

OBSERVING AND RECOGNISING LINGUISTIC DIVERSITY

Name of author: Anna MURKOWSKA

E-mail address: a.murkowska@uw.edu.pl

Institution and country: Warsaw University, Centre for Foreign Language Teacher Training and European Education, Poland

Target audience

- Pre-service teachers
 - Primary teachers
 - Secondary teachers
- In-service teachers
 - Primary teachers
 - Secondary teachers
- Other situations: Postgraduate language teacher trainees

Itinerary

- Developing knowledge about languages and cultures

Abstract:

The recognition and acceptance of diversity as a reality in language teacher education imposes on teacher trainers that language teachers and trainees should be given the opportunity to develop plurilingual competence.

This material, which deals with two different topics, provides examples of how to incorporate the plurilingual dimension into the English/foreign language teacher education curricula and can be introduced in linguistic, grammar and language classes.

The first part of the material explores **Families of languages and types of writing systems**. It consists of 5 activities, most of which are based on the same fragment of the text in different languages of the old Polish legend: *'The legend of the white eagle called the legend of Lech, Czech and Rus'*.

The second part focuses on **Clause negation in English and other languages**. Two activities presented in this part of the material are based on a sample of English negative clauses, which illustrates grammatical rules concerning clause negation in English and a collection of negative clauses in different languages chosen from the text of the old Polish legend *'The legend of the white eagle called the legend of Lech, Czech and Rus'*.¹

Rationale

These didactic materials developed for the use of language teacher trainers (the target group of the project) are to exemplify how to diversify and intensify language teacher training in order to promote plurilingualism, which focuses on developing a proficiency (of varying degrees) in several languages and experience of several cultures.²

¹ Both topics are developed on the basis of part of didactic materials written by myself in Gajek, E., Murkowska, A., Walewska, A., *The legend of the white eagle called the legend of Lech, Czech and Rus*, Warsaw University Publications, 2004.

I would like to thank here the coordinator of the JaLing project Prof. Ingelore Oomen-Welke and the two co-authors of this material Dr. Elżbieta Gajek and Anna Walewska for their kind permission to use the text of the legend and some fragments of the above mentioned material in this publication. Special thanks to Dr. Elżbieta Gajek, author and co-author of many JaLing materials, for her stimulating creativity and of course to my students.

² See: *Common European Framework of Reference for Language: Learning, teaching, assessment*, Council of Europe, CUP, 1990, p.168.

The materials cover two different content issues which arise out of the broad topic of *'Developing one's knowledge about language and culture in general', i.e.*

– *developing one's knowledge about languages of the world,*

- *developing one's knowledge about language in the field of general linguistics.*

The two presented topics, which enrich trainees linguistic repertoire, through the choice of the materials and the manner of conducting the class, open up opportunities to develop trainees plurilingual competence and make the diversity a source of mutual enrichment and understanding.

They are included in the curricula of language teacher education colleges, and can also be introduced in training programmes for in-service language teachers and post- graduate language teacher trainees, designed to introduce, recognize and prove the significance of plurilingualism.

Personal and social dimensions:

- ✓ Recognising linguistic and cultural diversity as a positive and important factor in modern societies and of civilisation in general thus guaranteeing its development.
- ✓ Having confidence in one's professional ability to develop and prove the significance of educational approaches introducing plurilingual and pluricultural dimensions.

Professional dimensions

- ✓ Being aware of the need for the new model of education promoting plurilingualism and pluriculturalism.
- ✓ Creating, experimenting with and evaluating educational projects aimed at developing plurilingual and pluricultural skills.

1. FAMILIES OF LANGUAGES AND TYPES OF WRITING SYSTEMS

Identify the language and the alphabet

Worksheet: Activities 1a, 1b, 1c and 1d

Timing: 45'x4

Materials: A fragment of the text of the old Polish legend: *The legend of the white eagle called the legend of Lech, Czech and Rus* in eight different languages.

Activity 1a



Look at the following fragments of *The legend of the white eagle called the Legend of Lech, Czech and Rus* - trying to identify the languages.

1. Dawno, dawno temu, jak głosi legenda, plemiona wędrujące z dalekiej Azji, mając już dość koczowniczego życia i ciągłego wojowania osiedliły się w pięknej krainie, w sercu Europy. Plemiona te żyły obok siebie w zgodzie i dostatku, początkowo w jednej wielkiej osadzie, potem w wielu graniczących ze sobą, czerpiąc z obfitości otaczających ich ogromnych lasów, rzek i jezior. Mężczyźni zajmowali się polowaniem i łowieniem ryb, kobiety zbieraniem jagód i ziół, przygotowywaniem stawy wychowywaniem potomstwa. Z czasem zaczęto także uprawiać ziemię i hodować zwierzęta: krowy, owce, kozy, woły i konie; wycinano też gęste krzewy, wyrąbywano potężne dęby i buki, świerki i sosny otaczające osady, bo zaczynało brakować miejsca.

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2. Много, много лет тому назад, как гласит легенда, племена, пришедшие из далёкой Ази и, которым уже надоела кочевая жизнь и постоянные войны, оселились в прекрасном крае в самом сердце Европы. Племена эти жили рядом друг с другом в согласии и достатке, сначала в одном большом поселении, а затем во многих, граничащих друг с другом поселениях, пользуясь изобилием окружающих их огромных лесов, рек и озёр. Мужчины занимались охотой и рыбной ловлей, женщины – собиранием ягод и трав, приготовлением пищи и воспитанием потомства. Со временем поселенцы начали также возделывать землю и разводить скот: коров, овец, коз, волов и коней; вырывали густой кустарник, вырубали могучие дубы и буки, ели и сосны, которые окружали поселения, поскольку начинало не хватать места.

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3. Dávno, před mnoha lety, jak říká legenda, plemena přicházející z daleké Azie, která měla už dost kočovného života a neustálého boje se osídlila v krásné krajině v srdci Evropy. Tato plemena žila vedle sebe v míru a blahobytu, na počátku v jedné velké osadě, později v mnohých, se sebou hraničících menších sídlách. Čerpala z hojnosti okolitých hustých lesů, řek a jezer. Muži se zabývali lovem zvířat a ryb, ženy sbíraly plody a byliny, připravovaly potravu a vychovávaly potomky. Postupně začali obdělávat půdu a chovat zvířata: krávy, ovce, kozy, voly a koně; vysekali husté křoví, pokáceli obrovské duby a buky, smrky a sosny v okolí osad, protože měli pro sebe málo místa.
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4. Dávno, dávno pred mnohými rokmi, ako hovorí legenda, plemená prichádzajúce z d'alekej Ázie, ktoré už mali dosť kočovného života a neustáleho boja sa osídlili v krásnej krajine v srdci Európy. Tieto kmene žili vedľa seba v mieri a blahobyte, na počiatku spolu v jednej veľkej osade, neskôr v mnohých, so sebou hraničiacich menších sídlach. Čerpali z hojnosti okolitých hustých lesov, riek a jazier. Muži sa zaoberali poľovaním na zvieratá a lovením rýb, ženy zbierali plody a byliny, pripravovali potravu a vychovávali potomkov. Postupne začali obrábať pôdu a chovať zvieratá: kravy, ovce, kozy, voly a kone; vyklčovali husté krovie, vyrúbali obrovské duby a buky, smrky a sosny v okolí osad, pretože mali pre seba málo miesta.
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5. Once upon a time, according to the legend, roaming tribes from far-away Asia, being tired of a nomadic life and constant fighting, settled down in a beautiful country in the heart of Europe. The tribes lived together in peace and prosperity, at first as one big community, later on in a number of neighbouring settlements, taking advantage of the abundance of surrounding lakes, rivers and primeval forests. Men were busy hunting and fishing, while women picked berries and herbs, prepared food and took care of the children. Later, they started to till the land and breed animals: cows, sheep, goats, oxen and horses; huge oaks and beeches, spruce and pines as well as a thicket of bushes surrounding the settlements were cut down and cleared, because of the shortage of space.
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- 1 Il était une fois, selon la légende, des tribus nomades venant de l'Asie lointaine, ayant assez de mener une vie aventurière et de guerroyer sans cesse, qui s'établirent dans une contrée admirable au cœur de l'Europe. Ces tribus vivaient côte à côte dans la paix et dans l'abondance, d'abord dans une grande colonie, puis dans de nombreux villages avoisinants, puisant dans les richesses des forêts immenses, des rivières et des lacs, qui se trouvaient aux alentours. Les hommes étaient occupés à chasser et à pêcher les poissons, les femmes ramassaient les myrtilles et les herbes, préparaient la nourriture et élevaient leurs progénitures.

Avec le temps ils avaient commencé à cultiver la terre et élever le bétail: des vaches, des moutons, des chèvres, des boeufs et des chevaux; ils coupaient également d'épais arbustes, d'énormes chênes, hêtres, sapins et pins qui entouraient les villages car il risquèrent de manquer de place.

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7 Имало едно време, според легендата, номадски племена, които идваха от далечна Азия и на които им беше омръзнало да водят несигурен живот и да воюват непрестанно. Те се установиха в една приказна страна в сърцето на Европа. Тези племена живееха рамо до рамо в мир и изобилие, първо в една голяма колония, после в многобройни съседни села, използвайки богатствата на безкрайните гори, на реките и езерата, които ги заобикаляха. Мъжете се занимаваха с лов и риболов, жените събираха черници и треви, приготвяха храната и отглеждаха децата. С времето те бяха започнали да обработват земята и да отглеждат добитък – крави, овце, кози, биволи и коне; те режеха също така гъсти храсти, огромни дъбове, букове, ели и борове, с които бяха заобиколени селата, защото мястото можеше да не стигне.³

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كان يا ما كان في قديم الزمان، وكما تقول الأسطورة، أن قبائل مهاجرة قد جاءت من آسيا البعيدة، وبعد أن ضاق بها المطاف من حياة البداوة والحروب، استقرت في مكان جميل من وسط أوروبا. في البداية عاش الجميع في مكان واحد بعضهم قريبا من البعض الآخر، يجمعهم الوفاق والتعاون في ظل حياة سعيدة، ومن ثم توسعت أراضيهم حيث أصبح لكل منهم مكانه الخاص تحيط به الغابات والأنهار والبحيرات. كان الرجال يقومون بصيد الحيوانات والطيور والأسماك، أما النساء فكان يقمن بجمع الفاكهة والأعشاب من الغابات، ويحضرن الطعام، ويقمن بتربية الأطفال. ومع مرور الوقت أخذوا بإصلاح الأراضي وفلاحتها، وتربية الحيوانات مثل: الأبقار والعجول والأغنام والماعز والخيل. ولقلة الأراضي بدأوا بالتوسع من حولهم بقطع الأشجار الشائكة والأشجار العملاقة مثل البلوط والزان والسرو والصنوبر.

³ I would like to thank Nicolay Nikolov, one of the participants of the LEA workshop, who translated the above fragment and a sample of negative sentences from the legend.

Activity 1b



Complete **Table 1** checking your answers in the websites mentioned in the bibliography (to find the information about languages and alphabets you can use use some of the links from the bibliography or the ones you know).

Table 1

Languages in the fragments of the legend	Name of the alphabet, which the given language uses



Check your findings and discuss them with the whole group.

Activity 1c



List in **Table 2** the languages in the fragments of the legend which seem to be related or similar. Try to find more about some of the similarities/differences within this group of languages. Use the Website.

Table 2

Languages in the fragments of the legend which seem to be related or similar






Activity 1d



Complete **Table 3** checking your answers in the websites mentioned in the bibliography (to find the information about languages and families of languages you can use some of the links from the bibliography or the ones you know).

Table 3

Languages in the fragments of the legend	Name of the family and sub-family of languages to which the given language belongs

	List as many languages as you can think of and name the family and sub-family to which these languages belong.
 	Exchange your findings with your partner and later with the whole group.
	Create a mural with the class findings, showing on a map where those languages are mainly spoken.
	<i>Optional extension activities:</i> Concentrate on one type of writing system (e.g. Roman alphabet, Cyrillic alphabet, Hieroglyphic script, Chinese writing, Arabic script). Try to exploit and characterize it. Use the Website!

Families of languages and types of writing systems

Worksheet: Activity 1e

Timing: 45'

Activity 1e



Write the English equivalents of the names of the languages in their original form. Write also the name of the alphabet, which the given language uses and the family and sub-family of languages to which each language belongs. If possible, mention the country/countries where this language is mainly spoken. Use your knowledge, experience and if needed the websites mentioned in the bibliography.⁴

Name of the language written in its original form	Name of the language in English	Name of the alphabet, which the given language uses	Name of the family and sub-family of languages to which the given language belongs	Country/Countries where this language is mainly spoken
اللغة العربية				
Български				
català				
Čeština/Česky				
Cymraeg				
Српски				
Dansk				
Deutsch				
Eesti keel				
Ελληνικά				
English				
español, castellano				
Euskara				
Français				
Gaeilge				
Italiano				
język polski				
Latviešu/latviešu valoda				
lietuvių kalba				
Lëtzebuergesch				
Magyar				
Malti				
Nederlands				
Português				
Română				

⁴ The activity is planned for two groups (A and B) working together, each with a different set of languages.

русский язык				
slovenčina/slovenský jazyk				
slovenščina/slovenski jezik				
Shqip				
Suomi				
Svenska				
Vlaams (in Dutch)				

2. CLAUSE NEGATION IN ENGLISH AND OTHER LANGUAGES

Clause negation in English

Worksheet: Activity 2a

Timing: 45' x 2

Materials: a sample of English negative clauses, which illustrates grammatical rules concerning clause negation in English.

Activity 2a, Part 1



Together with your partner analyse the following sentences carefully, illustrating the clause negation rules in English.

1. 'I don't like your new haircut.'
2. 'We met not our old friends at a party yesterday.'
3. 'You mustn't show this document to anybody.'
4. 'He won't help me.'
5. 'I fail to see any further consequences of her behaviour.'
6. 'None of them were ready.'
7. 'Neither of us has ever heard about it.'
8. 'No dogs are permitted inside this shop, aren't they?'
9. 'The place had scarcely changed in ten years.'
10. 'None of us have never told lies.'
11. 'You must never do that.'
12. 'They haven't told him the truth.'
13. 'It's not a secret.'
14. 'Hardly anyone saw him there.'
15. 'No one helped us.'

Activity 2a, Part 2



Try to group the sentences into three types A, B, and C as defined below. **BE CAREFUL BECAUSE THERE ARE SOME WRONG SENTENCES THAT YOU SHOULD NOT USE.**

Type A: Clause negation through verb negation (e.g. *She doesn't work hard. They are not playing., They may not be working.*)

Type B: Clause negation by using a negative word in form and meaning (e.g. *no, none, neither*).

Type C: Clause negation by using a word which has a negative meaning (e.g. *scarcely, hardly, little, deny, fail.*)

Negative sentences	Sentences from Sample 1
Type A: through verb negation	
Type B: by using a word negative in form and meaning	
Type C: by using a word negative in meaning	



Write the numbers of the grammatically incorrect sentences. Explain why you think they are grammatically incorrect?

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Can all grammatically correct sentences from Sample 1 be classified as sentences that express negative meaning? Are there any sentences in Sample 1 that you have a problem classifying?

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Discuss your observations and with the teacher's help (if necessary) try to formulate the grammatical rules concerning clause negation in English.

Clause negation in other languages

Worksheet : Activity 2b

Timing: 45' x 2

Materials: a collection of negative clauses in eight languages chosen from the text of the old Polish legend 'The legend of the white eagle called the legend of Lech, Czech and Rus'.

Activity 2b, Part 1



Choose a set of negative sentences in one of the languages from the sample below, taken from the 'The legend of the white eagle called the legend of Lech, Czech and Rus'. Analyse these sentences carefully.



Discuss your findings with the whole group.

Czech:

1. *Každému z nich bylo líto, že bude muset opustit to krásné místo,*
2. *ale zároveň si uvědomoval, že i tak úrodná půda a lesy plné zvířat jak i jezera a řeky bohaté na ryby všechny neuživí...*
3. *Lech a Čech se smutně na se podívali, protože cítili, že se už nikdy neuvidí.*
4. *Nebudeme už dál putovat.*

Polish:

1. *Żaden z nich nie krył żalu, że będą musieli opuścić to piękne miejsce,*
2. *ale wiedzieli, że nawet tak żyzna ziemia i pełne zwierzyny lasy oraz obfite w ryby jeziora i rzeki nie wyżywią ich wszystkich....*
3. *Lech i Czech spojrzeli na siebie ze smutkiem, ponieważ przeczuwali, że nigdy go więcej nie zobaczą,*
4. *Nie będziemy już dalej wędrować”.*

Russian:

1. *Никто из них не скрывал сожаления в том, что будут вынуждены покинуть это прекрасное место,*
2. *однако все отдавали себе отчёт в том, что даже такая плодородная земля и полные зверей леса, а также богатые рыбой озёра и реки, не будут в состоянии выкормить их всех.....*
3. *Лех и Чех с грустью посмотрели друг на друга, так как предчувствовали, что никогда больше его не увидят,*
4. *Не пойдём дальше.*

English:

1. *None of them was without sorrow in his heart for having to leave the beautiful place,*
2. *but they knew well that this fertile land, forests full of game and lakes full of fish could not feed them all....*
3. *Lech and Czech looked at each other with sadness because they felt they would never see him again,*
4. *We shall not travel any further.*

Slovak:

1. *Každému z nich bolo ľúto, že bude musieť opustiť to krásne miesto,*
2. *ale zároveň si uvedomovali, že aj taká úrodná pôda a lesy plné zveriny ako aj jazerá a rieky bohaté na ryby neuživíu všetkých...*
3. *Lech a Čech sa smutne na seba pozreli, pretože cítili, že sa už nikdy neuvidia.*
4. *Nebudeme už ďalej putovať.*

Bulgarian:

1. *Никой от тях не скриваше съжалението си, че трябва да напусне това прекрасно място,*
2. *обаче те знаеха, че дори една толсова плодородна земя и гори пълни с дивеч, както и езера и реки пълни с риба няма да нахранят всички...*
3. *Лек и Чек се погледнаха с тъга, в техните очи се четеше тъгата, че няма повече да се видят,*
4. *Ние няма да пъгуваме по далече.*

French:

1. *Aucuns d'eux ne cachaient son regret, de devoir abandonner cet endroit magnifique,*
2. *néanmoins ils savaient que même une terre si fertile et les forêts pleines de bêtes ainsi que les lacs et les rivières remplis de poissons ne nourriront pas tout le monde*
3. *Lech et Czech se regardèrent avec tristesse, dans leurs yeux se lisait la crainte de ne plus le revoir,*
4. *Nous ne voyagerons pas plus loin.*

١. لم يخفي أحدا منهم شعوره بالندم لأنهم مجبرون على ترك هذا المكان الجميل

لم	يخفي	أحدا	منهم	شعوره بالندم	
Nie krył		żaden	z nich	żalu	
Was (without)		none	of them	sorrow in his heart	
الجميل...	المكان	هذا	على ترك	مجبرون	لأنهم
piękne...	miejsce	to	opuścić	zmuszeni (są)	że
beautiful...	place	the	to leave	for having	

٢. ... ولكنهم عرفوا حتى هذه الأرض الخصبة والغابات المليئة بالحيوانات والبحيرات والأنهار المليئة بالأسماك، سوف لا تغذيهم جميعا.

الخصبة	الأرض	هذه	حتى	عرفوا	ولكنهم
żyzna	ziemia	tak	że nawet	wiedzieli	...ale
fertile,	land	this	that	they knew (very well)	... but
المليئة	والأنهار	والبحيرات	بالحيوانات	المليئة	والغابات
obfite	i rzeki	oraz jeziora	zwierzyny	pełne	i lasy
full of		and lakes	game	full of	forests
		جميعا.	تغذيهم	سوف لا	بالأسماك
		wszystkich.	wyżywia ich	nie	w ryby
		all.	feed them	could not	fish

⁵ I would like to thank Dr. Małgorzata Al Khatib, senior lecturer at the *University College of English Language Teacher Education*, Warsaw University, who has made all the necessary translations into Arabic.

Activity 2b, Part 2



Compare the set of negative sentences in the language chosen with the set of corresponding negative sentences in English.

Check to see if the rules concerning clause negation in English apply to the language which you analysed.

Activity 2b, Part 3



Try to define (with the help of the teacher) the rules of clause negation in the language analysed and discussed.

Check and compare your findings (if possible) with any of the grammars of the language under discussion.

Assessment

The assessment can be in the form of a discussion. Here are some examples of the questions for



discussion, which can be carried out after each activity or group of activities is/are done:

Did you find the activity/activities interesting? Why?

What do you think is the aim of this activity/activities?

To what extent do you think the choice of the materials and the way of doing the activity/activities are helpful in developing plurilingual awareness?

Would it be possible for you to use/adapt this type of activity in your own teaching context?

Appendices

1. Families of languages and types of writing systems

A) Notes for teacher educators

The teacher educator should be aware that the promotion of plurilingualism will be successful if the use of the materials will be related to his and the target trainees knowledge of the languages under discussion, their interests in other languages, and the manner in which the class will be conducted. (This gradually enriches trainees' knowledge about languages of the world and focuses on similarities rather than differences).

There are many additional tasks which the trainees can be given to work on when working on this topic, depending on the languages they know and the languages the teacher educator wants to explore.

For example, when discussing Slavonic languages in **Activity 1c**, one of the tasks could be the comparison of the Roman and Cyrillic alphabet. The trainees, if interested, can also focus on the diacritical marks (for example letters *ę*, *ł*, *ź* in Polish), which are introduced in some Slavonic languages using the Roman alphabet.

Activity 1e is meant to help to verify and extend trainees' knowledge by many new languages (going beyond those discussed in Activity 1a). Starting the activity with the name of the language written in its original form signals a variety of writing systems and raises trainees curiosity as to its pronunciation. It's an open-class task and teacher educators can divide the material into smaller sections for the trainees to work on and add to **Table 1** as many new languages as needed.

B) Answer sheets

Answer Sheet 1a

Name of the language in the fragments of the legend
1. Polish
2. Russian
3. Czech
4. Slovak
5. English
6. French
7. Bulgarian
8. Arabic

Table 1

Languages in the fragments of the legend	Name of the alphabet, which the given language uses
1. Polish	Roman alphabet
2. Russian	Cyrillic alphabet
3. Czech	Roman alphabet
4. Slovak	Roman alphabet
5. English	Roman alphabet
6. French	Cyrillic alphabet
7. Bulgarian	Roman alphabet
8. Arabic	Arabic script

Table 2

Languages which seem to be related or similar	Bulgarian Czech Polish Russian Slovak
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Table 3

Name of the language in English	Name of the family and sub-family of languages to which the given language belongs
1. Polish	Indo-European/Balto-Slavic/Slavic/West Slavic
2. Russian	Indo-European/Balto-Slavic/Slavic/East Slavic
3. Czech	Indo-European/Balto-Slavic/Slavic/West Slavic
4. Slovak	Indo-European/Balto-Slavic/Slavic/West Slavic
5. English	Indo-European/Germanic/West Germanic
6. French	Indo-European/Italic/Romance
7. Bulgarian	Indo-European/Slavic/South Slavic
8. Arabic	Afro-Asiatic/Hamito-Semitic

Answer Sheet 1e

Name of the language written in its original form	Name of the language in English	Name of the alphabet, which the given language uses	Name of the family and sub-family of languages to which the given language belongs	Country /Countries where this language is mainly spoken
اللغة العربية	Arabic	Arabic script	Afro-Asiatic/Hamito-Semitic	Arab world: Algeria, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, United Arab Emirates, Palestine (West Bank and Gaza), Western Sahara, Yemen Liturgical language of Islam

Български	Bulgarian	Cyrillic alphabet	Indo-European/Balto-Slavic/South Slavic	Bulgaria, Ukraine, Moldova, Serbia, Romania, Republic of Macedonia, Greece, Turkey
català	Catalan	Roman alphabet	Indo-European/Italic Romance	Spain (Catalonia, Valencia, Balearic Islands), France (Roussillon), Andorra, Italy (Murcia, Sardinia)
Čeština/Česky	Czech	Roman alphabet	Indo-European/Balto-Slavic/West Slavic	Czech Republic, United States, Canada, Germany and Slovakia
Cymraeg	Welsh	Roman alphabet	Indo-European/ Celtic/ Brythonic	United Kingdom (Wales), Argentina, United States, Canada, Australia
Српски <i>srpski</i>	Serbian	Cyrillic and Roman alphabet	Indo-European/ Slavic/ South Slavic	Serbia, Montenegro, Bosnia and Herzegovina, Republic of Macedonia, Croatia, Sweden, Hungary, Romania, Albania
Dansk	Danish	Roman alphabet	Indo-European/Germanic/ North Germanic	Denmark, Faroe Islands, Greenland, Germany, (Schleswig-Holstein), United States
Deutsch	German	Roman alphabet	Indo-European/ Germanic/ West Germanic	Germany, Austria, Switzerland, Liechtenstein, Belgium, Italy, France, Luxembourg, Netherlands, Poland, Czech Republic, Denmark, Namibia, South Africa, Canada, United States
Eesti keel	Estonian	Roman alphabet	Uralic/Finno-Ugric	Estonia
Ελληνικά <i>Ellinika</i>	Greek	Greek alphabet	Indo-European/Hellenic	Greece, Cyprus, Turkey and surrounding areas
English	English	Roman alphabet	Indo-European/ Germanic/West Germanic	Australia, Canada, India, Ireland, New Zealand, United Kingdom, South Africa, United States (used as international language)
español, castellano	Spanish	Roman alphabet	Indo-European/ Italic/ Romance	Spain, Argentina, Bolivia, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guinea, Guatemala, Honduras, Mexico,

				Nicaragua, New Mexico (USA), Panama, Peru, Puerto Rico, Uruguay
Euskera	Basque	Roman alphabet	Language isolate ⁶	the Basque provinces of Spain, Southern France, United States
Français	French	Roman alphabet	Indo-European /Italic/ Romance	France, Canada (Quebec, New Brunswick), Belgium, Switzerland, Lebanon, Luxembourg, Monaco, Morocco, Algeria, Tunisia, Ivory Coast, Democratic Republic of the Haiti, Mauritius, Laos, Vietnam, Mexico, United States (Louisiana, Maine, New Hampshire)
Gaeilge	Irish	Roman alphabet	Indo-European /Celtic/ Goidelic	Ireland, Canada, United Kingdom, United States
Italiano	Italian	Roman alphabet	Indo-European/Italic/ Romance	Italy, Malta, Switzerland, San Marino, Slovenia, Croatia, Argentina, Uruguay, Somalia, Brazil, Libya, Ethiopia
język polski	Polish	Roman alphabet	Indo-European/Balto-Slavic/ Slavic/West Savić	Poland, United States, Brazil, Argentina, Lithuania, Belarus, France, Ukraine
Latviešu/ latviešu valoda	Latvian/Lettish	Roman alphabet	Indo-European/Balto-Slavic/Baltic/ Eastern Baltic	Latvia
lietuvių kalba	Lithuanian	Roman alphabet	Indo-European/Balto-Slavic/Baltic/ Eastern Baltic	Lithuania
Lëtzebuergesch	Luxembourgish, Luxemburgish, Luxembourgian	Roman alphabet	Indo-European/ Germanic/West Germanic	Luxembourg, Belgium, France, Germany
Magyar	Hungarian	Roman alphabet	Uralic/Finno-Ugric/Ugric/	Hungary, Romania, Slovakia, Ukraine, Serbia, Croatia, Austria, Slovenia
Malti	Maltese	Roman alphabet	Afro-Asiatic/Hamito-Semitic/Arabic	Malta, Canada, Australia, United States, United Kingdom
Nederlands	Netherlandic/	Roman	Indo-European/	Netherlands, Belgium,

⁶ a language which has no known structural or historical relationship to any other language

	Dutch	alphabet	Germanic/West Germanic	Suriname, Aruba, Antilles, South Africa, Indonesia, France, Germany
Português	Portuguese	Roman alphabet	Indo-European/Italic/Romance	Portugal, Angola, Brazil, Cape Verde, East Timor, Mozambique
Română	Romanian	Roman alphabet	Indo-European/Italic/East Romance	Romania, Moldova, Serbia (Vojvodina), Canada, United States, Russia, Ukraine, Israel
русский язык	Russian	Cyrillic alphabet	Indo-European/Balto-Slavic/Slavic/East Slavic	Russia, Belarus, Crimea, Kazakhstan, Kyrgyzstan, Abkhazia, South Ossetia, some regions of Ukraine, Mongolia, Israel, Svalbard
slovenčina/slovenský jazyk	Slovak	Roman alphabet	Indo-European/Balto-Slavic/West Slavic	Slovakia, United States, Czech Republic, Hungary, Serbia-Vojvodina
slovenščina/ slovenski jezik	Slovene	Roman alphabet	Indo-European/Balto-Slavic/South Slavic	Slovenia, Italy, Austria, Hungary, Croatia
Shqip	Albanian	Roman alphabet	Indo-European	Albania, Kosovo, Serbia, Montenegro, Republic of Macedonia, Greece, Turkey, Italy
Suomi	Finnish	Roman alphabet	Uralic/Finno-Ugric	Finland, Estonia, Sweden, Norway, Northwestern Russia (Karelia)
Svenska	Swedish	Roman alphabet	Indo-European/Germanic/North Germanic	Sweden, Finland, United States
Vlaams (in Dutch)	Flemish (the Dutch dialects spoken in Belgium)	Roman alphabet	Indo-European/Germanic/West Germanic	Belgium

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Links

[http://en.wikipedia.org/wiki/
www.omniglot.com](http://en.wikipedia.org/wiki/www.omniglot.com)
<http://www.lexilogos.com/>
<http://www.ethnologue.com/web.asp>
www.foreignword.com
<http://babelfish.altavista.com/>
<http://www.lexilogos.com/>

2. Clause Negation in English and other languages

A) Notes for teacher educators

Activities 2a and 2b are meant to develop trainees' plurilingual competence (in phonology, syntax, semantics etc.) during English grammar and/or language classes, following the curricula of English/foreign language teacher education colleges.

It is important on the basis of **Activity 2a** to make trainees aware that in English (in fact, what is known as Standard English) one can have (with small exceptions) only one negative element in one clause to make the clause negative. The second negative element makes the clause positive.⁷ It is, of course not true about all languages. For example, in Slavonic languages there can be a clause with two negative elements and its meaning is still negative.

The teacher educator is free to choose the language whose syntax he wants to compare with English. It would be natural and most productive that the language chosen to be compared with English should be the language known by some of his trainees as native or learned. If possible, the teacher educator should provide his students with one of the grammars of the language under discussion.

B) Answer sheets

Answer Sheet 2a

Negative sentences	Sentences from Sample 1
Type A: though verb negation	I don't like your new haircut. You mustn't show this document to anybody. He won't help me. They haven't told him the truth. It's not a secret.
Type B: by using a word negative in form and meaning	None of them were ready. Neither of us has ever heard about it. You must never do that. No one helped us.
Type C: by using a word negative in meaning	I fail to see any further consequences of her behaviour. The place had scarcely changed in 10 years. Hardly anyone saw him there.

Notes:

- 1.** The sentences: '*He met not our friends at a party yesterday*'. and '*No dogs are permitted inside this shop, aren't they?*' are incorrect.
- 2.** The sentence '*None of us have never told lies.*' (See Quirk, R. et al. p.799) in standard English is entirely positive in meaning and can be paraphrased as '*All of us have told lies at some time*'.

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⁷ See: Quirk, R., Greenbaum, S., Leech, G., Svartvik, J 1985 *A Comprehensive Grammar of the English Language*, Longman, pp. 776-799; Biber, D., Johansson, S., Leech, G., Finegan, E., 2000 *Longman Grammar of Spoken and Written English*, Longman, pp.158-179; Huddleston, R., Pullum G.K., 2002 *The Cambridge Grammar of the English Language*, CUP, Chapter 9.

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- The website:
 Look also at the on – line grammars of the languages under analysis.

D) Annexes: The full text of the legend in English and French⁸

Text of the legend in English

Old Polish legends: 'A Legend of the White Eagle called a Legend of Lech, Czech and Rus'

Once upon a time, according to the legend, roaming tribes from far away Asia, being tired of a nomadic life and constant fighting, settled down in a beautiful country in the heart of Europe. The tribes lived together in peace and prosperity, at first as one big community, later on in a number of neighbouring settlements, taking advantage of the abundance of the surrounding lakes, rivers and primeval forests. Men were busy hunting and fishing, while women picked berries and herbs, prepared food and took care of the children. Later, they started to till the land and breed animals: cows, sheep, goats, oxen and horses; huge oaks and beeches, spruce and pines as well as a thicket of bushes surrounding the settlements were cut down and cleared, because of the shortage of space.

Among the tribes that settled in the forests, there was also a tribe of Slavs, people with fair hair and blue eyes, and among them lived three brothers *Lech*, *Czech* and *Rus* from a mighty house. As usually happens in time of peace, people and animals grew in numbers and it was necessary to start thinking about a further journey in search of a new place to live with families and companions.

The three brothers held long counsels with the elders of the tribe and they all agreed they should set out to the north, seeking new places for their people, new pastures for their animals and new land for their crops. None of them was without sorrow in his heart for having to leave the beautiful place where they were born and raised, but they knew well that this fertile land, forests full of game and lakes full of fish could not feed them all and that soon there would be a shortage of food in the fast growing settlements.

By the end of a severe, snowy winter of that year, preparations for the journey to the north drew to a close. The three brothers divided their belongings in a fair manner and packed them for the road. People and horses were ready to start on a long journey into the unknown and waited only for the last snow to thaw.

Spring arrived and *Lech*, *Czech* and *Rus*, blessed by the elders and other members of their tribe, set out northward with their families, friends and belongings. It was a long and strenuous journey. They had to force their way through a dense thicket of forest which spread out on this territory, cross many deep rivers, bypass treacherous swamps and bogs. More and more often, in their thoughts, they were asking themselves the question: 'Shall we ever find a good place to settle in?'

After many days of travelling, when they reached the end of a forest, they suddenly saw an endless stretch of grassland at a distance. *Rus* was the first to stop and he said: 'It was good to live and work with you, but I would like to try my luck here, in the East. I am going to look for a new abode for my family and friends and here I shall build Great Ruthenia. Fare thee well, brothers!'

Lech and *Czech* looked at each other with sadness because they felt they would never see him again, but hugged him and bid farewell and, as was their custom, they said: 'Let *Świętovid*, the great god of our tribe, be your guide.'

Lech and *Czech* moved onwards. And again they travelled northward for a long time, guided by the sun and the rivers, yet they made frequent stops, because they were already very tired. When a vast plain on which they travelled began to change into more and more hilly terrain, full of swells and deep ravines and high mountains appeared on the horizon, *Czech* stopped and said: 'Brother, my troop is exhausted. We are staying here, at the foot of the Carpathian Mountains. This will be our homeland and here we shall build a settlement for ourselves and our families. Are you and your people staying with us?'

⁸ Gajek, E., Murkowska, A., Walewska, A., 2004, 'The legend of the white eagle called the legend of Lech, Czech and Rus', Didactic materials, Warsaw University Publications, p.100-104.

Lech grieved to part with his brother, but decided to get on. He only stopped for a short time to let his people rest and regain energy. Then he moved again northwards, beyond the Carpathian Mountains, since his premonition was telling him that he would find there the most convenient place to settle in.

Lech with his people heroically struggled on, continuing their journey toward the north. Crossing the Carpathian Mountains was the most difficult task. At last, they managed to descend and kept moving onwards, until they reached a wide valley of the Warta river whose beauty enchanted them. They looked at the country: a mighty wide river, beautiful lakes and huge oak trees. Suddenly, *Lech* spotted a white eagle soaring above one of them. He took it for a good omen and said: 'I see a white bird. It must be a sign from god telling us to build our homes here. We shall not travel any further. Let it be our homeland.'

Lech and his people settled in the place signalled by the bird, the white eagle. His tribe, called the Lekhitians, gained power and significance. To commemorate the moment and the place, the eagle became a symbol of the entire country and the settlement was called Gniezno (presumably from the Polish word *gniazdo* – a nest). Later on Gniezno became the first capital of Poland and the Polish nation, which descends from the Lekhitians.

Text of the legend in French

Les vieilles légendes polonaises : 'La Légende de l'Aigle Blanc dite la Légende de Lech, Czech et Rus'

Il était une fois, selon la légende, des tribus nomades venant de l'Asie lointaine, ayant assez de mener une vie aventurière et de guerroyer sans cesse, qui s'établirent dans une contrée admirable au coeur de l'Europe. Ces tribus vivaient côte à côte dans la paix et dans l'abondance, d'abord dans une grande colonie, puis dans de nombreux villages avoisinants, puisant dans les richesses des forêts immenses, des rivières et des lacs, qui se trouvaient aux alentours. Les hommes étaient occupés à chasser et à pêcher les poissons, les femmes ramassaient les myrtilles et les herbes, préparaient la nourriture et élevaient leurs progénitures. Avec le temps ils avaient commencé à cultiver la terre et élever le bétail : des vaches, des moutons, des chèvres, des boeufs et des chevaux ; ils coupaient également d'épais arbustes, d'énormes chênes, hêtres, sapins et pins qui entouraient les villages car il risquaient de manquer de place.

Au milieu des tribus établies dans le canton, vivait également celle des Slaves, des gens aux cheveux blonds et aux yeux clairs, et parmi eux il y avait trois frères *Lech*, *Czech* et *Rus* de haute naissance. Tel que ça se passe en temps de paix, la population et le bétail ne cessaient de croître et peu à peu il fallait songer à une nouvelle migration en quête de nouveaux territoires pour les familles et les camarades.

Les trois frères délibérèrent longtemps avec les anciens de la tribu et par une résolution commune ils décidèrent de partir bientôt vers le nord, à la recherche de nouvelles contrées pour leurs hommes, de nouveaux pâturages pour les bêtes et des champs pour cultiver. Aucuns d'eux ne cachaient son regret, de devoir abandonner cet endroit magnifique, où ils étaient nés et où il avaient passés leur enfance, néanmoins ils savaient que même une terre si fertile et les forêts pleines de bêtes ainsi que les lacs et les rivières remplis de poissons ne nourriront pas tout le monde et que bientôt l'alimentation pourra manquer dans les villages qui se peuplaient vite.

Vers la fin cet hiver particulièrement rude et neigeux, les préparatifs de l'expédition vers le nord furent presque achevés. Les trois frères se partagèrent équitablement leurs biens. Les gens et les chevaux furent disposés à se mettre en route vers l'inconnu, ils attendaient seulement que les dernières neiges fondent.

Avec l'arrivée du printemps *Lech*, *Czech* et *Rus*, salués par les anciens et les membres de leur tribu, se mirent en marche vers le nord avec leurs familles, leurs camarades et leurs biens. Le voyage était long et laborieux. Il fallut se frayer un chemin parmi les broussailles des forêts étendues en ces terrains, passer par de nombreuses, souvent profondes rivières, éviter les marais trompeurs et les fondrières. Souvent, ils se posaient la question : « Est-ce que l'on trouvera finalement un endroit favorable pour nous installer ? »

Après de nombreux jours de marche, quand ils arrivèrent en lisière d'une forêt dense, soudain ils aperçurent au loin une étendue de steppe. *Rus* s'arrêta le premier et dit :

Rus : J'étais heureux de vivre et de travailler avec vous, mais je voudrais essayer de trouver le bonheur ici, à l'est. Je chercherais ici une nouvelle demeure pour ma famille et mes camarades et je fonderais la Grande Russie. Adieu mes frères.

Lech et *Czech* se regardèrent avec tristesse, dans leurs yeux se lisait la crainte de ne plus le revoir, toutefois ils l'embrassèrent affectueusement et, selon la tradition, ils dirent : Que *Sviatovid*, le grand Dieu de notre tribu te guide heureusement.

Lech et *Czech* reprirent la route. De nouveau ils parcoururent un long chemin vers le nord, en se laissant guider par le soleil et le cours d'eaux, mais ils durent s'arrêter souvent pour faire des haltes, car tout le monde était fatigué. Quand la vaste plaine par laquelle ils voyagèrent, commença à se changer en un terrain de plus en plus rocheux, plein de collines et de profonds ravins et à l'horizon se dressèrent des montagnes, *Czech* s'arrêta et dit :

« Cher frère, mon groupe est très fatigué. On restera ici au pied des Carpates. En ce lieu sera notre patrie et c'est ici que l'on construira un village pour nous et nos familles. Est-ce que toi et tes hommes, vous restez avec nous ? »

Ce fut dur pour *Lech* de devoir se séparer de son frère, mais il décida d'aller plus loin. Il s'arrêta juste pour faire une petite halte avec ses hommes afin de se reposer et reprendre des forces. Puis

il reprit la route vers le nord, en passant par les Carpates, car il avait le pressentiment que c'est justement là-bas qu'il trouvera un endroit convenable pour s'installer.

Lech et ses hommes parcoururent vaillamment cette route difficile en se rendant plus loin vers le nord. Le passage le plus abrupt fut celui des Carpates.

Finalement ils réussirent à descendre des montagnes et ils marchèrent plus loin, quand ils arrivèrent dans la vaste vallée de la Warta, qui les charma par sa beauté. Durant un moment, ils considérèrent la contrée : la rivière, large et rapide, d'admirables lacs et les énormes chênes quand soudain *Lech* aperçu un aigle blanc qui s'éleva de l'un d'eux. Il prit cela pour un bon signe et dit : « Je vois un oiseau blanc. C'est un signe de Dieu, afin que nous bâtissions notre village exactement en cet endroit. Nous ne voyagerons pas plus loin. Que notre pays soit ici. »

Lech et ses hommes s'implantèrent à l'endroit indiqué par l'oiseau, l'aigle blanc. Sa tribu, appelé *Lekhite*, poussait en force et en puissance. En souvenir de cet instant et de cet endroit, l'aigle blanc est devenu le symbole de cette région, et la ville fut appelé *Gniezno* (sans doute de l'origine du mot nid – en polonais « gniazdo »). Avec le temps, *Gniezno* devint la première capitale de la Pologne et du peuple polonais qui tire son origine de la tribu *Lekhite*.