

*Le CARAP - un cadre de référence pour
les approches plurielles des langues et
des cultures – un outil pour la prise en
compte de la diversité à l'école*

*The FREPA - A Framework of
Reference for Plural Approaches to
Languages and Culture – a tool for
dealing with diversity at school*

Michel Candelier
Université du Maine Le Mans (France)

Contents

1

What are “*Pluralistic approaches*”?

2

Pluralistic approaches, “*didactics of plurilingualism*” and Council of Europe

3

CARAP/FREPA – Results and ongoing work

4

CARAP – Key Competences for Diversity : which links ?

Definition

*“Pluralistic” (“plural” may be better)
approaches to languages and cultures*

**... are didactic approaches using
teaching / learning activities which
involve at the same time **several
varieties of languages or cultures.****

4 types of pluralistic approaches:
Let us concentrate – provisionally – on the
3 “more linguistic” ones...
Already enjoying a certain “tradition” in
language teaching:

Intercultural approach

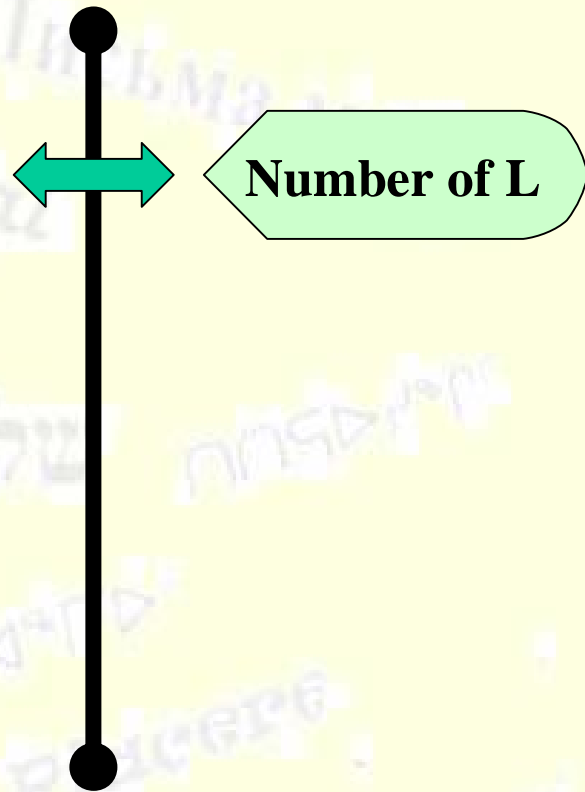
Integrated didactic approach to languages

Less known:

Inter-comprehension of related languages

Awakening to languages

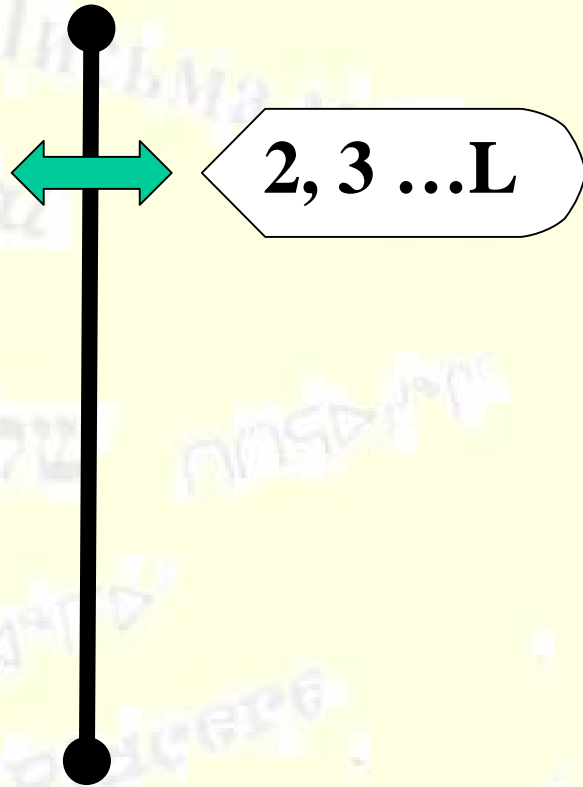
Communicative competence



We can situate each approach between two poles,

Global metalinguistic abilities
Receptiveness towards diversity

Communicative competence



**Integrated
didactic
approach to
languages**

**Global metalinguistic abilities
Receptiveness towards diversity**

Example

Consigne : « Pour chacun de ces énoncés au présent, cochez la valeur qui convient. »

Valeurs de ces présents Français		bientôt	au moment où je parle	habituellement
1	Regarde l'avion qui décolle.		+	
2	Mon père fume beaucoup.			+
3	Ma mère travaille à Paris.			+
4	J'habite à Paris.			+
5	En août je pars au bord de la mer.	+		
6	Est-ce que tu regardes la télé ?			
7	Qu'est-ce que tu fais demain ?			
8	Hé ! Qu'est-ce que tu fais maintenant ?			
9	Je ne vais jamais à Paris.			
10	Je vais à Paris demain.			
11	Tu es encore en train de travailler ?			
12	Chut ! Je travaille !			
13	Elle arrive toujours en retard.			
14	Quand fais-tu tes devoirs ?			
15	Je ne peux pas venir. Je fais autre chose.			
16	Tu m'écoutes, dis ?			
17	Je fais du volley le mercredi.			
18	Mercredi, je ne vais pas à l'école.			
19	Les Anglais boivent beaucoup de thé.			

Reflexion about French (the meaning of the present tense) , preparing access to English.

(L. Audin (ed.). Enseigner l'anglais de l'école au collège.)

2 forms in English for the French “présent”.

Document n° 3
« La maison de l'anglais »

Je parle d'une caractéristique
du sujet de l'énoncé
(présent simple)

Je parle de ce qui se passe
en ce moment
(présent *BE + ing*)

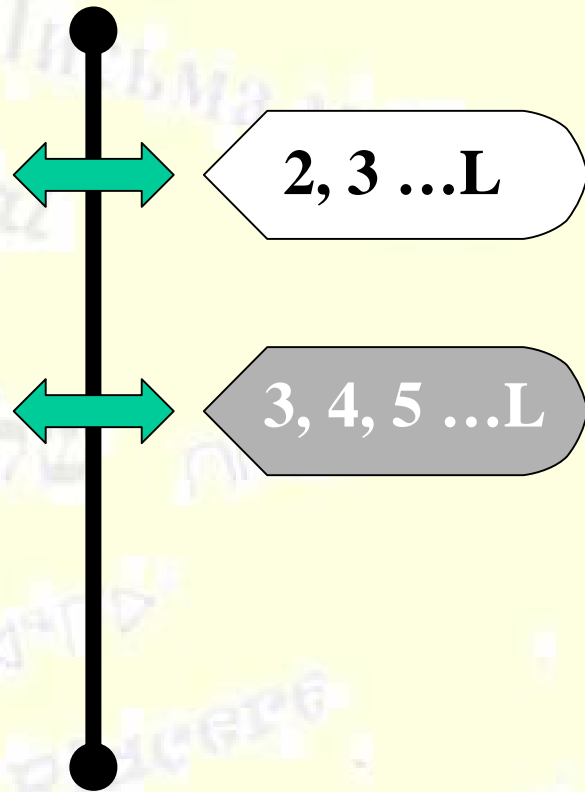
Also between (L1 +) L2 and L3 ...

For example:

***The Plurilingualism Project: Tertiary Language Learning –
German after English***

Britta Hufeisen, Gerhard Neuner (editors)... (ECML)

Communicative competence



**Intercomprehension
of related languages**

**Global metalinguistic abilities
Receptiveness towards diversity**

Principles

*Intercomprehension is a **form of communication** in which each person uses **his or her own language and understands that of the other.***

*[...] The idea of an **education to intercomprehension** presupposes that the acquisition of competence in intercomprehension can be supported by teaching. This presupposition is theoretically plausible and [...] has already brought convincing results.*

(P. Doyé, Intercomprehension, 7, 10)

Example

wide = ?

Canada: From Sea to Shining Sea

Natural parks, interesting metropolises, wide fields, deep oceans and innumerable chances for adventure.... Canada, the 2nd largest country after Russia, has many possibilities for tourists.

In summer, you can walk under the snow in the mountains. Wonderful skiing in the Rocky Mountains.

Who organises Canadian vacation for you. Whether you like nature, budget!

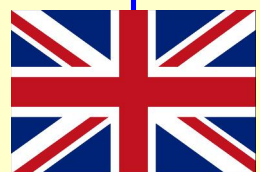
For more information, or to book a

From German to English.

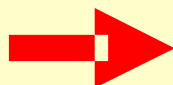
**Discovering the meaning of the word “*wide*”
through the discovery of systematic
correlation between sounds.**

**(EuroComGerm. Presentation of Britta
Hufeisen & Nicole Marx.
www.eurocomprehension.de**

Example



drink
garden**d**
door



trinken
Garten**t**
Tür

d \approx **t**

Communicative competence (in a second stage)

**Awakening
to
Languages**

10, 40...L

**Global metalinguistic abilities
Receptiveness towards diversity**

Definition

Eveil aux langues

**Language
Awareness**

**Awakening to
Languages**

**as a particular teaching
approach with the
following definition ...**

Definition

An awakening to languages is when the activities partially concern languages that the school does not intend to teach (including languages which may or may not be the mother tongue of certain pupils).

Example

Le Petit Chaperon rouge

DIVERSITÉ ET RÉGULARITÉ D'UN CONTE

Little Red Riding Hood

L'ACTIVITÉ EN UN CLIN

Domaine concerné

Les régularités dans la la

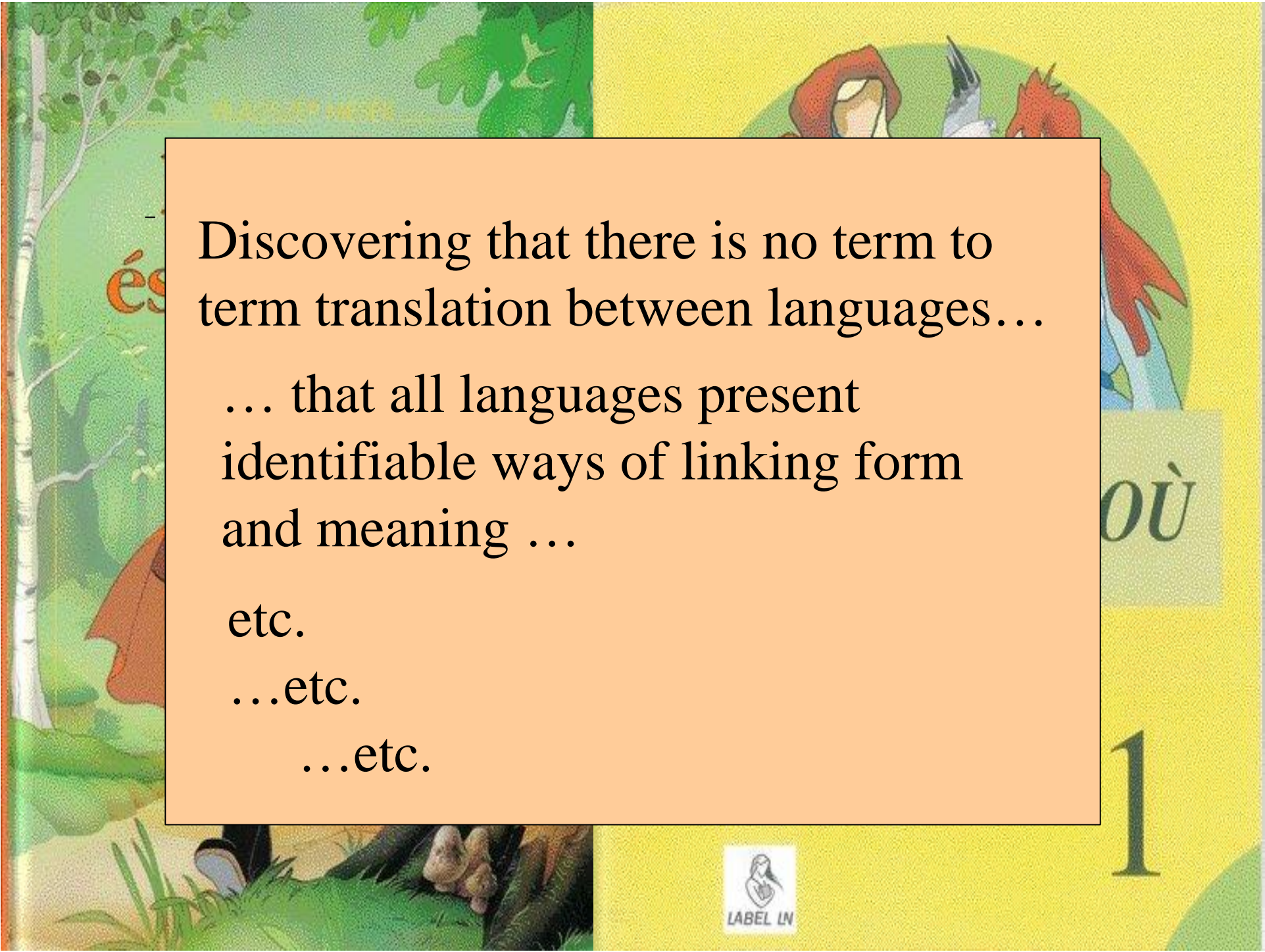
Langues proposées

Allemand, anglais, breton, chinois, finnois, français, hongrois, islandais, italien, polonais, portugais, russe.

Organisation

Trois séances de 45 minutes à 1 heure.

Languages used: **German, English, Breton, Chinese, Finnish, French, Hungarian, Icelandic, Italian, Polish, Portuguese, Russian**



Discovering that there is no term to
term translation between languages...

... that all languages present
identifiable ways of linking form
and meaning ...

etc.

...etc.

...etc.

Research task : Title in Chinese

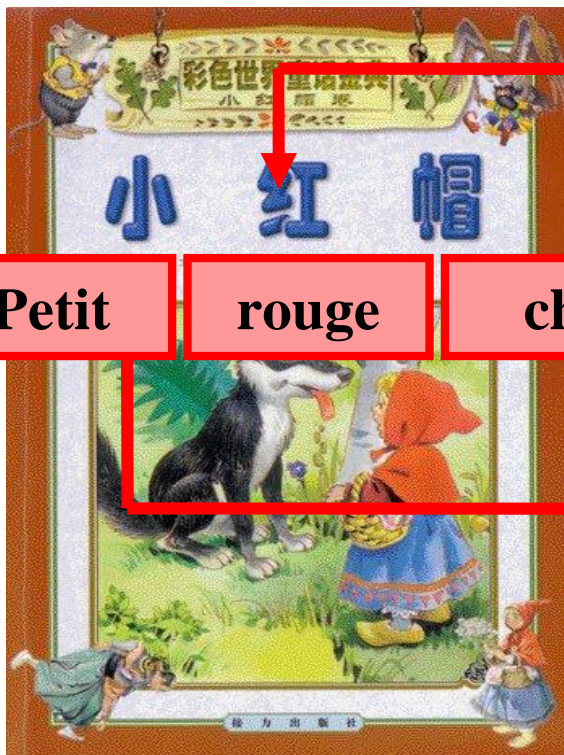
Find the word "red"

Find the word "little"

Fiche de l'élève

Retrouve le mot "rouge"

Retrouve le mot "petit"



Petit

rouge

chaperon

Colours

Size

蓝

高

绿

稀薄

红

大

黄

年轻

黑

白

小

橙

桃红

老

Contents

1

What are “*Pluralistic approaches*”?

2

Pluralistic approaches, “*didactics of plurilingualism*” and Council of Europe

3

CARAP/FREPA – Results and ongoing work

4

CARAP – Key Competences for Diversity : which links ?

We consider pluralistic approaches as belonging to « *didactics of plurilingualism* », an approach developed in many European countries:

***“Didactiques du plurilinguisme”,
 (“Mehrsprachigkeitsdidaktik” ...)***

... leaning on the concept of *Plurilingual and pluricultural competence*, as developed by the *European Framework of Reference for Languages* and the *Guide for the Development of Language Education Policies in Europe*...

... a concept which relies on psycholinguistic research work done about language acquisition in the last decades ...

(see for instance the model developed by Herdina & Jessner, 2002)

*... agree about the existence of **ONE** system
("wholist" conception of a multilingual competence)*

... although some differences remain about "separate systems" within it.



The consequences are clearly drawn in the *Guide*:

The “pedagogical nature” of the definition of this plurilingual and pluricultural competence “calls for the teaching of different languages to be linked to one another [...] because they are likely to bring into play the same skills”.

(Guide for the Development of Language Education Policies in Europe, p. 37-38)

This argues for approaches in which several languages / cultures are dealt with at the same time ...

= Pluralistic approaches (per definitionem !)

Contents

1

What are “*Pluralistic approaches*”?

2

Pluralistic approaches, “*didactics of plurilingualism*” and Council of Europe

3

CARAP/FREPA – Results and ongoing work

4

CARAP – *Key Competences for Diversity* : which links ?



A travers les **L**angues et les **C**ultures
Across **L**anguages and **C**ultures

**A framework of competences
for plurilingual and
pluricultural approaches**

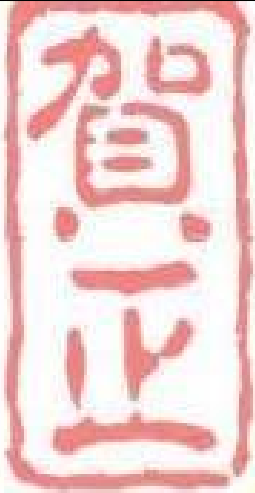
2007

A reference framework?

**The reference framework is meant to be
a structured set of « competences »
(*knowledge, skills and attitudes*)
which are likely to be developed by
pluralistic approaches
to languages and cultures.**

A reference framework?

Aiming to do what?



A reference framework?

Aiming to do what?

→ *Facilitate the development of curricula.*

→ *Facilitate the establishment of links between the different pluralistic approaches and links between these approaches and the learning of specific languages.*

→ *Facilitate the development of teaching materials designed for putting into practice pluralistic approaches .*

→ *Complement existing instruments, especially the **Common European Framework** or the **European Language Portfolios**.*

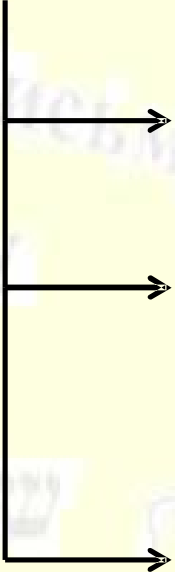
A reference framework?

Aiming to do what?

Meaning to produce what?

*Result of ALC project :
A document of more than one
hundred pages (in English, French,
German, Spanish, Ungarian)
presenting a table of “competences”
and 3 lists of “resources”...*

A reference framework?



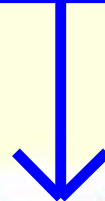
Aiming to do what?

Meaning to produce what?

How did the team go about it?

General procedure:

Inductive



We decided that our starting point would be a systematic analysis of the content of existing resource publications (theoretical work, curricula, teaching materials, innovation reports...).

Around a hundred resource publications were included in the process.

The CARAP presents

- a table of global competences
- lists of resources

Why?

According to Beckers (2002):

Compétence = « *the ability of a subject to activate in an integrated way interior resources [...] to be able to cope with a set of tasks which are complex for him* »

(Internal) resources (i.e. pre-existing – pre-constructed – in the individual) = the three “traditional” types
Knowledge / Skills / Attitudes

C1 : Competence in managing linguistic

C2 : Competence in the construction

Table of competences **(examples of ressources will be presented later)**

overcoming conflict,
obstacles,
misunderstanding

C1.3.
Competence
in mediation

negotiation

C1.4. Competence
of adaptability

in profiting from
one's own inter-
cultural /
interlanguage
experiences

applying systematic
and controlled
learning approaches
in a context of
otherness

C3. Competence of
decentring

2 over-arching
competences:

C4. Competence in making sense of
unfamiliar linguistic and/or cultural features

C5. Competence of
distancing

C6. Competence in critical analysis of the
(communicative and/or learning activities) in which
one is involved

C7. competence in recognising the «Other»,
and otherness

C1 : Competence in managing linguistic and cultural communication in a context of « otherness »

C2 : Competence in the construction and broadening of a plural linguistic and cultural repertoire

C1.1. competence in overcoming conflict, obstacles, misunderstanding

C1.2. Competence in negotiation

C1.3. Competence in mediation

C1.4. Competence of adaptability

C2.1. Competence in profiting from one's own inter-cultural / interlanguage experiences

C2.2. Competence in applying systematic and controlled learning approaches in a context of otherness

C3. Competence of decentring

C4. Competence in making sense of unfamiliar linguistic and/or cultural features

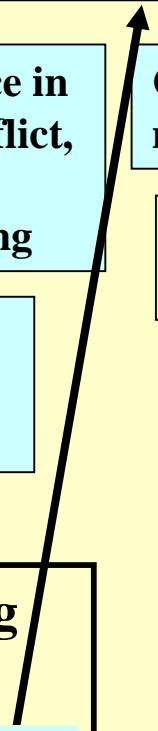
C5. Competence of distancing

C6. Competence in critical analysis of the (communicative and/or learning activities) in which one is involved

C7. competence in recognising the «Other», and otherness

2 over-arching competences:

Managing communication



C1 : Competence in managing linguistic and cultural communication in a context of « otherness »

C2 : Competence in the construction and broadening of a plural linguistic and cultural repertoire

C1.1. competence in overcoming conflict, obstacles, misunderstanding

C1.2. Competence in negotiation

C1.3. Competence in mediation

C1.4. Competence of adaptability

C2.1. Competence in profiting from one's own inter-cultural / interlanguage experiences

C2.2. Competence in applying systematic and controlled learning approaches in a context of otherness

C3. Competence of decentring

C4. Competence in making sense of unfamiliar linguistic and/or cultural features

C5. Competence of distancing

C6. Competence in critical analysis of the (communicative and/or learning) activities in which one is involved

C7. competence in recognising the «Other», and otherness

2 over-arching competences:

Managing communication

Personal development

C1 : Competence in managing linguistic and cultural communication in a context of « otherness »

C2 : Competence in the construction and broadening of a plural linguistic and cultural repertoire

C1.1. competence in overcoming conflict, obstacles, misunderstanding

C1.2. Competence in negotiation

C1.3. Competence in mediation

C1.4. Competence of adaptability

C2.1. Competence in profiting from one's own inter-cultural / interlanguage experiences

C2.2. Competence in applying systematic and controlled learning approaches in a context of otherness

C3. Competence of decentring

C4. Competence in making sense of unfamiliar linguistic and/or cultural features

C5. Competence of distancing

C6. Competence in critical analysis of the (communicative and/or learning activities one is involved

C7. competence in recognising the «Other», and otherness

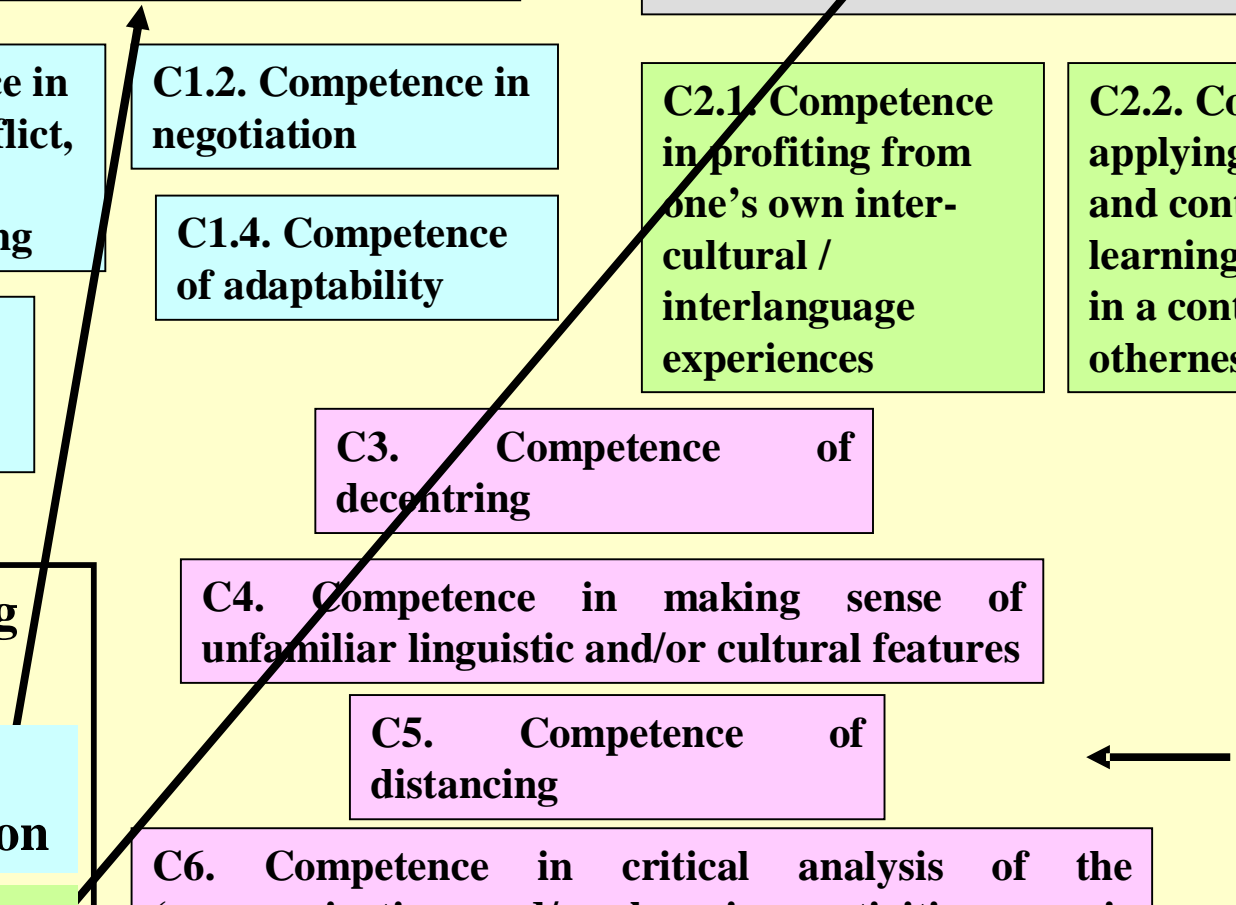
2 over-arching competences:

Managing communication

Personal development

Inter-mediate zone

Fit into the two zones...



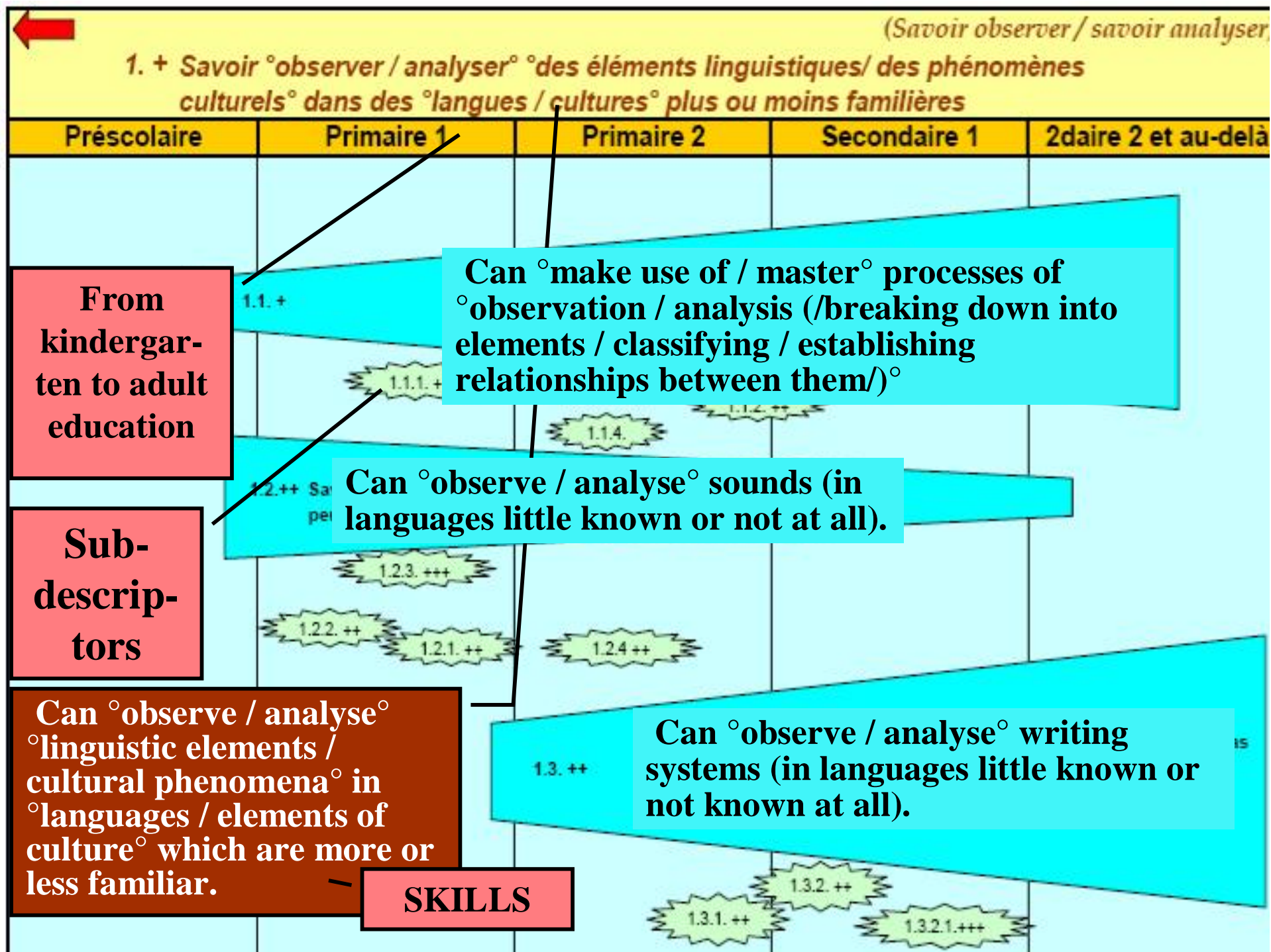
The tool :

El



**What we are doing now: a tool for the
use of teachers / a kit for teacher
training – based on CARAP/FREPA**

Users : teachers





The tool :

Elements:

- Tables of **resource descriptors**
- Data bank of **teaching activities** using pluralistic approaches (and referring to descriptors)

Users : teachers

Børn i verden

Carap-descriptors			Approach:	Intercultural
Knowledge	Attitudes	Skills	Level:	Secondary-1
K-8.2	A-2.1	S-2.8	Language of teaching material	Danish
K-8.3	A-2.4	S-3.10.4	Presence of...	iconic documents
K-13.2	A-2.5	S-7.6.1		sound
K-14.3	A-3.2.1		Duration	
			Thematic	Cultural-diversity
			Key-word	Biography
				Identity-/otherness
Source			Access	
Cirius, Skolen i verden			http://www.skoleniverden.dk	

Source

Cirius, *Skolen i verden*

<http://www.skoleniverden.dk>

Access

http://www.skoleniverden.dk/Files/Filer/skoleniverden/Det%20internationale%20klassevrelse/oevelse_nr_3.pdf

Description of activity

The objective of the activity "*Børn i verden*" ("Children in the world") is to acquire knowledge about children around the world and to identify with them.

The students work in pairs using the different websites indicated in the activity. They have to describe the daily life of one child in another country in comparison to their own lives in Denmark: What similarities do they find? What differences?

The students present the life of 'their child' to the other students.

Finally, the students discuss the fact that the daily lives of children in a foreign country are heterogeneous, just like in Denmark where children have different daily lives.

The tool :

Elements:

- Tables of **resource descriptors**
- Data bank of **teaching activities** using pluralistic approaches (and referring to descriptors)
- Tables showing **which pluralistic approaches** develop **which resources**

Users : teachers

**still to be
developped...**

The Kit

Users: Teacher
trainers and teachers
in autonomy

Research
instruments for
trialling / validating
kit and tool

Entry point 1

What is desirable?
What do we do in
class ?
Reflexion

Entry point 2

Situations starting from
a) problems
b) projects
c) teaching activities

The tool :

Elements:

- Tables of **resource descriptors**
- Data bank of **teaching activities** using pluralistic approaches (and referring to descriptors)
- Tables showing **which pluralistic approaches** develop **which resources**

Users : teachers

Contents

1

What are “*Pluralistic approaches*”?

2

Pluralistic approaches, “*didactics of plurilingualism*” and Council of Europe

3

CARAP/FREPA – Results and ongoing work

4

CARAP – Key Competences for Diversity : which links ?

CARAP – Key Competences for Diversity

→ **(=) Le CARAP et les KCfD sont au service des mêmes idéaux du Conseil de l'Europe**

→ **(≠) Le CARAP s'intéresse autant aux compétences linguistiques que culturelles**

→ **(≠) Le CARAP décrit les compétences visées pour l'élève, pas pour l'enseignant**

→ **Cependant, le CARAP peut être pertinent pour les KCfD de diverses manières ...**

CARAP – Key Competences for Diversity

Cependant, le CARAP peut être pertinent pour les KCfD de diverses manières ...

→ C'est un exemple de *description systematisée de “compétences” (intérêt épistémo- / méthodologique).*

→ Certaines *ressources* prévues pour les élèves dans le CARAP doivent *aussi être développées chez les enseignants.*

Knowledge and understanding	Communication and relationships	Management and teaching
<p>Competence 1</p> <p>Knowledge and understanding of the political, legal and structural context of socio-cultural diversity</p>	<p>Competence 1</p> <p>Initiating communication with colleagues and background</p>	<p>Competence 1</p> <p>Knowledge and understanding of the political, legal and structural context of socio-cultural diversity</p>
<p>Competence 2</p> <p>Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education</p>	<p>Competence 2</p> <p>Recognising communication language</p>	<p>Competence 2</p> <p>Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education</p>
<p>Competence 3</p> <p>Knowledge about different dimensions of diversity, eg ethnicity, gender, special needs and understanding their implications in school settings</p>	<p>Competence 3</p> <p>Creating the school</p>	<p>Competence 3</p> <p>Knowledge about different dimensions of diversity, eg ethnicity, gender, special needs and understanding their implications in school settings</p>
<p>Competence 4</p> <p>Knowledge of the range of teaching approaches, methods and materials for responding to diversity</p>	<p>Competence 4</p> <p>Motivating engagement operational</p>	<p>Competence 4</p> <p>Knowledge of the range of teaching approaches, methods and materials for responding to diversity</p>
<p>Competence 5</p> <p>Skills of inquiry into different socio-cultural issues</p>	<p>Competence 5</p> <p>Involving and co</p>	<p>Competence 5</p> <p>Skills of inquiry into different socio-cultural issues</p>
<p>Competence 6</p> <p>Reflection on one's own identity and engagement with diversity</p>	<p>Competence 6</p> <p>Dealing with prevention</p>	<p>Competence 6</p> <p>Reflection on one's own identity and engagement with diversity</p>

Competence 1
Knowledge and understanding of the political, legal and structural context of socio-cultural diversity

CARAP :

K-5.7+++

Is aware of the existence of situations of °multilingualism / plurilingualism° in one's own environment and in other places, near or far

K-2.5.2++

Knows the role played by different languages in one's environment (/everyday language / language of schooling / familiar language ...)

Knowledge and understanding	Communication and relationships	Management and teaching
<p>Competence 1</p> <p>Knowledge and understanding of the political, legal and structural context of socio-cultural diversity</p>	<p>Competence 1</p> <p>Initiating communication with colleagues and background</p>	<div> <p>Competence 3</p> <p>Knowledge about different dimensions of diversity, eg ethnicity, gender, special needs and understanding their implications in school settings</p> </div> <p><u>CARAP</u> :</p> <div> <p>K-2.5.1 ++</p> <p>Has knowledge about the sociolinguistic diversity of own environment</p> </div>
<p>Competence 2</p> <p>Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education</p>	<p>Competence 2</p> <p>Recognising communication language</p>	
<p>Competence 3</p> <p>Knowledge about different dimensions of diversity, eg ethnicity, gender, special needs and understanding their implications in school settings</p>	<p>Competence 3</p> <p>Creating the school</p>	
<p>Competence 4</p> <p>Knowledge of the range of teaching approaches, methods and materials for responding to diversity</p>	<p>Competence 4</p> <p>Motivating engagement operational</p>	
<p>Competence 5</p> <p>Skills of inquiry into different socio-cultural issues</p>	<p>Competence 5</p> <p>Involvement and co</p>	
<p>Competence 6</p> <p>Reflection on one's own identity and engagement with diversity</p>	<p>Competence 6</p> <p>Dealing with prevention</p>	

Knowledge and understanding	Communication and relationships	Management and teaching
<p>Competence 1</p> <p>Knowledge and understanding of the political, legal and structural context of socio-cultural diversity</p>	<p>Competence 1</p> <p>Initiating communication with colleagues and background</p>	<p>Competence 5</p> <p>Skills of inquiry into different socio-cultural issues</p> <p><u>CARAP :</u></p> <p>A-3.1 ++</p> <p>Curiosity about a °multilingual / multicultural° environment</p> <p>S-1.7 ++</p> <p>Can analyse the cultural origin of different aspects of communication</p> <p>S-1.6++</p> <p>Can analyse communicative repertoires which are °plurilingual / in a plurilingual situation°</p>
<p>Competence 2</p> <p>Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education</p>	<p>Competence 2</p> <p>Recognising communication language</p>	
<p>Competence 3</p> <p>Knowledge about different dimensions of diversity, eg ethnicity, gender, special needs and understanding their implications in school settings</p>	<p>Competence 3</p> <p>Creating the school</p>	
<p>Competence 4</p> <p>Knowledge of the range of teaching approaches, methods and materials for responding to diversity</p>	<p>Competence 4</p> <p>Motivating engagement operational</p>	
<p>Competence 5</p> <p>Skills of inquiry into different socio-cultural issues</p>	<p>Competence 5</p> <p>Involvement and co-operation</p>	
<p>Competence 6</p> <p>Reflection on one's own identity and engagement with diversity</p>	<p>Competence 6</p> <p>Dealing with prevention</p>	

Knowledge and understanding	Communication and relationships	Management and teaching
<p>Competence 1</p> <p>Knowledge and understanding of the political, legal and structural context of socio-cultural diversity</p>	<p>Competence 1</p> <p>Initiating communication with colleagues from different backgrounds</p>	<p>Competence 6</p> <p>Reflection on one's own identity and engagement with diversity</p> <p><u>CARAP :</u></p> <p>K-14.3 +++</p> <p>Knows that one can have a °multiple / plural / composite° identity</p> <p>A-16.2.1 +</p> <p>Assuming oneself [seeing oneself] as a member of a °social / cultural / linguistic° community (eventually communities)</p> <p>A-7.3.2 ++</p> <p>Readiness to assume the anxiety which is inherent to °plurilingual / pluricultural° situations and interactions</p>
<p>Competence 2</p> <p>Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education</p>	<p>Competence 2</p> <p>Recognising communication language barriers</p>	
<p>Competence 3</p> <p>Knowledge about different dimensions of diversity, eg ethnicity, gender, special needs and understanding their implications in school settings</p>	<p>Competence 3</p> <p>Creating the social context for learning</p>	
<p>Competence 4</p> <p>Knowledge of the range of teaching approaches, methods and materials for responding to diversity</p>	<p>Competence 4</p> <p>Motivating engagement and operationalising</p>	
<p>Competence 5</p> <p>Skills of inquiry into different socio-cultural issues</p>	<p>Competence 5</p> <p>Involving and collaborating</p>	
<p>Competence 6</p> <p>Reflection on one's own identity and engagement with diversity</p>	<p>Competence 6</p> <p>Dealing with and preventing</p>	

CARAP – Key Competences for Diversity

Cependant, le CARAP peut être pertinent pour les KCfD de diverses manières ...

→ C'est un exemple de *description systematisée de “compétences” (intérêt épistémo- / méthodologique)*.

→ Certaines *ressources* prévues pour les élèves dans le CARAP doivent *aussi être développées chez les enseignants*.

→ En incitant / aidant les enseignants à *utiliser les approches plurielles*, le CARAP contribue au *développement de compétences professionnelles retenues parmi les Key Competences*.

Knowledge and understanding	Communication and relationships	Management and teaching
Competence 1 Knowledge and understanding of the political, legal and structural context of socio-cultural diversity	Competence 7 Initiating and sustaining positive communication with pupils, parents and colleagues from different socio-cultural backgrounds	Competence 13 Addressing socio-cultural diversity in curriculum and institutional development
Competence 2 Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education	Competence 8 Recognising and responding to the communicative and cultural aspects of language(s) used in school	Competence 14 Establishing a participatory, inclusive and safe learning environment
Competence 3 Knowledge about different dimensions of diversity, eg ethnicity, gender, special needs and understanding their implications in school settings	Competence 9 Creating open-mindedness and respect in the school community	Competence 15 Selecting and modifying teaching methods for the learning needs of pupils
Competence 4 Knowledge of the range of teaching approaches, methods and materials for responding to diversity	Competence 10 Motivating and stimulating all pupils to engage in learning individually and in co-operation with others	Competence 16 Critically evaluating diversity within teaching materials, eg textbooks, videos, media
Competence 5 Skills of inquiry into different socio-cultural issues	Competence 11 Involving all parents in school activities and collective decision-making	Competence 17 Using of a variety of approaches to culturally sensitive teaching and assessment
Competence 6 Reflection on one's own identity and engagement with diversity	Competence 12 Dealing with conflicts and violence to prevent marginalization and school failure	Competence 18 Systematic reflection on and evaluation of own practice and its impact on students

Un mot de conclusion

L'apport potentiel du CARAP à un projet visant à expliciter les compétences nécessaires aux enseignants face à la diversité est le reflet direct du rôle que joue la langue :

- dans la société (et donc aussi à l'école), comme instrument à la fois d'élaboration et d'expression des différences sociales et culturelles;**
- à l'école en tant qu'outil de construction des savoirs, aptitudes et attitudes.**

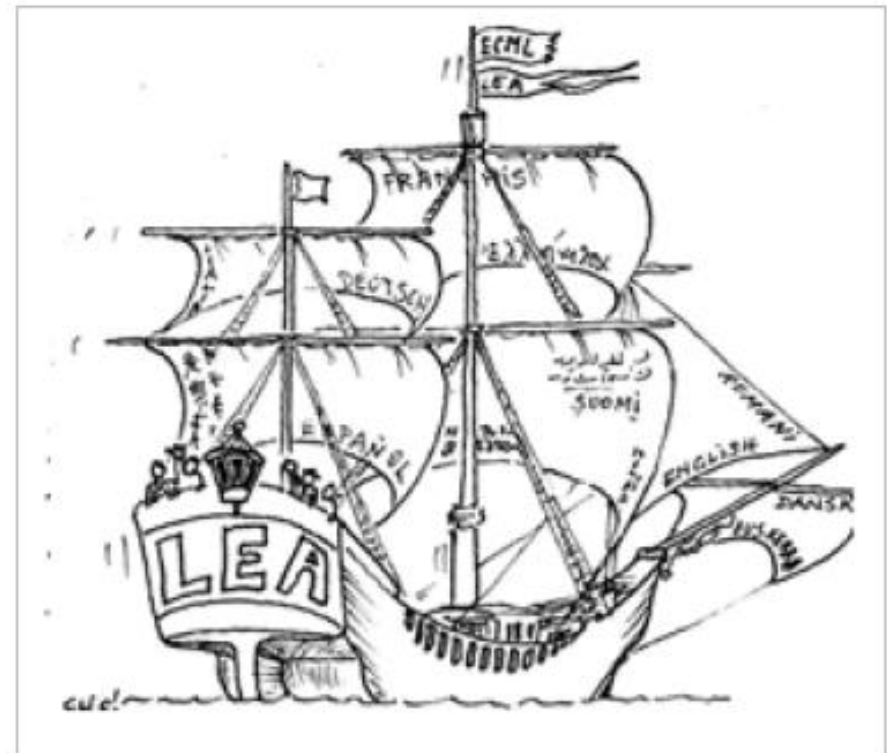
Material for teacher training

See also...

An introduction to LEA

Welcome to **LEA**. You are about to take a journey through the Language educator awareness (**LEA**) project, which has sought to incorporate plurilingualism and pluriculturalism into language teacher education. The project led thirty-eight people on an exciting adventure that enabled them to make rich personal and professional discoveries.

<http://www.ecml.at/mtp2/LEA/>
in French and in English





dank u wel

გმადლობთ

obrigado

спасибо

tanemirt

Ευχαριστώ

misaotra

有り難う
ありがとう

kiitos

enkosi