

Talking About Language and EmotionS at HOME

USERS GUIDE

*This project was realised thanks to a group of partners.
Please contact them if you would have any further questions.*

PARTNERS:

**Foyer vzw**

Werkhuizenstraat 25, 1080 Brussel

www.foyer.be

hilde.desmedt@foyer.be

**Soros International House**

Konstitucijos ave. 23A, 08105 Vilnius, Lithuania

www.sih.lt

daiva@sih.lt

**Università Degli Studi Di Palermo**

Piazza Marina 61, 90133 Palermo

www.unipa.it

Elisabetta.digiovanni@unipa.it

**Accademia Europea Bolzano**

Viale Druso 1, 39100 Bolzano

www.eurac.edu

Dana.Engel@eurac.edu

**Hogeschool West-Vlaanderen**

Marksestennweg 58, 8500 Kortrijk

www.howest.be

jynce.cremers@howest.be

**Double Helix Resources**

7 East Churchfield Road, W37LL London

www.double-helix.org.uk

bdelord@double-helix.org.uk

**European Network of Social Authorities**

Rio Novo, 3493 Dorsoduro, 30123 Venezia

www.ense-network.eu

elena.curtupassi@regione.veneto.it

This manual aims to support professionals in the use of the TALES@home tool. Most of this information, regarding every individual step, can also be found behind the question marks (?) in the tool itself.

GENERAL GOAL

TALES@home is a tool for multilingual families, with a strong family-centred approach. It can be used to empower the language environment at home and in situations where the language choices have an influence on individual family member's wellbeing and language learning abilities.

- **The aims of this tool are:**

- ✓ To discover the feelings connected to languages by the different family members.
- ✓ To encourage communication within the family about the use of languages.
- ✓ To detect problems arising from the use of different languages within the family.

During the use of the tool, the professional's role is to stimulate reflection and communication, while also bringing underlying topics to the surface, especially concerning issues that may have a negative influence on language learning and wellbeing. In short, they should create a space for fruitful exchange.

- **The target groups for this tool**

Professionals working in an educational setting, involving multilingual families, such as teachers, educators, therapists, social workers or medical staff.

Multilingual families: all families using more than one language at home and/or families using a home language that differs from the mainstream language(s).

- **More background information**

Some online-lessons in English were created to inform professionals about

- ⇒ Theoretical background: lessons 1 and 2
- ⇒ The research aspect of the project: lessons 3 and 4
- ⇒ The tool itself: lesson 5

A short film provides an overview and first impression of families using this tool.

USERS GUIDE

- ✓ The tool can be used on PC and tablet, not on smartphone.
- ✓ Browser: preferably Google Chrome.
- ✓ You can use the tool without creating a password. Nevertheless, if you wish to save the sessions you do with families the creation of a login and password is required.
- ✓ In the 'History' section you can find the families you have already worked with. You will see all the names of the individual families with the date of their very first session. For a list of all the previous sessions, you need to click on a family name. To continue working on a session set up previously, simply click on it. If you want to start a new session, (this means you start all over again) click: '+add session'. This option can be useful if you want to evaluate changes.

● General information:

- ⇒ The tool is designed for all individual members of a multilingual family, engaging with each other under the guidance of a professional. **It is most effective for children older than 6.**
- ⇒ Some activities are to be completed together, while others are to be completed by each participating family member individually. For every part of the activity, it will be indicated whether the activity is to be completed individually or collectively.
- ⇒ Behind the question marks, the professional will find instructions on how to use the tool and suggestions in the form of questions which can encourage reflection on the use of languages and the linked emotions within the multilingual family.
- ⇒ The tool contains a notepad where the professional can write down some observations during the session.
- ⇒ The tool is available in one of the following languages: Italian, German, Dutch, French, Lithuanian, and English.
- ⇒ This first page gives access to the activity 'My Family', the first activity to be completed. Afterwards the professional can freely choose in what order the family members take up the activities. The professional can choose whether to do only one activity or all four of them. However, it is suggested to start with the activity 'Family Portraits'. At the end of each activity click on the logo to go to the overview of the activities.

We will illustrate the tool by using the example of the Thomson family. A brief description of this family: Olivia is a 9 year old girl who was born in England. Her mother was born in Italy and her father in England. The home language is Italian. In England, Olivia went to an English school until the age of 6. Afterwards, the family moved to Brussels and Olivia now receives her schooling in Dutch.

1. MY FAMILY

● Goal

The general goal of this module is to get to know the family members participating in the activities paying special attention to the languages they speak and their emotions linked to the use of languages.

● Content

Each family member creates an avatar, choosing a 'figure' and showing the languages he/she can speak (even if very little). In the first individual exercise, the languages chosen are linked with a colour. Participants are asked to reflect on these colours. A discussion about language/colours and linked emotions can offer a first glimpse of how they feel about the language situation they live in. In a small (optional) activity they are also encouraged to say something about the important points of reference in their lives (places, persons, dreams etc.).

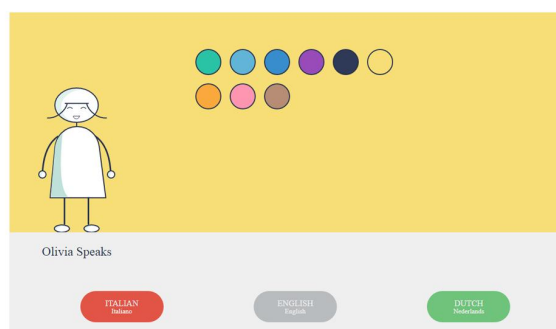
● About me:

'About me' is a smaller individual activity. Family members are encouraged to say something more about themselves and important points of reference in their lives. For them, it is a moment of reflection. For the professional it is an occasion to have a wider understanding of this individual family member. This has importance for later activities. This occurs through answering four questions.

● Specific information

- ⇒ The family members participating in the session have to be added. The other family members can or cannot be added. The choice is up to the family members participating in the session.
- ⇒ The family member chooses his/her avatar: the choice is between female/male and adult/child.
- ⇒ The family member chooses whether to write his/her given name. He/she can also choose to write his/her relationship to the other family member participating in the session.
- ⇒ The family member reflects on the languages he/she speaks within the family but also outside the family.
- ⇒ A maximum of 5 different languages can be added amongst all the family members.
- ⇒ The family member chooses a colour for each language she/he speaks. The family member drags the chosen colour to the language.
- ⇒ About me: The professional will briefly discuss each question with the individual family member. In this particular case, results will not be compared with other family members. The professional has the possibility to take notes.

Encourage reflection: on every page you will find specific questions, behind question marks, and suggestions on how to stimulate reflection.



Family Thomson - Olivia linked the colour grey to English. It's a 'sad' colour for her and she explains that she has the impression of losing her English and that it bothers her. Chatting with English friends has become quite frustrating.

2. FAMILY PORTRAITS

● Goal

In an individual activity each family member designs his/her 'portrait' by linking languages with body parts. The professional supports him/her to do this in a thoughtful way. Once each family member has created his/her colourful image, they can use it to explain their emotions and attitudes towards the different languages to other family members.

● Content

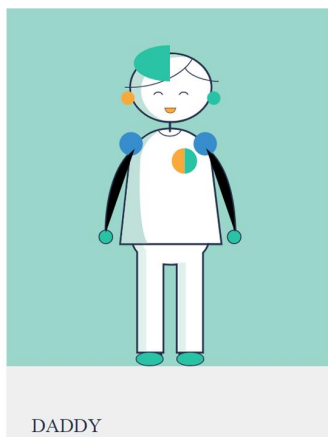
This activity consists of two parts:

- ✓ Colouring the silhouette with the colours the family members have chosen in the first activity
- ✓ Determining how much they like a certain language using bars.

● Specific information

- ⇒ This activity is done individually by each family member participating in the session and at the end of the activity there is room for a shared reflection by clicking on the bottom "Compare the results".
- ⇒ In this activity the family members will find the silhouette, divided into different parts, which they will fill with the colours that he/she has chosen for their spoken languages.
- ⇒ In order to colour the silhouette, the family member first clicks on the language button and then clicks on the part of the body of his/her choosing. The same language can be coloured in different parts of the body.
- ⇒ During the testing, some families pointed out that they like to use crayons and paper to colour their silhouette. In the attachment the professional will find a silhouette to print out if required.
- ⇒ For each language spoken by the family member a bar will appear in the colour chosen by the family member. The family member has to move each bar to indicate how much he/she likes a language and has positive feelings linked to it. Grabbing and dragging it up and down can move the bar.

Encourage reflection: on every page you will find specific questions, behind the question marks, and suggestions on how to encourage reflection.



Family Thomson - The father coloured Dutch (in blue) on his shoulders. It's like a 'burden' to him. He is convinced of the importance to improve his very basic language skills, since this has become increasingly important for his daughter, but at work he only uses English. He finds it difficult to make time for it. Olivia, however, thought her father simply didn't like Dutch. She is glad to hear that he is willing to make an effort.

3. COMPETENCES ON A LADDER

● Goal

With this activity the family members discuss their current language competences and their eventual goals. They can also express how they feel about their competences in comparison with other family members. Besides a better mutual understanding, this activity can result in a more supportive and positive attitude towards the language use and learning of individual family members.

● Content

For each language each family member can place him/herself on a ladder going from 'a very limited competence' (bottom of the ladder) towards an excellent competence (top of the ladder). Individual members choose their own position on each language ladder. The professional guides the reactions from other family members and encourages them to express feelings about the interrelations (differences and similarities).

● Specific information

- ⇒ This activity can be done together with the whole family.
- ⇒ A ladder appears for each language spoken by the family members. Each family member appears next to the ladder and is coloured in the chosen colour for this particular language.
- ⇒ The professional explains the meaning of the different levels and afterwards the family members move their figure to the corresponding step. The lowest level corresponds to the lowest step on the ladder while the highest level is situated on the highest step.
- ⇒ There are six levels on the ladder and they correspond to the six levels of the Common European Framework of Reference for languages (CEFR), which is usually used to define skills in a language. The levels of the CEFR go from A1 (very restricted knowledge of a language) to C2 (excellent knowledge of the language comparable to that of a native speaker)

● In the ladder the levels are defined as follows:

Very limited - The Level A1 is the lowest level at which the speakers can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, the things they have, and initiate and respond to simple statements on very familiar topics.

A little bit - At the Level A2 the speaker can ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers; make simple transactions in shops, post offices or banks; get simple information about travel; use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services.

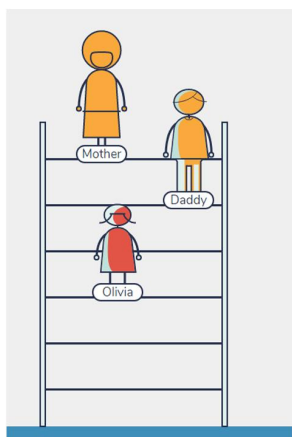
Basic - At the level B1 the speaker can generally follow the main points of extended discussion around himself/herself, provided speech is clearly articulated in standard dialect; give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; enter unprepared into conversations on familiar topics; explain why something is a problem; summarise and give his or her opinion about a short story.

Very good - At the Level C1 the speaker can express him/herself fluently and spontaneously, almost effortlessly. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth, flow of language.

Good - At the level B2 the speaker can give a clear description, can express a point of view, and can summarise a book. He can use a wide range of words.

Excellent - At the Level C2 the speaker can speak with reasonable accuracy, has a good command of idiomatic expressions and colloquialisms, can understand any native speaker, even on abstract and complex topics of a specialist nature beyond his/her own field, and adjust to a non-standard accent or dialect.

Encourage reflection: on every page you will find specific questions, behind question marks, and suggestions on how to encourage reflection.



Family Thomson - Here are all three of them on a ladder, showing their skills in the Italian language. During a discussion afterwards, Olivia mentioned that she would like to improve her Italian, especially her writing skills in order to communicate with her relatives in Italy. Both parents agree and will look for a way to help her. Olivia had never raised this issue before.

4. DISCUSSING SITUATIONS

● Goal

In different situations (dinner, family visits, arguments, homework, bedtime, playing) family members use different languages. Here they can express their feelings and consider if they are willing to make certain changes. This activity can result in improved wellbeing for family members in specific communication contexts.

● Content

The situations that are discussed can be chosen freely. First the family members agree about the languages they use in these specific language situations. Individually and for each chosen situation, they show their feelings about the language use. They do this by colouring the situation either in blue (cold, negative) or red (warm, positive). An overview helps them to talk about these issues.

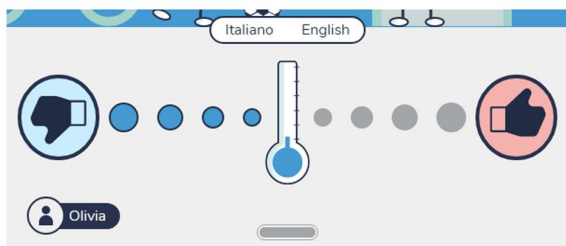
● Specific information

⇒ During the first part of the activity the family members will work together. The names of the languages spoken by the family members are given in the bar below. The family members make the choice of the language(s) used during this situation.

⇒ The second part is done individually. The family member chooses how comfortable or uncomfortable the use of a language in a particular situation makes him/her feel. He/she needs to click once or more on the 'like' button to indicate that a particular choice makes him feel comfortable, and he/she needs to click once or more on the 'dislike' button to indicate how uncomfortable a particular choice makes him/her feel.

⇒ This last part of the activity, Discussing Situations, requires the presence of all participating family members. The feelings of all family members will appear next to each other and the family members are encouraged to discuss their results.

Encourage reflection: on every page you will find specific questions, behind question marks, and suggestions on how to encourage reflection.



Family Thomson - Discussing the situation 'having visitors at home' Olivia admitted that she never invites friend over from school, because she is afraid her parents will not be able to communicate with them!

5. TIMELINE

● Goal

The timeline allows participants to tell their language history: how skills and their interrelated emotions have evolved over time, often in the context of migration. For an individual family member this can be a moment of self-reflection, looking back to a sometimes-difficult journey with changes in language use and learning. Explaining this to others, could increase mutual understanding.

● Content

This activity is done individually. Step by step, they design their journey and mark the evolution of their language skills. Language loss, stagnation and learning are linked again with emotions. An overview for each language helps to deepen the reflections and explain this to family members.

● Specific information

- ⇒ Every individual family member will tell his/her migration story using a map and timeline.
- ⇒ For each language: The family member indicates at which level she/he knew the language when he/she left a country. The levels correspond to the Common European Framework of Reference for languages (CEFR).
- ⇒ The family member can choose whether to consider only the competence of speaking and understanding a language or to also consider the competence of writing and reading in the language.
- ⇒ The final step consists of every individual family member marking his/her feelings about language learning and loss.

Encourage reflection: on every page you will find specific questions, behind question marks, and suggestions on how to encourage reflection.



Family Thomson - This activity was only done with the mother. She migrated from Italy to England at the age of twenty and moved to Belgium at thirty. In England, she felt bad for a while about losing her Italian, but in Brussels she has become more involved with the local Italian community.