

UNIT 1



Writing in a minority language

Writing in Breton language



title

**EUROPE OF LANGUAGES NETWORK:
TEACHER TRAINING FOR INCLUSION THROUGH MINORITY LANGUAGES 2020-1-ES01-KA201-082144**

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The Breton flag, featuring nine horizontal stripes (five black and four white) and a canton with a white field containing nine black crosses, is shown waving against a clear blue sky. The flag is attached to a silver pole.

Writing in Breton language

INTRODUCTION:

Breton is a language that UNESCO classifies as a language in great danger. To keep it alive and dynamic, there are several levers, literature being one of them. But writing in a minority language is often a challenge and requires commitment, will and motivation from the authors. Being a reader also means understanding this commitment.

OBJECTIVES

1. Understand the dynamism of Breton literature today.
2. Understand the motivations of the authors.
3. Understand the stakes of this literature for a language that finds its place in the world today.
4. Improve linguistic skills based on the documents used for the teaching unit.
5. Learn to become an engaged reader.

METHODOLOGY

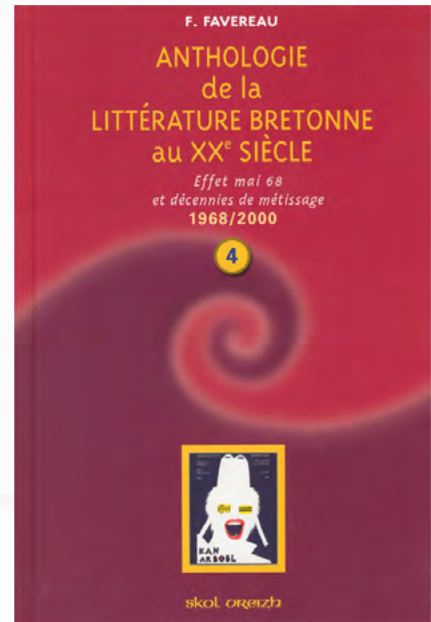
Cooperative learning (teamwork).
Search for information (use of knowledge and learning technologies, LKTs).
Oral comprehension and expression work.
Written expression work

KEY COMPETENCIES

CCL. Competence in linguistic communication.
CLL. Competence in learning to learn.
SCC. Social and civic competences.
CAE. Cultural awareness and expression.

BIBLIOGRAPHY

Francis Favereau (dir.), Anthologie de la littérature de langue bretonne au XXe siècle, Skol Vreizh, Morlaix, Tome I, Entre rêve et réalité, 1900-1918 (2002, 445 p.); Tome II D'une guerre à l'autre: Breiz Atao et les autres en littérature, 1919-1944 (2003, 575 p.); Tome III, De 1945 à 1968 (2008, 510 p.); Tome IV. Effet mai 68 et décennies de métissage. (2020, 480 p).



EVALUATION

- Continuous observation of student progress
- Article about the writer's visit to the classroom to be published in the school newspaper or on the school's website.

OPEN EDUCATIONAL RESOURCES



I. Interview of David ar Gall, a breton writer.

Basic level	Intermediate level	Advanced level
Look at the video once.	Look at the video several times.	Look at the video several times.
CARD 1: REMEMBERING <hr/> Describe what you saw and understood.	CARD 1: UNDERSTANDING <hr/> Take notes while watching the video.	CARD 1: UNDERSTADING <hr/> Take notes while watching the video.
CARD 2: IDENTIFYING <hr/> <ol style="list-style-type: none"> Look once again time at the video Identify the different parts of the video. 	CARD 2: EXCHANGING <hr/> Divide the group in three parts and gather what you understood to try to answer these three questions : <ul style="list-style-type: none"> - Writing novels or short stories ? - Writing for adults or for children ? - Writing in french or in breton 	CARD 2: EXCHANGING <hr/> <ol style="list-style-type: none"> Role-paying game in pairs : Prepare a role-playing game where an author who writes in a minority lanugage will advise a young writer. (you will use David ar Gall's explanations) Evaluate this exercise: differences, arguments used...
CARD 3: SPEAKING <hr/> Watch the video one more time. After watching to this video, what can you say about David ar Gall ? (the man : his age and his appearance, his books : how many, what kind...)	CARD 3: PRESENTING <hr/> Share orally the work done with the others groups.	CARD 3: EXCHANGING AND DEBATING <hr/> Debate in the classroom : Writing in a minority language, a good idea ?
CARD 4: WRITING <hr/> Write a short text to introduce this author.		

II. Present a writer

Basic level	Intermediate level	Advanced level
<p>Work in groups</p> <ul style="list-style-type: none"> Choose a writer among those on Brezhoweb's internet site <p>https://drive.google.com/file/d/1G_pilFpHWMG1HvGgDNQdggogBC6pdnNL/view?usp=sharing</p> <ul style="list-style-type: none"> Listen to the interview. 	<p>Work in groups</p> <ul style="list-style-type: none"> Choose a writer among those on Brezhoweb's internet site <p>https://drive.google.com/file/d/1G_pilFpHWMG1HvGgDNQdggogBC6pdnNL/view?usp=sharing</p> <ul style="list-style-type: none"> Listen to the interview. 	<ul style="list-style-type: none"> Listen to the interview of Loeiza Beauvir <p>https://www.brezhoweb.bzh/Skrivagnerien-loeiza-beauvir-10_fiche_1858.html</p> <p>OR</p> <ul style="list-style-type: none"> Sarah Chedifer : <p>https://www.brezhoweb.bzh/Skrivagnerien-sarah-chedifer-5_fiche_1030.html</p>
<p>CARD 1: UNDERSTANDING</p> <hr/> <p>Gather what you understood with the other members of the group.</p>	<p>CARD 1: UNDERSTANDING</p> <hr/> <p>Take notes while watching the video.</p>	<p>CARD 1: UNDERSTADING</p> <hr/> <p>Take notes while watching the video.</p>
<p>CARD 2: LOOKING FOR INFORMATION</p> <hr/> <p>Search other informations (you can write to the writer too) on the writer you chose.</p>	<p>CARD 2: LOOKING FOR INFORMATION</p> <hr/> <p>Search other informations (you can write to the writer too) on the writer you chose.</p>	<p>CARD 2: EXCHANGING</p> <hr/> <p>Search other information Write to the writer you chose.</p>
<p>CARD 3: REPORTING</p> <hr/> <p>Set up an identity card (name, surname, born in..., studies, jobs...) and a bibliography (list of the books written).</p>	<p>CARD 3: REPORTING</p> <hr/> <ul style="list-style-type: none"> Prepare an oral presentation of that writer (you can go and search for more information on internet and you can also write to the writer). Present the writer you chose in front of the class. 	<p>CARD 3: EXCHANGING AND DEBATING</p> <hr/> <p>Relying on the video, on other information you will search and on the answer you had to the mail you sent to the writer, you will write the Wikipedia page of the writer you chose.</p>

III. Inviting a writer at school

Basic level	Intermediate level	Advanced level
BEFORE THE VISIT		
Work in groups	Work in groups	Work in groups
CARD 1: IDENTIFYING AND MEMORIZING <hr/> <ul style="list-style-type: none"> • Chose a text written by this writer you will read together loud the day he/she 'll come. • Prepare the reading. 	CARD 1: EXPLAINING <hr/> Prepare the welcome : <ul style="list-style-type: none"> • how will you present the writer ? • how will you present the class to the writer ? 	CARD 1: DISCUSSING AND CATEGORIZING <hr/> <ul style="list-style-type: none"> • Write the list of questions you'll ask. • See with the other groups if there are questions they would like to ask.
THE DAY THE WRITER COMES IN THE CLASSROOM		
CARD 2: INTERPRETING <hr/> <ul style="list-style-type: none"> • Read the text chosen in front of the writer. • Film the interview. 	CARD 2: INTERPRETING <hr/> <ul style="list-style-type: none"> • Present the writer in front of the camera. • Welcome her/him • Present the class to the writer 	CARD 2: INTERPRETING AND EXCHANGING <hr/> <ul style="list-style-type: none"> • Ask the questions. • React to the answers.
THE DAY THE WRITER COMES IN THE CLASSROOM		
Article about the writer's visit to the classroom to be published in the school newspaper or on the school's website.		
CARD 3: PRESENTING <hr/> Write an identity card of the writer and the bibliography.	CARD 3: SUMMARIZING <hr/> Summarize the visit.	CARD 3: JUDGING AND EXPRESSING SENTIMENTS <hr/> Give your sentiment about this visit.



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TRAINING FOR INCLUSION IN TERRITORIAL LANGUAGE EDUCATION

