

## HOME, SWEET HOME

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### Target audience

Pre-service teachers  
Secondary teachers  
In-service teachers  
Secondary teachers

### Itineraries

Identity exploration  
Developing knowledge about languages and cultures  
Dealing with intercultural and plurilingual communication  
Exploring attitudes towards languages and cultures

### Abstract

The purpose of such a common but essential theme as 'home' represented through multilingual proverbs in the presentation is derived from the following idea: 'Home' as a 'hearth' has both an equally strong literal and spiritual meaning as for any individual, as well as for all people as a whole. This word possesses a universal symbol of quintessential "place" in the life of a human being.

Therefore this symbol is represented as a key tool to depict and display the essence of substance of the individual, hence the society. This depiction is realized through the representation of multilingual versions of one and the same concept, namely the synonyms of the proverbs used in the presentation. This comparison reveals the peculiarities of the perception of 'home' by different peoples, as well as the identities and diversities in their cultures.

### Rationale

Considering the fact that a proverb is the expression of wisdom of people, the aim of the activity is to represent and share the Armenian mentality, soul and customs through them. However, this Armenian target is juxtaposed with a comparison with other cultures through proverbs.

### Personal and social dimensions

- creating and developing a personal identity through critical discussions and constant dialogue
- understanding the concept of interculturality
- raising positive attitudes toward plurilingualism and/or pluri-inter-culturalism
- developing language skills, creative/analytical thinking, intercultural awareness
- working out and training intercultural skills
- enhancing language and communication awareness
- developing socio-cultural knowledge

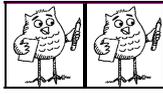
**Professional dimensions**

- stimulating teacher's interest, promoting their understanding and appreciating behavioural and cultural models different from theirs
- serving a sample for the teacher for the preparation of other ones
- acknowledging the teachers' educational role

## Worksheets on Development of General Competences

### Worksheet 1

*Existential competence*



*Timing: 45 minutes*

**Pair-work. Students ask and reply to each other on this topic:**

*The aim of this task is to work out and develop the existential competence of both in- and pre-service teacher trainees.*

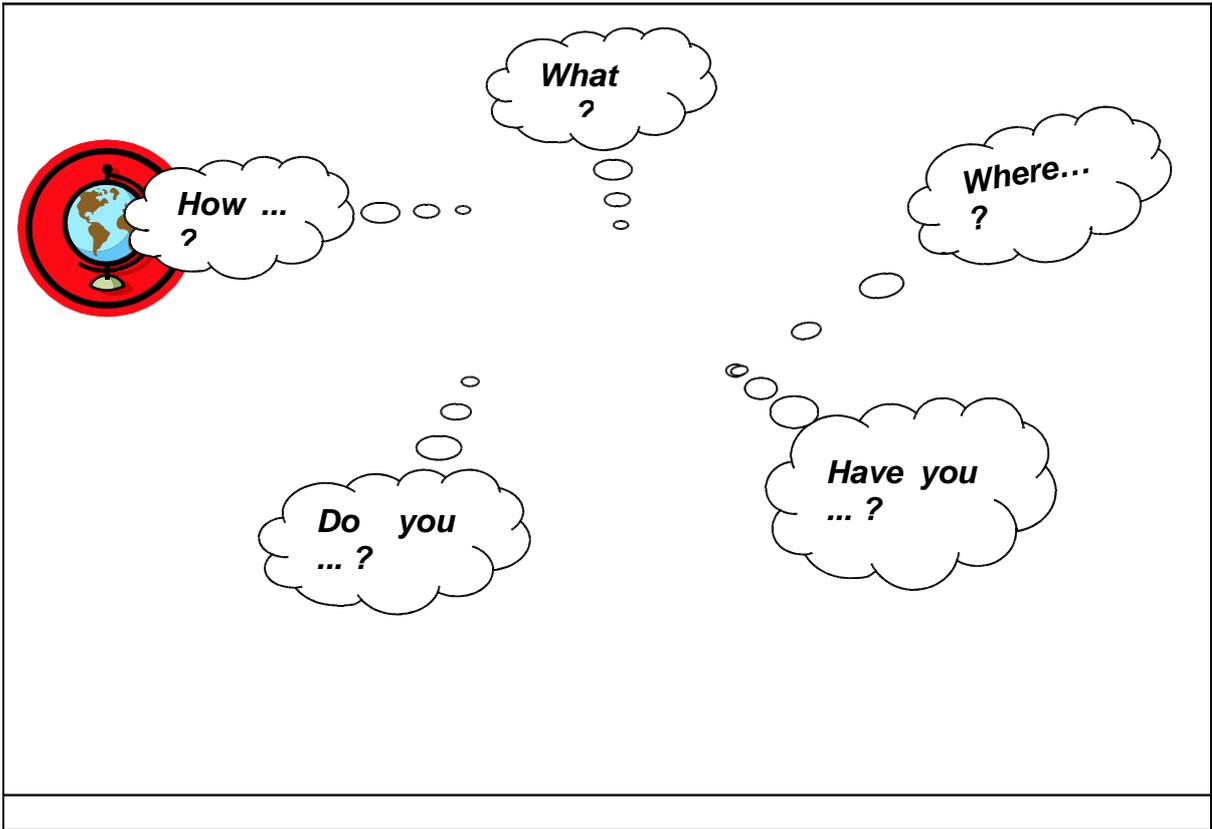
The task is to be carried out in pairs. Motivate the students to ask and reply to each other the following questions on this topic. The teacher can use a map or a globe for the students to find and indicate their own countries on it.

**a) What country are you from? (show on the map or on the globe)**

- Where do you live?
- What is home for you?
- Do you feel lonely when you are abroad?
- How can you explain the feeling of homesickness?
- Do you want to have your own home?

**a)  Now when you have become acquainted with your partner, please introduce**

**him/her to us.**



## Worksheet 2

*Declarative knowledge*

*Timing 35 minutes*



*The basic goal of this task is to develop skills of declarative knowledge*

a) Define and perceive the conception of 'Home' through questions and answers. Motivate the students to ask and answer the following questions

- What is 'home' in general?
- And what is 'home' for you?

b)  Now after defining the sense of the word 'home' we discuss the

revelation of its psychological and individual values.

*Answer the questions mentioned on the sheets and exchange it with your partner to compare your thoughts and ideas .*

What associations does 'home' bring to you?	How can 'home' be interpreted? (as a house, as a country, as a hearth)
	

### Worksheet 3

*Ability to learn*

*Timing 30 minutes*



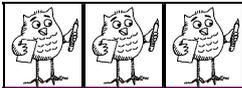
*Development of the ability for learning*

This task helps to work out both language and communication awareness, as well as study skills on the basis of the vocabulary-nest on 'home'.

a) **Give a definition of 'home':**

<ul style="list-style-type: none"><li>• <b>according to your understanding</b></li></ul>
<ul style="list-style-type: none"><li>• <b>according to the standard definition of 'home' in the dictionary</b> <i>to be given as homework</i> *<sup>1</sup></li></ul>

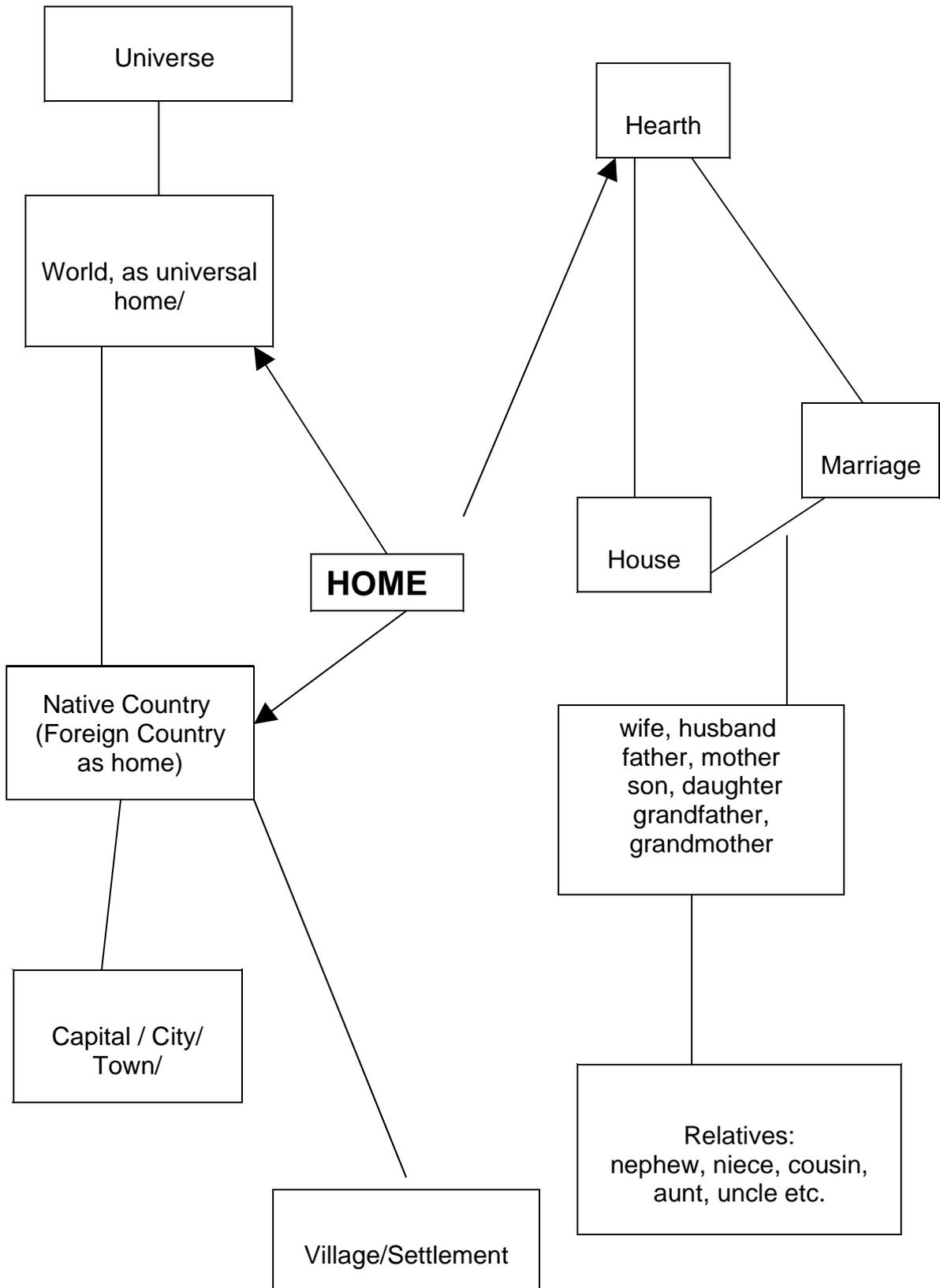
b) After monitoring the students' work ask the students to have a look at



the poster on the board (*you can use the sample drafted in the charter below*):

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<sup>1</sup> The asterisk mentioned here and further, signifies that the assignment promotes the development of the learner's autonomy working out the skills through individual work.



**c) Tell the students to build-up and develop their own vocabulary-nest on the word 'home' in a similar way. Advise them to evolve the mother-word in an association of chain of words.\***

*(home assignment)*

## Worksheet 4

*Drills on vocabulary training and mastering.*

*Timing 45 minutes*



- a) **Check the home assignment given the previous lesson** (*Worksheet 3, point c*). **Ask the students to concentrate on the enlargement and development of the ‘word-web’ (or ‘word-net’).**

- b) **Look up in the dictionary for phrases and idioms related to ‘home’** (*use the sample below*) \* (*home assignment*)

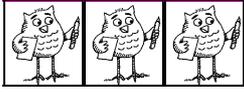
*Example:*

IDIOM	INTERPRETATION
<b>a home truth</b>	a fact or true statement about someone that is unpleasant or hurts him/her when he/she is told about it
<b>at home (within)</b>	Familiar, accustomed
<b>bring/ drive home</b>	to cause (something) to be fully understood
<b>charity begins at home</b>	one must give help to or take care of one’s own family, people of one’s own country, etc., before other people (saying)
<b>get / come home</b>	to be fully understood
<b>home and dry</b>	the position of having successfully completed something.
<b>home, sweet home</b>	used to show one’s pleasure when one is returning home after a period of absence (saying)

<b>make oneself at home</b>	to behave in someone else's house as if it were one's own
<b>nothing to write home about</b>	nothing interesting, nothing special
<b>one's / someone's long home</b>	the place where one goes after death
<b>romp home</b>	to win a race, election, etc.
<b>strike / hit home</b>	(of remark) to hurt a person's feelings exactly as intended
<b>there's no place like home</b>	however humble one's home may be, it is the place where one feels happiest (saying)

## Worksheet 5

*Development of diapason of thinking, getting acquainted with sayings of famous people.*



*timing 60 minutes*

- a) Tell the students to find at least one thought (citation) of a famous people (writer, scientist, politician etc. ) expressing their idea of ‘home’.** Use and give the students to look at the samples of citations: (*homework*)

example 1 :

**‘Home – keeping youth have ever homely wits’.**

William Shakespeare (1564-1616)  
English dramatist  
*The Two Gentlemen of Verona* , 1:1

example 2 :

**‘A House is Not a Home’**

Polly Adler (1900-62)  
Title of memoirs.

example 3 :

**‘Seek home for rest,  
For home is best’.**

Thomas Tusser (1524-80) English farmer,  
*Five Hundred Points of Good Husbandry*

example 4 :

**‘Keep the Home Fires Burning’.**

Ivor Novello (1893-1951)  
Welsh actor, composer, dramatist  
Title of song

example 5 :

**‘Home is the place where, when you have to go there  
They have to take you in’.**

Robert Frost  
*The Death of the Hired Man*

- b)** Discuss the represented 5 examples of thoughts about '*home*'.
- Make your own interpretations and comments on each of them.

## Worksheet 6

*Development of Communicative language competences*



*Timing 90 minutes*

### Multiple tasks on proverbs:

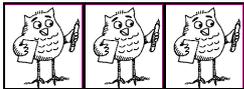
- a) The teacher writes the following statement on the board:

*Proverbs express folk wisdom*

- b) Do you agree with this statement? Give your ‘pros’ and ‘cons’ (agree or disagree)
- c) Search for ‘**home**’ in proverbs and sayings (*homework*)
- d) Give examples (if you know any) in your native or other foreign languages
- e) After the interaction the teacher shows the poster representing an answer/key in form of a sample of proverbs in 9 languages. (In the sample also synonyms of the proverb in all languages are given).

<b>Armenian</b>	ԻՅՇՕ Է՛ի ի՛Օ օ՛ի՛ (Tánits lav tegh chka) There is no better place than home.
	Æñ ԻՅԱ Դա՞ոն՝ի՛Կա՞ոնՆ Ե՛ի՞ն չ (ir t áne yurakanchyúre, tagavor e) Every one is a king in his house.
	ՀԱՅ ԿՈՒՅՆ (Amén akagháaghi dzáyne, ir bnum bardzr klin í) Every cock’s voice is louder in his house.
	ԻՅ օ՞ն ի՛Օ օ՛ի՛ (tan pes tegh chka) There is no place like home.
<b>Latin</b>	<b>Domi suae quilibet rex.</b> Every one is a king in his house.
<b>Russian</b>	<b>В гостях хорошо, а дома лучше.</b> (V gastyákh kharashó, a dóma lúchshe) East or West , home is best. / Home is home though never so homely./
	<b>(Родной) дом - самое лучшее место.</b> (Radnóy dom - sámoie lúchshee mésto) The (native) home is the best place. There is no place like home.
	<b>Всяк хозяин в своем доме.</b> ( Vsyak khazyáin v svayóm dome). Everyone is a master in his home.
<b>English</b>	<b>East or West, home is best.</b>

	<b>There is no place like home.</b>
	<b>Home, sweet home.</b>
	<b>An Englishman's home is his castle.</b>
	<b>Home is home though never so homely.</b>
<b>German</b>	<b>Ost West, zu Hause best.</b> East or West, home is best.
	<b>Eigner Herd ist Goldes wert.</b> One's own home is gold's worth.
	<b>Jeder ist Herr in seinem Hause.</b> Everyone is a master in his home.
<b>French</b>	<b>Charbonnier est maître chez soi.</b> A coalminer is a master at his place.
	<b>Ma maison est mon château, mon Louvre et mon Fontainebleau.</b> My house is my castle, my Louvre and my Fontainebleau.
<b>Italian</b>	<b>Est, ovest, il meglio è a casa.</b> East or West, home is best.
	<b>Casa dolce casa.</b> Home, sweet home.
	<b>Ognuno è pardone in casa sua.</b> Everyone is a master in his home.
	<b>In casa sua ciascuno è re.</b> Every one is a king in his house.
	<b>La casa dell' Inglese è il suo castello.</b> An Englishman's home is his castle.
<b>Spanish</b>	<b>Mientras que en mi casa estoy, rey soy.</b> Every one is a king in his house.
<b>Persian (Farsi)</b>	هیچ جا، خانه‌ی خود آدم نمی‌شود ( <i>hich dza khanei khod adam nemishavad</i> ) There is no place for a man better than his own house. There is no place like home.
	درون خانه‌ی خود، هر گدا شهنشاهی است ( <i>d'r khanei khod, h'r qoda shahneshahi ast</i> ) Everyone is a king in his house.
	سگ، در خانه‌ی صاحبش شیر است ( <i>s'g, d'r khanei sahibsh shir ast</i> ) A dog in his master's house is a lion.

f)  Timing: 30-35 minutes

After getting acquainted with the given key-proverbs ask the students:

- What is common in them in your opinion?

- How is the main idea expressed in them?
- *An Englishman's house is his castle.*
- Question: Is your house a castle for you too?

**g) Pair work:**

*Timing: 10 minutes*



- h) Share your knowledge with your friend. Ask each other questions to find out your friend's actual knowledge of any proverb related to this theme.
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## Assessment

Description of the training situation:

Giving information of LEA :

- introduction to LEA. What is LEA?
- its goals and objectives.
- brief explanation of the idea of the new European methodology
- introducing new terminology with their clarification

The interactive character of the activity provided a vivid image of specific features and cultural peculiarities. It helped to trigger attention, motivate interest and develop awareness towards historical, cultural and cultural character traits.

## Notes for teacher educator

The activity concentrates on the development of General Competences. The terminology is taken from the Common European Framework for Languages.

1. **General Competence:** Knowledge and abilities which enable learners to act. These include factors such as personality, certain character traits, willingness, self confidence, explicit expectations, the learners' learning style their abilities, their cultural 'baggage' and beliefs, their world knowledge. *General Competence* consists of :

a) *Declarative knowledge:* Learners may bring to their language learning background knowledge (technical, scientific, academic etc.). This declarative knowledge may include:

- knowledge of the world
- social, cultural knowledge
- intercultural awareness

b) *Existential competence:* Learners also have attitudes, motivations, values, beliefs, cognitive styles, personality factors - *existential competence* – which affect not only their roles in communicative acts, but also their ability to learn.

c) *Ability to learn*: The ability to learn is the ability to observe and participate in new experiences and to incorporate new knowledge into existing knowledge, modifying the latter where necessary. It has several components:

- language and communication awareness
- general phonetic skills
- study skills

Language – learning often presumes or develops the *ability to learn* and a predisposition to find out about another language, another culture, other people etc.

2. **Communicative language competences** To develop *communicative language competence* teachers need to understand that such competences are composed of:

- a sociolinguistic component: for example, sensitivity to social conventions, linguistic rituals within a society etc.
- a linguistic component: for example, lexical, phonological, syntactical knowledge and skills.
- a pragmatic component: for example, reacting within intercultural exchanges, mastering discourse, cohesion, identifying irony etc.

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