

Language Workshops in the Development of Language Awareness

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Abstract

Aware of the growing importance of language education, there was created in 1999 an Open Laboratory for Foreign Languages Learning (<http://www.ua.pt/cidtff/lale>), at the University of Aveiro, with a functional research and intervention structure, focusing on an approach over plurilingualism and intercultural education. In this paper we will focus on the language workshops developed by the lab, and we will present the results related to the analysis of 487 questionnaires completed by students and 87 questionnaires completed by teachers who participated in the referred workshops. The main findings are that students say they have developed their knowledge of and about languages, they have become more aware of languages and cultures around them and they are more willing to establish contact with diversity in the future. The teachers referred mainly the importance of such activities in the promotion of opportunities for the students to contact with languages and increasing their linguistic awareness.

Keywords: language education, plurilingual competence, language workshops, intercultural intervention projects

1. Introduction

In 1999, conscious of the growing importance of language education, a group of researchers from the University of Aveiro (UA), Portugal, joined together and created the *Open Laboratory for Foreign Languages Learning-L@LE* (www.ua.pt/cidtff/lale), a functional research and intervention structure - which is part of the *Research Centre for Didactics and Technology in Teacher Education* (CIDTFF). In December 2010 one may say that the laboratory's team is made up of three senior researchers, also professors at the Department of Education in UA, three post-doctoral students, one full-time researcher through the Programme Commitment with Science 2007, seventeen doctoral students and two research technicians/ assistants. New paragraph: use this style In a clear interaction between research, teacher education and language education, the main aims of this laboratory are: (i) to conceptualise, implement and evaluate language teaching strategies and materials, as well as teacher education programmes; (ii) to share knowledge with the research community in language didactics and with language teachers and educators; (iii) to enhance a research and collaborative attitude in teachers and researchers and (iv) to intervene in the community promoting and valuing the learning of and about other languages and cultures.

In order to achieve those aims, the laboratory team has been developing different types of activities: (i) research activities (development of research projects and lectures/ seminars); (ii) the production of educational and training materials and (iii) educational activities (linguistic workshops; workshops for teachers and supervisors and partnerships with the enlarged community, including different institutions and entities). Considering these dimensions, the target audience of the laboratory is: language teachers, teacher supervisors, university students (pre-service, in-service and postgraduate education), elementary and secondary school students and researchers. In this paper we will go through short presentation of the laboratory focusing on the linguistic workshops which aim at promoting awareness of linguistic diversity and plurilingualism. We will present and discuss the results obtained from the analysis of the questionnaires completed by the teachers (n= 87) and the students (n=426) at the end of the workshop, consisting of a general evaluation, suggestions to alter/change the activities developed, and the contribution it has made to their students' development.

We will then reflect upon the formative challenges that these results highlight, namely the evaluation of the potential and future concerns in terms of language teacher education and training and of language education research.

2. L@le: a research and intervention structure

L@le has evolved with the intention of working on and with the concept of plurilingual competence (Coste, Moore & Zarate 1997) and the promotion of language awareness in the Portuguese context, in a clear willingness to articulate research/teacher training /intervention. Plurilingual competence is related to the ability of each speaker to activate abilities and knowledge. It concerns the amount of linguistic repertoire the speaker has in order to communicate and understand messages in any given communicative situation. As stated by Andrade & Araújo e Sá, it is relatively autonomous of school materials and content, for it is structured and developed outside the school in other lived through contexts. It is a “plural, evolving and flexible competence, necessarily imbalanced and open to the enrichment of new competences according to the new verbal experiences of each subject.” (2001, 155 – our translation). The same authors consider that this competence is made up of four great dimensions (as can be seen in figure 1): the socio-affective dimension, the dimension of management of linguistic communicative repertoires, the dimension of management of learning repertoires and the dimension of management of interaction.

Figure 1: Plurilingual competence

The socio-affective dimension concerns the relationship an individual establishes with language(s); the management of linguistic communicative repertoires relates to an individual’s management and organization of his/her complex repertoire in terms of processes and strategies; the interactional dimension concerns the individual’s participation in communicative situations where he/she is in contact with languages (Andrade & Araújo e Sá *et al.* 2003).

The approach towards plurilingualism in the field of didactics is based on the idea that language education is enriched by the complexity of experiences: «Cette multiplicité d’expériences inclut des savoirs construits dans différents espaces sociaux (incluant la famille, la communauté et l’école) et différents espaces de mémoires, ainsi que dans leur articulation » (Moore, Sabatier, Jacquet & Masinda 2008, 21).

Following this argument, the laboratory tries to promote a dialogue between researchers, teacher trainers and language teachers, linking both schools and the university, as well as the surrounding community (city halls, libraries, theatres, associations of immigrants,...). This is also one of the reasons why the laboratory has undertaken the goal to develop an editorial line - *Cadernos do L@LE*

(<http://www.ua.pt/cidfff/lale/PageText.aspx?id=9753>) – with two series, one concerning educational materials and methodological principles and the other focussing on theoretical frameworks which underlie the different projects developed by the team. This editions aim at disseminating the didactic knowledge produced within scientific community and also with the overall group of educators which constitute our society.

Following the path of the laboratory, it is possible to state that although initially it had more of an instrumental purpose, developing methods and knowledge in the language education field, L@LE now has a more comprehensive approach to the understanding of and action within diversified contexts of language education, including that of individuals who are part in this process. In fact, there is a study about the course of L@LE which allows us to identify 3 phases (Andrade *et al.* printing stage). Thus, in Table 1 one may find the description of the phases of development of the laboratory, each with specific aims and study objectives, involving different actors with particular roles.

Table 1. Phases of the laboratoire

Adapted from Andrade *et al.*, printing stage

In the **first phase** of L@LE, between 1999 and 2002, the research team focused on developing the theoretical framework of the concept of plurilingual competence, investigating its dimensions, processes and development. As a major result of this first phase, the team created a descriptive model of the competence and its entailed dimensions (cf. Andrade & Araújo e Sá 2003).

According to the data collected during teacher training sessions (Eg. interviews, class transcriptions, teacher personal journals etc), the claim was that knowledge did not circulate effectively between research and school practice, a gap shown in several other studies (Hargreaves 2003, 1995; Liebermanm 2000). With these results in mind and understanding that the knowledge about language learning cannot simply be transmitted as a closed process, the laboratory team decided to work on this identified gap and in the reconstruction of the roles played by the different educational agents/actors. This implied the reconstruction of research and formative discourses, where the agents in the educational field could play a bigger part in the development of knowledge in language didactics and in its dissemination.

In the **second phase**, between 2003 and 2006, the main goals established by L@LE were: to conceptualise, develop and evaluate language education strategies and materials, as well as teacher training programmes. Several projects have then been implemented in the educational field, in diversified educational contexts, all aiming to develop students' plurilingual competence in one or several of its dimensions (Melo 2006; Santos & Andrade 2007; Simões 2006) or in teacher training programmes (Martins 2008; Pinho & Andrade 2008). In these different projects, and because the group strongly believed in the importance of taking into account real educational situations and contexts, and also believed in the enrolment of the educational actors who were in the field, these actors were invited to take part in the research, intervention/training projects mentioned above, albeit in a non-systematic way.

The **third phase** of L@LE began in 2007, and its main priority was to broaden the contexts the laboratory was working in, as well as to promote collaborative attitudes amongst researchers and the professionals within these educational contexts. One of the goals was indeed to understand the processes of building and developing partnerships, between research, education and society, in language education and to understand the role of these partnerships in the development of a Plurilingual Competence, in both formal and informal settings. In this phase the dynamics within the creation and sustainability of these partnerships was analyzed.

We can summarize that since 1999 L@LE has gone through three different phases, following the development of language didactics itself:

« nous avons assisté au passage d'une didactique applicationniste, où le discours de formation se construit pour transmettre le savoir établi, à une didactique où le discours de recherche et le discours de formation ne se conçoivent pas de façon indépendante, tout en passant par une phase intermédiaire où les discours de recherche et de formation communiquent mais avec un sens prioritaire, de la recherche vers la formation. » (Andrade *et al.* printing stage).

3. Plurilingual and intercultural competences: guidelines for action

As affirmed earlier in this paper, the Open Laboratory for Foreign Language Learning- L@LE has developed its work, both in research, intervention and teacher training, in the theoretical framework of Plurilingual Competence, which we believe is crucial according to today's demands in society. The growth of mobility and the real possibility to communicate globally has transformed the perception of language learning not only as a communication tool, but also aiding a attitude of openness towards Others, of (inter)comprehension, of acceptance of diversity. Being the main pillars in the construction of a democratic citizenship, the fight for equal opportunities and the acknowledgement of difference are set as an example of values which orient our modern day lives (Apple & Beane 2000). As Steiner (2005) proclaims, the respect and promotion of plurilingualism also means respect for freedom and for diversity. The Council of Europe has thus claimed the promotion of plurilingualism, both as a value and as a competence (Beacco & Byram 2003), aiming at the preparation of individuals for a global communication through a participative and democratic citizenship.

One of the paths language educators may follow is that of the inclusion of language diversity and activities promoting language awareness in curriculum practices. This can be put into practice not by increasing the number of foreign languages offered in schools, or by one-off folkloric activities related to languages and cultures. In fact, these are examples which demonstrate a limited understanding of the richness and educational potentialities of linguistic diversity. Instead, the integration of difference and the promotion of plurilingualism may be undertaken by implementing educational practices based on a coherent integration of languages within the curriculum, making students aware of their own personal experiences in every communicative and interactive situation. In this respect the development of plurilingual competence values learning and linguistic /intercultural experiences, enabling them to interact and establish bridges between languages and cultures.

In order to develop learners' plurilingual competence it is necessary to implement an approach which takes into consideration their linguistic repertoires, with a focus on the functions of each language, in so doing adopting a "language friendly curriculum". A teacher becomes not only a teacher of a particular language, but also a creator of conditions to develop plurilingual competence, respecting and including other languages and cultures in their curricular practice. To work with plurilingual competence is to work with cognitive flexibility in the sense of acquisition and development of metalinguistic, metacommunicative and metacognitive consciousness.

Thus, it is important that language teachers uncover their students' linguistic paths and that they work together in the construction of a reflexive school that is aware and conscious of the individual, and which adopts mechanisms of supervision able to monitor individual and collective educational projects. This process largely depends upon a teacher's consciousness of the complexity of teaching and learning, a co-construction with two major responsible actors, each one with a specific life history, particular interests and motivations and different, previously acquired knowledge.

It is our opinion that by encouraging a change of aims and objectives within European and national guidelines for language teaching and learning (Council of Europe, 2001), we would be fostering individuals' language awareness. In this framework, the development of plurilingual and intercultural competences would be one of these aims instead of the traditional emphasis in the development of "almost" native speaker-like linguistic competences of a particular language.

In the methodology of plurilingualism, where several languages are considered, the result is a plural approach instead of a singular approach, when attention is given to only one language in particular (cf. Candelier *et al.*, 2007). Thus, language awareness appears in clear articulation with an intercultural approach of plurilingual education, assuming three main aims: (i) the development of positive representations and attitudes (openness to linguistic and cultural diversity and motivation towards language learning); (ii) the development of skills/abilities of a *meta-linguistic/-communicative and cognitive nature* and (iii) the development of knowledge about the world of languages (Candelier 2003; Martins 2008; Simões 2006).

In fact, having emerged as a movement in the UK in the beginning of the 1980s, Language Awareness, founded by the linguist Eric Hawkins, underlies in Hawkins' idea of the importance to stimulate an understanding of language by implementing language awareness into the curriculum, challenging students to ask questions about language, where language diversity could be discussed and considering language awareness both vertically and horizontally in the school programme. Hawkins stated that

"Within such a programme our aim is to offer an approach to language teaching that will bring teachers together across disciplines and school frontiers to plan and teach it, while helping all pupils (...) to make sense of what is too often a fragmented and haphazard linguistic apprenticeship" (1984:4)

The development of a "language friendly curriculum" raises the question, 'what kind of activities can be implemented in school contexts in order to develop students' plurilingual and intercultural competences?' This is one of the aims of L@LE, to "conceive, experiment and evaluate strategies and materials for language teaching and learning", which leads us to the presentation of some activities and materials developed in language workshops, which are part of the laboratory's dimension of intervention with the enlarged community.

4. Language workshops

The language workshops organized by L@LE have as their main target group elementary and secondary school students, but also those from university contexts and the enlarged society, in groups of around fifteen participants per session. With the workshops it is intended to promote the development of language and cultural awareness, in a contribution to the development of students' plurilingual competence in diversified contexts of interaction, in an approach which follows Hawkins' original idea of "languages across the curriculum". The workshops are scheduled in L@LE, either by email or telephone and run by the laboratory's team, either in the university or in schools. The language teachers who contact the laboratory select a workshop they would like to see implemented, from the range on offer (see table 2) and according to their expectations and objectives, as well as according to the languages they want their students to interact with.

Table 2. Description of some workshops organized by L@LE

The laboratory's team believes in the importance of developing such workshops for several reasons: (i) to strengthen the relationship between the University/L@le and the community in general and schools in particular; (ii) to create the opportunity for students and teachers to encounter diversity, namely linguistic and intercultural diversity; (iii) to promote reflection by both researchers and school teachers in ways to develop plurilingual and intercultural competence, not only inside school but in society in general; and (iv) to instigate educational actors to (re)think their role in the field of language education. We believe that the activities undertaken in the workshops have a strong educational importance, not only because they contribute to the curiosity and interest both of students and teachers towards other languages and cultures, but also because they are an example of ways to develop plurilingual competence in its multi-dimensions and may lead to the creation of new approaches and activities implemented by the teachers who attend these workshops with their students.

5. Data analysis

As previously discussed, our study focuses on the educational activities of the laboratory, more specifically in the workshops undertaken. At the end of each workshop the students and their accompanying teacher(s) are asked to fill in a questionnaire. The aim is threefold, to obtain an evaluation of the workshop, and to get feedback based on students' expectations and possible suggestions of improvements.

The questionnaire for the students is constituted by 9 questions, concerning (i) general information (gender, age, school); (ii) a short linguistic biography (languages learnt, contacted with and mother tongue); their opinion on: (iii) what they have learnt during the workshop; (iv) what they liked the most; (v) what they liked the least; (vi) the materials used and (vii) what would they like to know more about languages.

The questionnaire for the teachers is constituted by 13 questions, concerning (i) general information (gender, age, school; professional experience); (ii) a short linguistic biography (languages learnt, contacted with and mother tongue); their opinion on: (iii) the workshop in general; (iv) the main contributions of the workshop to the process of teaching/learning languages and (v) the topics to be worked on in future workshops.

In this text we will share the results from 426 questionnaires completed by students and 87 questionnaires completed by teachers, between 2006 and 2010.

5.1 Students' opinion of the workshops

We will start by analyzing the questionnaires completed by the students. About 45% of the respondents were 14 or 15 years old, studying mainly in the 9th and 10th grades of the Portuguese education system, and about 10% were 16 years old; 44.8% of the respondents were female.

We wanted to know what the students had learned from attending the workshop(s) and the data (see Graphic 1) showed that, in general terms, they had developed knowledge about different languages (about 20%). In a more specific way, they had learnt specific words (about 20%) and writing systems (about 12%). Besides that, about 10% of the students indicated they had become aware of the existence of linguistic diversity and biodiversity (7%) and to about 5% indicated that it had become clear that learning languages was very important. We also managed to extract more complex information: 5,2% indicated they had increased their understanding / discovery of proximity between languages and 2,8% specified gains in intercomprehension.

Graphic 1: Students: What did students learn with the workshops?

It was also important to find out what the students enjoyed most in the workshops (see Graphic 2). The majority of students mentioned general things such as activities (30,6%), everything (18,2%), learning new things (5,6%). These responses lacked a specificity and did not give us much in-depth information, however other students highlighted the issue of learning languages (11,6%), the opportunity to encounter other languages (7,4%) and learning about other writing systems (3,6%). Our workshops may also have introduced some students to the linguistic advantages of plurilingual chatting (3%). Besides that, we were given information about their motivations and in general, the respondents liked learning new things, trying out different activities and working with different languages and cultures. When asked to say what they didn't enjoy in the workshop, students indicated specific items related to certain languages and the feelings that those languages evoked.

Graphic 2: Students: What did they enjoy the most?

Our last question asked, “What else do I want to know/learn about languages?” and the answers were inspiring. 19% of the students would like to learn more languages or a specific language, like Chinese, Arabic or Italian (5,6%); 8.8% would rather learn basic things in different languages or other words in a specific language (5,2%); 7,4% showed curiosity about the history of languages and 4% would like to develop their cultural knowledge of other peoples. On the other hand, 12,2% indicated a lack of interest / desire to learn anything else about languages.

Graphic 3: Students – What else do they want to know/learn about languages?

5.2 Teachers’ opinion of the workshops

The teachers accompanying the students were also asked to complete a questionnaire and their answers will now be analyzed. As expected the majority of teachers were female (91,7%). As far as age is concerned there was a considerable distribution and we may say that 52,4% were between 22 and 39 years old and the remaining 47,6% were between 40 and 58 years old. When asked to indicate their general opinion about the workshop (Graphic 4), the teachers said that it was interesting (23,4%), good (19,5%), very good (14,1%) or that it promoted language awareness (14,1%). Besides that, approximately 10% of the teachers believed that the students showed more willingness to study languages.

Graphic 4: Teachers- General opinion about the workshops

The teachers were also questioned about the main contributions of the workshop to the process of teaching/learning languages (see Graphic 5). 25% of the teachers indicated a positive outcome from being in contact with other languages. Most teachers highlighted the importance of increasing the students’ awareness in different linguistic matters (awareness of language diversity – 14,8%; awareness of the proximity between languages – 13%; awareness of the importance of language learning – 10,2%). 14,8% highlighted the importance of the workshop in raising their own knowledge of languages in the world.

Graphic 5: Teachers – Major contributions of the workshops

It was important also to find out what else the teachers would like to see in our workshops (see Graphic 6). The majority of the teachers (57,6%) indicated they would rather select information and activities that helped the students to deepen their knowledge in an already studied language and not focus on new languages. Other teachers recognized the importance of working on (inter)cultural issues (19,2%). Less significant percentages of teachers mentioned that they would like their students to know extra information about the history of languages (7,7%), about the world of languages (3,8%) and about the intra-linguistic diversity of the Portuguese language (2,4%).

Graphic 6: Teachers - What else could the workshops be about?

6. Final remarks

To develop plurilingual competence is to value the construction of identity through being in contact with other languages and cultures by means of promoting an education aiming at an open citizenship, respectful of differences. It is assumed, in this approach, that being in contact with other ways of life promotes human enrichment and fosters an openness of mind leading to the understanding and acceptance of other ways of thinking and of facing reality through the development of plurilingual and intercultural competence (Beacco & Byram 2003). Keeping this in mind, language education needs to be (re)conceptualized and educators in general (not only teachers, but each citizen) are called to participate in such an approach that values individual’s life stories, linguistic contacts and repertoires. Linguistic workshops promoted by L@le assume this function of increasing students’ and teachers’ awareness of the world of languages that surrounds them in a daily basis and constitute one of the possible ways of integrating diversity and of developing plurilingual competence throughout life within and outside the school walls.

Concerning the results obtained from the answers to the questionnaire, one may say that, despite students’ limited or restrained contact (or perception of this contact) with foreign languages, and their considerable monolingualism as far as their linguistic biography is concerned, students showed a certain openness to language learning. This was the case in so far as their wish to learn languages was concerned, and their opinion of the importance of language learning.

Schools and the language curricula impose many constraints on students, not only in providing a limited choice of languages, which does not satisfy their wishes, but also in the lack of opportunities provided for students to encounter diversity in general. These constraints in the language curricula influence students' representations of the relationship language / school. Reflecting upon the data analysis, one may say there is a need to improve and increase the opportunities for students to encounter a diversity of languages inside school, not only in language classes and in other school subjects, but also outside school in their own daily lives. Besides promoting increased encounters with diversity, it is important to raise students' awareness of the possibilities provided by these encounters and of the competences they have and can develop through them.

In this process of creating opportunities for students and teachers to encounter linguistic and intercultural diversity, the linguistic workshops are one of the possible approaches.

However, from the results obtained, one may see that it is important to make explicit for the teachers, which is the main intent of the workshops, so that they do not see this structure and the workshops developed as a way to develop knowledge on a specific language they are already studying. It is also important to make clear for the teachers the benefits of working together with the laboratory in order to deepen the relationship between the university and schools, namely by providing the teachers some training on the themes worked on in the workshops and in the type of activities undertaken as far as language awareness and the promotion of plurilingual competence is concerned.

The interaction that is created between researchers and language teachers gives everyone involved the possibility to reflect together, not only about the benefits and constraints of the implementation of such activities as the language workshops, but also about more practical questions related to the curricular integration of a plurilingual approach to language learning (materials, evaluation, cross curricular connections...).

The second phase of the laboratory involved teachers from schools participating in a slightly non-systematic way in projects developed by L@LE's team, it is now our ambition, in this third phase with ongoing projects and those forthcoming, to strengthen the relationship between those actors and their institutions. The next step is thus, to work together in order to reflect on and implement the proposals presented in a more consistent and systematic way.

We believe that the proposals we offer through the L@LE workshops constitute one of the possible ways to promote the reflection of all the language educators towards examples of possible practices promoting the development of plurilingualism. Nevertheless, and thinking about the three phases the laboratory has gone through, there is a need to rethink about the final aims of the workshops, which served as a major seduction mean in the lab's early years, since they functioned as a way to attract teachers from schools, shortening the gap between the university and schools. Now that the relationship is closer between these two universes, there comes the time to reflect upon the importance of not only training teachers for the area of plurilingualism and for the urgency of collaborative work, but also to involve them in the creation and implementation of those workshops. This may be the next step in the laboratory's life and in the

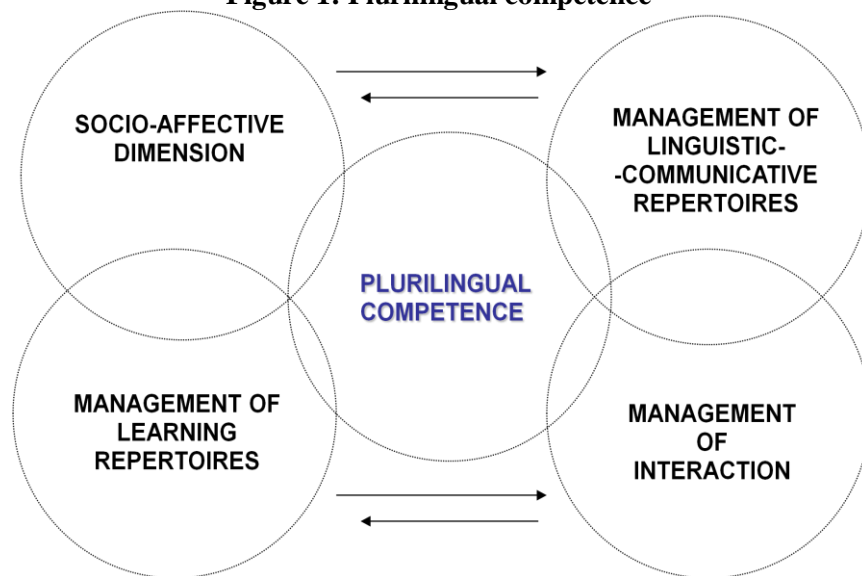
Thus, one may conclude that work has to be done in two fronts: (i) in the dissemination of the linguistic workshops and explanation of the purpose of such activities (in order to redefine some of teachers' misconceptions about the aim of such initiatives) and (ii) in the strengthening of relationships and partnerships between L@le/the university, schools and other organisations, so that in a nearby future some other institutions may create with the laboratory's team new workshops which attain teachers' and students' wishes and concerns, involving other languages (for instance, with the collaboration of immigrants' associations) and other contexts (some activities may be developed in other settings, like libraries, theatres or city halls, with the participation of the professionals who work there).

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Figure 1: Plurilingual competence



(Andrade & Araújo e Sá *et al.*, 2003: 489)

Table 1. Phases of the laboratoire

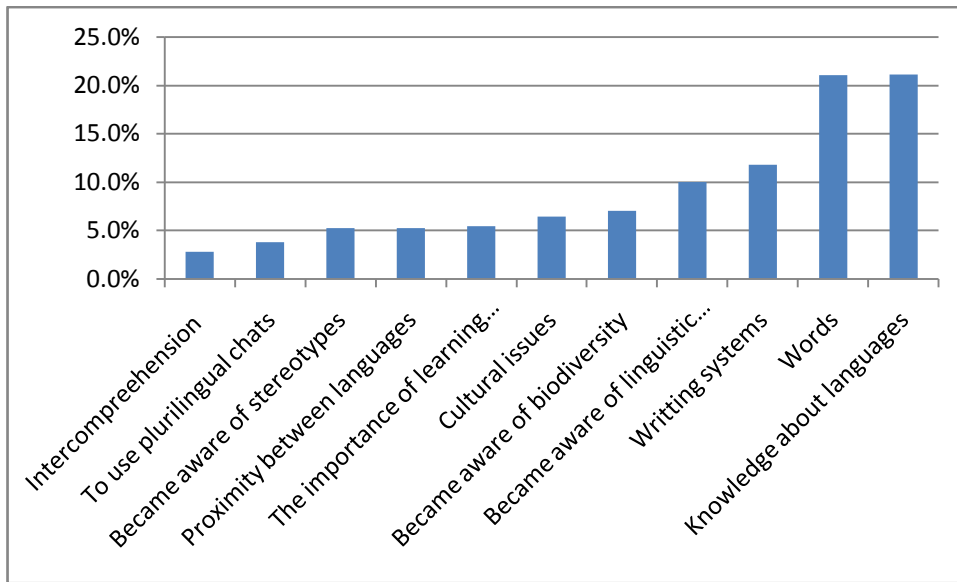
	Phase 1 (1999-2002)	Phase 2 (2003-2006)	Phase 3 (2007-...)
Aims	<ul style="list-style-type: none"> - To produce knowledge on language education processes <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> - To conceive training programmes which disseminate such knowledge 	<ul style="list-style-type: none"> - To apply and validate educational/trainig programmes <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> - To produce knowledge on language education and training processes 	<ul style="list-style-type: none"> - To co-construct knowledge with the enlarged community - Training by knowledge co-production - (re)conceptualise strategies for the development of PC dimensions and teacher training axes
Objets of study	<ul style="list-style-type: none"> - Plurilingual competence (PC) (dimensions) - Axes of teacher training in language awareness: <ul style="list-style-type: none"> . The individual and languages . The world of languages and cultures . The classroom 	<ul style="list-style-type: none"> - Strategies for the development of PC dimensions and the teacher training axes of teacher training in language awareness - Particular situated cases 	<ul style="list-style-type: none"> - Dynamics of construction of didactic knowledge on plurilingualism within communities
Actors' role	<ul style="list-style-type: none"> - The researchers produce knowledge - The teachers (in initial and/or ongoing training) receive the knowledge produced <p><i>Isolation</i></p>	<ul style="list-style-type: none"> - The researchers produce knowledge and work with teachers in order to reconstruct it <p><i>Aproximation</i></p>	<ul style="list-style-type: none"> - The researchers, teachers trainers and teachers co-construct didactical knowledge <p><i>Dialogue</i></p>
Language Didactis as a space for the construction of knowledge	<p><i>Applicationist vision</i></p>	<p>« <i>Participative</i> » vision</p>	<p><i>Collaborative vision</i></p>

Adapted from Andrade *et al.*, printing stage

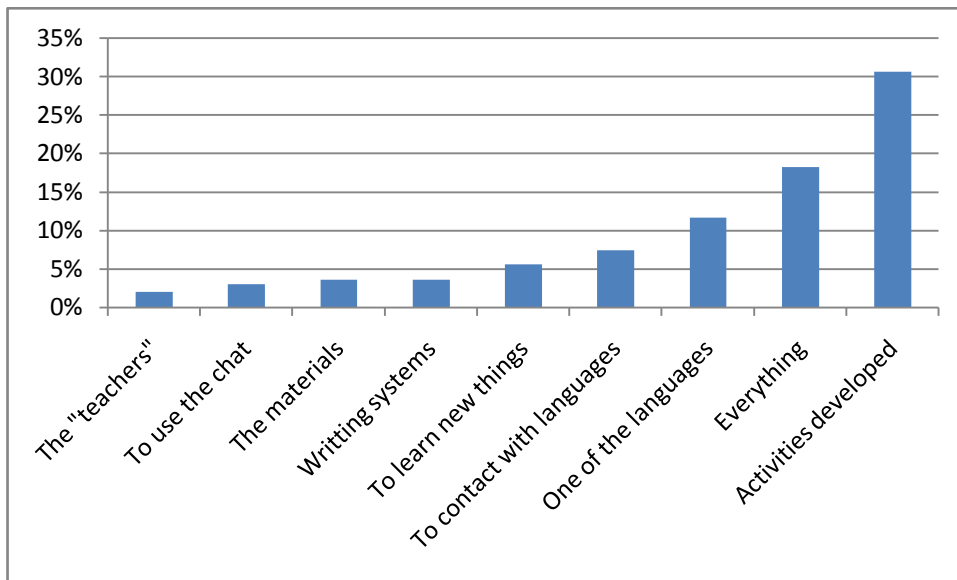
Table 2. Description of some workshops organized by L@LE

Workshops	Target audience
<p>Rhythms of the World, sounds of languages By hearing non-linguistic sounds and childish songs in different languages, we try to mobilize the students to the linguistic and cultural diversity, to arouse their curiosity for other languages and to develop abilities of auditory discrimination and of learning other phonetic systems and to develop a phonological and plurilingual awareness.</p>	Students between 3 and 10 years old.
<p>Learning languages: what for? In this workshop we aim at motivating the students to learn foreign languages.</p>	Students between 10 and 15 years old (5 th to 9 th grade)
<p>Romance Proverbs In this workshop the students have the chance to know the romance influence in geographical and linguistic terms and are expected to understand the existence of a linguistical and sociocultural proximity between the languages belonging to this group (of romance influence) using proverbs.</p>	Students between 12 and 18 years old (7 th to 12 th grade)
<p>Writing systems In this workshop we try to show how interesting the evolution of writing is and how many different alphabets and writing systems there are with the help of a story. The students have the chance to work with different ways of writing such as the Chinese or the Arabic.</p>	Students between 10 and 18 years old (5 th to 12 th grade)
<p>Three little pigs speak other languages In this workshop we aim at raising students' linguistic awareness, namely through the listening activity of a plurilingual version of the traditional story "The three little pigs".</p>	Students between 3 and 10 years old.
<p>The Hare and the Tortoise In this workshop we intend to develop students' linguistic awareness and metalinguistic competence, by means of activities related to a plurilingual version of "The Hare and the Tortoise".</p>	Students between 3 and 10 years old.
<p>One face, one language, one culture This workshop is related to the similarities between languages, peoples and cultures. Starting from the analysis of several faces, there is time and space for reflection on the stereotypes and preconceptions about languages and peoples.</p>	Students between 10 and 17 years old (5 th to 12 th grade)
<p>Deutsch ist einfach! In this workshop the aim is to raise students' awareness about German language, by means of activities of interlinguistic comparison centered on lexical items about days, months and numbers, integrating other languages, such as English or Spanish.</p>	Students between 10 and 15 years old (5 th to 9 th grade)

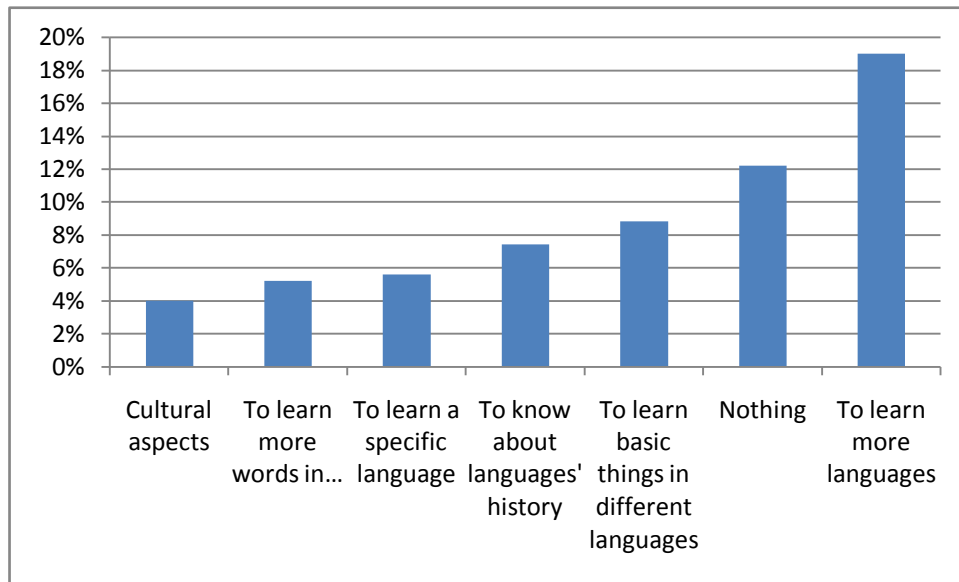
Graphic 1: Students: What did students learn with the workshops?



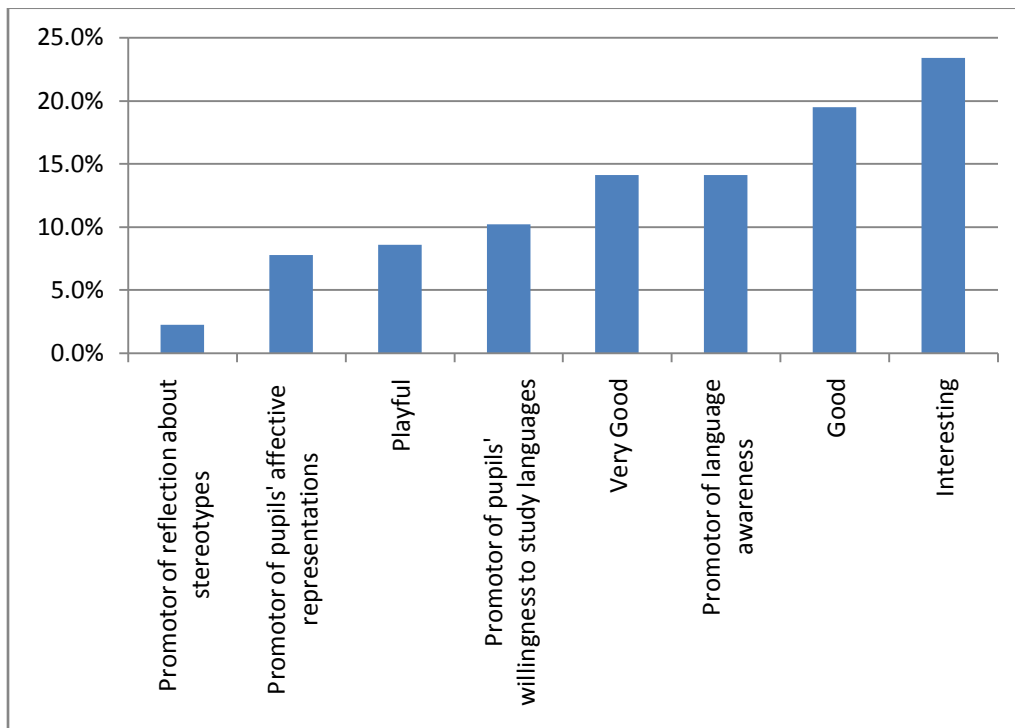
Graphic 2: Students: What did they enjoy the most?



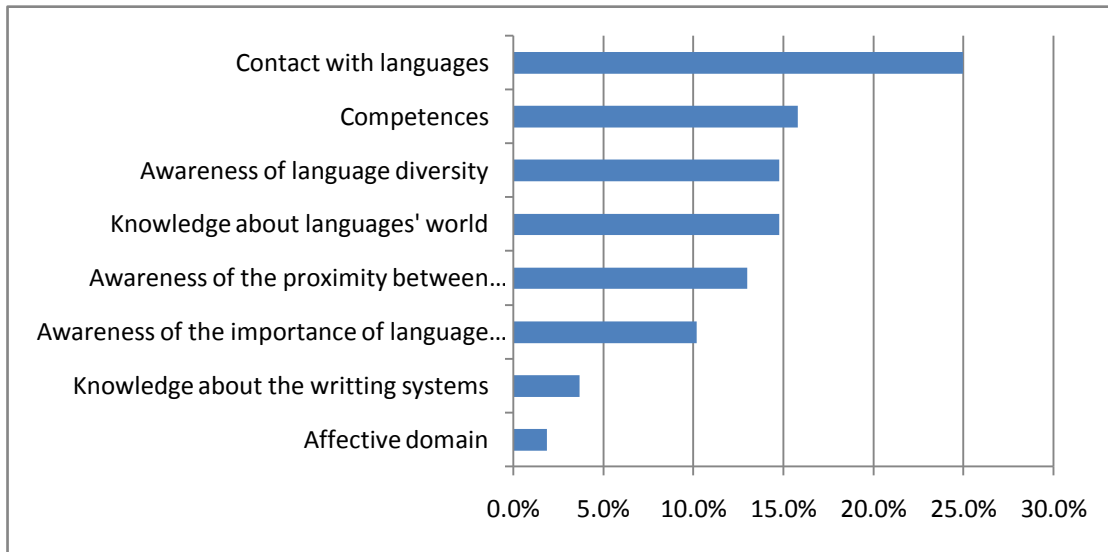
Graphic 3: Students – What else do they want to know/learn about languages?



Graphic 4: Teachers- General opinion about the workshops



Graphic 5: Teachers – Major contributions of the workshops



Graphic 6: Teachers - What else could the workshops be about?

