



# LANGUAGE FACILITATION

## Methods to promote the place of languages with intercultural groups

### Objectives:

- to awaken curiosity about the other country
- to seize the opportunities of meeting young people from the other culture
- to give access to the other country
- to create the desire to discover the language and culture of the partner and to reflect on one's own language and culture.

### Methods (discussion, role play etc.):

It is impossible to imagine intercultural education of young people without language animation. In many international contexts, different methods are commonly used to make participants lose their fear of the foreign language and to value the language of the people present. Through language facilitation, participants' natural communication strategies can be encouraged and curiosity about partner languages aroused.

In intercultural exchanges, we are faced with a situation where linguistic communication is disrupted even though the participants often have a linguistic background resulting from many years of language learning at school. The use of the partner language(s) is often linked, in the minds of the participants, to a negative school evaluation, they are afraid of making mistakes and a real linguistic blockage is reached. We observe this situation not only among the participants, but also frequently among the teachers accompanying their students or among the non-formal education teachers.

In our short-term pedagogical context, language animation is not a well-founded tool for systematic language learning either, but it helps to remove blocks, to learn some vocabulary and to systematise what has been learned. Moreover, it can reveal the hidden language skills of those present and help them to appreciate them.

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### Democracy Skills addressed

- Fostering communication in a group
- Strengthening the place of languages in an intercultural group

### Description

There are many different methods of language facilitation. Ideas for inspiration can be found at this link: [www.animationlinguistique.fr](http://www.animationlinguistique.fr)

- Possible time formats: 15-30 min per method
- Group size: 10-30
- Age group definition and adaptation (which age groups would you define?): Any age
- Sources:
  - Website: [www.animationlinguistique.fr](http://www.animationlinguistique.fr)
  - OFAJ website: <https://www.ofaj.org/ressources/l-animation-linguistique-un-pont-interculturel.html>

### Example 1 - “Politician, left, right, election”

The team has prepared a poster, with a politician drawn on it. On each side of the politician, a person is represented, making a roof over the politician’s head with their arms. The group repeats the words in different languages „politician“, „left“, „right“, and „election“, in order to memorize them. The game leader presents the words in their mother language and the words in the other languages are presented by participants according to their own mother language. Each word is read out loud at least three times with a different tone, and every one repeats them.

Following this, groups of three are formed and spread throughout the room. Each person takes on a different role: the politician is in the middle, the person to their left (according to the politician’s perspective) reacts to the word „left“, and the person to their right reacts to the word „right“. The participants on each side of the politician join hands above the politician’s head in order to form a roof; the politician might have to crouch slightly. It is important to check that the trios are spread evenly around the room.

The game leader stands in the middle of the room and calls out „left“, „right“, or „politician“. All the people matching that word leave their place and try to find a new one, and so does the game leader. The person who is left without a place in a trio stays in the middle, which means it is their turn to call out one of the words. When someone calls out „election“, everyone changes places, and thus might also find themselves to change roles.



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### Exemple 2 - “Political colors”

Participants and the game leader stand in a circle. Using the poster prepared beforehand, the colours are repeated about three times in each language of the seminar. To do so, the game leader can ask a person of each language group to read the words out loud, which is a good way to involve the participants in the game. Following this, the game leader explains that music will be played. The participants will move around the room and can dance if they wish so. When the music stops, a colour is called out and each person must touch a piece of clothing of this colour (they can't touch their own clothes).

It is important to maintain a respectful behaviour. When the music starts again, the participants resume dancing until the music stops once more, etc.

During the activity, the participants can also announce a colour when the music stops. In order to maintain the dynamic, it may be relevant to introduce a rule such as: „The last person to touch a colour will announce the next one“. Two or three colours can be called out at the same time, but never in the caller's mother language. The end of the activity is announced before the last round.

### Exemple 3 : “Election rituals”

The explanations are given to the whole group. The participants then form duos in which both languages are represented, and with people with whom they haven't necessarily had a lot of contact before the game.

This game follows the logic of a mirror. In each tandem, one participant tells, in their own mother language, what they do in the election office, from the moment they come in until the moment they leave the office; they also mime what they are saying. Their partner acts like a mirror, i.e. repeats the gestures and the words.

The facilitation team can give an example: « I come in. I give my ID to confirm my identity, etc. » The idea is to connect an action/a movement and a language. After ten minutes, the participants switch roles.

In the end, the facilitation team can ask if a duo wants to make a presentation in front of the whole group.

