**Creative Multilingualism Session 3: Writing Workshop**

Introduction to verse forms: 60 minutes

Writing and reporting back: 30 minutes

1. **[5 mins] Introduce the aims of the workshop.** Thinking about writing in a different language; translating; and mixing languages. How languages create different kinds of meaning. How mixing languages adds different levels of meaning. Allow you to say things you can’t say in just one language. See what surprises you can come up with when you put words in different languages next to each other.

2. Talk through different forms of poem they might use.

**[10 minutes] Cinquains:** The set pattern is –

1. Noun
2. Adjective 1, adjective 2
3. Present participle, present participle, present participle [-ing]
4. Four word phrase
5. Closely related noun or synonym

Sarah

Slow, tired,

Sinking, foundering, failing

Needs some more sleep

Granny

**Can you identify the parts of speech?**

Happiness

Joyful, fun

Engaging, delighting, attracting

Pulls us all in

Euphoria.

**Identify the parts of speech?**

**In pairs: can you put these in order?**

French :

dansant, soleil, chaud, lumière, jouant, énorme, la mer est salée, nageant

bavardant, sympa, souriant, ami/e, on s’entend très bien, camarade

génereux/se, pleurant.

Spanish:

bailando, sol, caliente, luz, jugando, enorme, el mar es salado, nadando

charlando, simpático/a, sonriendo, amigo/a, nos llevamos muy bien, compañero/a, generoso/a, llorando.

Grammar point: can you see how to form a present participle in French/ Spanish?

**[20 minutes] Haiku.** A Japanese form with a very controlled structure: 3 lines, made up of 5 syllables; 7 syllables; 5 syllables.

Five syllables here.

Seven more syllables here.

Are you happy now?

The moon lingers on

Lighting the frost-covered leaves

Making them sparkle.

The rainbow spans the blue sky

Sun shining, giving

Beautiful colours.

**Haikus en español: (translate these literally, leading from the front)**

**Mario Benedetti (Uruguay, 1920-2009)**

[Can be found at : http](file:///%5C%5COESCLUSTER-OESDATA-SERVER%5COESDATA%5CMLProjects%5COWRI%5CWebsite%5CContent%5CResources%5CStrand%205%20resources%5CCreative%20Multilingualism%20workshops%5CCreative%20Multilingualism%20workshops%5Csession%203-writing%5CCan%20be%20found%20at%20%3A%20http)[://adkaplan.blogspot.com/2009/06/haikus-de-mario-benedetti.html](http://adkaplan.blogspot.com/2009/06/haikus-de-mario-benedetti.html) (Haikus 15 and 44)

la mariposa

recordará por siempre

que fue gusano

no quiero verte

por el resto del año

o sea hasta el martes

**Octavio Paz (Mexico, 1914-1998)**

[Can be found at: https://www.tallerdeescritores.com/ejemplos-de-haiku](https://www.tallerdeescritores.com/ejemplos-de-haiku)

Hecho de aire

entre pinos y rocas

brota el poema.

**Haikus en français: (translate these as above)**

**Jean Paulhan**

**(1884- 1968)**

La rivière coule nue

Les jeunes arbres vont vivre

Dans les bois

Can be found at: <http://poetia.fr/haiku/la-riviere-coule-nue>

**Tachibana Hokushi (1665 – 1718) OR**

**Ozaki Hosai**  **(1885 – 1926)**

Parfois, j’écris

Parfois j’efface tout

Ainsi, des fleurs de pavot (poppies)

**Bashô (1644 – 1694)**

Déjà quatre heures

Je me suis levé neuf fois

Pour admirer la lune.

[the lines in this haiku don’t divide up so evenly – but just see it as a sequence of 17 syllables]

Ask what changes they can see in the translated version. Are these versions translations or new poems?

In pairs, choose one of the haikus in French or Spanish and translate into English, sticking as closely as possible to the form.

Ask what kind of subjects they might write haikus on (write on the board). Scenes, places, feelings that capture the meeting of different languages and cultures? ‘My home,’ ‘My identity,’ ‘My language,’ ‘My community.’

**[10 mins]** **Acrostic**

Teacher to insert Acrostic poems (x2) which are available at:

https://mrswattclassroom.weebly.com/acrostic-poem.html

Can you write an acrostic using your own name? Quickly and in any language(s) you like.

3. **[15 minutes]** **Combining your languages creatively**.

* Use puns or word play
* Dame más, Dame mash
* son/ g
* Use rhyme, rhythm, sound
* Moon lune/ chant song
* cha cha charged with meaning
* Translate idioms
* She doesn’t have hairs on her tongue (no tiene pelos en la lengua = she’s no fool)
* I’ve got the cockroach (j’ai le cafard = I’m fed up)

In each example below, think about what effects are generated by combining languages (sound, rhythm, mood, humour…):

**Multilingual cinquain: Example**

Monday

Désolée, déprimée

Despairing, despertando, desayunando

I’ve got the cafard

Cockroach

**Multilingual haikus: examples**

Pasan los días

Like a river, rivière

The days pass slowly

Escúchame, please

Tu m’écoutes? Je t’écoute

¿Me escuchas? Gracias.

**Multilingual acrostic: example**

|  |  |  |  |
| --- | --- | --- | --- |
|   | D | antza | (Basque) |
| t | Á | nc | (Hungarian) |
| tan | N | ssi  | (Finnish) |
| rin | C | e | (Irish) |
| With me pl | E | ase |  |

 4. **[20 minutes.] Students work in pairs, groups (or alone if they want), to come up with some multilingual poetry.**

* Try writing a Cinquain, a Haiku or an Acrostic, using as many languages as you like.

OR

* Write a poem like ‘My Language’ by Kumari Tarapatla, using a repeated phrase or a regular rhythm:

Teacher to insert poem here. Can be found in: *Brave New Voices*, A city imagined. [https://www.englishpen.org/outreach/brave-new-voices-2-0-year-one/#read-bnv](https://www.englishpen.org/outreach/brave-new-voices-2-0-year-one/)

OR

* Invent your own form! It doesn’t have to be regular.

**[10 mins]** Students to report back: What was challenging about it? How did you decide what to write about? Why did you decide to switch language at a particular point?

**Wind-up session [30 mins]**

**Film: ‘The Image and Sound of Multilingualism’:** <https://www.youtube.com/watch?v=MM6Zlr_x-zM>

**Poems to read and discuss:**

**Benjamin Zephaniah** – a British writer, poet and Rastafarian. Born and raised in Birmingham, of a Barbadian father and Jamaican mother.

* **Poem: ‘The British’**

Teacher to insert poem here.

Can be found at: <https://benjaminzephaniah.com/rhymin/the-british-serves-60-million/>

**Edward Kamau Brathwaite** – a Barbadian poet and academic. Studied in Cambridge, worked around the world including in Ghana, and lived in Barbados.

* **Poem: ‘The Awakening’**

Teacher to insert poem here. Can be found in: The Arrivants: A New World Trilogy. Edward K Braithwaite. Published by OUP Oxford, 1981, ISBN: 9780199111039

**Daljit Nagra** – a British writer and schoolteacher living in London. His parents were Sikh Punjabis who came to Britain in the 1950s.

* **Poem: ‘Rapinder slips into tongue’**

Teacher to insert poem. Can be found at: <https://www.poetryinternational.org/pi/poem/19356/auto/0/0/Daljit-Nagra/RAPINDER-SLIPS-INTO-TONGUE/en/nocache>

Video Version: (Intro – until 00:38)

<https://www.youtube.com/watch?v=EBGYSchCfII>