### THE LANGUAGE OF THE BIRDS



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### **ABOUT THE COURSE**

This course, entitled "The Language of the Birds" is based on the Awakening to Languages learning methodology for adults and its purpose is to bring together Chinese, Spanish, and Arabic speakers. Ideally, it is aimed at speakers of these languages, although it can also be approached by anyone interested in plural aproaches in language teaching. In order to understand the instructions and the content material you need to have a at least a **C1 reading level in English**.

It is important to mention that the completion of the full course (including the video-call sessions) will require you to reach the instructor at some point so you can arrange the virtual meetings with the other students.

Do not hesitate to contact me on this e-mail: **xxxxxxx@gmail.com**.I'll be happy to answer any questions you have!

#### LEARNING OBJECTIVES

These are some of the main learning objectives that will be covered in this 10-hour online course:

• 1. Fostering language diversity, plurilingualism and multiculturalism.

Participants can learn from each other's languages and cultures, gaining insights into different ways of thinking and expressing ideas. This mutual learning experience can enhance cognitive flexibility and empathy.

#### • 2. Promoting multi-cultural communication.

By engaging speakers of these three languages, the course will enhance cross-cultural dialogue, breaking down barriers and building bridges between different linguistic communities through a series of video-call sessions led by an instructor.

#### • 3. Raising language and linguistics awareness.

The students will gain some valuable knowledge of linguistics aspects of the three languages which most language learning courses don't offer.

### 4. Contributing to professional and personal development.

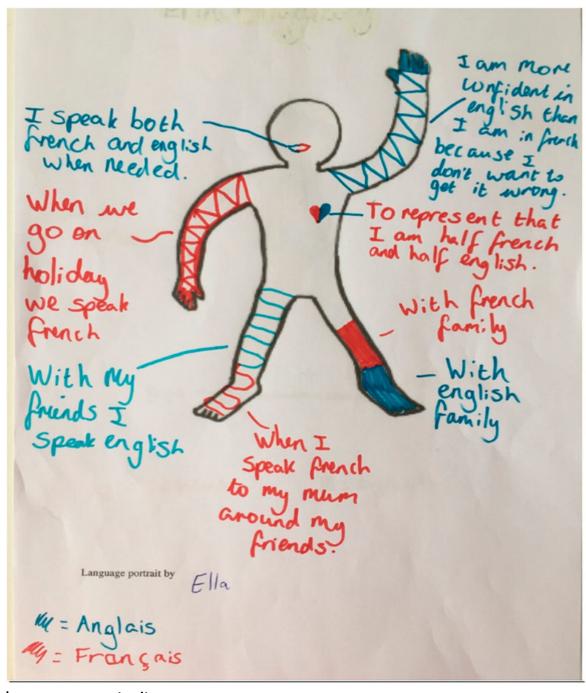
In our interconnected world, knowledge of Chinese, Spanish, and Arabic can open up numerous professional opportunities. The course can be a stepping stone for adults looking to expand their career prospects in international fields.

### **LANGUAGE PORTRAITS**

## UNIVERSAL DECLARATION OF LINGUISTIC RIGHTS

• Read the text <u>here</u>

### WHAT IS A LANGUAGE PORTRAIT?



language\_portrait

The linguistic portrait, also known as a language portrait, is a visual representation of an individual's linguistic repertoires, which uses the outline of an of the linguistic repertoires of individuals, using the outline of a body silhouette. It was originally developed as a linguistic awareness exercise in educational linguistic awareness exercise in educational

settings, but it is increasingly being used as a research tool to study how speakers interpret their multilingual practices and repertoires.

### ADVANTAGES OF A LINGUISTIC PORTRAIT

- It allows participants to capture a first-person visual and narrative account of their linguistic repertoires. This makes it possible to reflect on communicative practices from a unique perspective.
- Its multimodal nature, employing both visual and verbal representation, avoids the reinforcement of pre-established narrative patterns, allowing for the representation of linguistic complexities and promoting self-empowerment.
- Ultimately, it offers a nuanced understanding of of individuals' linguistic repertoires that integrate biographical as well as biographical and discursive perspectives, and explores how historical discourses can shape individual experiences.

### CREATE YOUR OWN LINGUISTIC PORTRAIT

#### Some questions to reflect on:

- 1. How do you communicate with others?
- 2. What languages do you use in your daily life? Why do you use them?
- 3. How has your use of language changed over time?
- 4. What do you hope for the future?

### HOW TO CREATE A LINGUISTIC PORTRAIT

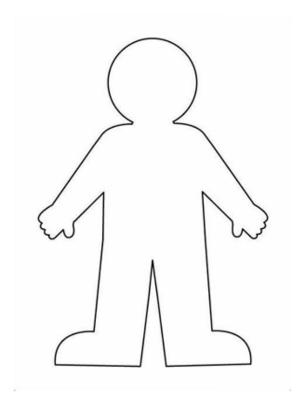
- Draw a body silhouette or use a pre-made one like the one at the end of this page. You can also make a digital version of it, adding photos to the silouhette, as if it were a collage.
- Choose colors, symbols and also words that represent your feelings or connections to the languages you know (for example, a person might use red to represent their native language, which they associate with warmth and passion, and place it around the heart area. Blue might be used for a second language that they associate with calmness and professionalism, perhaps placed around the head to signify intellectual use).
- Place these elements on the silhouette in a way that reflects how you
  perceive these languages within yourself. For example, a language
  close to your heart might be placed on the chest area of the
  silhouette. Find some examples of language portraits here.
- Be as visually clear as possible in your depictions, since you'll show this material to the other two students who do not know your speak your language.
- Keep your portrait and be ready to show it in the video-call sessions!

#### CREATE YOUR LANGUAGE PORTRAIT

NAME AND SURNAME .....

Use this legend if you want to explain something about your portrait.





portrait

# PREFACE TO THE UNIVERSAL DECLARATION OF LINGUISTIC RIGHTS

An old legend says that, a long time ago, there was a king who heard that in his country there lived a truly wise man. He was so wise, they said, that he could speak all the languages in the world. He knew the song of the birds and understood it as if he were one of them. He knew how to read the shape of the clouds and immediately understand their meaning. Any language he listened to, he could answer without hesitation. He could even read the thoughts of men and women wherever they came from.

The king, impressed by all the qualities that were attributed to him, called him to his palace. And the wise man came. When he was there, the king asked him:

"Wise man, is it true that you know all the languages of the world?"

"Yes, Sir," was the answer. "Is it true that that you listen to the birds and you can understand their song?"

"Yes, Sir."

"That you know how to read the shape of the clouds?"

"Yes, Sir."

"And, as I have been told, that you can even read people's minds?"

"Yes, Sir."

The king still had a last question...

But, which question would we put to the wisest of all the wise men? Which languages from all over the world are spoken by the authors of the Universal Declaration of Linguistic Rights? Countless, we would dare to say. In any case, from more than 90 states and 5 continents, more than 200 people gathered on June 6th, 1996, in Barcelona to proclaim the Declaration.

Some represented small local NGOs committed to teaching a language not recognized by the official education system of their country. There were writers in many different languages who use their language every day to create literary universes open to all. Others represented international NGOs whose mission is the defence of linguistic rights. Others were experts in law, in languages, in sociolinguistics and in various fields of knowledge which converge in the academic study of linguistic rights.

For all of them, the Universal Declaration of Linguistic Rights promises a future of coexistence and peace thanks to the recognition of the right that each linguistic community has to shape its own life in its own language in all fields. And so they proclaimed. Since then, the Universal Declaration of Linguistic Rights has spread: each month there is news about its translation into a new language, a new affiliation of someorganization that might not have been associated to the process, or about an international personality who has decided to support the Declaration and with it the defence of all languages in an international context which threatens the survival of many of them.

That original text, written, amended, approved and proclaimed at non-governmental level wants nevertheless to contribute to the work of the United Nations. It aims to be a strong motivation, an appeal to the states so that, in the dynamics started by the Declaration of Human Rights of 1948, they would recognize the linguistic rights of the individuals and of their communities. The association of UNESCO to our process from the very beginning and the work it has been doing along these lines gives us hope that some day a normative body of the United Nations regulating the defence of linguistic rights all over the world will be approved.

This book wants to contribute to this work. In this book the text of the Universal Declaration of Linguistic Rights appears and it is explained how it was written and proclaimed in the World Conference on Linguistic Rights. It is the work done by 61 NGOs, 41 PEN Club centres and over 40 experts in linguistic rights, coming from the five continents. The testimony of well-known personalities from all over the world also appears, as well as that of writers and people who fight for rights, for peace and who wanted to join us in this project.

We all, like that king in the fairy tale, may put the last question to that wise man who knew all the languages of the world. The king looked at him as if defying him, as if testing him, and asked him the final question:

"In my hands, which are hidden behind my back, there is a bird. Wise man, answer me: is it alive or dead?" The answer of the wise man was addressed to everybody. In our case, to everybody who has any responsibility in promoting linguistic rights, from the activist to the writer, from the teacher to the legislator.

For that wise man, surprisingly, felt scared. He knew that, whatever the answer, the king could kill the bird. He looked at the king and remained silent for a long time. Finally, in a very serene voice he said, "The answer, Sir, is in your hands."

The answer is in our hands.

Carles Torner Pifarré: Universal Declaration of Linguistic Rights. If you want to have access to the whole text, click <u>here.</u>

# QUESTIONS TO REFLECT ON AFTER READING

- Do you agree with the author of the text?
- What do you think is necessary to preserve the linguistic diversity? How could you personally contribute to that?

### LANGUAGES CLASSIFICATION

#### THINK ABOUT THIS...

- How many languages do you think there are in the world?
  - A. Less than 100
  - B. Less than 1000
  - C. Less than 3000
  - o D. More than 4000

**T**\/PE

### **ANSWER**

There are currently approximately 7,139 languages in the world.

### **CLASSIFICATION OF LANGUAGES**

Languages can be classified into groups or families according to three main criteria: **genetic**, **typological** and **geographical**.Now, we will see each type of classification one by one, with examples to help you understand.

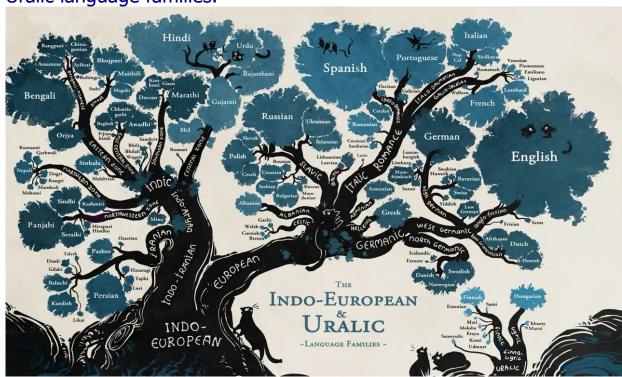
ТҮРЕ	Explanation	
GENETIC	It is based on kinship and affinity relations between languages.	
TYPOLOGICAL	It is based on the common characteristics of languages.	
GEOGRAPHICAL	It is based on the distribution of languages in geographical areas.	

#### **GENETIC**

Genetic classification aims to organize languages into families based on their historical connections. Take the **Indo-European family**, for instance, which includes subfamilies like Germanic and Celtic. The Germanic subfamily encompasses languages such as German, English, Dutch, Swedish, Norwegian, and Danish, while the Celtic subfamily includes Irish, Welsh, Breton, among others.

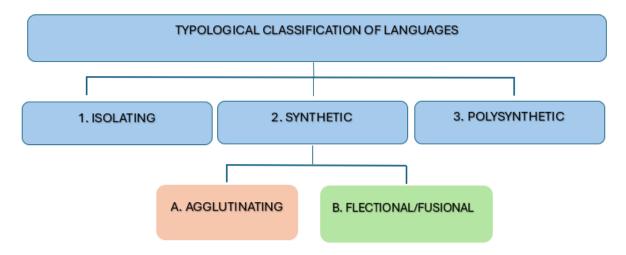
## INFOGRAPHIC: FAMILY CLASSIFICATIONS

This <u>infographic</u> from Minna Sundberg shows the Indo-European and Uralic language families.



### **TIPOLOGICAL**

This is a diagram showing the typological classification of languages (based on the internal structure of the languages). You will the explanation and some examples in the following slides.



### **ISOLATING LANGUAGES**

An isolating language is one in which all the words are morphologically unanalyzable (i.e., in which each word is composed of a single morpheme). This means that they do not use affixes or words are not altered to express grammatical relationships. That is the case of Mandarin Chinese.

- 我喜欢你 (Wǒ xǐhuān nǐ)
- 我 (Wǒ) means "I"
- 喜欢 (Xǐhuān) means "like"
- 你(Nǐ) means "you" The sentence translates to "I like you" in English. Notice that there are no changes to the words to indicate tense, case, or number.

#### SYNTHETIC LANGUAGES

Their words are composed of several morphemes and vary to express word modifications. They have suffixes and prefixes and variations in verb conjugation. As many basic relations can be expressed by morphological means, word order is usually less strict than in isolating languages. They can be classified into **agglutinating** and **flectional**.

#### A. AGGLUTINATING

In these languages, the word forms can be segmented into morphs, each of which represents a single grammatical category. Turkish is a well-known agglutinative language. (Turkish, Japanese, Korean) In Turkish, you can see how a single word can be built up with multiple affixes to convey a complex idea. For instance, the word "evlerden" means "from the houses" and is composed of:

- "ev" (house)
- "-ler" (plural suffix)
- "-den" (from)

### **B. FLECTIONAL/FUSIONAL**

These languages use inflections where a single affix represents multiple grammatical categories. The older Indo-European languages, such as Latin, are often cited as examples of inflecting languages. In Spanish, the verb form changes to reflect not only tense but also subject pronoun. For instance, the verb "hablar" (to speak) can be inflected as follows:

- Hablo (I speak)
- Hablas (You speak)
- Habla (He/She/It speaks)
- Hablamos (We speak)
- Habláis (You all speak)
- Hablan (They speak)

 Here, the endings -o, -as, -a, -amos, -áis, -an indicate who is speaking as well as when the action is taking place (present tense).

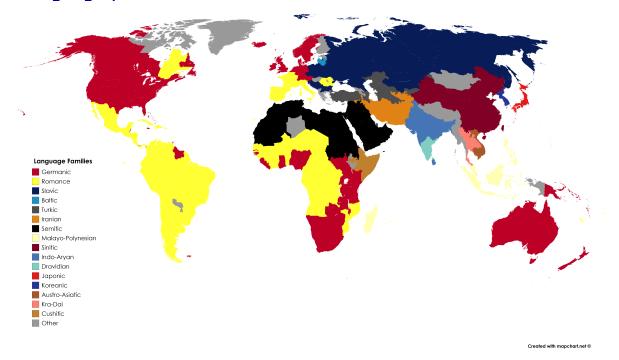
#### **POLYSYNTHETIC**

These languages typically have complex words that can express what would be a whole sentence in other languages. An example of a polysynthetic language is Inuktitut.In Inuktitut, a single word can contain information that in other languages would require a full sentence. For example, the word 'tusaatsiarunnanngittualuujunga' translates into English as 'I cannot hear anything'. Broken down, the word consists of:

- tusaatsia listen
- runnanngittu nothing
- aluu able
- junga first person singular present indicative

#### **GEOGRAPHICAL**

### Language Families of the World (Updated).Languages categorized by their geographical distribution.



### **GREETINGS**

### INTRODUCTION

Welcome to a journey through language and culture, where a simple greeting opens the door to understanding and connecting with people from around the world. Greetings are more than just words; they are the first step in forming relationships, showing respect, and expressing interest in someone's culture.

In this ePub, we explore the traditional greetings of three rich and diverse languages: Arabic, Chinese, and Spanish. Each of these languages has its own unique way of welcoming others, reflecting the values and customs of their speakers.

From the warm "السلام عليكم" (As-salamu alaykum) in Arabic-speaking countries, which wishes peace upon the listener, to the friendly "你好" (Nǐ hǎo) in Chinese, and the familiar "Hola" in Spanish, each greeting is a window into the soul of its culture.

As you delve into this collection of greetings, you'll not only learn how to say hello in different languages, but you'll also gain insights into the etiquette and history behind these expressions. So, let's embrace the beauty of language and start our journey with a smile and a heartfelt greeting.

### TABLE OF GREETINGS

#	ARABIC	CHINESE	SPANISH	TRANSLATION
1	مرحبًا	您好	hola	hello
2	مع السلامة	再见	adiós	goodbye

### # ARABIC CHINESE SPANISH TRANSLATION

اراك قريبًا 3 再见 hasta luego see you later

4 كيف حالك؟ 怎么样? iqué tal? how are you?

5 شكرًا gracias thank you

6 شكرًا جزيلًا 非常感谢 muchas gracias thank you very much

7 تشرفنا 很高兴 encantado nice to meet you

8 رجاءً 劳驾 por favor please

### NON-VERBAL COMMUNICATION

### WHAT IS NON-VERBAL COMMUNICATION?

Non-verbal communication is fundamental in languages because it conveys a great deal of information that goes beyond words. Non-verbal elements such as tone of voice, intonation, posture and eye contact complement and enrich the verbal message, allowing a better understanding of the interlocutor and revealing emotions and attitudes that may not be expressed verbally. In addition, non-verbal communication can be a more reliable indicator of a person's intentions or feelings, as it occurs more subconsciously and is less susceptible to conscious control. Non-verbal communication is essential for full and effective human interaction, and its study and understanding can significantly improve the quality of our communication. Now you are going to watch a <u>TED Talk</u> by Joe Navarro.

# BODY LANGUAGE AND NON-VERBAL COMMUNICATION IN DIFFERENT CULTURES

Body language and non-verbal features bridge gaps in cross-cultural communication and enhance your connection with others. However, they may vary greatly from culture to culture. Here you will find a selection of some of those non-verbal traits typical of cultures where our three target languages belong.

### NON-VERBAL COMMUNICATION IN THE ARAB WORLD

Explore the following resources to find out more about non-verbal communication in the arab world.

• VIDEO: Arabic hand gestures and what they mean

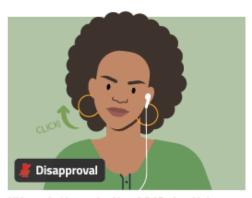




Showing the sole's of one's feet or shoes to another person is considered rude; be mindful of how you sit!



Making the symbol that, in America, means "a-okay" (thumb and index finger making an "O" shape) can be considered either a threat or an expression of the evil eye.



Lifting one's chin up and making a "click" noise with the tongue signifies disapproval. This can be used in various contexts, and is commonly used by parents towards their children.



Placing one's right hand over one's heart signifies a warm greeting, especially when preceded by a wave. This gesture is commonly used when friends want to greet each other from afar.

non\_verbal\_arabic

Access the complete resource <u>here</u>

### NON-VERBAL COMMUNICATION IN CHINA

Watch this video to learn more about non-verbal communication in China.

# NON-VERBAL COMMUNICATION IN SPANISH CULTURE

Watch this <u>video</u> to learn more about non-verbal communication in Spanish culture.