



EDUARD TODA PRIMARY AND INFANTS SCHOOL

1. Activities undertaken to identify the languages used by the pupils

A great variety of cultures and languages are present in my school. During our first year in the Project, when I was class teacher for the 6th year, we carried out different surveys in the classrooms to find out which countries the pupils were from and which languages they spoke.

We posted the results on classroom murals. One mural represented a map of the world with the countries of origin coloured in; another was a bar chart; another was a collection of games from different countries; there was one on food and another showing balloons with greetings in different languages.

This made us see the wealth of languages in the school. It turned out that we had pupils from 21 countries who spoke 14 different languages, (there were many pupils from South America, whose mother tongue was Spanish).

In the second year, when we received the ELP boxes, we started by studying them: What were the drawings?, Where could those children be from?, What language might they speak?, etc.)

Then we looked at the writing; we read what it said. We talked about the languages that they knew: Catalan, Spanish, English and French. It was easy to recognise these. As for Galician, most pupils, possibly influenced by Brazilian and Portuguese footballers, thought it was Portuguese. Basque was much more complicated – they thought it was German or an East European language. Nerea, whose parents are Basque, provided the answer and spread it to all four classes who were using the Portfolio.

2. Activities to present the ELP

After studying the writing, we tried to guess what was in the box. 'Not much,' said one pupil, 'because it moves about a lot.' Most of them thought it was a book, a CD, stories. The fact is that some of them were disappointed with the contents, but when I explained



that they would gradually fill the box with their work and their experiences, they were more satisfied.

We talked about the three documents and what we would do with each of them, but we focused on the Language Biography.

It was not difficult to assign a colour to each language.

In the 5th year, in the area of social studies, we worked on where their grandparents came from. We made a bar chart and this was very useful to talk about the languages spoken by the grandparents and whether the grandchildren continued to speak them.

At Christmas time I found on the Internet 'Merry Christmas' written in various languages; I showed this to them and we looked at how many languages we knew.

I have often used the work on their knowledge of languages and their cultures. When we talked about school, I asked the children from other countries what time school started, which subjects they did, etc. When it came to food, we looked at what they ate and at what times. And we have also worked on aspects of language: for example, the adjective before or after the noun.