletişim dijital ortamda gerçekleşmiş olsa da öğrencilere kültürel açıdan geleneksel mektup yazma becerisi hatırlatıldı. Ayrıca farklı bir ülkede yaşayan, Türkçe konuşan ve Türkçe dersine devam eden öğrenciler arasında kültürel ve sosyal etkileşim sağlandı. Öğrenciler, dilsel, dilsel, dylusal ve kültürel açıdan çok güzel cümleler kurdular.

Öğrencilerin yazdıklarında, kendi ülkelerdeki hissétikleri barış ve güven duygusuna yapılan vurgu ile saygının önemini dikkat çektiydi. Onların karakterlerindeki güzel özellikler ve zihinlerindeki duygular cümlelere yansımıştı, bu oldukça ume vericiydi. Faydalı ve çok güzel bir etkinlik oldu.



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## Nezaket İfadeleri

### Selçuk Kırbaç

(Türkçeye tercüme eden: Selçuk Kırbaç)

#### Bağlam

Bu etkinlik, nezaket ifadelerinin dil ve kültür arasındaki köprü işlevini belirgin biçimde ortaya koyar. Nezaket ifadeleri, kültürel değerlerin ve toplumsal ilişkilerin dile yansımıya biçimlerinden biri olduğu için, öğrencilerin hem dilsel farkındıklarını hem de kültürel duyarlılıklarını geliştirmeye yönelik önemli bir öğrenme alanı sunar.

#### Amaç

Etkinliğin temel amacı, Türkçede geniş bir kullanım alanına sahip olan nezaket ifadelerini öğrencilerin tanımak; bu ifadelerin anlam ve kullanım özelliklerini pekiştirmek; aynı zamanda nezaket ifadelerinin Türk kültürünü nasıl yansıttığını açıklamaktır. Böylece bu etkinlikle, öğrencilerin dilsel yeterliliklerinin yanı sıra kültürel farkındıklarını da gelişmesi hedeflenmektedir.

#### İçerik

Etkinlik iki ders boyunca planlanmış ve uygulanmıştır. İlk derste öğrenciler, Türkçede nezaket ifadelerinin hangi bağlamlarda kullanıldığına dair somut örneklerle tanıştırılmıştır. Bu ifadelerin çoğunun mecazi nitelik taşıdığı vurgulanmış; mecazi anlatımların anlaşılması ve doğru bağlamda kullanılmasını iletişimsel açıdan neden önemli olduğu açıklanmıştır.

Türk kültüründe misafir ağırlamada yemek kültüründe, hastalık hallerinden yolculuklara, doğum ve ölüm gibi yaşam dönüştür durumlarından gündelik etkileşimlere kadar çok geniş bir alanda kullanılan zengin bir nezaket ifadeleri çeşitliliği bulunmaktadır. Örneğin, sevilen bir misafir gidince yakınlarının size söyleiği "Allah kavuştursun" ifadesi, gelecekte buluşma isteğini mecazi bir dile aktaran nezaket sözüdür. Bu tür ifadelerin doğru bağlamda kullanılması, hem anlaman aktarılmasını hem de kültürel uygunluğu sağlar.

Öğrencilerin bu ifadeleri daha iyi kavrayabilmeleri için öğretmen sınıfı kapsamlı bir nezaket ifadeleri listesi sunmuş, bu ifadelerin anımlarını açıklamış ve çeşitli senaryolar hazırlayarak öğrencilerin bu senaryolara uygun ifadeleri belirlemelerini istemiştir. Alternatif ifadeler birlikte tartışılmış ve en uygun kullanım bağları değerlendirilmiştir. Senaryo çeşitliliğinin artırılması, öğrencilerin farklı bağlamlarda doğru ifade seçimi yapma becerilerini geliştirmiştir.

Dersin devamında öğretmen, günlük hayatı sık kullanılan kelime ve kalıplardan oluşan bir liste dağıtmış ve bunların anımlarını açıklamıştır. Bir sonraki derste ise öğrenciler, nezaket ifadelerin farklı durumlarda uygulamaya yönelik sorularla çalışmış; ardından sınıfça doğru cevaplar tartışılmıştır.

#### Birim

İki haftalık sınıf içi çalışma

#### Uygulanabilirlik

Bu etkinlik, farklı dil düzeylerinde ve yaş gruplarında kolaylıkla uygulanabilir. Hem başlangıç düzeyindeki hem de ileri seviyedeki öğrenciler, kendi seviyelerine uygun görevlerle etkinlikte aktif biçimde katılabılır.

#### Değerlendirme

Bu etkinlik, öğrencilere dil, kültür ve ikisi arasındaki ilişkinin nitelikine dair değerli bir bakış açısı kazandırmıştır. Çoğu öğrencinin Türkçede merkezi bir yere sahip olan bu ifadeleri kullanmadığı ya da bu ifadelerle aşina olmadığı görülmüştür. Bazi nezaket ifadelerinin İsveç'te doğrudan bir karşılığının bulunmaması, öğrencilerin bu ifadeleri doğru bağlamda kavramasını güçlendirmiştir.

Öğrencilerin metafor içeren ifadeleri anlamakta ve üretmekte zorlanmaları bir diğer gözlemdir. Ana dillerini coğulukla somut durumları ifade etmek için kullanılan bu öğrenciler, soyut ve kültürel yüklü ifade kalıpları zihinsel olarak canlandırmakta zorlanmışlardır. Ayrıca günlük yaşamlarında farklılıkla olarak İsveç'te kullandıkları için bu tür Türkçe ifadeleri doğal bağlamda deneyimleme fırsatları da sunmuştur.

Bununla birlikte etkinlik, öğrencilerin kendi kültürlerine ilişkin farkındıklarını artıran güçlü bir öğrenme fırsatı sunmuştur. Misafirperverlik, yemek kültürü, doğum ve ölümle ilgili gelenekler, özel günler ve bayramlara özgü ifadeler gibi Türk kültürünün temel unsurları

Dersler sonunda öğrenciler yalnızca yeni ifadeler öğrenmekle kalmamış, aynı zamanda bu ifadelerin taşıdığı kültürel değerleri ve sosyal anımları kavramışlardır. Birçok öğrenci Türkçe konuşurken bu ifadeleri daha sık kullanmak istedğini ve duyduklarında daha bilinçli bir dikkat göstereceğini ifade etmiştir. Öğrenciler, dersin hem eğlenceli hem öğretici olduğunu; Türk kültürünün inceliklerini daha derinlikli biçimde anımlarını sağladığını belirtmişlerdir.

## Kendi Memleketini Keşfetmek: Yeni Bir Ülkeye Taşınan

### Öğrenciler İçin Alternatifler

#### Xana Kozak

(Türkçeye tercüme eden ve uyarlayan: Selçuk Kırbaç)

#### Öğretmenin Yorumu

Geçtiğimiz yıl 'Your Language Counts' projesine katılmak benim için son derece değerli ve zenginleştirici bir deneyim oldu. Pilot plan hem açık hem de iyi yapılandırılmıştı; süreç boyunca kendimi desteklememiş hissettim. Öğretmenler arasında yapılan deneyim paylaşımı ise ilham verici, geliştirici ve uygulanabilir niteliktedir.

Planlamam sırasında pilot planın sunduğu bakış açıları ve önerilen etkinlikler yol gösterici oldu; ancak bunları Türk öğrencilerimden oluşan grubun özel durumuna uygun biçimde uyarladım. Öğrencilerimin büyük coğulluğu İsveç'te doğmuştur ve uzun vadede burayı kalıcı yaşam yeri olarak görmüyordular. Bu nedenle bazı etkinlikleri öğrencilerimin yaşam gerçeklikleriyle daha anlamlı bir ilişki kuracak şekilde düzenledim.

Uygulama sürecinde dört temel bakış açısı—dil, bilgi, kimlik ve kültürlerarası etkileşim—doğal bir bütünlük içinde iterledi. Özellikle kültürlerarası etkileşim boyutu açıkkı kazandı; çünkü Türk öğrenciler kendilerini bir anda alışmadıkları çok kültürlü bir ortamın içinde buldular. Bu konu, neredeyse tüm etkinliklerde belirleyici oldu ve hem Türkiye hem de İsveç bağlamında İsveç'teki yaşama ilgili tartışmalarımızı, karşılaştırmalarımızı ve değerlendirmelerimizi doğrudan şekillendirdi.

Genel olarak proje, hem sağlam bir yapı hem de pedagojik esneklik sunarak çok dilli sınıflarda etkili bir dil öğretimi için önemli bir çerçeve sağladı.



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### Ders 1: Kendi Memleketini Keşfetmek (Türkiye ve İsviçre)

#### Bağlam ve Dört Bakış Açısına Bağlılı

Bu etkinlik, öğrencilerin kendi kimlikleriyle yeniden bağlantı kurmalarına ve geçmiş yaşam deneyimlerini İsviçre'eki yeni çevreleriyle karşılaştırmalarına yardımcı olur. Öğrenciler, memleketleriyle ilgili bilgileri hatırlayarak ve bu bilgileri araştırma yoluyla doğrulayarak bilgi becerilerini geliştirirler.

Coğrafya, kültür, sosyal yaşam ve kişisel tercihler ilişkili kavramları ifade ederken dil becerileri güçlenir. Ayrıca öğrencilerin deneyimlerini paylaşmaları, benzerlik ve farklılıklar tartışımları kültürlerarası anlayışı destekler. Etkinlik, farklı yaş ve dil seviyelerine uyaranabilir:

Daha küçük ya da dil düzeyi düşük öğrenciler ağırlıklı olarak sözlü anlatıma odaklanabilirler.

Daha büyük öğrenciler ise yazılı metinler veya kısa sunumlar hazırlayabilirler.

#### Amaçlar

- Öğrencilerin memleketleri ve yaşadıkları yeni şehir hakkında ön bilgilerini harekete geçirmek ve yapılandırmak.
- Araştırma, tartışma ve sözlü ifade becerilerini geliştirmek.
- Kelime dağarcığını zenginleştirmek ve bilgili düzenleme pratigi yapmak.

#### İçerik

Öğrenciler, Türkiye'deki memleketleriyle ilgili yönlendirici soruları hatırladıklarına dayanarak yanıtlar.

İnternet üzerinden araştırma yaparak bu bilgileri doğrular veya genişletirler.

Aynı sürede İsviçre'ye yaşadıkları şehir için tekrar ederler.

İki yeri karşılaştırmak benzerlikler, farklılıklar, avantajlar ve dezavantajlar üzerine tartışırlar.

#### Birim

Soruları cevaplamak ve araştırma yapmak için bireysel çalışma.

Bulguları paylaşmak için ikili veya grup tartışmaları.

#### Amaçlar

Öğrencilerin yaşam alanlarına ilişkin kişisel tercihlerini fark etmelerini sağlamak.

Konuşma, yazma ve sunum becerilerini geliştirmek.

Kişisel hayalleri gerçekçi şehir özellikleriyle ilişkilendirmek.

#### İçerik

Öğrenciler, bir şehirde kendileri için önemli olan unsurları içeren bir kontrol listesi doldurur.

Eleştirel düşünme: "Hayalimdeki şehir, oluşturduğum kontrol listesiyle uyumlu mu?"

Hayal ettiğleri şehir ile ilgili kısa bir sözlü veya yazılı sunum hazırlarlar.

#### Birim

Bireysel kontrol listesi ve beyin fritnası.

Sözlü sunum için bireysel veya ikili hazırlık.

Sunum pratigi amacıyla grup içinde prova yapma.

Etkinliği Değerlendirme ve Test Etme Önerileri

Sunum değerlendirme ölçüsü: Açıklık, kelime kullanımı, düzene ve yaratıcılık kriterlerine göre değerlendirilir.

Akran geri bildirimi: Her öğrenci sunum yapan bir arkadaşına olumlu yorum ve bir geliştirme önerisi sunar.

Yazılı paragraf:

"Hayalimdeki şehir şöyle olurdu..."

Kontrol listesindeki kelimeler ve kavramlar kullanılarak yazılır.

#### Etkinliği Değerlendirme ve Test Etme Önerileri

Öğrencilerin memleketleri ve mevcut şehirleriyle ilgili temel coğrafi bilgilere yönelik kısa bir sınav.

#### Venn Diyagramı Kullanımı:

İki iç içe geçmiş daireden oluşur.

Sol daire: Memleketin özel yönleri

Sağ daire: Şu an yaşayan şehrin özel yönleri

Kesim alan: Ortak özellikler

Uygulama öncesi tahtada basit bir örnek gösterilmesi önerilir.

#### Kısa yansıtıcı yazılar:

"Memleketimde özlediğim şeyler..."

"Yeni şehrimde sevdigim şeyler..."

### Ders 2: Hayalimdeki Şehir

#### Bağlam ve Dört Bakış Açısına Bağlılı

Bu yaratıcı etkinlik, öğrencilerin ideal yaşam alanlarını hayal ederek kendi kimlikleri üzerinde düşünmelerine olanak tanır. Öğrenciler, insanların geçmişleri ve deneyimleri doğrultusunda şehirlerin farklı özelliklerine değer verebileceğini fark edebilirler; bu da kültürlerarası duyarlılığın gelişmesine katkı sağlar.

Coğrafya, iklim, mimari ve şehir yaşamına ilişkin bir önceki derste edinilen bilgiler bu etkinlikte pekiştirilir. Öğrenciler fikirlerini açıkça ifade ederken konuşma, yazma ve sunum becerilerini geliştirirler. Ödev, yaş ve dil seviyesine göre uyaranabilir:

Daha küçük öğrenciler hayal ettiğleri şehri çizebilir.

Daha ileri düzeydeki öğrenciler ayrıntılı sunumlar hazırlayabilirler.

### Kimliği Keşfetmek

#### Margaret William

(Türkçeye çevrime eden ve uyarlayan: Selçuk Kırbaç)

**Sınıf Düzeyi:** Ortaokul (12-14 yaş)

**Ders:** Türkçe

**Süre:** 60 dakika

#### Dersin Genel Amacı

Bu ders, öğrencilerin kendi kişisel kimliklerini Türkçe'de ifade edebilmelerini, kimlik kavramı üzerinde düşünmelerini ve dilsel yaratıcılıkları geliştirmelerini amaçlamaktadır. Çalışma sürecinde öğrencilerin konuşma, yazma, dinleme ve yaratıcı düşünme becerilerini bütünlük bir yaklaşımla geliştirmeleri hedeflenmektedir. Ayrıca ders, öğrencilerin kişilik özellikleri ve kendilerini ifade edebilmeler ile ilgili kelime dağarcığını genişletmeye yönelik pedagojik bir düzenleme içermektedir.

#### Dersin Pedagojik Aşısı

##### 1. Hazırlanma Etkinliği (10 dakika)

Öğretmen tahtaya "Kimlik" kelimesini yazarak derse giriş yapar.

Öğrencilere yönelik temel soru: "Kimlik ne demek?"

Ardından kısa ve yapılandırılmış bir sınıf tartışması yürütülür.

Bu aşamada öğrenciler, kimlik kavramını hobiler, yetenekler, kültürel öğeler ve kişisel hedefler gibi unsurlarla ilişkilendirek özgürce beyin fritnası yaparlar. Bu etkinlik, öğrencilerin ön bilgilerini harekete geçirmeyi ve derse bilişel olarak hazırlamalarını hedefler.



### 2. Yönlendirilmiş Tartışma (15 dakika)

Öğretmen, aşağıdaki düşünmeye sevk eden soruları ekrana yansıtır ve tartışmayı pedagojik bir biçimde yönlendirir:

Kendinizi üç kelimeyle tanımlamanız gerekse, bunlar neler olurdu? Neden?

Kendinizle en çok gurur duyduğunuz şey nedir?

Gerçekten "ben buyum" dedirten özellikleriniz neler?

Sizi en çok kim ya da ne ilham veriyor? Bu ilham, günlük yaşamınızı nasıl etkiliyor?

Bir şeyle tanınacak olsanız, bu ne olurdu?

Öğrenciler önce eşli veya küçük grup halinde kısa cevaplar paylaşırlar, ardından gönüllü katılım esasına dayalı sınıf tartışması gerçekleştirilir. Bu yöntem, öğrencilerin sosyal etkileşim becerilerini ve övgüvenlerini destekler.

### 3. Yazma Etkinliği (20 dakika)

Öğretmen, öğrencilerden kendilerini tanıtan kısa bir paragraf yazmalarını ister ve metnin nasıl yapılandırılacağına ilişkin modelleme yapar:

Giriş: "Benim adım..., kendimi söyle tanımlarım..."

Gelişme: Tartışma bölümünden ortaya çıkan fikirlerden yararlanılır.

Sonuç: "İşte ben buyum ve bununla gurur duyuyorum!"

Öğrenciler yazma sürecine sırfıta başlarlar. Zaman yetersiz kalırsa evde tamamlamaları istenir. Bu görev, öğrencilerin dilsel üretim becerilerini geliştirirken öz farkındalıklarını artırmayı amaçlar.

### 4. Otoportre Çizim Etkinliği (10 dakika)

Öğrenciler, yazdıkları paragrafin yanına kendilerini temsil eden bir otoportre çizerler.

Bu çizim:

Gerçekçi bir portre olabilir,

Ya da öğrencinin ilgi alanlarını, hayallerini veya kişisel değerlerini simgeleyen sembolik unsurlar içerebilir.

Bu çalışma, öğrencilerin kendilerini çok boyutlu biçimde ifade etmelerine olanak tanır ve görsel becerilerini destekler.

### 5. Kapanış (5 dakika)

Ders sonunda birkaç gönüllü öğrenci, paragraftan bir cümle veya çiziminden bir bölüm paylaşırlar.

Öğretmen eksik kalan çalışmalar için ödevi hatırlatır.

### Ödev

Kendinizi tanıtan paragrafi tamamlayınız.

Otoportre çiziminizi bitiriniz.

### Değerlendirme Ölçütleri

Tartışma etkinliklerine aktif katılım,

Paragrafin tamamlanması, dilsel doğruluk ve özen,

Otoportre çizimindeki yaratıcılık ve ifade gücü.

Bu ders, öğrencilerin kimliklerine ilişkin farkındalık geliştirmelerini, duygusal-dilsel ifade becerilerini güçlendirmelerini ve Türkçe yaratıcı bir öğrenme ortamında kullanmalarını destekleyen bütüncül bir pedagojik çerçeve sunmaktadır.



## Dil Öğrenimi İçin Mektup Değişimi

(Türkçeye tercüme eden: Selçuk Kirbaç)



SOMALİLİ ÖĞRENCİLERİN MEKTUP DEĞİŞİMİ



ÖĞRENME TEMASI



ÖĞRETMENLER VE OKULLAR ARASI İŞ BİRLİĞİ



BİRİBİRİNE MEKTUP YAZMA

## Finlandiya, Hollanda ve İsviçre'eki Somalili Ana Dil Öğretmenleri

**Öğrenciler Mektup Değişimi Yapıyor:** Somalili öğretmen Abdi, Abdülrahî ve Magan, birbirine mektup yazma fikrini geliştirdi. İsviçre, Finlandiya ve Hollanda'daki Somalili öğrenciler bu yazma etkinliğine katıldı. Bu etkinliğin amacı, farklı ülkelerdeki öğrencileri ve öğretmenleri birbirleriyle iletişimge geçirmek. Bu etkinlikle öğrenciler, yazma ve okuma becerilerini geliştirmeye çalışırlar. Bunu hem yazma tekniklerini öğrenme hem de okudukunu anlama bakış açısı ile gerçekleştiriyorlar. Bu etkinlikte farklı okullar arasında bir bağ kuruluyor.

To: Magan Somali  
Language Teacher.  
ISK ,  
Hempensweg 33,  
8935 BC Leeuwarden,  
Nederland.

## Öğrenme Teması

### Kelime Dağırcığını Geliştirme

Diğer öğrencilerin mektuplarından yeni ifadeler öğrenme

Yazma becerileri

Düşünceleri ifade etmeye öğrenme

Grup çalışması



Öğrenciler dil ve kültür hakkında belirli bilgiler toplamak için mektup yazma etkinliğine katıldılar. Soruların bazıları şunlardır:

1. Özel günlerde geleneksel kıyafet giyiyor musunuz?

2. Somali dilini kullanıyor musunuz? Nerede kullanırsınız?

3. Yaşadığınız ülkede kaç dil konuşuluyor?

4. Yaşadığınız ülkede yenen ulusal yemek nedir? Geleneksel Somali yemeklerini yiyor musunuz? Nerede yiyorsunuz?

5. Somali dilini öğrenmeye seviyor musunuz? Ne sıklıkla dersleriniz var?

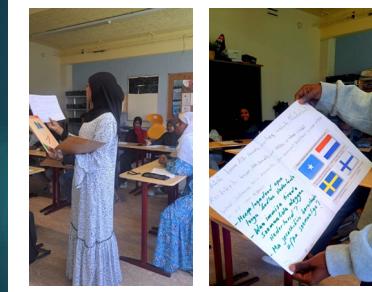
## Etkinliğin Amacı



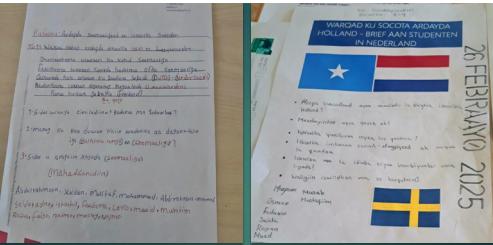
Farklı ülkelerdeki öğrenciler arasında iletişimini teşvik etmek için bir bağıllılık duygusunu oluşturmak

Birbirinden öğrenmek

Yazma deneyimi kazanmak ve dil becerilerini geliştirmek



## Öğrenciler Mektupları Okuyor

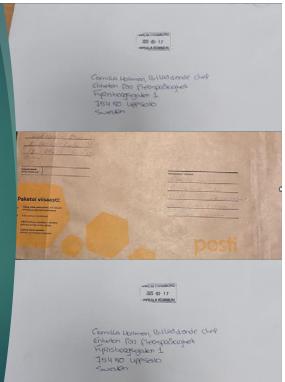


Öğrenciler tarafından kendi arasında değiştirilen bazı mektuplar yukarıda gösterilmiştir.

## Etkinliklerin Öğrenci Geri Bildirimi

► Öğrenciler bu iş birliği etkinliğini beğendi

► Bu etkinlik, onları, diğer öğrenciler ve onların günlük yaşamıyla Somalice dersleri hakkında farklılık kazanma konusunda motive etti



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# Ukrainian

Translation: Olga Dyukareva

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## Матеріали, розроблені вчителем під час проєкту:

Ось дібрака матеріалів, створених та протестованих під час проєкту.

### "Навруз навколо світу": проект, присвячений святкуванню

автор Фараз Рашанізенд

#### Коментар вчителя

Мене надихнула на створення цього завдання сам проект, оскільки він був глибоко мотивуючим. Проект визнавав важливість нашої культурної спадщини та підтверджував, що наші традиції та ідентичність справді важливі. Він надихає мені, що наша культура не є лише цінною, але є потужним інструментом для навчання та встановлення зв'язку. Мене також безпосередньо надихнули заходи, розроблені моїми колегами. Разом цей досвід надихнув мене на розробку чогось, що святкує Навруз, відночесно допомагаючи учням вивчити та радісно взаємодіти з перською мовою.

#### Контекст:

Цей проект пов'язаний з темами ідентичності (вивчення перської культурної спадщини та її світових святкувань) та знань (історія, традиції, їжа, мистецтво та мультикультуралізм). Учні дізнаються про Навруз (Перський Новий рік) та про те, як його святкують в Ірані та інших країнах.

#### Мета:

Головною метою цієї діяльності є розвиток:

- Мовних навичок: Читання (дослідження традицій Наврузу), письмо (сценарії та описи), говоріння (презентації перською мовою), аудіювання (зворотний зв'язок).
- Академічних навичок: пошук інформації, співпраця, управління часом, креативність.
- Культурних навичок: пов'язання з перськими традиціями та порівняння світових святкувань.

Вирішення проблеми: Учням часто бракує словникового запасу, пов'язаного з культурними ритуалами (наприклад, хафт-сін, сабзех), і їм важко обговорювати їх перською мовою. Цей проект розвиває впевненість за допомогою структурованих, підготовлених завдань.

#### Зміст:

- Активний мозковий штурм (тиждень 1):

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- Учні обговорюють те, що вони знають про Навруз: символи (хафт-сін), страви (сабзех), ритуали (стриби через вогонь) та глобальні свята (наприклад, в Афганістані, Таджикистані або діаспорних громадах).

- Вчитель складає ідеї в головний список і ділиться ним з класом.

Формування груп та розподіл тем (тиждень 2):

- Групи з 3-4 учнів обирають підтеми (наприклад, *Історія Наврузу, Традиції* і *страні, Навруз у різних країнах, Символи та їх значення*).
- Кожен учень обирає конкретне завдання (наприклад, дослідник, ілюстратор, сценарист, ведучий).

Дослідження та творчість (тижні 3-4):

- Учні збирають інформацію, пишуть короткі перські тексти та збирають/малюють візуальні матеріали (наприклад, малюнки столу хафтсін, фотографії танців Наврузу).
- Групи створюють цифровий плакат (використовуючи такі інструменти, як Canva або PowerPoint) або фізичний колаж з текстом та зображеннями.

Відеопрезентація фестивалю (тиждень 5):

- Групи змінюють 3-5-хвілинний «Путівник зі святкування Наврузу» перською мовою. Вони можуть:
  - Продемонструвати ритуал (наприклад, встановити хафт-сін).
  - Приготувати просту закуску до Наврузу (наприклад, аджил), описуючи кроки перською мовою.
  - Розіграти рольову гру «сім'ї», яка святкує Навруз.
  - Або ж учні можуть розіграти зміст своїх відео в класі.

Форма:

- Групова робота: Групи з різними здібностями забезпечують співпрацю.
- Тривалість: 4-5 тижнів (1-2 уроки на тиждень).

Коригування:

- Диференціація:
  - Початківці: Зосередьтеся на візуальних матеріалах, простих реченнях або закадровому голосовому супроводі.
  - Досвідченні учні: Пишіть детальні сценарії або ведіть презентації.
  - Сором'язливі учні: Виконуйте закупісну роботу (монтаж, художнє оформлення).
- Технічна підтримка: Надайте шаблони для плакатів або сценаріїв, щоб зменшити когнітивне навантаження.

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#### Оцінювання:

- Успіхи:
  - Мотивованім учням сподобалося творче поєднання культури, їжі та технологій.
  - Учні нижчого рівня залучалися до практичних завдань (малювання, приготування їжі).
- Труднощі:
  - Деяким групам потрібен був додатковий час для дослідження або монтажу відео.
  - Кілька учнів покладалися на англійську мову для складних ідей; вчитель надав списки перської лексики для обгрунтування.
  - Монтаж відео може бути складним; тому інсценування змісту відео – ще один варіант, якщо учні вирішать це зробити.

#### Чому це працює:

- Зап鲁чення: Поеодніс культуру, креативність та технології (відео, цифрові постери).
- Розвиток мови: Переобробляє ключову лексику (наприклад, *نوروز, سفره هفت سین* у різних контекстах).
- З'язок: Учні діляться своєю роботою з родинами або школою спільнотою, зміцнюючи культурну ідентичність.

## Досліджуємо свою країну

автор Лариса Аксіонів

Досліджуємо свою країну - створення відеопрезентації про свою країну

#### Контекст

Проект пов'язаний з темами ідентичності (багатокультурна ідентичність, відчуття приналежності та гордості за місце, де ти живеш) та знань (різні галузі знань - історія, географія, мистецтво та культура)

#### Мета

Розвиток таких академічних навичок: читання, письмо, говоріння, аудіювання, пошук інформації, планування та управління часом, групова робота та співпраця. Учням, які вивчають рідну мову, зазвичай важко говорити/писати про питання, пов'язані з основною культурою, історією, географією, свята, оськільки вони раніше говорили про ці питання мовою навчання (у нашому випадку фінською) і ім важко перейти на рідну мову, оскільки їм бракує словникового запасу.

#### Зміст

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- Активний мозковий штурм: учням пропонується зібрати та записати ідеї щодо цікавих речей про Фінляндію: національні символи, історія, люди, винаходи, їжа, місця, література, спорт.
- Вчитель збирає списки та обєднує ідеї в один загальний список, який передає усно на наступному уроці.
- Учні ділять на групи (або залишаються в тих самих групах, що й на попередньому уроці), кожна з яких шукає по п'ять тем для пошуку інформації. Вони повинні домовитися один з одним та розподілити теми таким чином, щоб кожен учень мав різну тему. Може знадобитися допомога вчителя.
- Учні переходять до пошуку інформації та роблять нотатки зі своїх тем. Вони також шукають ілюстрації до своїх письмових текстів або самі малюють картинки. За потреби вчитель роздруковує картинки.
- На наступному кроці створюються постери (діяльність включає склеювання текстів та картинок, оформлення постера).
- На останньому кроці створюється відеопрезентація. Учні ще раз перечитують свій текст, а потім можуть піти в тих місці в школінні будівлі, щоб зробити відеопрезентацію за допомогою своїх телефонів.

Реалістично враховувати, що на виконання проєкту потрібно 4-5 тижнів.

Форма

Групова робота

Коригування

Учні всіх рівнів можуть брати участь. Ті, хто не багато говорить, все ще можуть брати участь у груповій роботі та слухати або виступати в ролі відеооператора.

Оцінювання

Це було цікаве заняття для учнів. Навіть не дуже мотивовані учні брали участь (писали дуже короткі тексти). Деякі учні дуже швидко шукали інформацію, писали тексти та змінили відео. Деяким групам знадобилося на кілька годин більше часу для виконання проєкту. «Повільници» категорії: дуже креативні учні в одній групі мали багато ідей для обговорення, і хвіливання було занадто великим, щоб впоратися; групи з деякими повільнішими або менш мотивованими учнями, які уповільнювали активну роботу своєї групи.

## Захід з обміну листами

автор Туба АРАМАН

Редаговано Тубою АРАМАН, неділя, 18 травня 2025 р., 15:28

Цей захід організували вчителі Туба Араман та Сельнук Кірбач разом зі своїми учнями.



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Ми провели захід з листуванням між нашими учнями у Фінляндії та Швеції. Спочатку ми пояснили учням, що плануємо звичне спілкування в рамках нашого проекту. Потім їх попросили розповісти в листі про свої уроки, школи, захоплення, життя, природу, культуру та кур'єні мови. Кожен учень написав листа учно в іншій країні. Спілкування здійснювалося через електронні адреси вчителів.

Хоча спілкування в цьому заході відбулося в цифровому форматі, учням нагадали про традиційні навички написання листів з точки зору культури. Крім того, учні, які живуть в іншій країні, розмовляють турецькою мовою та відівнюють курси турецькою мовою, мали культурну та соціальну взаємодію. Вони писали гарні речення з лінгвістичної, емоційної та культурної точки зору.

Наголос на мірі та довірі, які вони відчували у власній країні, та важливість поваги в листах був вражаючим. Прекрасні риси характеру учнів та емоції в їхніх свідомостях відображалися в реченнях і були багатообіцяючими: Це була корисна та красива діяльність.

## Ввічливі фрази

автор [Selcuk Kirbas](#)

### Назва вправи: Ввічливі фрази

**Контекст:** Ця вправа підкреслює важливість ввічливих фраз як мосту між мовою та культурою.

**Мета:** Метою цієї вправи є ознайомлення учнів із ввічливими фразами, які відіграють життєво важливу роль у турецькому словникові, висвітлення значення цих слів турецькою мовою та пояснення того, як ці фрази відображають турецьку культуру в мові.

**Зміст:** Ця вправа була запланована та проведена протягом двох уроків. На першому уроці учнів ознайомили з контекстами, в яких ці фрази зазвичай використовуються турецькою мовою, на конкретних прикладах. Було наголошено, що ці вирази часто містять метафори, і була детальна пояснення важливості розуміння та планування цих метафоричних виразів. Ці фрази, як і яскравим прикладом зв'язку між мовою та культурою, займають центральне місце в турецькій мові та мають широкий спектр використання.

Турецька мова має багатисловниківий запас для висловлювання в різних ситуаціях, таких як зустріч гостей, під час їжі, хвороби, смерті, подорожі, пологів та багато інших поясджених ситуацій. Одним із прикладів є випадок, коли до вас прийджає улюблена гість, а коли від'їжджає, ви кажете: «Нехай Бог возз'єднає вас». Цей вираз, звичайно, метафоричний і стосується побажання майбутнього зв'єднання. Важливо правильно використовувати такі вирази у відповідному контексті.

Щоб допомогти учням зрозуміти це, я записав ці ввічливі фрази та пояснив їх значення в класі. Я також створив різні сценарії для роботи учнів та заохочував їх визначати слова, які можна використовувати в цих конкретних ситуаціях. Разом ми обговорили альтернативи та спробували знайти найбільш досрочні вирази. Я

урізноманітнити та збільшив кількість сценаріїв, щоб поглибити розуміння учнями того, коли слід використовувати ці вирази.

Як продовження, я надав учням список слів, які зазвичай використовуються в повсякденному житті, та надав пояснення до цих термінів. На наступному уроці я роздав підготовлені мною запитання щодо цих виразів та того, що можна сказати в різних ситуаціях. Учнів було запропоновано відповісти на запитання, і ми разом обговорили правильні відповіді.

**Форма:** Два тижні аудиторної роботи

**Коригування:** Це дослідження можна застосовувати до різних груп.

**Оцінювання:** Ця вправа надала учням цінну інформацію про мову, культуру та взаємоз'язок між ними. Я помітив, що багато учнів або не використовували, або були незнайомі з ввічливими фразами, які займають центральне місце в турецькій мові. Я зрозумів, що деякі з цих виразів не мають прямого еквівалента у шведській мові, що ускладнює для учнів їх правильне використання. Я також помітив, що учням було важко зрозуміти концепції, що лежать в основі цих виразів. Оскільки цих виразів немає у шведській мові, учням часто важко візуалізувати їх у своїй уяві. Використовуючи шведську мову у своєму повсякденному житті, ім бракує тогого культурного контексту, в якому вони можуть застосовувати ці турецькі вирази.

Ще однією проблемою було те, що студенти мали труднощі з використанням абстрактних виразів. Багатьом було важко використовувати метафори та інтегрувати їх у свою мову, особливо тому, що інше використання рідної мови часто обмежується конкретними та поясдженими контекстами. Водночас, ця діяльність надала учням цінну можливість дізнатися більше про власну культуру, розміючи ці вирази, які є невід'ємною частиною турецької культури. Приклади таких виразів стосуються культури гостей, культури ікі, традиції, пов'язаних з народженням та смертю, а також обсліваних днів та свят. Ці культурні вирази є численними в турецькій мові, і учні мали здатність ознайомитися з ними під час уроків.

Завдяки цим урокам учні не лише вивчили деякі з цих виразів, але й нагадали про важливі аспекти турецької культури. Вони усвідомили значення цих слів та те, як вони несуть цінні культурні та соціальні нюанси. Дізнувшись про ці ввічливі фрази, багато учнів висловили бажання часто використовувати їх, розмовляючи турецькою мовою. Вони сказали, що тепер звертатимуть більше уваги, коли читимуть ці слова, і намагатимуться краще зрозуміти їхнє значення. Учні також наголосили, що ім дуже сподобався курс, вони багато чого навчилися та отримали глибше розуміння культурних особливостей турецької культури.

## Альтернатива «Ваше рідне місто» для учнів, які нещодавно переїхали до іншої країни

автор [Ксана Козак](#)

Коментар викладача:

**Протягом минулого року я з великом задоволенням привітала участь у проекті «Ваша мова має значення». Пілотний план був чітким та добре структурованим, і я відчуваю підтримку протягом усього процесу. Обмін досвідом між викладачами був особливо цінним та науткненним.**

**У моею плануванні пілотний план, перспективи та запропоновані заходи керували місцем роботи, хоча я адаптувала їх до конкретного контексту моєї української групи. Оскільки більшість моїх учнів не народилися в Нідерландах і не мають наміру залишатися тут довгостроково, я скоригувала певні заходи, щоб робити їх більш змістовними та релевантними до іхньої ситуації.**

**На практиці чотири перспективи — мова, знання, ідентичність та міжкультурність — були прийдомним чином переплетені. Перспектива міжкультурності була найважливішою в моею вистадку, оскільки українські учні раптово опинилися в надзвичайно міжкультурному середовищі, до якого вони не звикли. Ця тема була присутня майже в кожній діяльності, формуючи наші дискусії, порівняння та роздуми про український, так і про нідерландський контексти.**

**Загалом, проект пропонував як структуру, так і гнучкість, і забезпечив важливу основу для змістової мової освіти в багатомовних класах.**

Урок 1: Дослідження рідного міста (Україна та Нідерланди)

Контекст та зв'язок з чотирма перспективами:

Ця діяльність дозволяє учням пов'язати свою особисту **ідентичність**, розмірковуючи про своє рідне місто та порівнюючи його з новим середовищем у Нідерландах. Вона сприє **міжкультурності**, заохочуючи особистими та культурними відмінностями та подібностями. Учні набувають **знань**, досліджуючи реальну інформацію про свої рідні та сучасні міста, а також **мову**, практикуючи словниковий запас з географії, культури та уподобань. Завдання можна коригувати залежно від рівня володіння мовою: молодші учні можуть зосередитися лише на говоряні, тоді як старші учні можуть писати короткі тексти або створювати презентації.

Мета:

- Активизувати та систематизувати попередні знання про рідні міста учнів та їхнє поточне місце проживання.
- Розвивати дослідницькі навички, говоріння та порівняльне мислення.
- Збагачувати словниковий запас та практику структурування інформації.

Зміст:

- Учні відповідають на запитання про своє рідне місто в Україні по пам'яті.
- Вони досліджують та перевіряють факти, використовуючи Інтернет.
- Вони повторюють процес для свого поточного міста в Нідерландах.

Форма:

- Індивідуальна робота для відповідей та дослідження.
- Парні або групові обговорення для обміну та порівняння.
- За бажанням: Презентуйте короткі резюмے усно або на плакатах.

Пропозиції щодо тестування завдання:

- Створіть коротку вікторину про географічні факти з рідних міст учнів та їхніх поточних міст.

• Використання діаграми Венна:

- Діаграма Венна — це простий інструмент для порівняння двох речей.
- Вона виглядає як два кола, що перекриваються.
- У лівому колі учні пишуть, що особливого в їхньому рідному місті.
- У правому колі учні пишуть, що особливого в їхньому теперішньому місті.
- У перекриваючій частині посередині учні пишуть, що спільного між цими двома містами.
- Спочатку змоделюйте це за допомогою простого прикладу на дошці, щоб усі зрозуміли.

• Невеликий рефлексивний текст: «Чого мені не вистачає в моєму рідному місті» або «Чо мені подобається в моєму новому місті».

Урок 2: Мое місто мрії

Контекст та зв'язок із чотирма перспективами:

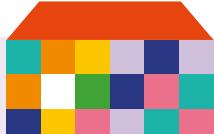
Ця творча діяльність запрошує учнів уявити своє ідеальне майбутнє місце для життя, зміцнюючи свою **ідентичність** через особисті розуміння. Вона заохочує **міжкультурність**, визнаючи, що різні люди цінують різні аспекти місця для життя залежно від походження та досвіду. Учні використовують **знання** про географію, клімат та міське життя з попереднього уроку. **Мовні** навички розвиваються через говоріння, письмо та чітке представлення своїх ідей. Завдання можна адаптувати для різних груп: молодші учні можуть намалювати своє місто, а старші учні — працеві повні усні презентації.

Мета:

- Поміркувати над особистими вподобаннями щодо життєвого середовища.
- Розвинути навички говоріння, письма та презентації.
- Пов'язати особисті мрії з реалістичними міськими особливостями.

Зміст:

- Учні заповнюють контрольний список про те, що для них важливо в місті.



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- Вони критично мислять: Чи відповідає місто моєї мрії моєму контрольному списку?
- Вони готують коротку усну або письмову презентацію про місто своєї мрії.

Форма:

- Індивідуальний контрольний список та мозковий штурм.
- Індивідуальна або парна підготовка для короткої усної презентації.
- Групові презентації для практики публічних виступів.

Пропозиції щодо тестування вправи:

- Рубрика презентації: оцініть ясність, використання словникового запасу, організованість та креативність.
- Зворотний зв'язок між учнями: учні дають один позитивний коментар та одну пропозицію кожному доповідачеві.
- Письмовий абзац: «Містом моєї мрії було б...», використовуючи словниковий запас контрольного списку.

### Дослідження ідентичності

Неділя, 27 квітня 2025 р., 21:44

автор Маргарет Вільям

Клас/Рівень:

Середня школа (вік 12–14 років)

Предмет:

Арабська мова

Час:

60 хвилин

Мета:

- Учні розмірковуватимуть над своєю ідентичністю та виражатимуть її арабською мовою.
- Учні практикуватимуть говоріння, письмо та творчі навички.
- Учні розвиватимуть словниковий запас, пов'язаний з особистістю та самовираженням.

План уроку:

#### 1. Розминка (10 хв)

- Напишіть слово "Ідентичність" на дощі.
- Запитайте учнів: Що означає «ідентичність»?

- Коротке обговорення в класі: проведіть мозковий штурм ідей та слів, пов'язаних з «ідентичністю» (наприклад, хобі, таланти, культура, мрії).

#### 2. Керована дискусія (15 хв)

- Покажіть та обговоріть наступні питання по черзі:
  - Якби вам довелося описати себе трьома словами, якими б вони були і чому?
  - Чим ви найбільше пишаетесь в собі?
  - Що ви найбільше любите робити, що справді відчувається частиною того, ким ви є?
  - Хто або що вас найбільше надихає, і як це впливає на ваше життя?
  - Якби ви були відомі чимось, що б це було?
  - Заохочуйте учнів спочатку усно поділитися короткими відповідями з партнером або невеликою групою, а потім з класом.

#### 3. Письмова робота (20 хв)

- Поясніть домашнє завдання: написати абзац про себе та намалювати автопортрет.
- Продемонструйте, як писати абзац:
  - Почніть зі вступу («Мене звати..., і я б описав себе як...»)
  - Використайте деякі ідеї з обговорення.
  - Закінчіть заключним реченням («Це я, і я цим пишаюся!»)
  - Учні починають писати свій абзац у класі (ви можете закінчити його вдома, якщо закінчиться час).

#### 4. Малювання (10 хв)

- Після написання учні починають малювати свій портрет поруч зі своїм абзацом.
- Це може бути реалістичний малюнок або символічний (що показує їхні інтереси чи мрії).

#### 5. Підсумок (5 хв)

- Швидкі волонтери: кілька учнів діляться одним реченням зі свого абзацу або показують свої ранні ескізи.
- Нагадайте їм виконати домашнє завдання, якщо воно не закінчено: Закінчіть свій абзац і малюнок для наступного уроку!

#### Домашнє завдання:

- Закінчіть написання абзацу, описуючи себе
- Завершіть свій автопортрет.

#### Оцінювання:

- Участь в обговоренні.
- Завершення та продуманість абзацу й малюнка.

Див. окремий додаток щодо обміну листами між сомалійськими вчителями: (PPT)



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## Обмін листами для вивчення мов



СТУДЕНТИ СОМАЛІ  
ОБМІНЮТЬСЯ  
ЛІСТАМИ.



ТЕМА НАВЧАННЯ



СПІВПРАЦЯ ВЧИТЕЛІВ  
ТА ШКІЛ



НАПИСАННЯ ЛІСТА  
ОДИН ОДНОМУ

2

## Вчителі сомалійської рідної мови у Фінляндії, Нідерландах та Швеції

### Обмін листами учнів

Сомалійські вчителі Абді, Абдуллах та Маган запропонували ідею писати листи один одному. Сомалійські учні з Швеції, Фінляндії та Нідерландів взяли участь у цій письмовій діяльності.

Мета цієї діяльності – познайомити учнів з різних країн один з одним та з вчителями. Завдяки цій діяльності учні практикують письмо та читання. Як технічне, так і розуміння прочитаного. Таким чином, встановлюється зв'язок між різними школами.



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Тема навчання

**Розширення словникового запасу**

**Вивчення нових фраз з листів  
партнера.**

**Навички письма**

**Навчання висловленню думок**

**Робота в групах**



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Учні брали участь у написанні листів, щоб зібрати конкретну інформацію про мову та культуру. Деякі з питань наведено нижче:

1. Чи носите ви традиційний одяг для особливих випадків?

2. Чи користуєтесь ви сомалійською мовою? Де ви її використовуєте?

3. Якими мовами розмовляють у країні, де ви живете?

4. Яко національна страва, яку їдять у країні, де ви живете? Чи існує ви традиційну сомалійську їжу? Іде ви її існує?

5. Чи подобається вам вивчати сомалійську мову? І як часто ви її вивчаєте?

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Мета заходу



Метою було створити почуття зобов'язання для сприяння спілкуванню між учнями з різних країн.

Навчання один в одного.

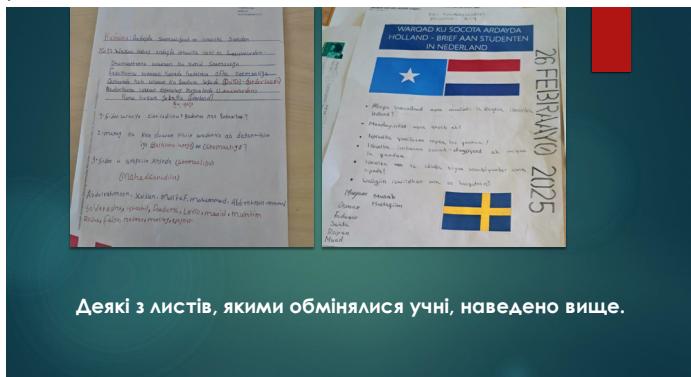
Отримання досвіду письма та вдосконалення своєї мови.

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## Учні читають листи



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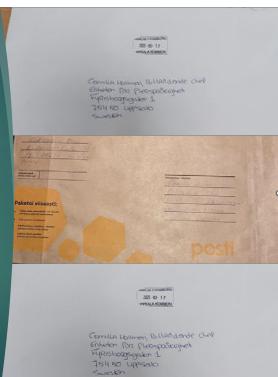


Деякі з листів, якими обмінялися учні, наведено вище.

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## Відгуки учнів про цей захід

- Учням сподобалася ця спільна діяльність.
- Це мотивувало їх бути обізнаними з іншими учнями, їхнім повсякденним життям та вивченням сомалійської мови.



YOUR LANGUAGE COUNTS!

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# IMPRINT

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