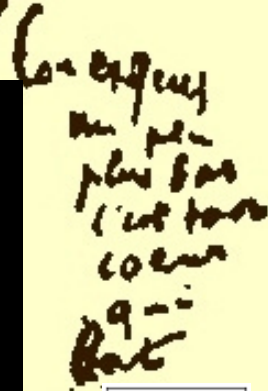


Art-Based Learning of Heritage Languages through Didactic Innovation

In this method, calligrams (or picture poems) serve as an inspiration for exploring word fields centred on common terms, such as the name of animals. Learners are asked to fill the silhouette of, say, a cat or dog with words and phrases related to the animal: its parts, synonyms, idioms, etc., thereby enriching their vocabulary in the heritage language.



à travers son



Participants' Profile: age 7 or above

Maximum Number of Participants: 20 participants

Total Duration: 60 min

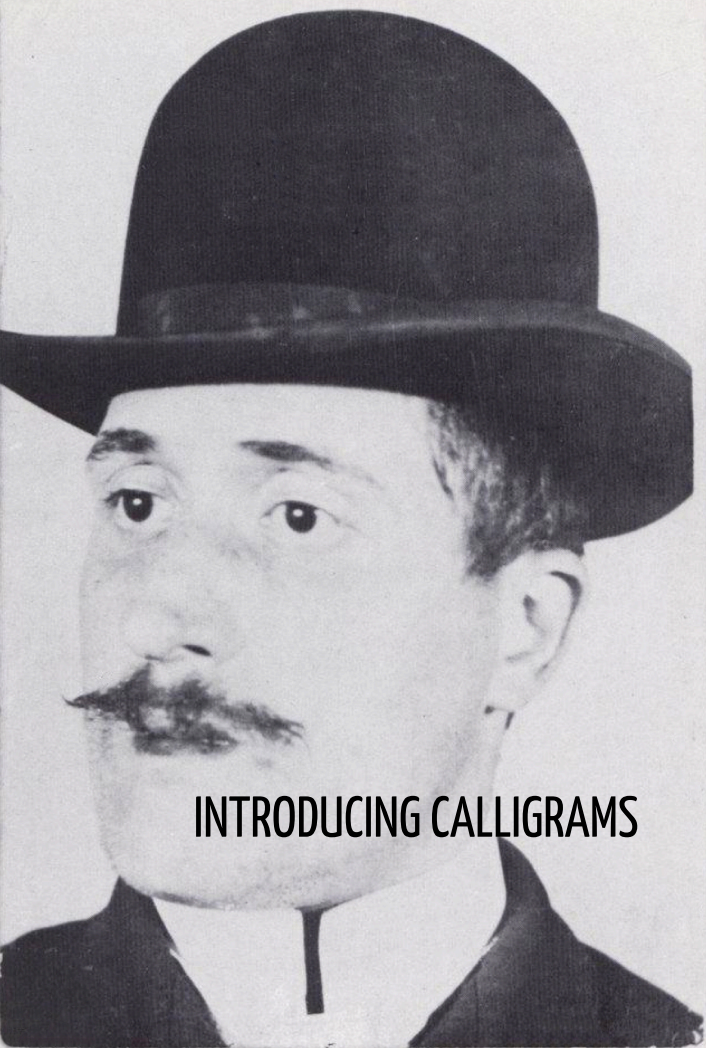
Materials: large sheet of paper (A3), pencil, eraser, writing utensils (e.g. felt pens of various strengths, coloured pencils); monolingual dictionary and graphical templates (optional).

Language Skills: vocabulary, oral expression, spelling, writing, reading, listening, using a monolingual dictionary (optional).

Other Skills: fine motor skills, calligraphy, drawing

Levels: A2 or above

Developed by / Origin / Original language: Katarzyna Wlusek & Rupert Hasterok, Comparative Research Network e. V. – English



INTRODUCING CALLIGRAMS

Douces figures poi
MIA
YETTE
ANNIE et toi
où
vous
jeunes
MAIS
près d'un
jet d'eau qui
pleure et qui prie
cette colombe s'extasie

gardées
C
hères lèvres fleuries
MAREYE
LORIE
MARIE
êtes-
ô
filles

Tous les souvenirs de
Ô mes amis partis en guerre
Jaillissent vers le firmament
Et vos regards en l'eau dormant
Meurent mélancoliquement
Où sont-ils Braque et Max Jacob
Derain aux yeux gris comme l'aube

?
Où sont Raynal Billy Dalize
Dont les noms se mélancolisent
Comme des pas dans une église
Qui s'engagea
Où est Creminitz qui s'engagea
Où sont-ils morts déjà
Peut-être sont ils morts déjà
De Souvenirs mon âme est pleine
Le jet d'eau pleure sur ma peine

Time required: 10-15 min

Materials: samples of calligrams

CEUX QUI SONT PARTIS À LA GUERRE AU NORD SE BATTENT MAINTENANT

Le soir tombe
Jardins ou saigne abondamment le laurier rose fleur guerrière

O
sanglante mer

Introducing calligrams



a—A d! N

Activity 1 Step-by-Step

1. Prepare handouts with examples of calligrams or set up the equipment for a screen projection.

2. Welcome the participants

Welcome everyone to the workshop and explain its nature and purpose. If the participants don't know each other yet, you may want to organise a short icebreaker during which they have an opportunity to present themselves and get to know each other. Use for example a Polish counting-out rhyme, where the designated persons presents himself or herself.

3. What are calligrams?

The term calligram designate a visual poem in which the text of a the poem forms at the same time an image related to. It was invented by the French poet Guillaume Apollinaire (1880–1918), whose portrait is shown on the left of the previous page. The poem reproduced to the right of the previous page thus shows the images of a dove and of a water jet. By the way, the poet, although born in Rome, had Polish origins, since his mother was a member of the lesser Polish aristocracy of the Russian Empire and came from what is now Belarus. His full Polish name was Wilhelm Albert Włodzimierz Aleksander Apolinary Kostrowicki, which he shortened for his pen name; the German Wilhelm became the French Guillaume.



However, it is not only poems that can be used to form images. Any kind of text, and even a single word, will do as long as they form a recognisable shape that will enhance their meaning. Moreover, there are few constraints on the letters used, which can be slanted, stacked, curved or stretched to better fit the shape, just as in a puzzle. They can be of different sizes and in different styles, in the same colour or in a variety of colours. Words or letters can be handwritten or painted but it's also possible to use ones that have been cut out from newspapers or magazines to create a collage.

4. Collecting words and phrases

For this activity, we suggest to create widely popular calligrams of pets or domestic animals, such as of a cat, cow, dog or horse, because a rich vocabulary is attached to them and young heritage speakers are likely to be familiar with at least some of it. Create tandems or small teams of three to dress up vocabulary lists. For a cat calligram, for example, words might include those for different kinds of cats (kitten, tomcat, wild cats such as lynx or leopard, ...) or races of cats (Siamese, Persian, Sphinx, ...), compound nouns (cat litter, cat ladder, ...), a cat's anatomical parts (paw, fur, whiskers, ...) or its characteristics (independent, solitary, agile, ...), verbs for the sounds cats produce (meow, purr, hiss, growl, ...) or the way they behave (prowl, stalk, jump, crawl, stretch, doze, ...), names of other animals, plants or objects that contain the word cat (cat shark, cat's ear, cat's cradle, cat stone, ...), idioms (like herding cats, letting the cat out of the bag, fighting like cats and dogs, weak as a kitten, ...) and sayings: 'In the night all cats are grey.' – 'Curiosity killed the cat.' If participants are hesitant, provide some examples or hints in which direction to look for. Leave room for exchanges between all participants to promote peer learning.

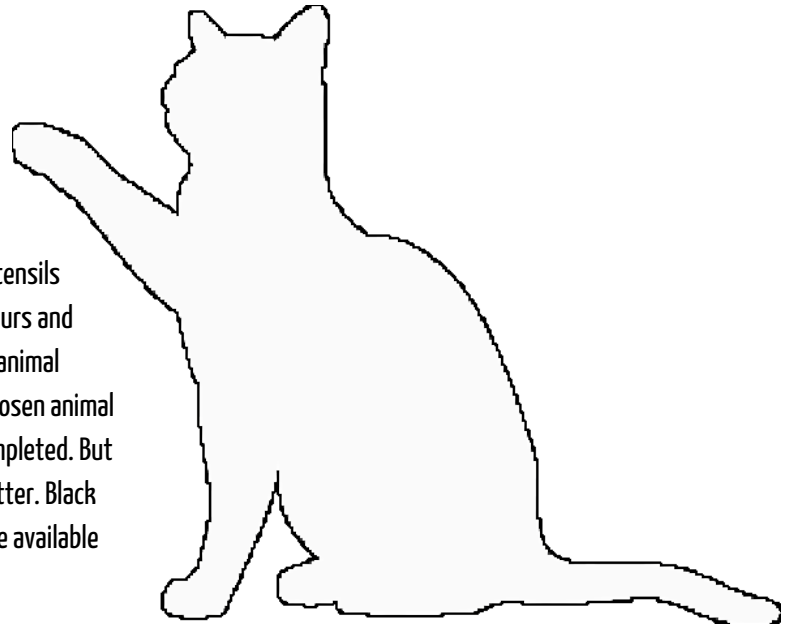


Creating an animal calligram

Activity 2 Step-by-Step

1. Preparing the canvas and filling it with words

Ensure that all participants have a large sheet of paper, writing utensils (e.g. felt pens of different strengths, coloured pencils, water colours and a brush pen) and, if appropriate, a template with the shape of an animal in front of them. Ask them to lightly outline the shape of their chosen animal with a pencil; the line will be erased after the calligram will be completed. But a thick outline may also be a good choice if it fits the calligram better. Black and white or colourful? It's up to the artist. You may want to make available a prepared canvas to younger children.



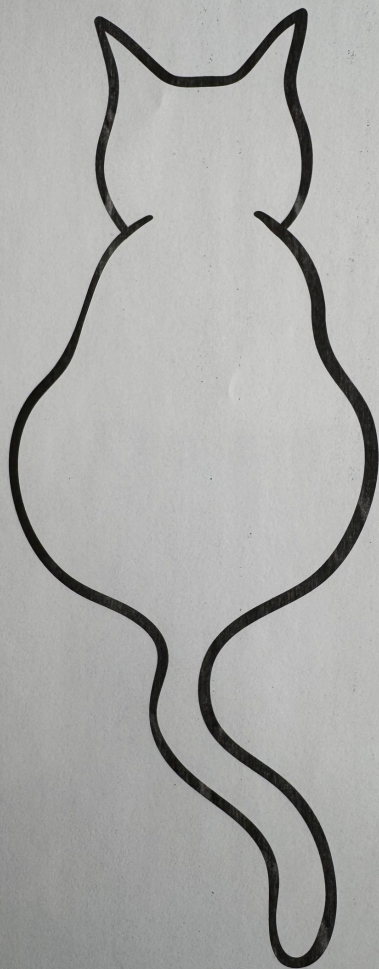
Older participants are advised to reflect on the style in which they plan to execute the calligram: compact and detailed, bold and graffiti-like ..., before starting to fill their calligram. Excessive spacing and clutter should be avoided. The aim is to balance readability of the text and the artistic impact of the calligram. The typographical choice should reflect the overall mood of the image. For difficult parts, sketch the letters lightly with a pencil before creating a permanent version.

Don't forget to indicate a time by which you expect the calligrams to be finished



2. Presenting and discussing the calligrams

Once the calligrams are finished, pin them to a wall or lay them out on a table and assemble the participants in front or around of them. Ask all or some of the participants to present their work. This includes explaining their aesthetic choice and the difficulties they have encountered, but also naming their favourite words and expressions. Ask participants to point out similarities and differences between the heritage language and the majority language – or, in a multilingual classroom, between the languages represented. Some expressions can be found across several language. ‘Curiosity killed the cat’, for example, has a Polish equivalent: ‘Ciekawość zabiła kota’, as has ‘In the night all cats are grey’ – ‘W nocy wszystkie koty są szare’. On the other hand, when animal sounds are imitated in human language, they often differ, at least in spelling: ‘meow, meow’ becomes ‘miau, miau’.



RECOMMENDATIONS FOR EDUCATORS
AND TEACHERS



Recommendations for educators and teachers

Preparation:

- Assemble a sample of calligrams from which participants can draw inspiration.
- Prepare an animal-related vocabulary list to help participants with a lower level of proficiency.
- Think of some guiding questions that help participants identify relevant vocabulary.
- If appropriate, gather illustrations of animals or prepare templates of animal silhouettes.
- Ensure that participants bring their own painting or writing materials or provide them.

Expected output:

- Learners practise or discover new vocabulary related to common animals and potentially improve their spelling competence..
- New vocabulary is better memorised through the accompanying creative activity.
- Participants learn more about visual poetry and word art.
- Enhanced creativity, improved writing and soft skills such as team work, peer learning and communication skills.



Adaptation/Application of the method

- **a group with varied language proficiency**

The workshop can be held in the heritage or the majority language with elements of the former, depending on proficiency levels. If these vary considerably, consider letting participants work in tandems or small groups (incl. children and their parents). Consider using cut-out letters and words from newspapers and magazines for participants with weak writing skills.

- **other languages**

Calligrams of any kind can be produced in any language.

- **bilingual/multilingual options**

The activity can be adapted to bilingual or multilingual settings. In the latter case, emphasis should be put on comparing vocabulary across several languages.

- **cultural context**

Calligrams can be produced in all heritage languages with a writing system, although some languages, such as Arabic, may have a stronger tradition of calligraphy.



- **other age groups**

The activity can be implemented for participants of all age groups, provided they have at least basic writing skills and knowledge of vocabulary in the heritage language.

- **outdoor version**

The activity can take place outdoors, at a table in a garden or park, under favourable weather conditions.

- **distance-learning option**
- Online or blended settings are possible but will require adaptation and produce less interaction between participants.
- To avoid lengthy online sessions, activities should be split and some of the tasks be conceived as individual homework. Participants would only meet online for presentations by the facilitator and to discuss individual results in a plenary session.
- Calligrams can also be created with image-processing software and a judicious use of a large variety of fonts.



- **challenges**

- Participants with low proficiency levels in the heritage language may have to work with a much reduced vocabulary but can have recourse to a dictionary to identify relevant words and phrases.
- To avoid difficulties less advanced learners in a group with different language proficiency levels, pair them with more proficient heritage speakers and favour peer learning.

- **options for parents**

- Parents who are native speakers of the heritage language can easily organise this activity for their child or children.
- The same is true for a parent with at least a basic knowledge of the heritage language (A2), who will at the same time have an opportunity to improve his or her skills in this language.

Tags:

reading, spelling, writing, speaking, pronunciation, listening, vocabulary, syntax, creativity, artistic skills, organisation, orientation, non-verbal expression, cultural skills, self-confidence, intergenerational, science-related, body movements, drawing, painting, singing, theatre, collage, 1 kid activity, 2 and + kids activity

Lesen, Rechtschreibung, Schreiben, Sprechen, Aussprache, Zuhören, Wortschatz, Syntax, Kreativität, künstlerische Fähigkeiten, Organisation, Orientierung, nonverbaler Ausdruck, kulturelle, interkulturelle, digitale Fähigkeiten, Selbstvertrauen, generationsübergreifend, wissenschaftsbezogen, Körperbewegungen, Malerei, Gesang, Theater, Collage,

lecture, orthographe, écriture, expression orale, prononciation, écoute, vocabulaire, syntaxe, créativité, compétences artistiques, organisation, orientation, expression non verbale, culturelle, interculturelle, numérique, confiance en soi, intergénérationnel, scientifique, gestuelle, peinture, chant, théâtre, collage

czytanie, ortografia, pisanie, mówienie, wymowa, słuchanie, słownictwo, składnia, kreatywność, zdolności artystyczne, organizacja, orientacja, ekspresja niewerbalna, kulturowe, międzykulturowe, umiejętności cyfrowe, pewność siebie, międzypokoleniowe, związane z nauką, ruchy ciała, malarstwo, śpiew, teatr, kolaż,

citire, ortografie, scris, vorbire, pronunție, ascultare, vocabular, sintaxă, creativitate, abilități artistice, organizare, orientare, exprimare non-verbală, culturale, interculturale, abilități digitale, încredere în sine, intergeneraționale, legate de știință, mișcări ale corpului, pictură, cânt, teatru, colaj, olvasás, helyesírás, írás, beszéd, kiejtés, hallgatás, szókincs, szintaxis, kreativitás, művészi készségek, szervezés, tájékozódás, non-verbális kifejezés, kulturális, interkulturális, digitális készségek, önbizalom, generációk közötti, tudományhoz kapcsolódó, testmozgások, festészet, éneklés, színház, kollázs,

القراءة، التهجئة، الكتابة، التحدث، النطق، الاستماع، المفردات، بناء الجملة، الإبداع، المهارات الفنية، التنظيم، التوجيه، التعبير غير اللفظي، الثقافية، بين الثقافات، المهارات الرقمية، الثقة بالنفس، بين الأجيال، المتعلقة بالعلم، حركات الجسم، الرسم، الغناء، المسرح، الكولاج،

читання, правопис, письмо, говоріння, вимова, аудіювання, словниковий запас, синтаксис, креативність, художні навички, організація, орієнтація, невербальне вираження, культурні, міжкультурні, цифрові навички, впевненість у собі, між поколіннями, пов'язані з наукою, рухи, тіла, живопис, спів, театр, колаж

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