



Manual for Educators Multilingualism in Early Childhood Education

Game Instructions and Areas of Application for Kids2Talk



Lifelong Learning Programme



Education and Culture DG



Multilingualism

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Imprint

kids2talk

Manual for Educators - Multilingualism in Early Childhood Education
Game Instructions and Areas of Application for KIDS2TALK

This manual was developed as part of the European project “Kids2Talk”, which aims to support multilingualism in early childhood education of children with multilingual backgrounds.

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Please direct further enquiries to:

IEIE Stuttgart
Hölderlinplatz 2A
70193 Stuttgart
Germany
Phone: +49-711-236-2513
www.kids2talk.de / www.ieie.de

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Table of content

| | | |
|-----------|--|----|
| 1. | The Project Kids2Talk – Introduction | 5 |
| 2. | The European programme for lifelong learning and the promotion of multilingualism | 9 |
| | 2.1. High-Level Group on Multilingualism – FINAL REPORT (Short Version) | 10 |
| | 2.2 Lifelong language learning – raising awareness and motivation | 11 |
| | 2.3. Languages for intercultural dialogue and social cohesion..... | 12 |
| | 2.4. Languages for economic competitiveness, growth, and better jobs | 13 |
| | 2.5. Concluding remarks of the group of experts | 14 |
| 3. | Kids2Talk – Multilingualism in children in early childhood education – language acquisition – with a special focus on children growing up bilingually | 15 |
| | 3.1. Epistemological positions towards language acquisition | 16 |
| | 3.2. Language acquisition and general cognitive development | 18 |
| | 3.3. Formalism vs. Functionalism, or the question: “Form before function, or function before form?” | 19 |
| | 3.4. First language acquisition vs. second language acquisition | 19 |
| | 3.5. The importance of the first language for the acquisition of the second language | 21 |
| 4. | The Project Kids2Talk | 23 |
| | 4.1. Project objectives of Kids2Talk | 25 |
| | 4.2. Methodology..... | 25 |
| | 4.3. Kids2Talk products..... | 26 |
| | 4.4. Partner | 27 |
| | 4.5. Importance for Europe | 29 |
| | 4.6. Further aspects | 29 |
| 5. | Comparison of early childhood education in Germany, Greece, Austria and Romania | 31 |
| 6. | Recommendations for educators | 37 |
| 7. | References | 39 |
| 8. | Instructions for the Kids2Talk games | 51 |
| | 8.1. Dice game..... | 52 |
| | 8.2. Map of Europe with language scanner..... | 54 |
| | 8.3. We build Europe | 56 |
| | 8.4. Language Food..... | 57 |
| | 8.5. Picture book: “My name is Europe” | 58 |
| | 8.6. Alien - The Body Parts game | 59 |
| | 8.7. Europe game..... | 61 |
| | 8.8. Inhabitants of Europe - card game | 62 |
| | 8.9. Letter Salad | 65 |
| | 8.10. Interjections – typical (language-specific) sounds, animal sounds | 67 |
| | 8.11. Animal babies | 68 |
| | 8.12. Typical/language-specific sounds..... | 69 |
| | 8.13. Fairy tale game..... | 71 |



1. The Project Kids2Talk – Introduction



1. The Project Kids2Talk – Introduction

Approximately half of the children in Europe grow up in bi- or multilingual environments. This includes children of migrant families, children living in border regions, children of binational marriages and children of mobile parents. For Europe, this constitutes a valuable reservoir of competences and skills. The children's linguistic competence and skills have to be supported and developed throughout their entire education – from nursery school through to university or vocational training.

In Europe, national educational systems and organisations for language training place only little emphasis on early multilingualism. Kids2Talk attempts to find a long-term solution for the socio-educational issue of multilingualism.

With this in mind, Kids2Talk developed a “treasure chest” with fun activities for small children growing up in multilingual, intercultural environments in Europe. The toolkit contains innovative game sets for children and instructions for educators and parents. The purpose of this targeted learning experience is to awaken the children's interest in language at an early age and to promote multilingualism in a stimulating and fun environment.

Kids2Talk developed materials for raising linguistic awareness through innovative, playful teaching of children of pre- and primary school age. The methods are suitable for all languages and promote the acquisition of linguistic competences and the ability of multilingual communication. The goal is to create an understanding of different cultures at an early age and to lay the foundation for the children's future ability to work, compete and play an active role not only in Europe, but globally.

Children from all social backgrounds are eager to find out how their world works. The first contacts are made through language. Kids2Talk promotes multilingual skills from the early stages of development. The activities of these games are appropriate for children in the age groups of 3 to 4 and 5 to 7 years.

The concept of Kids2Talk is to have children experience language skills as something exciting and to pave the way for their later intercultural communication and knowledge acquisition in a global world and the management of immaterial cultural assets.

As of summer 2009, 70% of the children in nurseries, pre-school groups and primary schools

in the Kids2Talk partner countries Austria (AT), Germany (DE), Greek (GR) and Romania (RO) have a migration background (e. g. in the greater Stuttgart area or in the region Evros in Northern Greece). In the standard educational systems, their multilingualism is rarely taken into account.

Instead, the objective is the teaching of the national language. In addition, children with a migration background experience problems with integration/ social exclusion and economic discrimination or suffer as refugees from traumatic experiences. Surveys conducted by the project partners and results of national studies have shown that there are not enough incentives for children to learn languages. Nobody conveys to the children that learning languages can be fun.

Therefore, educators demand the promotion of languages and integration of continuous language acquisition, starting with early childhood education. This is the objective of the learning materials developed by Kids2Talk.

Studies on the quality of the training of nursery educators in Germany and Greece have shown that the promotion of language skills in young children is not part of the standard training programmes. Changes in this area can only be expected on a long-term basis. Surveys among parents in the partner countries and experiences gained from the work with children and adolescents lead to the conclusion that directly applicable material is indeed needed. The children themselves voiced their interest in languages, but often did not know how to proceed without help from parents, relatives and other grown-ups. Kids2Talk's “Treasure Chest” therefore contains practical game materials for the promotion of multilingualism in children.

Kids2Talk directly supports the political priority of the European Union of promoting multilingualism in Europe. In Germany, the project is integrated in the “Drive for Excellence” initiative launched by the Federal Minister of Education, Annette Schavan, targeting early childhood education. In Greece, it is part of the recent reform measures for mandatory pre-school and improvement of the quality of nursery education. In Austria, the project is part of national programmes for the equal status of ethnic and linguistic minorities, and in Romania, it is integrated in political programmes for strengthening families.

Within the framework of the EU's Lisbon Process, Kids2Talk supports children at the age of 0-14 years participating in life-long learning. Indirect target groups are also the many pupils in the process of learning a foreign language at the lower secondary school level.

With Kids2Talk games, children aged 3-7 can playfully explore language and linguistic elements. The game components are multilingual and produced according to the specific needs of a nursery or children's group. Basic components such as "Word Salad" or the "Talking Map of Europe" are identical, but can be adjusted linguistically for each target group. The children thus are enabled to play directly with language.

Important is that the individual children not only play with their own language(s), but interact directly with the linguistic diversity of their immediate environment. The children thus experience other children's language as part of their respective culture and as something of equal validity. "Language Puzzle" and "Language Meal" promote direct linguistic exchange among the children. From a very early age on, the children experience their own cultural background as well as the linguistic diversity within Europe and, through the games, are able to reduce fear of and anxiety toward foreign languages and cultures.

The Kids2Talk "Treasure Chest" is supposed to give children incentives to experience languages as attractive and worthwhile learning – also in their later lives. Surveys in language schools and institutions of adult education show that many adults in Europe are "afraid" of languages and filled with anxiety when it comes to dealing with the culture of that new language. Educationalists believe that by tearing down such barriers already during early childhood education, long-term success is possible.

Kids2Talk is not a language course, and the kids will not learn a second language with this program. Kids2Talk is a tool to break down individual barriers to other ("foreign") languages. Particularly during the so important phase of early childhood language acquisition, playful activities and indirect, self-paced learning (playing) are supposed to create a foundation of positive experiences that will permanently influence the children's attitudes towards language learning.¹

The target groups of Kids2Talk are the following:

Children with multilingual backgrounds of migrant families, border regions, binational marriages or internationally mobile families
 Children with multilingual backgrounds
 Educators and teachers at nurseries, pre- and primary schools

With Kids2Talk, children with multilingual backgrounds experience their multilingualism as something positive. Knowledge of a second language will not be perceived as an obstacle to learning and expanding a first or national language, but as an enrichment and competence that should be supported. Children with a monolingual background gain access to the world of other languages, reduce anxieties and develop, as first tests have shown, the motivation to explore additional languages. The decision to truly learn a language is made by children with a positive attitude towards languages often not before they start school. However, when they do, they tend to be highly motivated. Many children actually express a desire to learn several additional languages.

The material is divided into two parts, one addressing children at the age of 3 to 4 years, the other one targeting children at the age of 5 to 7 years. Between age of 4 and 5, specialists for early childhood and child development observe a leap in the development in the areas of personality development, the formation of the individual as well as the expansion of linguistic expression and behavioural skills. The division of the material for two separate age groups reflects this developmental process.

Kids2Talk provides educators at nurseries and teachers at pre- and primary schools with material that enables them to overcome the shortcomings of their own training in regards to the promotion of multilingualism in their protégés. The teachers' and educators' primary goal is, of course, the extension of their training to include elements of multilingual education and means of supporting multilingual pupils. This, however, Kids2Talk cannot do. However, Kids2Talk's "Treasure Chest" can be a very useful and meaningful educational tool.

1) Cf.: Thurner, Princeton 2004; Ruhrmann, Jena 2005; Blank, St. Gallen 2005.



2. The European programme for lifelong learning and the promotion of multilingualism



2. The European programme for lifelong learning and the promotion of multilingualism

In 2006, a High-Level Group was established to classify the characteristics of linguistic diversity in Europe and to develop political recommendations for the promotion of multilingualism in Europe. Before describing the project Kids2Talk in more detail, we will present the findings of this High-Level Group on Multilingualism. Numerous requests and recommendations made by this task force apply equally to Kids2Talk or have been implemented by Kids2Talk.²

2.1. High-Level Group on Multilingualism – FINAL REPORT (Short Version)

Towards a comprehensive strategy for multilingualism in the European Union

Multilingualism has been part of Community policy, legislation and practices from the time of the Treaties of Rome. In the early days, it was exclusively associated with the language regime put in place for the European institutions, including their contacts with authorities and citizens in the Member States. The very first regulation adopted by the Council of the European Economic Community (15 April 1958) confirmed the equality of the official state languages of the Member States and their status as official and working languages of the European institutions. This principle was retained at each accession; it can only be changed by a unanimous vote of the Council.

Following the Maastricht Treaty (1992), the promotion of language learning and of individual multilingualism, combined with an emphasis on linguistic diversity, became a corner stone of the EU's educational policy; whereas in the nineties Community support was focused on the learning of the official languages, the first decade of the new century has seen the introduction of an inclusive language education policy, seeking to promote the learning of all languages, including regional or minority, migrant, and major world languages.

For many years, the EU did not seek to establish a coherent and comprehensive framework for its various regulations, policies, practices and initiatives regarding multilingualism. It was the decision of President José Manuel Barroso to make "Multilingualism" part of the portfolio of one of the Commission members and to assign him responsibility for multilingualism in education, culture, interpretation, translation, and publications that set the signal for the development of a coherent

and comprehensive EU language policy. The drive towards the development of such a policy gained considerable momentum when, on 1 January 2007, "Multilingualism" was made a separate portfolio, assigned to one of the new Commissioners, Mr Leonard Orban.

The fact that multilingualism has been made an EU policy area in its own right is a clear indication of a heightened awareness on the part of the Commission of the increasing importance of the multilingual challenge for the European project. As a result of enlargement, the Single Market and increased mobility within the EU, the revival of the regions, the advent of the knowledge society, migration into the EU, and globalisation, this multilingual challenge has reached a completely new dimension – in terms of size, complexity, and policy relevance. Nowhere is this more clearly visible than in interlingual and intercultural communication. Whereas this was formerly primarily seen in terms of interpersonal exchanges between people residing in different Member States, practically all EU Member States have by now become multilingual and multicultural societies themselves, requiring strategies at local / regional / Member State level for facilitating communication across language and cultural boundaries. Today, no less than 450 languages are spoken and used in the territory of the Member States.

The High Level Group regards the creation of a portfolio for multilingualism as being more than the uniting, under one Commissioner, of all Commission services dealing with multilingualism in one way or another, and also more than an acknowledgement of the interdependence of the various multilingual activities. Ultimately, it highlights the horizontal nature of the issue of multilingualism, i.e. its relevance to a wide range of policy areas, especially policy areas at the heart of the Lisbon agenda.

The remit of the High Level Group on Multilingualism (HLGM)

The High Level Group on Multilingualism (HLGM), set up by Commission decision on 20 September 2006, its rationale and remit are directly related to the Commission's drive towards a new comprehensive strategy for multilingualism.

Its creation was first announced in the Commission's Communication "A new framework strategy for multilingualism" (November 2005). The Group was

2) Short version of the Final Report of the High-Level Group on Multilingualism, European Commission, Publications Office, Luxembourg 2007.

given the general remit “to provide support and advice in developing initiatives, as well as fresh impetus and ideas for a comprehensive approach to multilingualism in the European Union”. Its specific task was “to bring about an exchange of ideas, experience and good practice in the field of multilingualism and make recommendations to the Commission for actions in this domain”. In line with its general and specific remits, the Group sought to develop ideas relevant to policies and practices across the Union, as well as to make recommendations for concrete actions at Community level.

This Report aligns the outcomes of the Group’s reflections with Commissioner Orban’s political agenda, which centres around three objectives:

- (i) economic competitiveness, growth, and better jobs;
- (ii) lifelong learning, intercultural dialogue, and;
- (iii) creation of a space for European political dialogue, and communication with citizens.

As becomes clear from this summary, the two broad strands of multilingualism considered by the Group – language learning / multilingual competence, and language mediation (translation and interpreting in their various forms) – cut right across the three objectives, just as they are themselves closely interrelated.

The multilingual challenge in Europe has evoked diverse responses, and contradictory trends in thought and behaviour. Many of these opposing responses and trends can be explained by the fact that languages have different roles and perform different functions. Languages are a means of communication, but they are also an important aspect of personal, social, and cultural identity – and different people and groups attach greater importance to one specific function than to others. However, although these different functions are interrelated, it is important not to get them mixed up when dealing with concrete policy issues.

2.2 Lifelong language learning – raising awareness and motivation

Raising awareness of the benefits of language learning and multilingual competence

The recommendation of the European Parliament and of the Council on key competences for lifelong learning of December 2006 identifies “communication in foreign languages” as one of eight key competences “necessary for personal fulfilment, active citizenship, social cohesion

and employability in a knowledge society”. In addition, the HLG would like to draw attention to the intercultural value of and the cognitive benefits attached to language learning. Language learning supports attention, perception, memory, concentration, concept formation, critical thinking, problem solving, and the ability to work in teams. Moreover, these benefits for the individual are of major importance for the wellbeing of society at all levels.

While these arguments in favour of language learning are not new, they are not sufficiently well known among parents, young people, organisations active in the fields of education and culture, decision-makers and policy-makers. It is, therefore, important to launch information campaigns among these groups, especially at local, regional and Member State level. The Commission should take the initiative and consult with Member States and stakeholder groups at all levels about the best ways forward.

As regards language learning in formal educational settings, it is important that education systems in Member States should ensure the teaching / learning of two languages in addition to the primary language of instruction from primary to the end of secondary education, including vocational training, and that language learning should be encouraged in tertiary and adult education.

Enhancing motivation

Motivation is a key, if not the key, to successful language learning. Enhancing learner motivation is *the* crucial element in achieving the desired breakthrough in language learning across Europe. It is here that schools and teachers play a role of paramount importance. Positive experience in language learning at school is likely to encourage people to take up and continue language learning at a later stage. However, there is a limit as to what can be expected of formal education, and because of this additional learning opportunities should be created and made available.

Language learning should be made part of leisure activities, such as sports.

- Regarding children and young people at school age, language learning should also become a matter of extracurricular and out-of-school activities. School partnerships, email tandems, and language weekends are just a few activities known to be effective in this respect. Moreover, the range of languages offered can be extended this way. The potential for language learning of virtual border-transcending communities (“chats”) should be further explored.

- Efforts have to be made to target adult learners, especially in the wider society. This is all the more important as the family – including grand-parents – is known to be a major factor in motivating children to learn languages.

As a Finnish experience shows, the media can motivate people on a large scale to learn languages in ways that are beyond the methods of formal education (“edutainment”). The Finnish experience also indicates the different roles that different media can play in language learning outside formal educational settings. While TV programmes and series may stir up interest in other cultures as well as motivation to learn languages or to take up previously learnt languages again, the Internet can provide support for language learning through websites featuring learning materials, webquest activities, activity books, educational portals etc.

- TV programmes with sub-titles can be effective tools for language learning, in that they can promote functional literacy and receptive multilingualism, especially as they present viewers / listeners with a given language as used by speakers of that language. Because of that, TV companies which normally use dubbing should be encouraged to offer sub-titling in addition to traditional dubbing, so that viewers have a choice.
- The remarkable revival of regional languages in Europe provides evidence of the fact that people are willing to learn languages when there is clear motivation. Research should be undertaken into language learning in regions of this kind to explore ways in which successful practice in these regions can be brought to bear on other learning environments.

Two aspects of learner motivation deserve special attention.

- (i) A distinction should be made between initiating motivation and sustaining motivation, the latter being particularly important for the lifelong learning paradigm.
- (ii) The emphasis should be on motivating people to learn languages rather than one language, and people should be encouraged to develop their own individual language profiles.

Recommendations

- 1) Community action programmes such as the Youth in Action Programme, the Europe for Citizens Programme, the Culture Programme and exchanges under Lifelong Learning Programme should be further developed with a view to expanding contact with, and extracurricular

learning of other languages.

- 2) The Commission should encourage the creation of local / regional language learning networks in Member States, comprised of a variety of providers, and support their collaboration at European level.
- 3) The Commission should support projects designed to make successful strategies for initiating and sustaining learner motivation known to stakeholders across Europe, and to promote the development of innovative strategies.
- 4) The Commission and Member States should explore the possibility of providing incentives for the production of so-called edutainment programmes designed to arouse interest in other languages and cultures. One such possibility would be an annual award for film/media students for ideas which raise awareness of the value of multilingualism.

2.3. Languages for intercultural dialogue and social cohesion

Learning other languages has an intercultural value. In addition to promoting openness to other people’s cultures and attitudes, language education can raise awareness of one’s own culture and values, and stimulate the willingness and enhance the ability to communicate and co-operate with people across cultural boundaries.

The Group reflected on the challenges and opportunities resulting from the presence of an increasing number of different languages and cultures within each Member State in a number of contexts.

Language learning in the context of migration

The Finnish edutainment experience illustrates why the media could and should play a major role in pulling down barriers between different communities living in our societies, and this in both directions. Migrants outside education might be encouraged to set aside stereotypes and learn the language of the host country, while citizens of the host country could be brought to appreciate the culture of a given migrant community to the extent that they become motivated to learn the language of that community.

All too often, migrants are only seen as a problem – migrant children underperforming at school or adult migrants with only a minimal command of the language of the host country. What is often overlooked is the fact that migrants constitute a valuable language resource. By giving value to migrant languages in our midst, we may well enhance migrants’ motivation to learn the language

of the host community, and – indeed – other languages, and enable them to become competent mediators between different cultures.

Very often, young second- and third-generation migrants possess well-developed aural/oral skills in their heritage or community languages, but cannot read and write them. Many of them are highly motivated to become literate in these languages.

Schools, higher and adult education institutions should make it their business to provide special learning opportunities for these target groups. This would be sound investment, as these people could help to establish economic contacts in their countries of origin, and could be brought to play an active role in intercultural dialogue and integration programmes for newly arrived immigrants.

2.4. Languages for economic competitiveness, growth, and better jobs

Considerations evoked by a discussion of the ELAN study

In its Communication of 2005, the Commission, in line with the Lisbon strategy, confirmed its conviction that skills in several languages are important for the performance of the EU's economy as a whole, the competitiveness of individual companies, and the employment prospects of individual workers. Also in late 2005, the Commission commissioned a study on the impact

on the European economy of shortages of language skills - *ELAN: Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise*. The Europe-wide study, which confirmed the relevance of language and intercultural skills to success in export, was the point of departure of the Group's discussion about languages for business.

The following points were regarded as being particularly relevant to future policy development and action.

- The ELAN study should be complemented by more specific surveys at national or regional level, designed to produce facts and figures that will impress and convince both business associations and public authorities.
- In many parts of the EU, education institutions are now engaged in regular and structured dialogue with enterprises and business organisations. Such dialogue should include the issue of language and intercultural skills, so that education institutions can adjust their offerings to the requirements of enterprise, while at the same time assisting enterprises in gaining a clearer understanding of their requirements. In assessing the language needs of enterprise, one should not only address the question as to which languages are required, but also for which communicative situations a given language is typically needed.
- Higher education institutions and other organisations which undertake career



tracking surveys should include questions on languages and language-related skills in their questionnaires.

- There is a growing demand for major world languages such as Arabic, Chinese, Hindi, Japanese and Russian, which is currently not matched by provision. This calls for two types of action:
 - (i) Education systems and institutions need to diversify their offerings.
 - (ii) The training in these languages needs to be professionalized, which includes the development of pan-European benchmarks.
- The presence of an increasing number of speakers of other languages in Member State societies represents considerable economic potential, which needs to be fully exploited and further developed. Many migrants belong to international networks and are, therefore, able to establish business contacts abroad and overseas.
- The relevance of language skills to the economy and the individual worker makes it necessary that reporting instruments such as Europass and the Diploma Supplement are properly applied.
- In order to give impetus to language learning in a vocational context, vocationally contextualised multi-lingual resources need to be developed for use in vocational training institutions.
- Resources need to be developed for career advisors which highlight the added value of language skills in enhancing employability.
- The rapidly expanding and diversifying language industry is a major factor in the European economy, with new job profiles and new employment opportunities. It is important that higher education institutions and other training organisations prepare students for this new sector of the employment market.

Recommendations

- 1) The European Commission should encourage the establishment of regional education enterprise networks or platforms and their linking at European level. To this end, a project or projects should be launched designed to address issues such as aims and objectives of regional networks, ways of establishing them, membership, and working modes. The added value of European collaboration, incl. aims and activities, should be given special attention.
- 2) The European Commission should support research into or a study on ways in which the linguistic resource available in migrant communities can be exploited and further developed with the specific aim of assisting the export effort of enterprise.
- 3) The European Commission should explore further opportunities for using the European

Social Fund and the Structural and Cohesion Funds for supporting language learning with a view to enhancing employability and economic performance.

- 4) The European Commission, if possible in cooperation with the Parliament and Council, should develop a European label to be awarded to SMEs which achieved export success through exemplary language and culture management, including effective staff development.
- 5) Research should be undertaken into the relationship between multilingual competence and creativity.

2.5. Concluding remarks of the group of experts

The Group believes that it managed to make considerable progress in identifying and defining relatively new aspects of the multilingual challenge the Union is confronted with and to develop a number of ideas as to how these aspects could be addressed. The Group hopes that these ideas will be taken up by the Commission and other stakeholders.

The Group also came to realise that in a number of areas new knowledge is needed, and it identified a substantial number of topics that call for a European research effort, for example under the auspices of the 7th Framework Programme.

The topics identified relate to issues such as changing patterns in multilingualism among children and young people as a result of trans-European mobility and migration into the Union; the potential of language technology for non-specialist users of other languages; opportunities and limitations of the use of English as a lingua franca; European linguistic diversity and its impact on knowledge production, transfer and application; the relevance of multilingual competence to the employability and mobility of European workers; new language mediation needs; success factors in language learning outside formal educational settings; language learning at older age; multilingualism as a means of comprehensive integration.

Members of the HLG would hope that their deliberations and findings are of the kind that policy-makers and decision-makers will find of use in planning the way forward. In particular, they hope that the outcomes of their reflections can inform the ministerial conference envisaged for early 2008 and provide input for the Commission's Communication on a new strategy on multilingualism due to be presented in the second half of 2008.

3. Kids2Talk – Multilingualism in children in early childhood education – language acquisition – with a special focus on children growing up bilingually



3. Kids2Talk – Multilingualism in children in early childhood education – language acquisition – with a special focus on children growing up bilingually

The present state of research in regard to theories and research methodology

Prof. Dr. Ioan Lazarescu, in cooperation with Dr. Heide Flagner, University Bucharest

In today's society, where it is nothing out of the ordinary to be able to speak several languages, children are confronted at an early age with two (or even three) languages. The child may acquire both languages since birth – a situation generally referred to as bilingual first language acquisition –, or be exposed to the second language successively, after the acquisition of the first language has already been completed in part or completely. This type of language acquisition is known as successive second language acquisition.

This leads to the following questions:

- How does language acquisition proceed when two languages are acquired sequentially and with irregular input at an early age (between 3 and 6)?
- Is the successive acquisition of a second language different from that of the first language?
- Does the first language influence the acquisition of the second language? Are there linguistic interdependencies between the two languages?

Two methods for the research of this phenomenon suggest themselves:

- the influence of external factors on the acquisition process such as *motivation, learning situation, social and psychological context,*
- the way children process linguistic material in the successive second language acquisition and the strategies they use in this process.

In the following, the two prevalent schools of thought and their epistemological background will be presented.

3.1. Epistemological positions towards language acquisition

Language acquisition means that a child, within only few years, adopts a system with symbols and rules that enable it to communicate.

The question whether this is based on biological or environmental factors has led to the so-called nature/nurture controversy or the nativism (or mentalism) vs. behaviourism (or empirism) controversy.



These are sociological terms describing the differences between inherent internal and acquired external development factors.

The fundamental question is: What is more important – the environment or genetic predisposition?

Nativism, with Chomsky (1980) as its main representative, assumes a species-specific ability of humans to acquire and use language, which is locked in their biogenetic structure. Language is thus a species-specific area for which humans are specifically predisposed.

Nativists see humans more as an *acting* than a *reacting organism*. They do not deny that certain human behaviours are learned or may be learned, but do not interpret these behaviours as a combination of stimulus-response, but against the background of species-specific biogenetic predispositions, which make the learning of skills possible.

In the first phase of nativism, language acquisition was explained by the presence of an inherent language acquisition device. This LAD is a species-specific ability of humans, which applies only to the acquisition of languages, but not other forms of behaviour or cognition. This inherent mechanism consists of three elements: a process to formulate hypotheses, language-related universals, and a process to evaluate hypotheses. This mechanism is activated for the reception of input on first contact. In other words: The child formulates hypotheses on linguistic structures, deduces predictions and verifies these predictions against new linguistic data. Correct hypotheses are validated, contradictory hypotheses are discarded. In more recent phases, greater emphasis is placed on the inherent knowledge of language. Since every child is able to learn a language, Chomsky (1980, 1986) assumes that the inherent structures of language must be shared by all languages. He groups these inherent structures under the term *Universal Grammar (UG)*. UG has a very complex structure: it consists of individual components – so-called *modules* – working independently from each other. Each module contains a number of biologically determined principles, which are common to all languages. In addition to those inherent principles, there are a fixed number of options, which the child needs to adjust in the course of language acquisition to their language-specific parameters.

“The child does not learn dozens or hundreds of rules - it just throws a couple of switches inside its head” (Pinker 1996: 129). Which switches are set is determined by the input language as an “either/or” decision. Once the options have been chosen,

the interconnections are set and all parameters of a language determined.

Thus, a parameter is a characteristic of a language, whose degree can be different from language to language.

It has been proved that children growing up without language are unable to learn how to speak. This leads to the conclusion that linguistic input and interaction with the environment are necessary.

However, the mere disposition to linguistic input as, for example, in the passive consumption of TV, does not suffice for language acquisition. In the best case scenario, it can activate the knowledge the child already has *a priori* at its disposal, “the activation of knowledge already available” (Meisel, 1998).

In short, nativism assumes that humans possess an inherent and modular language ability that is based on universal principles and language-specific parameters. Within the framework of a universal grammar, the universal principles determine what constitutes human language. Each language is determined by parameters, which in turn are determined by their respective linguistic environment.

The opposite school of thought, **behaviorism** (Skinner 1957), denies such a biogenetically inherent language ability in humans.

Behaviourists believe that the organism makes use of certain mechanisms to recognize structures in the environment. The mechanisms are of a general cognitive kind and control not only language acquisition, but also knowledge acquisition in general. They emphasise the relationship between environment and behaviour, in particular the dependence of human behaviour on external conditions.

According to behaviourists, humans are *formed by their environment*, and their development is triggered by certain events in their environment; their behaviour is seen as the response and reaction to some previous external event.

Behaviourists see humans less as an *acting*, but rather as a *reacting organism*. Human abilities and behaviours are learned, and learning is defined as a systematic reaction of the organism to environmental stimuli.

The acquisition and use of language is similarly interpreted as a reflex to various stimuli present in each individual’s environment, and language is one of the manifestations of their general ability to learn.

According to the behaviourist interpretation, only little inherent linguistic behaviour is present at birth.

Children possess only few inherent abilities: They are able to produce sounds, and they are able to process the sounds produced by other humans and, most likely, to recognize similarities between those sounds and their own and to associate a sequence of sounds to a specific context (e. g. “mama” - mother). Children possess instincts that motivate them to establish associations. One of those instincts is the instinct to eat. The associations between the word *Mother*, the sensation of hunger and the person *Mother* are the result of the child’s experience. These associations are made possible by another inherent ability, the ability to be conditioned. In order to explain language acquisition from a behaviouristic point of view, one needs to isolate the external conditions motivating a child to identify events and to associate them with internal states. Proponents of extreme behaviorism view the infant brain as *tabula rasa* and language acquisition as a process of imitation. In their opinion, the ability to communicate in a language is nothing but imitation. Children absorb the sounds of language and deduce rules and relationships. Based on these syntactic principles, they construct by and by their own linguistic utterances.

3.2. Language acquisition and general cognitive development

Already at age 3, children have learned the most important rules of morphology and syntax of the first language and produce only rarely forms different from the patterns of the target language (cf. Weissenborn 2000: 142). This advanced developmental stage is not present in other cognitive areas: The three-year old does not know what time it is, it cannot describe the way to its day care centre, it cannot distinguish between physical sizes, etc.

This correlates with the different stages of development described by Piaget (1969, 1972, 1980):

- The first stage, the sensorimotor stage, corresponds to the first 16-20 months and is mainly *activity-oriented*. One of the essential achievements during this stage is the development of the concept of object permanence³.

- The key characteristics of the second stage, the preoperational stage, are the development of the *symbolical functions* and the beginning of the acquisition of the mother tongue. It should be pointed out that children quickly go beyond the object naming stage: Already at the age of 3-4 years, they are able to process complex syntactic structures.
- In the third stage, the concrete operational stage (7-11 years), children learn to recognize *logical relations* and to build classes. During this stage, the concept of conservation⁴ is formed, which, in Piaget’s psychology of development, is an important indication of the child’s current developmental state. However, the child is not yet able to recognize and process abstract relations.
- The last of the four main developmental stages, beginning *shortly before puberty* approximately between 11 and 12 years, is the formal operational stage. The key difference to the previous stages is that the children – or rather adolescents – have now developed *abstract reasoning*. Thinking processes now not only involves real concepts, but also potential concepts.

The nativistic assumption that language functions independently from cognitive development and human intelligence has been shown by research

- on people with low IQ and “normal” linguistic development on the one hand and
- people with high IQ, i.e. normal cognitive abilities, and disorders of language development on the other hand
- as well as by the fact that all children of an average degree of socialization take approximately equally long to learn to speak.

The hypothesis that certain cognitive abilities may be impacted without affecting linguistic abilities, while in other people linguistic abilities may be impacted without affecting cognitive abilities allows the conclusion that knowledge of grammatical structures develops independently from other knowledge.

Examples: Yamada (1990) describes a mentally handicapped young woman suffering from Williams syndrome.⁵ She was unable to count or to tell the time, did not know how old she was or what her own name or the name of the country was where

3) The term object permanence describes the knowledge that objects continue to exist even when they are no longer visible or are no longer touched.

4) The concept of conservation is considered present when the child has realized that quantity and shape of a substance are two independent qualities. Children in the pre-operational stage perceive the quantity of water in a tall, narrow glass as more than the same quantity in a wider glass. During the operational stage, children learn to perceive the relation between shape and quantity. For different types of perception, the concept of conservation is formed at different phases. The perception of substance, for instance, develops earlier than the perception of weight.



she lived. Neither was she able to perform simple manual tasks such as tying her shoe laces. Her IQ was 40, but nevertheless she was able to recognize grammatical errors and to correct them. She was able to build complex sentences, she used the tenses correctly and marked congruence correctly, she was aware of passive constructions, temporal adverbs and used supplements and adjectives correctly, etc.⁶

Smith and Tsimpli (1995) describe an equally interesting case: Christopher. At age 34, he needs constant care, but speaks several languages. His English skills (English is his mother tongue) are normal; in addition to English he speaks 15 foreign languages – in spite of his mental handicap.

These cases provide proof of the statement that the process of language acquisition is not dependent on general intelligence.

“Language is not a cultural artifact that we learn the way we learn to tell the time or how the federal government works. Instead, it is a distinct piece of

the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.” (Pinker 1995: 18)

3.3. Formalism vs. Functionalism, or the question: “Form before function, or function before form?”

An additional central question for researchers of language acquisition is the meaning of the functionality for the process of language acquisition. More precisely, researchers try to determine whether the development of the functionality on which a grammatical element is based is a prerequisite for its acquisition or not.

This question has led to a dispute with opposite sides taken by the *Functionalists* and the *Formalists*.

The Functionalists claim that progress in the development of grammatical structures is triggered by the expansion of knowledge in the child’s lexicon (Bates & MacWhinney 1989), or rather, that the functionality needs to be present for grammatical elements to form.

The Formalists on the other side (Meisel 1986, Weissenborn 2000) believe that the acquisition of a grammatical structure rather depends on the presence or accessibility, respectively, of formal linguistic means.

The child’s need of communication results in an interaction with its linguistic environment. Consequently, children acquire linguistic forms because they need them for specific communicative purposes (cf. Bates/MacWhinney 1989).

3.4. First language acquisition vs. second language acquisition

In this context it is of importance that the terminology used in relevant publications be defined as there are overlaps in use (same terms used for different concepts), which might lead to misunderstandings.

5) People suffering from Williams syndrome have an IQ of about 50, cannot tie their laces, have problems with finding their way, distinguishing left and right, doing simple math, reading and writing, are unable to draw well, but are very good conversation partners. They talk more fluently than normal children of their age group and have a propensity to rarely used words and expressions, which they do not use in simple imitation, but whose meaning they are able to explain. They understand complex sentences, understand and use passive constructions as well as conditional and relative clauses.

6) Laura’s case is not only of interest since it supports the view that language is an exclusively human ability guided by principles not present in other cognitive areas, but also because it shows that the different aspects of language (syntax and morphology on the one hand, semantics and pragmatics on the other) constitute separate abilities and are linked in different ways with non-linguistic abilities. In addition, Laura’s case indicates that the acquisition of syntax and the acquisition of lexical semantics are two separate processes and that the command of one area does not necessarily result in the command of the other.

DEFINITION

According to numerous authors, there have to be clear dividing lines between bilingualism and the ability to speak two (or more) languages:

Bilingualism is the umbrella term for any form of acquisition involving more than a single language.

The “touchstone” is the language competence reached at the end of the acquisition process, which is what Bloomfield (1933) refers to as “native-like control of two languages”.

This is contrasted with MacNamara’s (1967) rather broad definition: “I shall consider as bilingual a person who, for example, is an educated native speaker of English and who can also read a little French.”

Competence is also at the centre of the distinction between *balanced bilingualism* and *dominant bilingualism*.

- *Balanced bilingualism* occurs when the speaker possesses skills and knowledge in two languages, enabling him or her to communicate in any situation in each of the two languages with equal ease, and

- *dominant bilingualism* occurs when the competence in one language is higher than in the other (cf. Grosjean 1982).

Competence is often seen as dependent on the time of acquisition.

Bilingual or double first language acquisition (or simultaneous acquisition of two languages) occurs according to DeHouwer (1990, 1996) when a child is disposed to the input of two languages on a regular basis (daily) since birth based on the principle of “one person, one language” (Ronjat 1913).

Second language acquisition describes an acquisition situation in which the acquisition of the second language only starts after the first language has already been acquired completely or to a large extent (i.e. after two years of age).

Genesee (1989: 162) maintains: “*Bilingual development/acquisition* will be used to refer to simultaneous acquisition of more than one language during the period of primary language development. *First language development/acquisition* will be used when acquisition from only one language from birth is in question. *Second language acquisition* will be used to refer to acquisition of a second language after the period of primary language development”.



Second language acquisition can be divided into *natural, directed* and *successive second language acquisition*:

- *Natural second language acquisition*: L2 is the dominant language in the country the child lives. Not age is the decisive factor, but the type of input: Essential for a natural L2 acquisition is that the type of acquisition is comparable to that of the L1 acquisition – the language is acquired through the communicative situations of everyday life, without systematic help from “outside” or formal teaching aids.

This type of acquisition occurs, for instance, with children of immigrants or with guest workers acquiring their second (or, as Felix calls it, the “foreign language”) exclusively through the contact with L2 native speakers in the communicative situations of everyday life.

- *Directed second language acquisition*: The type of situation in which adults learn the second language with the help of formal teaching aids.
- *Successive second language acquisition and foreign language acquisition*.

While the acquirer of a second language applies his/her language skills in the daily interactions with his/her environment, the student of foreign languages learns the new language in order to make contact with environments foreign to his/her own.

Barkowski (1995): German classes with work migrants fall into the category “German as Foreign Language” (GFL), whereas the process of the acquisition of German by a child of migrants – be it undirected in the play ground or (semi-) directed in the school environment – can be defined as second language acquisition.

Roughly speaking, the term *second language acquisition* refers to the acquisition of an L2 during childhood, *foreign language acquisition* to the acquisition of a second (or additional) language during adulthood.

This is where the term *successive second language acquisition* applies: The acquisition of a second language occurs after the acquisition of the first language has already been completed in part or completely.

PREREQUISITES FOR THE SECOND LANGUAGE ACQUISITION COMPARABLE TO THE L1 ACQUISITION

The following criteria are of importance: (1) age (or biological factors, respectively), (2) the importance of the first language for the acquisition of the second language and (3) the role of the input and the way the languages are presented to the child.

AGE

Many experts and lay people alike believe that younger learners learn better than older ones. Their explanations focus on social and motivational factors. They see identification with the second language, interest in communication, motivation, linguistic unselfconsciousness, adaptability as the main factors facilitating language acquisition.

It has been found that the ability of language acquisition tapers off as we grow older and that younger speakers learn better than older ones. Other explanations are based on biological and anatomical reasons:

During the first two years, the child’s brain experiences the largest growth – about 350%. After that, the growth rate slows down; until age 13, the weight of the brain increases by only 35%. At puberty, the brain has reached the weight of the normal adult brain.

3.5. The importance of the first language for the acquisition of the second language

In the context of identical or similar structures, one talks about *positive transfer* (i.e. they are acquired relatively easily); the acquisition of contrasting structures, on the other hand, is much more difficult due to *negative transfer* or *interference*.

Thus, the acquisition of any foreign language follows the same logical sequence that guides the language acquisition of monolingual children.

In reference to foreign/second language teaching of very young children, Ritterfeld (2000: 423) points out that “not only too little, but also too much input might impact the development. This might occur in situations where the attachment figure’s monologues dominate and the child does not have enough opportunities to produce language on its own.” In a partially directed learning environment, an interactive method is used that encourages the children to speak by asking them many questions and motivating them to speak and tell stories.



4. The Project Kids2Talk



4. The Project Kids2Talk

Kids2Talk developed a toolbox with games for small children growing up in a multilingual, intercultural environment in Europe. For the children, the toolbox is called the “treasure chest”.

More and more children in Europe grow up multilingual. This is particularly true for children with a migration background, children from border regions, children of binational families and children whose parents actively support bilingualism. National educational systems and organisations for language training place only little emphasis on early multilingualism. Kids2Talk attempts to find a long-term solution for the socio-educational issue of multilingualism.

The target groups of Kids2Talk are primarily nurseries and facilities for of early childhood education. Partner countries of Kids2Talk are Austria, Germany, Greece and Romania. In many nurseries of those countries, up to 70% of the children have a migration or other bi- or multilingual backgrounds.

40 nurseries in the partner countries took part in the test phase of the Kids2Talk games. Those tests were observed and evaluated. The children were directly involved in the development of the games. For that purpose, the partner countries created “advisory

boards” with multilingual children as members. Those children’s advisory boards tested the games before their official trial deployment in nurseries.

Kids2Talk developed ten games in total. Objectives of those games are to motivate children to speak different languages in a fun environment, to convey that all languages are equally “good” and acceptable and to explain some functional elements of language. Target groups are children ages 3-5 and 5-7, respectively, as these two age groups differ in their degree of linguistic ability.

All games were produced using non-poisonous and environmentally safe materials appropriate for children.

Some games are rather simple, using dice to construct sentences or a map of Europe with information on language and culture, while others focus more on the children’s creative powers and deal with topics such as “language food” or fairy tales. A third variety takes advantage of technical tools such as a walk-on map of Europe with barcodes where the children can use a scanner to listen to different languages, inviting them to imitate and to communicate – in multilingual groups – in those languages.



4.1. Project objectives of Kids2Talk

Target groups of Kids2Talk are children with a bi- or multilingual background aged 3-5 and 5-7 in European nurseries and preschools. With them in mind, Kids2Talk developed and tested games that encourage language and multilingualism in a fun and motivating environment, building on the children's existing language skills. An additional target group consists of educators.

In this context, it should be pointed out that studies on the quality of the training of nursery educators in Germany and Greece have shown that the promotion of language skills in young children is not part of the standard training programmes. However, in their daily tasks, the educators are confronted with multilingual and multiethnic children groups. During the test phase of Kids2Talk, educators embraced the games and the new approaches gratefully and responded very positively to the material.

The target groups were always directly integrated in the project. In the four partner countries, children established "advisory boards" to provide input during the development and testing of the games. The games were tested with immediate feedback and quality assurances in more than 40 nurseries. Regular surveys ensured the quality of the games and provided the bases for changes, fine-tuning and adaptation based on the children's needs during the test phase. Also the parents of the participating nursery children were informed on Kids2Talk during parents' nights. More than 600 children took part in the project.

Kids2Talk fills the need for "language games" of children as well as nursery educators and teachers at pre- and primary schools. The material can be used under pedagogical guidance (to meet the needs of teachers) or used by the children independently. The children embark on a discovery journey into the world of languages. The game elements manage to reach target groups that were only rarely addressed in the past. This way, people of all ages are included in the efforts of lifelong learning, in particular the learning of languages, including people with specific needs, migration background etc., independent of their socio-economic background. The acquisition of languages is encouraged, linguistic variety in Europe supported.

4.2. Methodology

Starting point of the Kids2Talk project partners was the current situation in nurseries in the four Kids2Talk partner countries. Starting point for the development of the Kids2Talk games were discussions with educators and experts in early

childhood language acquisition as well as current linguistic research and the current theoretical debate on the role of multilingualism.

It is important to note that: Kids2Talk is not a language course! The kids will not learn a second or foreign language with this program. Kids2Talk is a tool to break down individual barriers to other ("foreign") languages. Particularly during the so important phase of early childhood language acquisition, playful activities and indirect, self-paced learning (playing) are supposed to create a foundation of positive experiences that will permanently influence the children's attitudes towards language learning.

Kids2Talk implements the educational concept of explorative learning, i.e. the learning by playing and discovering. For children aged 3-4, the materials provide opportunities for creating analogies, learning by repetition and hands-on experience, learning through various kinds of verbal input, the sense of achievement through performing small tasks and solving gameplay problems as well as role playing. For the 5-7 year olds, more concrete linguistic elements are provided. Here, the educational concept of immersion is applied, i.e. the children are encouraged to immerse themselves in a language through games. However, it is not necessary that they actually understand that language. The objective is to learn to accept a language as such, to overcome the feeling of distance or anxiety when confronted with languages and to embrace other languages with an open and curious mind. Activity-based games and games within more extensive tasks build on the foundation of the activity-based educational model and also include elements of content-integrated learning.

Prior to testing the games, Kids2Talk established a network of partner nurseries participating in the trial phase. The selected nurseries represent a wide variety: Included are nurseries run by the state or the church as well as independently and privately operated facilities. Surveys were conducted with the educators at all facilities in order to determine needs and structures of each nursery, the composition of the children's groups, etc. This guaranteed a successful trial run, and special needs could be integrated into the development of the games from the start. For bilingual games, the offered languages could also be adjusted to the requirements of the facilities.

In Greece and Romania, officials in charge of the operation of nurseries showed interest to integrate the Kids2Talk games into the normal operation of day care facilities immediately after the end of the

test phase or even already during the project. In Stuttgart, Kids2Talk is integrated in projects such as “Einstein in the Nursery”, resulting in an added value and the combination with existing measures for the promotion of early childhood education. “Einstein in the Nursery” targets primarily the introduction of natural sciences to children aged between 3 and 7. In combination with the Kids2Talk games, this learning experience can be enriched with a linguistic component.

4.3. Kids2Talk products

The results of the Kids2Talk project are the following:

10 games promoting multilingualism in early childhood education:

Language Dice – Several sets of six and seven dice, respectively, encourage the children to assemble sentences. Once a sentence has been assembled, the dice can be turned over so that the same sentence is displayed in another language. In addition, the large dice can be kicked around and thrown or used to build forts. Suitable for children aged 3 and older.

EU Puzzle Map with Scanner – A map with the European countries, large enough for the children to play on. Each country has a barcode. Using the scanner to decode this barcode, the children hear different sentences, songs, words and terms in the language of each country. In total, 41 countries

and 38 languages are represented on the map. This game also includes wooden puzzle pieces. The children can assemble those pieces into the map of Europe. The puzzle pieces also have barcodes with lots of information on Europe. Suitable for children aged 3 and older.

CD ROM Euro Game – A PC game for a laptop or desktop computer: When the children click on a European country, they get to answer questions. Tasks include guessing the nationality of head wear, locating famous monuments or sorting different foods according to country. During the game, words in many different languages are played. If the answers are correct, the children are praised in the EU languages. If they make a mistake, they can try again until they get all answers right. The “good fairy” of the game helps them with their tasks. Suitable for children aged 5 and older.

Picture and Colouring Book “My name is Europe” – A ship leaves Constantia harbour in Romania for its voyage to Finland. This adventure involves lots of encounters with the many European languages. In addition to the picture books, there are CDs, a colouring book and lots of information on languages and countries. Suitable for children aged 3 and older.

Part of my Body – In this game, the body parts have to be arranged correctly. The language of the parts has to match as well, and of course there will be problems since the body parts belong to an alien visiting the planet Earth. He wants to know what the body parts are called in the different languages. This game is a board game with lots of accessories. Suitable for children aged 3 and older.

We build Europe – A wooden board game with CD-ROM. Lots of entertaining audio material and information. Songs and stories can be retold by the children. Some stories stop in the middle, and the children have to finish them; other stories contain mistakes, which the children need to correct in their version. This game motivates children to actively use many languages. Suitable for children aged 5 and older.

Language Food – A colourful mix of ingredients necessary for language. The children hear examples in many languages, correct mistakes or mix the languages. Just as in a supermarket, there are ingredients that can be mixed in order to get the correct linguistic results. The ingredients in this game bring back memories of the old-fashioned toy grocery shop. Vegetables, cooking utensils and much more – everything you need to prepare and eat food. Suitable for children aged 3 and older.



Andreas Zwettler of the Spielzeugschachtel AT at the presentation of the Europe Quiz at the Salzburg Games Days

Word Salad – In this game, the focus is on sentence structure and comparative grammar of different languages. The children experience how the words are assembled correctly in one language and compare this with another language they know. Word Salad promotes the children’s linguistic intuition. Suitable for children aged 3 and older.

The Sound Game – In this game, the children learn about the different sounds of languages. Not everywhere is the letter “A” pronounced like “A”, but one can find it in many words in many different languages. Part of the game is a set of cards. Children collect and combine cards and are thus introduced to language and its different sounds. Suitable for children aged 3 and older.

The Inhabitants of Europe – A card game on European national costumes and clothing styles. The children learn the names of different parts of clothing and see national costumes from various European countries. Goal of the game is to associate the clothes with the corresponding inhabitants and place the cards with images correctly. If everything is done correctly, European couples will find each other and are able to understand each other’s language. Suitable for children aged 4 and older.

Animal Sounds Game – What sound does the rooster make in Romanian? What sound does a dog make in Austria? And a sheep in Italy? Cards with animals and animal sounds have to be combined correctly so that in each country, the animals “speak” the correct language. In this game, the focus is on the equality of all languages, including languages from small countries and languages with a small number of speakers, but that are nevertheless part of the linguistic variety in Europe. Suitable for children aged 3 and older.

Fairy Tale Game – Story tellers read European fairy tales. Included is a CD-ROM. The fairy tales are available in several languages. The game trains listening comprehension and encourages the children to retell the stories, to continue the stories, to compare fairy tales with each other, to listen to different accents and dialect and to listen to themselves telling a story. Included are puppets with which the children can re-enact or accompany the stories. Suitable for children aged 3 and older.

Animal Babies in Europe – What are the words for puppy and kitten in the different European languages? The game comes with a set of cards and a CD-ROM and trains the formation of sounds. The game is based on phonetic and phonological research on the language development in multilingual children. Suitable for children aged 3 and older.



Kids2Talk walk-on map of Europe
(2.50 x 2.00 m, printed plastic sheet)

Games developed for educators:

Knowledge Game Europe

Supplementary material – A manual for educators on methodological and pedagogical approaches for the promotion of multilingualism in small children. For each game, there are directions and recommendations. In addition, there is a reference list with literature and scientific material, but also numerous practical tips for the direct application in the daily nursery activities. Additional recommendations include information for decision makers on how to better support linguistic variety in nurseries.

4.4. Partner

The Kids2Talk consortium consisted of the following four partner organisations:

- IEIE in Stuttgart, Germany
- Spielzeugschachtel in Salzburg, Austria
- Office of Mobility and European Programmes of the Prefecture Pieria in Northern Greece
- ANUP with ANUP International in Bucharest, Romania

The consortium members complemented each other well for the Kids2Talk purposes. The Spielzeugschachtel in Salzburg is a cooperation of toy stores. The Spielzeugschachtel team has over 20 years’ experience in the development of games and educational material for small children.

Every day, the Salzburg experts work with children between 2 and 7. The children's parents are closely involved in the concept. The Spielzeugschachtel also organises projects in schools and preschools. The state-subsidized Games Days in the state of Salzburg organized by the Spielzeugschachtel were the perfect platform to introduce Kids2Talk to a wide audience. For Kids2Talk, the Spielzeugschachtel is responsible for the development of the material and the evaluation of the test phase as well as for the coordination during the production of the final material. The Spielzeugschachtel attends regularly all major toy fairs (e.g. in Nuremberg) and presents on those occasions the Kids2Talk findings to the larger public.

IEIE in Stuttgart was responsible for the project management and coordination. IEIE has been working with youth, young adults and adults with a migration background for a long time and develops programmes supporting existing skills that were acquired formally or informally. One of their focus areas is the promotion of multilingualism found in many migrants – a skill rarely seen as positive by the public. In Stuttgart, IEIE works closely together with state school authorities, municipal authorities in charge of nurseries, the main research area Multilingualism of the University Mannheim, regional initiatives such as “Mama lernt Deutsch” (Mom is learning German), “Einstein in the Nursery” and “Migranten machen Schule” (a pun on the concepts of migrants being involved in teaching and support children of migrants as well as migrants setting an example).

The Office of Mobility and European Programmes within the government agency for primary education of the Prefecture Pieria in Northern Greece was responsible for administration and represented the governmental point of view. This agency is in charge of the nurseries, pre- and primary schools of the region Pieria near Thessaloniki and tries new concepts, introduces new teaching methodologies into the established educational systems, is responsible for the further education of educators and teachers, develops methods to include parents in school activities and discusses measures to promote lifelong learning. This region is heavily influenced by immigration. Many of the children's groups and primary school classes are multilingual, multi-religious and multicultural.

The agency for primary education made possible the official testing of all products in numerous multilingual children's groups in primary school classes. Their administrative efforts and ministerial guidance provided the foundation for an extensive evaluation of the experiences and findings. All



Kids2Talk children's advisory board in DE, testing the language dice

positive products and methodologies developed by Kids2Talk were directly integrated into the standard educational system of the Prefecture and later on into the national educational system.

ANUP Bucharest is Romania's largest organisation for adult education in terms of adult education centres, facilities for remote learning and “open learning”. Based on structures developed during the socialist era, ANUP offers child care facilities (starting at age 2), parental education and school preparatory programmes for small children in many cities and communities. In addition, ANUP is the official organisation in charge of the training of educators and pedagogues.

With more than 600 staff members in all of Romania, ANUP is the largest organization of the Kids2Talk partnership model. ANUP evaluated all tests nationwide. As a national organisation, ANUP was able to combine the child-oriented work on the practical level with bidirectional communication with government officials and public administration on a national level. The linguists working for ANUP developed games with a strong focus on grammar and phonology.

In addition to the partner consortium, in all four partner countries local and regional networks developed among the project nurseries, the children's advisory boards and involved parents. By attending toy fairs, conferences and discussions, these networks also included politicians, media and decision makers. In addition to the support during the test phase and for the later use of the products, these networks provided the partner consortium

also with many valuable suggestions, many of which were incorporated into the games. The children at the test nurseries told their parents excitedly about the games and their participation in a “Project for Europe”. This led to a number of informative events on Europe and the work of European institutions as part of Kids2Talk parents meetings.

4.5. Importance for Europe

Kids2Talk introduces children to early forms of lifelong learning, learning motivated by curiosity and the experience that learning is fun. Kids2Talk directly promotes key competences as formulated in the Lisbon Declaration:

- Kids2Talk helps children to learn through games
- Kids2Talk promotes communication in the native language
- Kids2Talk promotes communication in a foreign language

In addition, Kids2Talk promotes the following concepts:

- All children and people are equal; there is no reason for racism and discrimination
- All languages and cultures in Europe are equal in value and dignity; no language is superior or inferior to others
- The exchange among different cultures is meaningful and stimulating
- Cultural and linguistic diversity is something positive, which does not result in disadvantages, but is something to enjoy and cherish

Indirectly, Kids2Talk supports the Bologna process:

- Employability and mobility of young people in Europe
- Lifelong learning as an aspect of the quality of life and the educational background of Europeans
- Inclusion of previously excluded target groups (parents of minority groups) in the European dialogue
- Promotion of an active civil society in Europe
- Demonstration of the added value of Europe as community
- Encouragement of the participation of young people between 0 and 14 years in lifelong learning

4.6. Further aspects

In the multicultural Kids2Talk nursery groups, communication between children of different regions and ethnic groups increased and improved very quickly during the test phase of the games. It also became easier to get parents involved. Since the children talked at home about the games and the projects, their parents became curious and attended parents’ days at the nursery. This paved the way for the dialogue between different parent groups, in Romania, for instance, between parents of the German-speaking minority and Roma groups. In Greece, the collaboration between government- and church-run nurseries improved as educators exchanged opinions about and experiences with the games, creating open dialogs previously unheard of.

In Germany and Austria, educators and linguists responded very positively to Kids2Talk. They praised the project’s courage to promote multilingualism in small children using games. Since the success of learning can only be observed and scientifically measured on a long-term basis, the material gathered during the test phase can provide valuable information on forms and standards of behaviour in multilingual children. It was recommended to continue the observation and scientific study of some of the children participating in Kids2Talk during their future educational development.













5. Comparison of early childhood education in Germany, Greece, Austria and Romania





5. Comparison of early childhood education in Germany, Greece, Austria and Romania

Kids2Talk compared basic data on early childhood education in the four partner countries of the project in order to gain insights into the current state of language promotion:

| |  DE |  AT |  GR |  RO |
|-----------------------------|--|--|---|---|
| Starting age | The Child and Youth Services Act entitles all children to a place in a day care facility between their third birthday until they start school. | Attending a day care facility is not obligatory. Nursery groups take care of children under the age of three. In Austria, nurseries generally provide for children aged 3 to 6. | Compulsory education in Greece lasts from age 5 to age 15. | In Romania, nine years of school are mandatory. |
| Nursery | In Germany, the nursery is the traditional form of institutionalized preschool education for children between three and six years of age. | With the start of compulsory education, children leave the nursery. Nurseries are not considered schools. Compulsory education covers several types of schools: Grade 1 through 4. | School education can, however, start as early as at 2.5 years in private and public nursery and preschool facilities. | Grades 1 through 4 of the primary level are compulsory. During the year before starting school, nursery attendance is mandatory. Just as school in Germany, nursery is free, with the exception of private schools. |
| Care and supervision | One nursery teacher and one assistant teacher | Each group is under the supervision of a nursery teacher and has its own room. Often, a second person (nursery teacher or assistant teacher) helps with care and supervision. | One nursery teacher | One nursery teacher and one assistant teacher |

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| Other types of facilities | See chapter regarding preschool classes, school-affiliated nurseries and special-needs nurseries. Children under three years can be placed in nurseries or mixed day care groups together with children at the age of 3 to 6 or 6 to 12 years, respectively. | Nursery groups take care of children under the age of three. In addition to standard primary schools, schools for children with special needs are available. There are also bilingual schools. | There are private facilities and nurseries comparable to the government-run nurseries. | The majority of facilities is public and funded from numerous sources, but private funding is also possible. There are also bilingual schools. |
| Grades and classes in nurseries | Preschool education is generally not divided into grades/years; children of different ages are grouped together. | In Austria, nurseries generally provide for children aged 3 to 6. These children are either placed into „age groups“ (e.g. only four year olds) or „mixed groups“ (children of different ages together). | Preschool education is divided into grades/years. | Age and skills determine to which group each child belongs: infant, middle or junior group. |
| Development-promoting activities for children aged 3 to 6 | <ul style="list-style-type: none"> • Language, writing, communication • Personal and social development, ethics/religion • Mathematics, natural sciences, (information technology) • Music/media education • Body, exercise, health • Natural and cultural environments | <ul style="list-style-type: none"> • Support and supplement of family education (focus on the necessary collaboration with parents) • Development support of the individual child through appropriate measures and the community of same-year olds • Introduction to religion and ethics • Promotion of school readiness (with the involvement of both parents and school) | <ul style="list-style-type: none"> • Language, writing, communication • Personal and social development, ethics/religion • Mathematics, natural sciences, (information) technology • Music/media education • Body, exercise, health • Natural and cultural environments | <ul style="list-style-type: none"> • Language, writing, communication • Personal and social development, ethics/religion • Mathematics, natural sciences, (information technology) • Music/media education • Body, exercise, health • Natural and cultural environments |

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| Preschool | In Germany, preschool education in nurseries is not part of the state-run school system | Preschool classes are intended for school-aged children not ready or mature enough for school. | There are no preschools in GR. | Preschool education is considered the entry step into the school system. Children at the age of 3 to 6/7 years are prepared for primary school. In so-called preparation groups, children aged 5 to 6 (7) are prepared for first grade. |
| Primary school | The primary school generally covers the ages 6 to 10. The children are divided into grades/years. | Special-needs school and primary school/ lower level secondary school (grades 5 through 9) | Primary school education generally lasts for six years. In addition to state-run schools, there are private and special-needs schools. | Primary school covers grades 5 through 8/9. 12 or 13 years of school, respectively, are required for the college entrance qualification. Grades 9/10 through 12/13 are offered at so-called lyceums or higher schools. |
| Day schools | Among other things, the federal investment programme Future Education and Care promotes the construction and extension of day schools at the primary level. In close cooperation with the head teachers, subjects offered at these schools during the afternoon hours complement conceptionally the curriculum of the morning hours. | n.a. | In addition to state-run nurseries and primary schools, there are day schools offering more class hours and a variety of additional subjects. | n.a. |

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| Funding of the Child and Youth Services | Local self-government. Responsibility of the municipalities in each state. | Since 2000, the Federal Ministry for Education, Science and Culture is responsible for all areas. In addition, numerous other ministries – on federal and state level – are in charge of educational matters. | In Greece, free education is a constitutional right of all citizens. | The educational system, in particular the buildings and their maintenance, is funded by the Romanian national budget or by local authorities. The state-run educational system is free. |
| Training of Educators | Educators have graduated from universities of applied sciences (Fachhochschulen) or technical schools (Fachschulen). | Educators have graduated from vocational schools and facilities. In Austria, there is no nationwide uniform curriculum; however, under the scientific supervision of the Charlotte Bühler Institute of Applied Early Childhood Research, a team of experts developed an extensive catalogue of educational goals. | The educators have graduated from universities, academies or universities of applied sciences. | The educators have graduated from universities, academies or institutes. |



6. Recommendations for educators



6. Recommendations for educators

The children's linguistic competence and skills have to be supported and developed in innovative ways throughout their entire education – from nursery school through to university or vocational training.

To preserve the innovative aspect of the game materials, the educator instructions aim to arouse the children's interest in language and to promote multilingualism in a stimulating and fun environment.

The practical implementation of the material is supposed to raise the awareness of language through creative, playful methods and to promote multilingualism in children of pre- and primary school age.

The methods are suitable for all languages and promote the understanding of different cultures, thus increasing future competitiveness and employability of European citizens not only within the countries of the European Union, but globally.

Children from all social backgrounds are eager to find out how their world works. Not only multilingualism is promoted, but also the interest in intercultural communication.

In order to prevent the social exclusion of children whose native language is different from the national language, the games provide incentives to learn other languages and convey that learning languages is fun. Therefore, educationalists should demand the promotion of languages and continuous language acquisition starting with early childhood education, and educators should implement these aspects into their daily activities.

Children are interested in languages and motivated to learn, but often do not know how to proceed without help from parents, relatives or other grown-ups.

In addition to the present game instructions, educators can make use of the games in many different ways. They can let their creativity run free.

The games can easily be integrated into the educational daily routine of the nursery groups.

We hope that nursery educators enjoy these game materials.



7. References



7. References

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8. Instructions for the Kids2Talk games



8. Instructions for the Kids2Talk games

8.1. Dice game



| | |
|----------------------------|---|
| Game components: | Set of 7 dice with cards |
| Duration: | 15 to 30 minutes |
| Number of players: | 2 or more; as a group game up to 15 children |
| Age recommendation: | 3+ |
| Notes: | Game variation 1: Set of 6 dice Game variation 2: 1 die |

The Kids2Talk language dice promote the linguistic development of children aged 3 to 7 growing up bilingually.

The dice are made of non-poisonous foam plastic material. They can be wiped off with a moist cloth. In addition to their function as language learning tools, the dice can be kicked around and thrown or used to build forts.

The symbols on the dice sides are removable, interchangeable cards. Additional cards are included in the game, which can be exchanged as needed.

The Kids2Talk language dice set consists of 7 dice:

- 1 die with 9 symbols on each side
- 6 dice as a set with one symbol on each side

The die with 9 symbols on each side is particularly suitable for children at the beginning stage of their bilingual development. The age recommendation for this game is 3 years and older.

The set of 6 dice with one symbol on each side promotes linguistic expression skills as well as the naming of the different symbols and their association with each other. This set of dice promotes primarily linguistic expression skills, the ability to tell stories and vocabulary in children growing up bilingually. The age recommendation for this set of dice is 4 to 5 years.

Instructions for the die with 9 symbols

The die with 9 symbols on each side targets primarily nursery groups with children speaking different languages. Recommended is a group size of 6 to 9 children.

Game variation 1

One child throws the die and picks one of the symbols on the top side. It points to the symbol so that all children are able to see the selected symbol. The child names this symbol in its own language. The other children are then asked to say the name in their own respective language. After all children have named the symbol in their own language, the next child throws the die and picks a symbol.

Alternatively, each child able to name a symbol in its own language may be given a token or a piece of candy. Winner is the child with the most tokens or candy at the end of the game. In a group of 6 to 9 children, each child should throw the dice three times. Another variation is to eliminate children unable to name the symbol in their language. Winner is the last remaining child. Due to its impact on social and group-building aspects, the merits of this variation, however, have to be weighed carefully by the educators.

Game variation 2

One child throws the die and picks one of the symbols on the top side without showing it to the other children. The child names the symbol in its own language and the other children are then asked to guess or point out the symbol and say its name in their own respective language.

Directions for the set of 6 dice with 1 symbol on each side

This game uses 6 dice. Each die has a semantic function so that ALL six dice combined make up a sentence. The children throw all six dice and build a sentence or a little story with the symbols (pictures) on the top. They can let their fantasy run free.

The story can be told by one child in a language of its choice, or for bilingual groups, first by one child in one language and then by a second child in the second language. The children learn to transfer and translate a story from one language into another one.

The six dice belong to the following semantic categories:

- agents: boy, girl, family, grandma/grandpa, physician, police officer
- objects: phone, car, computer, flower, bed, cup
- places: ocean, house, school/nursery, hospital, train station, airport (swimming pool)
- situations: clouds/rain, sun, traffic jam, waiting at a train stop, supermarket, accident
- conditions: cold, warm, dark, bright, slippery, wet
- actions: talking, swimming, running, eating, fighting, sleeping (playing)

Game variation 1:

If the thrown dice, for instance, show the following symbols: family, car, airport, traffic jam, wet and food, the following story could be made up: A family is driving in their car to the airport, but get stuck in traffic. It is raining and the roads are wet. The traffic is very slow, and all are hungry and would like something to eat. This story can be told by bilingual children in both languages. The educators should pay attention that the children use the correct names in both languages and that the plot of the story is not changed. With advanced linguistic skills, these stories can be told in present, past and future tense.

Game variation 2:

This game uses 6 dice with exchangeable cards with pictures AND WRITTEN WORDS. Each die has a semantic function so that ALL six dice combined make up a sentence. In contrast to the first set of dice, each die has also a grammatical syntactic function so that the dice can be combined to build a grammatically correct sentence.

The first step of the game is to have the children take a good look at the dice to figure out that the sides of the dice are marked with little flags for different

languages. Each symbol shows in printed letters a word in its basic form. Conjugated or declined forms have been avoided consciously.

The children place all six dice with all symbols in the same language facing up. Then they arrange the dice into a meaningful sentence with a correct grammatical structure for the selected language. They read the sentence out loud.

The bilingual aspect of this set is that the children can now turn around the dice to display the reverse sides. The sentence is now displayed in a second language.

The language pairs can, of course, be adapted to the languages used in the bilingual group. At the moment, Kids2Talk provides 18 sentences with six words each in four languages (German, Greek, Romanian and Turkish).

The dice have the following syntactic functions:

- Die 1: noun (subject die)
- Die 2: noun (object die)
- Die 3: verb (verb die)
- Die 4: adjective (adjective die)
- Die 5: adverb (situation die)
- Die 6: noun (place die)

Altogether, the six dice represent three different sentences in two different languages, with the same sentence in a different language on the opposite sides.

Example:

The children of a bilingual Greek-German group selected the German language and turned those following words and symbols marked by the German flag face up:

physician – examine – hospital – stethoscope – cry – child

With those words, the children could, for example, build the sentence: “In the hospital, the physician examines the crying child with the stethoscope.” Or the sentence: “The physician examines the crying child in the hospital with the stethoscope.”

Once the dice, which at first display the German version, are reversed to display the opposite sides, the following words appear:

Γιατρός – Εξετάζω – Νοσοκομείο – Στηθοσκόπιο – Κλαίω – Παιδί
Giatros – Eksetaso – Nossokomio – Stithoskopio – Kleo – Pedi

The Greek version is shown in Greek together with a transcription in Latin characters. Now, the children can construct the sentence in Greek.

If the syntax is different in the second language (e.g. if the order of noun and adjective is reversed), the dice can be arranged in the applicable order. This allows bilingual children to perceive the differences in the syntax of different languages.

Additional Game variations

The six sides of the dice are marked in different colours. These six different colours can be used for additional language games. For instance, educators can assign a specific colour to a specific language and place the cards accordingly.

The dice can be used to construct pyramids, towers, snakes or other three-dimensional objects. Initially, the linguistic functions of the dice can be completely ignored. In a second step, educators can point out the different cards/sides of the dice. Now, the children can try to line up sides with identical colours to create a story or a sentence.

More games can be invented such as guessing games, translation games or games involving texts with semantic/syntactic gaps.

Size, ease of handling and appearance of the dice has been adapted for children aged 3 to 7. The dice are intended to stimulate the children's creativity. They also allow the children to develop their own games, possibly with some reference to their language.

8.2. Map of Europe with language scanner



Objective of the game is to familiarize the children with the linguistic variety in Europe. The game is based on a map of Europe, which can be spread out on the floor. The map shows the countries of the European Union and its neighbouring countries. Each country has a printed barcode.

Using the scanner to decode this barcode, the children hear different information and sentences in the language of each country. The idea is that the children hear the same sentence or the same content repeated in different languages. The easiest way is to simply scan one country after the other. Each sentence is transmitted through the loudspeakers of the laptop or desktop.

This game also includes wooden puzzle pieces. The colours of the countries represented on the floor map correspond to the colours of the puzzle pieces. The matching colours facilitate the use of the puzzle. For each coloured area, there is one puzzle piece. For individual, greyed-out areas such as North Africa or Russia, there are no puzzle pieces. The large size of these pieces would make production and use by the children too difficult.

Technical installation

The CD-ROM of the game must be inserted into the CD or DVD drive of the computer. Normally, the CD starts automatically. Answer the question regarding the installation of new software with "Yes" or "OK". The software is installed automatically. If the CD does not start automatically, the file can be opened manually on the CD. With the Setup function, the

| | |
|----------------------------|--|
| Game components: | <ul style="list-style-type: none"> • 1 map of Europe (cloth, 240 x 200 cm) • 1 CD-ROM • 1 Scanner • Puzzle set Europe with 31 wooden puzzle pieces |
| Duration: | approximately 45 min./open |
| Number of players: | 2 or more; groups up to 15 children |
| Age recommendation: | 3/4+ |
| Notes: | This game requires a laptop or desktop with the scanner software installed. Laptop or desktop must be equipped with loudspeakers. |

installation can be started manually. The CD requires Windows® 98, XP or Vista. The CD can also be used on an Apple® computer with OS 10 or higher.

The scanner connects via the USB interface with the computer. At the bottom side of the scanner is a button. After pressing this button, a beep sounds, confirming that the barcode was read. The distance between barcode and scanner should be 10 to 20 cm.

Using the CD-ROM software

After the installation, the programme “EU Scanner Game” can be launched. A dialog box appears. The educator can select the UI language for the software. UI languages offered are German, Romanian, Greek, Turkish and English.

After the selection of the UI language, a menu with 10 menu items is displayed. These 10 options describe which sentences or information can be read by the scanner for each country:

1. name of the country in its national language
2. name of the capital in its national language
3. national anthem of the country
4. My name is [*typical name of that country*] and I come from [*name of the country*].
5. My name is [*typical name of that country*] and I go to nursery school.
6. Children, come inside. Time for dinner!
7. Peter, Maria, time for bed! It's late. Sleep well!
8. This is my family: Mom, Dad, Grandma and Grandpa, my brother and my sister.
9. Mom, quick! I have to go to the bathroom and tinkle.
10. One, two, three, four, five, six, seven, eight, nine, ten

Select one of these categories by clicking on it. When the children now scan a barcode, they hear the selected information in the language of the scanned country. When they scan in another barcode, they can hear the next sentence. If the same barcode is scanned repeatedly, the same sentence is repeated.

Game variation 1

The EU map can be spread out on the floor. The children try to identify countries they know or name the country they are from.

The educator can now explain the scanner and select a category on the computer. We recommend starting with sentence #3. The children can listen to the same sentence in different languages by scanning in the barcode of each country.

Afterwards, the children can pick another category and scan the sentences or anthems for each country.

Game variation 2

Depending on the edition, this game also includes wooden puzzle pieces. The colours of the puzzle pieces correspond to the colours of the countries on the floor map. Some countries are combined into one puzzle piece. Islands – with the exception of Malta and Cyprus – are not represented by separate puzzle pieces but together with the larger countries they belong to, i.e. Italy or Greece in these cases.

The children put the puzzle pieces together. Afterwards, the children can scan the codes on the puzzle pieces just as they did with the floor map.

8.3. We build Europe



- Game components:**
- 1 wooden puzzle of Europe as game area
 - 1 die with different colours
 - 40 action cards in the 4 categories: Listening, Talking, Knowledge, Pantomime (10 cards per category)
 - 1 game CD with language examples

Duration: 15 to 30 minutes

Number of players: 2-4

Age recommendation: 6+

Notes: A CD player is required.

Preparations:

The players select a game piece and a pink field (starting position) on the map of Europe. They place their game piece on their starting position. The action cards, divided by category into four piles, are placed face down on the map. The youngest player starts.

Game description:

The players travel to the different European countries. For each new country they visit, they add another piece to the puzzle. But before they can visit a new country, they have to pick an action card

and perform the requested task. If they succeed, they are allowed to visit that country and place the corresponding puzzle piece onto the map.

The game:

The players take turns (clockwise). With each turn, the player performs the following actions:

- The player decides which country s/he would like to visit
- The player throws a dice to determine the category of the task (the colour of the die represents the task category).
- The player answers a question. If the answer is correct, the player is allowed to place a puzzle piece. If the answer is incorrect, the player is not allowed to move to the new country.

Die with different colours:

The colours of the die determine the category of the question to be answered by the player. It can also happen that the player can visit a country without having to answer a question or loses a turn. The colours represent the following categories:

- Yellow: listening
- Green: talking
- Red: knowledge
- Blue: pantomime
- White: free move (no question needs to be answered)
- Black: loose one turn

Action cards:

There are four different types of action cards:

1. Listening (yellow)
The players have to recognize a spoken European language.
2. Talking (green)
The players have to repeat simple sentences in a foreign language.
3. Knowledge (red)
The players have to answer questions on Europe
4. Pantomime (blue)
In this category, the active player mimes the concept. If the others guess correctly, the active player can move into the new country. If one of the other players knows the mimed concept in another language, he or she can move into a new country as well.

Variation:

The colour of the die determines the destination country:

The game can be made more difficult and/or longer by having the die determine the destination. For example, if the die shows the colour green, the

player has to answer a question from the category “talking” and can only move into an adjacent country marked in green. Pink countries are considered jokers and can be used for all colours. If the player cannot move to a country in the corresponding colour, s/he loses a turn.

8.4. Language Food



Each player receives a shopping basket, in which s/he can place the ingredients. To start, all players place both hands on the table so that all have the same chance at “snatching” the ingredients. Now the game proper starts, and everybody has to pay close attention.

The educator reads a story. In this story, some of the ingredients from the table are mentioned. Whenever the educator reads the name of one of the ingredients, all players try to grab the correct game piece. Whoever is the fastest, can place the ingredient in his/her basket. Only the ingredient a player touches first counts. That is, if a player touches the wrong ingredient, s/he loses a turn and has to put the ingredient back. If 2 or more players touch the ingredient at the same time and it is impossible to decide who was first, the ingredient is placed back on the table.

The game is over when the educator has finished reading the story. The player with the most ingredients wins.

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| Game components: | <ul style="list-style-type: none"> • Wooden material: the different ingredients • Food stories: For each meal, there is a short description and a story. • 4 wooden containers • Language-CD with food stories in 4 languages |
| Duration: | 15-30 min |
| Number of players: | 2-4 or in groups |
| Age recommendation: | 4-10 years |
| Notes: | A CD player is required. |

Variation:

1. Selection of stories:

“Language Food” comes in two versions, a short one with only few sentences, and a long one with an entire story. Depending on the age of the players and the intended duration of the game, both versions can be played with all variations
2. Change of language:

Instead of telling the entire story in one language, the educator may switch the language after each correctly identified ingredient. The games jumps back and forth between 2 (or more) languages and is thus made more difficult.
3. Ingredients:

In order to make the game easier or harder, all ingredients or only those actually mentioned in the story can be placed on the table. The second easier option may be better when a new language is used.

Game description:

At the beginning, the children chose together with the educator one or more languages for the game. Then, all ingredients are placed in the middle of the table so that all players can be easily reached them. Educator and players clarify the names of the ingredients so there are no misunderstandings later on during the game. (The names of the ingredients in other languages might be discussed concurrently.)

Additional variations:

“Listening and comprehension” – “Language Food” as team work (for 2 teams)

At the beginning, the entire story is read in one language. Team 1 then has to pick out from all 20 ingredients those they believe are part of the meal. Talking and discussing among the team members is important. Afterwards, Team 2 has to say for each of the selected ingredients whether it was correctly picked or not. The correct ingredients/answers of each team are recorded. Now, the story is read a second time in the second language. Team 1 can adjust their selection of ingredients, team 2 can evaluate their selection again. Again, the correct

ingredients/answers of each team are recorded. The team with the most points wins (at least 2 rounds should be played so that each team gets to select and to evaluate).

This variation can also be used as a discussion or cooperation practice.

“Language Food” as foreign language exercise:

“Language food” can also be played completely in a foreign language in order to practice fluency and individual words. In this case, the story is repeated several times until all ingredients have been selected correctly. This variation is suitable for directed language instruction.

8.5. Picture book: “My name is Europe”



Instructions:

The educator deals the 10 cards to the players. Each player gets the same number of cards. Then, the educator begins to narrate the voyage of the ship called “Europe”, using the book as support. The book deals with a ship on a voyage around Europe. The ship was built in Constance, Romania, and it starts its voyage in the harbour of Thessaloniki, Greece. Final destination is the Helsinki harbour in Finland.

In between, the ship stops at a number of European harbours. At each stop, the educator asks: “Who has the card with harbour?” The player with the card for this harbour introduces him/herself.

The pages of the book contain sometimes descriptions of the geographical voyage of the ship with the names of the countries, and sometimes photos with typical landmarks or scenes as well as greetings and expressions in the language of that country, presented by animal characters (e.g. a little bee, a calf, etc.).

The progress of the ship is marked by a sequence of red dots. During the game, the educator asks the players various questions on the country visited by the ship. For example:

- Where are we now, children?
- What do you know about this country?
- Have you ever been to this country?
- How do you get there? By car? By train? By plane? By ship?
- Do you recognize some of the photos of this country?
- Do you have friends or relatives living in this country?
- Do you know any words of that language?

| | |
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| Game components: | <ul style="list-style-type: none"> • Multi-purpose book, Din A3 (for the educators) • Activity book, Din A4 (master copy) • 10 cards with the countries and harbours of Europe (for the children) |
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| Duration: | approximately 20 min. |
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| Number of players: | 1-10 |
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| Age recommendation: | 4-8 years |
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|---------------|------|
| Notes: | none |
|---------------|------|

- Do you know any typical names (girl's or boy's names)?
- What food or products are typical for this country? etc.

The educator is not obliged to finish the voyage within the normal class period. They can stop at any place in the book and continue with the accompanying work book.

The voyage of the ship can be completed within 5 to 6 periods.

Children's activity book:

The activity book contains exercises with hidden words, matching games, labyrinths, colouring activities, etc. The educator makes copies of the planned activities to hand out to the children.

With arrival of the ship in Helsinki harbour, the story of the book is finished. Within one school year, the voyage can be repeated as often as the children like, or if the educator thinks it is a useful exercise to improve linguistic and/or geographic skills.

Pronunciation of foreign words and expressions:

Καλημέρα! Τι κάνετε;

Kalimera! Ti kanete?

Buongiorno!

Bouontziorno!

Ciao amici! Come state?

Tsiao amitsi ! Kome state ?

Bonjour! Salut les enfants! Ça va ?

Bonzour ! Salü lez anfan? Sa va ?

Buenos dias ! Hola ! Como estas ?

Bouenos dias ! Hola! Komo estas?

Boa manha ! Como vai ?

Boa mania! Komo vai?

Welcome to London!

Ouelkam tou London!

Hello kids! How are you?

Helloou Kids! Haou ar you?

Goedenmorgen! Hoe is het met U?

Giotenmorgen! Hoe is het met you?

Guten tag! Hallo Kinder!

Gooten Tahg! Hullo Kinder!

Hyvaa huomenta! Kuinka voit?

Hyvaa houomenta! Kouinka voit?

8.6. Alien – The Body Parts game



Game components:

- 1 board with a picture of the alien
- 13 cards with pictures of different body parts and their names in Greek, German, Romanian, and French.
- 1 card with the picture of PIXI (little worm), personifying the mischievous JOKER
- cards with questions and instructions in four languages

Duration: 30 minutes

Number of players: up to 8 children

Age recommendation: 3+

Objective:

The Game “Alien - Body parts” is a board game.

Objective of the game is to familiarize the children with foreign languages, in this case with the names of different body parts in four languages.

During the game, children aged 3 and older learn vocabulary for different body parts. With the help of the educator, they learn those words in four different languages.

Description of the game:

The children sit around the 4 sides of the board. The educator deals the cards with the body parts and the mischievous JOKER. The educator is in charge of the cards with questions/instructions.

This game contains four levels of difficulty.

- Level 1: in one single language (preferably the native language)
 Level 2: in two languages (native language plus choice of one foreign language)
 Level 3: in three languages (native language plus choice of two foreign languages)
 Level 4: in all four languages
 The educator can, of course, pick any of the language combinations. Depending on the language combination, the shuffled cards with body parts are divided among the children.

Goal is to get rid of all cards. To do that, the players have to answer the questions or follow the instructions correctly, place the cards on the correct body parts of the alien, and avoid the joker card. The player with no cards left wins the game.

Note: After a number of rounds, the educator can asked the children to repeat the foreign words after him/her.

Good luck!!!

List of foreign words:

| Μέρη Σώματος | Body parts | Părțile corpului | Parties de corps |
|------------------|--------------------------|---------------------------------------|---------------------|
| Χέρι – Heri | hand – Χαντ | Mână – Μάνα - Mana | Main –Μεν |
| Πόδι – Podi | leg – Μπάιν | Picioar- Πιτσιόρ -Pitsior | Pied- Πιε |
| Κεφάλι - Kefali | head – Κόψφ | Cap – Κάπ - Kap | Tête – Τετ |
| Μάτι – Mati | eye – Άουγκε | Ochi – Όκι - Oki | Œil – Έϊγ |
| Μύτη – Miti | nose – Νάζε | Nas–Νας-Nas | Nez- Νε |
| Στόμα – Stoma | mouth – Μουντ | Gură- Γκούρα- Gura | Bouche – Μπους |
| Αυτί – Afti | ear – Οα | Ureche - Ουρεκε | Oreille – Ορέιγ |
| Κοιλιά – Kilia | stomach – Μπάουχ | Burtă-Μπούρτα - Burta | Ventre – Βάντρ |
| Λαιμός - Lemos | neck – Χάλτς | Gât-Γκατ- Gat | Cou – Κου |
| Μαλλιά - Malia | hair – Ηάρε | Păr-Παρ- Par | Cheveux – Σεβέ |
| Στήθος – Stithos | chest – Μπρουστ | Piept-Πιέπτ- Piept | Poitrine – Πουατρίν |
| Φρύδι - Fridi | eyebrow – Αουγκενμπράουε | Sprâncene – Σπραντσένε- Sprantsene | Sourcil – Σουρσίλ |
| Δόντι - Donti | tooth – Τσαν | Dinte - Dinte | Dent – Νταν |

8.7. Europe game



| | |
|----------------------------|--|
| Game components: | Game CD-ROM for computer, including instructions |
| Duration: | 15-30 min. (variable) |
| Number of players: | 1-4 |
| Age recommendation: | 5-10 years |
| Notes: | A computer is required. |

OBJECTIVE:

Primary and most important objective of the game is to increase the linguistic fluency of the players. They will be working in a pleasant environment, with fun and creativity, colours, movement and sketches. In a very user-friendly game, they will learn simple and fun activities.

Secondary objective of the game is to familiarize the children with the latest technologies. In our age of information technology, all children need to learn from an early age on how to use a computer. In all professions, computer skills are a must. This game encourages those skills, and the children learn how to use a computer in a fun and exciting environment. The multimedia material of the Europe game promotes interaction (texts, sounds, images, animations, etc.).

The language of the written texts and the sound samples can be selected by the user. Thus, the children can learn the names of object in different categories independently of their own nationality.

The game targets children between 3 and 7 years, and is played by a single user.

MAIN GAME WINDOW:

In the middle of the screen, there is a map of Europe with the names of the countries and their capitals. The countries being part of this game are displayed in various colours; the other countries are displayed in grey. In the top left corner of the screen are characters. The player can chose one of them as protagonist of the game. Next to the characters, the name (logo) of the game is displayed. And in the top right corner, there are flags, representing the languages available for this game. In the middle of the right side are the categories with pictures. The player can select one of the categories. At the centre of the bottom area is the textbox for sound messages. At the left lower corner of the window, all selected options will be displayed.

DESCRIPTION:

Before the game begins, the preloader appears. After the game is loaded, the main game window displays. A greeting sounds; the corresponding text is displayed on screen. Now the user can select a language (flag), a character and a category. After clicking with the mouse on one of the flags, the flag is displayed in the larger window below. After clicking on one of the characters, the character is displayed in the larger window below. Language and character can be changed at any time during the game.

Each category contains a number of pictures. Each picture corresponds to one of the game countries. Altogether, 10 countries are represented in the game. The categories are “monuments” and “food”. The player’s task is to match each picture on the screen with the correct country by clicking on the country. If the match is correct, a typical sentence with the name of the object in the picture is displayed in the text box. There is applause and some animation, and the typical sentence is played in the selected language. If the match is incorrect, there is an audio message and the player is prompted to try it again. If the player is tired of this picture, s/he can change to the previous or next picture with the arrow buttons.

In the category “Monument”, for instance, is a picture of the Parthenon. After clicking on Greece, the text box displays the sentence “The Parthenon is in Greece”. There is applause and an animation. The displayed text (countries, capitals, categories, etc.) and the spoken messages are in the selected language.

If the player clicks on one of the categories, a picture from this category is displayed. Below the larger picture are arrows with which the user can move to the previous or next picture of the active category.

8.8. Inhabitants of Europe - card game



Game components: 54 cards (27 x 2 inhabitants plus 1 Jolly Joker)
The number of players is open, minimum number is two. The cards are shuffled and dealt equally to the players.
The game can be played in German, Greek, Turkish or Romanian.

Duration: 15-30 min. (variable)

Number of players: 1-4

Age recommendation: 5-10 years

Objective:

Getting to know the names as well as flags and national costumes of the various inhabitants of Europe in German, Greek, Turkish and Romanian.

Variation A:

After all cards have been dealt, a player with one or more matching pairs of cards in his/her hand, i.e. two cards with the same flag, puts them down on the table.

e.g.: A German couple (man and woman), a Greek couple, a Romanian couple, a British couple, etc.

Now, the player to the left of the dealer draws one card from the person sitting to his/her left and adds it to his/her hand. If the drawn card completes a couple from a country, the player puts these two cards down on the table.

Now, the child to the left of the first player gets to draw a card from the person to his/her left.

The game continues until all couples have been matched and put on the table and one player is left holding the jolly joker. This player receives a "penalty".

Variation B:

After all cards have been dealt, a player with one or more matching pairs of cards in his/her hand, i.e. two cards the same flag, puts them down on the table.

e.g.: A German couple (man and woman), a Greek couple, a Romanian couple, a British couple, etc.

Now each player tries to get the missing cards from the person sitting to his/her left. The first player asks his left neighbour:

"I have the German woman; do you have the German man?"

He wears a green hat with a feather in it.

The German flag has three horizontal stripes: red – black – gold."

If the player to the left has the correct card, s/he replies: ***"Yes, here you go!"*** The asker receives the card and puts the complete couple down on the table.

If the player to the left does not have the correct card, s/he replies: ***"No, sorry."*** Now it is his/her term.

It is possible that the player formulates the question incorrectly:

"I have the Romanian woman; do you have the Romanian man? He wears a white shirt with a pattern."


The Romanian flag has three vertical stripes: red – green – blue."

If the other players spot the mistake (if necessary with the aid of the educator), they call out:


"WRONG!" The player who spotted the mistake gives the correct answer (in this case: ***red – yellow – blue***) and hands the corrected player a card from his/her own hands s/he no longer needs or, of course, the jolly joker.

Now, the player to the left of the corrected player gets to ask the person to his/her left. The game continues until all couples have been matched and put on the table and one player is left holding the jolly joker. This player receives a "penalty".

Appendix:

|  Countries in English | Inhabitants in English |
|--|------------------------|
| 1. Belgium | Belgian man/woman |
| 2. Bulgaria | Bulgarian man/woman |
| 3. Denmark | Danish man/woman |
| 4. Germany | German man/woman |
| 5. Estonia | Estonian man/woman |
| 6. Finland | Finnish man/woman |
| 7. France | French man/woman |
| 8. Greece | Greek man/woman |
| 9. Great Britain | British man/woman |
| 10. Ireland | Irish man/woman |
| 11. Italy | Italian man/woman |
| 12. Latvia | Latvian man/woman |
| 13. Lithuania | Lithuanian man/woman |
| 14. Luxemburg | Luxemburgish man/woman |
| 15. Malta | Maltese man/woman |
| 16. Netherlands | Dutch men/women |
| 17. Austria | Austrian man/woman |
| 18. Poland | Polish man/woman |
| 19. Portugal | Portuguese man/woman |
| 20. Romania | Romanian man/woman |
| 21. Sweden | Swedish man/woman |
| 22. Slovakia | Slovakian man/woman |
| 23. Slovenia | Slovenian man/woman |
| 24. Spain | Spanish man/woman |
| 25. Czechia | Czechian man/woman |
| 26. Hungary | Hungarian man/woman |
| 27. Cyprus | Cypriot man/woman |

|  Countries in Romanian | Inhabitants in Romanian |
|---|----------------------------|
| 1. Belgia | Belgian/Belgiancă |
| 2. Bulgaria | Bulgar/Bulgăroaică |
| 3. Danemarca | Danez/Daneză |
| 4. Germania | Neamț/Nemțoaică |
| 5. Estonia | Eston/Estoniancă |
| 6. Finlanda | Finlandez/Finlandeză |
| 7. Franța | Francez/Franțuzoaică |
| 8. Grecia | Grec/Grecoaică |
| 9. Marea Britanie | Englez/Englezoaică |
| 10. Irlanda | Irlandez/Irlandeză |
| 11. Italia | Italian/Italiancă |
| 12. Letonia | Leton/ Letonă |
| 13. Lituania | Lituanian/Lituaniană |
| 14. Luxemburg | Luxemburghez/Luxemburgheză |
| 15. Malta | Maltez/Malteză |
| 16. Țările de Jos | Neerlandez/Neerlandeză |
| 17. Austria | Austriac/Austriacă |
| 18. Polonia | Polonez/Poloneză |
| 19. Portugalia | Portughez/Portugheză |
| 20. România | Român/Româncă |
| 21. Suedia | Suedez/Suedeză |
| 22. Slovacia | Slovak/Slovacă |
| 23. Slovenia | Sloven/Slovenă |
| 24. Spania | Spaniol/Spaniolă |
| 25. Cehia | Ceh/Cehă |
| 26. Ungaria | Ungur/Unguroaică |
| 27. Cipru | Cipriot/Ciprioată |

|  Countries in Turkish | Inhabitants in Turkish |
|--|------------------------|
| 1. Belçika | Belçikalı |
| 2. Bulgaristan | Bulgar |
| 3. Danimarka | Danimarkalı |
| 4. Almanya | Alman |
| 5. Estonya | Estonyalı |
| 6. Finlandiya | Finlandiyalı |
| 7. Fransa | Fransız |
| 8. Yunanistan | Yunanlı |
| 9. İngiltere | İngiliz |
| 10. İrlanda | İrlandalı |
| 11. İtalya | İtalyan |
| 12. Letonya | Letonyalı |
| 13. Litvanya | Litvanyalı |
| 14. Lüksemburg | Lüksemburglu |
| 15. Malta | Maltalı |
| 16. Hollanda | Hollandalı |
| 17. Avusturya | Avusturyalı |
| 18. Polonya | Polonyalı |
| 19. Portekiz | Portekizli |
| 20. Romanya | Rumen |
| 21. İsveç | İsveçli |
| 22. Slovakya | Slovak |
| 23. Slovenya | Slovenyalı |
| 24. İspanya | İspanyol |
| 25. Çek cumhuriyeti | Çek |
| 26. Macaristan | Macar |
| 27. Kıbrıs | Kıbrıslı |

|  Countries in Greek | Inhabitants in Greek |
|--|---|
| 1. Βέλγιο | Βέλγος/Βελγίδα – Velgos/Velgida |
| 2. Βουλγαρία | Βούλγαρος/ Βουλγάρια – Voulgaros/Voulgara |
| 3. Δανία | Δανός/ Δανή – Danos/Dani |
| 4. Γερμανία | Γερμανός/ Γερμανίδα – Germanos/Germanida |
| 5. Εσθονία | Εσθονός / Εσθονή – Esthonos/Esthoni |
| 6. Φινλανδία | Φιλανδός/ Φιλανδή – Filandos/Filandi |
| 7. Γαλλία | Γάλλος / Γαλλίδα – Galos/Galida |
| 8. Ελλάδα | Έλληνας/ Ελληνίδα – Elinas/Elinida |
| 9. Αγγλία / Μεγάλη Βρετανία | Άγγλος/ Αγγλίδα – Βρετανός / Βρετανίδα Aglos/Agilda – Vretanos/Vretanida |
| 10. Ιρλανδία | Ιρλανδός / Ιρλανδέζα – Irlandos/Irlandeza |
| 11. Ιταλία | Ιταλός/ Ιταλίδα – Italos/Italida |
| 12. Λετονία | Λετονός/ Λετονή – Letonos/Letoni |
| 13. Λιθουανία | Λιθουανός / Λιθουανή – Lithouanos/Lithouani |
| 14. Λουξεμβούργο | Λουξεμβουργιανός / Λουξεμβουργιανή – Louxemvourgianos/Louxemvourgiani |
| 15. Μάλτα | Μαλτέζος/ Μαλτέζα – Maltezos/Malteza |
| 16. Ολλανδία | Ολλανδός / Ολλανδή – Olandos/Olandi |
| 17. Αυστρία | Αυστριακός / Αυστριακή – Afstriakos/Afstriaki |
| 18. Πολωνία | Πολωνός/ Πολωνή – Polonos/Poloni |
| 19. Πορτογαλία | Πορτογάλος / Πορτογαλίδα – Portogalos/Portogalida |
| 20. Ρουμανία | Ρουμάνος / Ρουμάνια – Roumanos/Roumana |
| 21. Σουηδία | Σουηδός / Σουηδή – Souidos/Souidi |
| 22. Σλοβακία | Σλοβάκος / Σλοβάκα – Slovakos/Slovaka |
| 23. Σλοβενία | Σλοβένος / Σλοβενή – Slovenos/Sloveni |
| 24. Ισπανία | Ισπανός / Ισπανίδα – Ispanos/Ispanida |
| 25. Τσεχία | Τσέχος / Τσέχα – Tsechos/Tsecha |
| 26. Ουγγαρία | Ούγγρος / Ουγγαρέζα – Ougros/Ougareza |
| 27. Κύπρος | Κύπριος / Κύπρια – Kiprios/Kipria |

8.9. Letter Salad



Together, the educator and the children describe the vegetable. In addition, the educator can ask questions such as the time of the year in which this vegetable is harvested, review colours, etc. Depending on the linguistic mix of the group, s/he can also ask for the names of the vegetable in Greek, Romanian or Turkish.

(For completely unfamiliar languages, only a selection of vegetables may be introduced in the different languages; not all types of vegetable have to be introduced in all four project languages.)

If the children cannot think of the names, the educator gives them a hint by telling them the first letter (using the printed information on the back of the cards):

e.g.: v as in varză, r as in roşie, c as in castravete, etc.

Step 2 – Reproduction

The children are divided into two or more teams (based on their native language: German vs. Romanian, Greek or Turkish).

Cards of vegetables are shown to the first team, a member of that team says the name in the national/native language, and, if necessary, the educator says the first letter of the name in German.

The children then have to say the entire German name or pronounce it correctly, respectively. The team that can correctly name most vegetables wins. The direction can be German › Romanian as well as Romanian › German, depending on the objective and the composition of the group.

| | <i>German/English</i> | <i>Romanian</i> |
|----|---------------------------|-----------------|
| 1. | <i>Tomate / tomato</i> | <i>roşie</i> |
| 2. | <i>Kartoffel / potato</i> | <i>cartof</i> |

Game components:

- Laminated DIN A5 cards. The front of the cards shows some type of vegetable; at the back, the names of that vegetable are presented in the four languages. For Greek, there is also a transliteration (the transcription in Latin characters).

Duration: 15-30 min. (variable)

Number of players: up to 8 children

Age recommendation: 4+

Step 1 – Reception/listening and remembering

At the beginning, the children are shown cards with various vegetables,

e.g.: cabbage, tomato, onion, cucumber, etc.





The educator asks the children for the name of the vegetable in German, and if the children do not know it, s/he gives them a hint by telling them the first letter:

e.g.: C as in cabbage, T as in tomato, O as in onion, C as in cucumber

Appendix: Pictures of vegetables

|  English |  Romanian |  Turkish |  Greek |
|---|--|---|---|
| 1. tomato | roşie | domates | Τομάτα – Tomata |
| 2. potato | cartof | patates | Πατάτα – Patata |
| 3. cabbage | varză | lahana | Λάχανο – Lachano |
| 4. onion | ceapă | soğan | Κρεμμύδι – Kremidi |
| 5. lettuce | salată | salata | Μαρούλι – Marouli |
| 6. bean | fasole | fasulye | Φασόλι – Fassoli |
| 7. egg plant | vânătă | patlıcan | Μελιτζάνα – Melitzana |
| 8. bell pepper | ardei | biber | Πιπεριά – Piperia |
| 9. carrot | morcov | havuç | Καρότο – Karoto |
| 10. radish | ridiche | kırmızı turp | Ραπανάκι – Rapanaki |
| 11. pea | mazăre | bezelye | Μπιζέλι – Bizeli |
| 12. cauliflower | conopidă | karnabahar | Κουνουπίδι – Kounoupidi |
| 13. zucchini | dovlece | yeşil kabak | Κολοκυθάκι – Kolokithaki |

Note: For Austrian nurseries, it is linguistically correct to replace the following Austrian names:

|  Austrian German |  Romanian |  Turkish |  Greek |
|---|--|---|---|
| 1. der Paradeiser | roşie | domates | Τομάτα – Tomata |
| 2. die Erdapfel | cartof | patates | Πατάτα – Patata |
| 3. das Kraut | varză | lahana | Λάχανο – Lachano |
| 6. die Fiole | fasole | fasulye | Φασόλι – Fassoli |
| 7. die Melanzani | vânătă | patlıcan | Μελιτζάνα – Melitzana |
| 9. die Karotte | morcov | havuç | Καρότο – Karoto |
| 12. der Karfiol | conopidă | karnabahar | Κουνουπίδι – Kounoupidi |

8.10. Interjections – typical (language-specific) sounds, animal sounds



Animals:
 English Romanian
 cat pisică
 dog câine

Step 2 – Reception

The educator shows the cards and asks the children:
What does the rooster say in German?
(similar: in Romanian/Greek/Turkish)?
 The educator plays animal sounds on the CD for all applicable languages.

| | |
|----------------------------|------------------------|
| Game components: | Cards with animals, CD |
| Duration: | 15-30 min. (variable) |
| Number of players: | up to 8 children |
| Age recommendation: | 3+ |
| Notes: | CD player is required. |

| | | |
|---------------|-----------------------|------------------------|
| <i>Animal</i> | <i>English sounds</i> | <i>Romanian sounds</i> |
| <i>cat</i> | <i>meow</i> | <i>miau</i> |
| <i>dog</i> | <i>bow wow</i> | <i>ham ham</i> |

Step 3 – Question/Answer game

The children are shown cards with animals and are asked what sound each of the animals makes. They take turns to demonstrate the sound to the others. Children making the correct sound for that particular language are sent to the “winners’ group”, children making wrong sounds are sent to the “losers’ group” and have to perform an additional task (e.g. cackle 5 times like a chicken, or imitate n-times the incorrectly pronounced animal sound).

Step 1 – Activating existing knowledge

The educator shows cards with (domestic) animals that children are likely to know and asks the children:
What is on this card?

e.g.: *cat, dog, cow, rooster, donkey, goose, chicken.*

Appendix: Onomatopoeic words

| Animals |  English |  Romanian |  Greek |  Turkish |
|---------|---|--|---|---|
| cat | meow | miau | Νιάου / Niaou | mıyav |
| dog | bow wow | ham ham | Γαβ-γαβ / Jav-Jav | hav hav |
| cow | moo | mu | Μουου / Μουου | mö |
| rooster | cock-a-doodle-doo | cucurigu | Κικιρίκου / Kikirikou | ü-ürü-üüü |
| donkey | ee-aw | i-a | Γκαρ-γκαρ / Gar-gar | a-i a-i a-i |
| goose | gak-gak | ga-ga | Πα-πα-πα / Pa-pa-pa | ga gak ga gak |
| chicken | cluck-cluck | cotcodac | Κο-κο-κο / Ko-ko-ko | gıt gıt gıdak |

8.11. Animal babies



In German, often the suffix “-chen” is used, but there are also additional names for young animals (=heteronyms). In English, adjectives such as “little” are used in front of the word. In some cases, the suffix “-ie” is used.

Diminutive with “*little*”/”-ie” vs. heteronyms (different words)

e.g.:

| | |
|----------------------|------------------------------------|
| Diminutive | (Heteronym) different words |
| mouse - little mouse | dog - puppy |

Step 2 – Application

The children are divided into two teams. Both teams have to perform the same tasks:

Each child in each group gets a number (assigned or by drawing a card) to determine the order. The first child of each group selects a card with a baby animal from a box and places it in one of the pots. (Only one language pair at a time!)

- EN: *little*/-ie words or others
 - RO: -uță words or other options (typical Romanian diminutives)
- or EN with
- GR...
 - or EN with
 - TR...

The game can be played in English paired in turn with one of the other three languages, Romanian, Greek or Turkish (players #1 from both teams play in English, players #2 in Romanian, etc.)



The educator selects the pairs. The team that finishes first wins.

| | |
|----------------------------|--|
| Game components: | <ul style="list-style-type: none"> • Cards with animal babies, • CD with animal sounds |
| Duration: | 15-30 min. (variable) |
| Number of players: | up to 8 children |
| Age recommendation: | 3+ |
| Notes: | CD player is required. |

Step 1 – Activating existing knowledge

The children repeat the names of animals using the cards; the educator asks for the name of the young animals. The children realize that young animals often have special names.

Appendix:

|  English names | Diminutive | (Heteronym) different words |
|--|------------|-----------------------------|
| dog – doggie | | dog – puppy |
| mouse – little mouse | | cow – calf |
| bird – birdie | | horse – foal |
| mouse – little mouse | | cat – kitten |
| hare – little hare | | sheep - lamb |
|  Romanian names | Diminutive | (Heteronym) different words |
| cățel – cățeluș | | capră – ied |
| pisică – pisicuță | | vacă – vițel |
| șoarece – șoricel | | găină – pui |
| rață – rățușcă | | cal – mânz |
| iepure – iepuraș | | oaie – miel |

| | |
|--|--|
|  Greek names Diminutive | (Heteronym) different words |
| Σκύλος – Σκυλάκι / Skilos - Skilaki Γάτα – Γατάκι / Gata - Gataki Ποντίκι- Ποντικάκι / Podiki – Podikaki Πάπια – Παπάκι / Papiá - Papaki Λαγός – Λαγουδάκι / Lagos - Lagoudaki | Ελάφι – Ελαφάκι / Elafi - Elafaki Αγελάδα – Μοσχάράκι / Agelada - Moscharaki Κότα – Κοτοπουλάκι / Kota - Kotopoulaki Άλογο – Πουλαράκι / Alogo - Roularaki Πρόβατο – Αρνάκι / Provato - Arnaki |
|  Turkish names Diminutive | (Heteronym) different words |
| köpek – köpek eniği kedi- kedi eniği fare-fare yavrusu kaz- kaz yavrusu ördek – ördek yavrusu tavşan – tavşan yavrusu keçi – keçi yavrusu | karaca - ceylan inek - buzağı tavuk - civciv domus – domus yavrusu at - tay koyun - kuzu |

8.12. Typical/language-specific sounds



| |
|--------------------------------------|
| Age recommendation: 4+ |
| Notes: CD player is required. |

Step 1: Typical German sounds – Reception

The first step is to make the children become aware of the fact that each language uses typical sounds not everybody can pronounce correctly at first. *But practice makes perfect!*

For German, for instance, words with **au/eu** and **äu/ei, i/ü, e/ö** are pronounced so that the children become aware of the particular German sounds.

GERMAN:

ö and **ü** and **eu/äu** and **ei**, respectively, **au – ch**, **vocalized R (at the end of words)**, **e=Schwa (at the end of words)**

Step 2: Listening and repeating – Reproduction

For each sound, example words are played from the CD. The children listen and then repeat afterwards (initially, all together, then one at a time).

With the recordings, the children not only have the possibility to listen to other speakers, not just the educator, but also to practise listening comprehension skills.

| |
|--|
| Game components: Large cards (DIN A5) for each language plus 1 CD (with recordings in German, Greek, Romanian, Turkish). The cards represent concepts from different areas, the recordings promote listening comprehension. |
| Duration: 15-30 min. (variable) |
| Number of players: up to 8 children |

Step 3: Production

The children are shown cards with different pictures. They are asked to pronounce each word and identify the characteristic sound.

Step 4: Transfer

The same procedure for the “special” sounds in Romanian, Greek and Turkish.

Step 5: Practical application

The educator names German words or shows pictures; the children say the words in both languages and classify them according to their characteristic sounds.

The educator may pronounce words incorrectly on purpose, so that the children can correct her/him.

Appendix:

|  Romanian | | corresponding German word |
|--|---------|---------------------------|
| typical sound | word | |
| ă | cireașă | Kirsche |
| ă | căpșună | Erdbeere |
| â | țânțar | Mücke |
| â | fântână | Brunnen |
| ș | șarpe | Schlange |
| ș | cocoș | Hahn |
| ț | maimuță | Affe |
| ț | țelină | Sellerie |

|  Turkish | | corresponding German word |
|---|---------|---------------------------|
| typical sound | word | |
| Ç | çay | Tee |
| Ç | çorap | Socke |
| Ğ | ağız | Mund |
| Ğ | İğne | Nadel |
| Ş | Şişe | Flasche |
| Ş | Afiş | Plakat |
| İ | Irmak | Fluss |
| İ | Ispanak | Spinat |

|  German | | word |
|--|--|-----------|
| typical sound | | |
| ö | | Möhre |
| ö | | Möwe |
| ü | | Mütze |
| ü | | Tür |
| eu | | Feuer |
| eu | | Feuerzeug |
| ai | | Mais |
| ei | | Eidechse |
| au | | Bauer |
| au | | Baum |
| ch (Ich-Sound / frontal ch-sound) | | Mädchen |
| ch (Ich-Sound / frontal ch-sound) | | Pfirsich |
| ch (Ach-Sound / guttural ch-sound) | | Bach |
| ch (Ach-Sound / guttural ch-sound) | | Kuchen |
| r (vibrating R at word end) | | Uhr |
| r (vibrating R at word end) | | Ohr |
| e=Schwa-Sound | | Tasche |
| e=Schwa-Sound | | Wolke |

|  Greek | | corresponding German word |
|---|-----------|---------------------------|
| typical sound | word | |
| γ | αγόρι | Junge |
| γ | γάιδαρος | Esel |
| δ | πόδι | Fuss |
| δ | καρδιά | Herz |
| θ | καθρέφτης | Spiegel |
| θ | καλάθι | Korb |
| τζ | τζιτζικας | Grille |
| τζ | πιτζάμα | Schlafanzug |

8.13. Fairy tale game



| | |
|----------------------------|---|
| Game components: | <ul style="list-style-type: none"> • 11 puppets, • 5 game pieces, • CD, • 7 stories |
| Duration: | 15-30 min. (variable) |
| Number of players: | 4 or more |
| Age recommendation: | 3+ |
| Notes: | The game can be played in German, Greek, Turkish or Romanian. |

Objective:

Getting to know the fairy tales characters from the German, Greek, Turkish and Romanian cultures.

Step 1 – Activating existing knowledge

The educator shows the puppets to the children, one at a time, and asks:

Who is this puppet? (e.g. a princess, a fisherman, a mermaid...)

Puppets:

English

princess

fisherman

Romanian

prințesă

pesca

Step 2 – Reception

The educator shows the puppets and asks the children what those characters typically do or wear:

What does ... wear?

What does ... do?

e.g.: *The princess wears a beautiful dress/a crown...
The fisherman catches fish.*

Step 3 – Practicing listening comprehension

The educator reads a fairy tale to the children.

Or:

The educator plays a fairy tale on the CD for the children.

Afterwards, the educator asks questions regarding the events of the story:

What does ... do?

Who comes...?

...

How does the story end?

Step 4 – Solidification

The children re-enact the stories.
Each child gets a suitable part.

At first, the educator is the narrator and the children *mime* the action.

Depending on age and language skills, the children can then take over the dialogues as well.

One of the children can take over the role of narrator.

Step 5 – Variation

As variation, the children can be asked to

- invent a different beginning
- continue the fairy tale
- improvise a different story with the puppets

Appendix:



1. Romanian fairy tale

PUNGUȚA CU DOI BANI

de Ion Creangă

Era odat-o babă și un moșneag. Baba avea o găină și moșneagul un cucuș. Găina babei se oua de câte două ori pe zi, și baba mânca o mulțime de ouă, iar moșneagului nu-i da nici unul. Moșneagul într-o zi perdu răbdarea și zise:

- Măi babă mănânci ca în târgul lui Cremene. Ia dă-mi și mie niște ouă, ca să-mi prind pofta măcar.

- Da'cum nu, zise baba, care era foarte zgârcită. Dacă ai poftă de ouă, bate și tu cucușul tău să facă ouă, și-i mănca; că eu așa am bătut găina, și iacătă-o cum se ouă.

Moșneagul pofticios și hapsân, se ia după gura babei, și de ciudă prinde iute și degrabă cucușul și-i dă o bătaie bună, zicând:

- Na! ori te ouă, ori du-te de la casa mea, ca să nu mai strici mâncarea degeaba.

Cucușul, cum scăpă din mâinile moșneagului, fugi de acasă și umbla pe drumuri, bezmetec, și, cum mergea el pe un drum, numai iaca găsește o punguță cu doi bani. Și cum o găsește, o și ia în clonț și se întoarnă cu dânsa înapoi spre casa moșneagului. Pe drum, întâlnește o trăsură c-un boier și cu niște cucoane.

Boierul se uită cu băgare de samă la cucuș, vede în clonțu-i o punguță și zice vezeteului:

- Măi! ia dă-te jos și vezi ce are cucușul acela în plisc? Vezeteul se dă iute jos din capra trăsorii și c-un feliu de meșteșug prinde cucușul și, luându-i punguța din clonț, o dă boierului. Boierul o ia fără pă sare, o pune în buzunar și pornește cu trăsura înainte. Cucușul, supărat de asta, nu se lasă, ci se ia după trăsură, spuind neîncetat:

Cucurigu" boieri mari,
Dați punguța cu doi bani!

Boierul, în ciudat, când ajunge în dreptul unei fântâni, zice vezeteului:

- Măi! ia cucușul ist obraznic și-l dă în fântâna ceea. Vezeteul iarăși se dă jos din capra trăsorii, prinde iarăși cucușul și-l azvârle în fântână. Cucușul, văzând această mare primejdie, ce să facă? Începu a înghiți la apă; și-nghite, și-nghite, până ce înghite el toată apa din fântână... Apoi zboară de-acolo afară și iarăși se ia în urma trăsorii, zicând:

Cucurigu" boieri mari,
Dați punguța cu doi bani!

Boierul, văzând aceasta s-a mirat cumplit și a zis:

- Mă! Da'al dracului cucuș i-aista! Ei, las' că ți-o da eu ție de cheltuială, măi crestature și pintenature! Și cum ajunge acasă, zice unei babe de la bucătărie să ia cucușul, să-l azvârle într-un cuptor plin cu jărat și să pună o lespede la gura cuptorului. Baba, cânoasă la inimă, de cuvânt, face cum i-a spus stăpânu-său. Cucușul, cum vede și astă mare nedreptate, începe a vărsa la apă; și toarnă el toată apa cea din fântână pe jărat, până ce stinge focul de tot și se răcorește cuptorul; ba încă face și-o apăraie prin casă, de s-a îndrăcit de ciudă hârca de la bucătărie. Apoi dă o bleandă lespezii de la gura cuptorului, iese teafăr și de-acolo, și fuga la fereastra boierului și începe a trânti cu ciocul în geamuri și a zice:

Cucurigu" boieri mari,
Dați punguța cu doi bani!

- Măi, că mi-am găsit beleaua cu dihania asta de cucuș! zise boierul cuprins de mierare. Mai stă boierul cât mai stă pe gânduri, până-i vine iarăși în cap una:

- Am să-l dau în haznaua cu banii; poate va înghiți la galbeni, i-a sta vreunul în gât, s-a îneca și om scăpa de dânsul. Și cum zice, umflă cucușul de-o aripă și-l azvârle în haznaua cu banii, căci boierul acela, de mult bănărit ce avea nu-i mai știa numărul!...Atunci cucușul înghite cu lăcomie toți banii și lăsa toate lăzile pustii. Apoi iese și de acolo el știe cum și pe unde, se duce la fereastra boierului și iar începe:

Cucurigu" boieri mari,
Dați punguța cu doi bani!

Acum după toate cele întâmplate, boierul, văzând că n-are ce-i mai face, i-azvârle punguța.

Cucușul o ia de jos cu bucurie, se duce în treaba lui și lasă pe boier în pace.

Atunci toate paserile din ograda boierească, văzând voinicia cucușului, s-au luat după dânsul, de ți se părea că-i o nuntă și nu altăceva; iar boierul, întristat, se uita galiș cum se duceau și paserile sale, și zise oftând:

- Ducă-se și cobe și tot, numai bine că am scăpat de belea, că nici lucru curat n-a fost aici!

Cucușul însă mergea țanțoș, iar paserile după dânsul. Și merge el cât merge, până ce ajunge acasă la moșneag, și de la poartă începe a cânta:

„Cucurigu!!! cucurigu!!!”

Moşneagul, cum aude glasul cucoşului, iese din casă cu bucurie, şi când îşi aruncă ochii spre poartă, ce să vadă? Cucoşul său era ceva de spăriet! Elefantul îi se părea purice pe lângă acest cucoş! Şi-apoi în urma lui veneau cârduri nenumărate de paseri, care de care mai frumoase, mai cucuiete şi mai boghete. Moşneagul, văzând pe cucoşul său așa de mare şi de greoi, înconjurat de atâta mare de galițe, i-a deschis poarta, atunci cucoşul i-a zis:

- Stăpâne, aşterne un țol aici în mijlocul ogrăzii.

Moşneagul, iute ca un prâsnel, aşterne țolul. Cucoşul atunci se aşază pe țol, scutură puternic din aripi şi îndată se umple ograda şi livada moşneagului, pe lângă paseri, şi de cirezi de vite, iar pe țol toarnă o movilă de galbeni care străluceau la soare, de-ți luau ochii! Moşneagul, văzând aceste mari bogății, nu ştia ce sa facă de bucurie, sărutând mereu cucoşul şi dezmiertându-l.

Atunci iaca şi baba venea, nu ştiu de unde; şi când a vazut unele ca aiestea, numa-i sclipeau răutăcioasei ochii în cap şi plesnea de ciudă.

- Moşnege, zicea ea, ruşinată, dă-mi şi mie nişte galbeni!

- Ba pune-ți pofta-n cui, măi babă. Când ți-am cerut ouă, ştii ce mi-ai răspuns? Bate acum şi tu găina să-ți aducă galbeni, c-aşa am bătut eu cucoşul, ştii tu din a cui pricină...şi iată ce mi-a adus!

Atunci baba se duce în poiată, găbuieşte găina o apucă de coadă şi o ia la bătaie, de-ți venea să-i plângi de milă!

Biata găină, cum scapă din mâinile babei, fugea pe drumuri. Şi cum mergea pe drum, găseşte şi ea o margică şi-o înghite. Apoi repede se întoarce acasă la babă şi începe de pe la poartă: „Cot, cot cotcodac!” Baba iese cu bucurie înaintea găinii.

Găina sare peste poartă, trece iute pe lângă babă şi se pune pe cuibariu; şi după vreun ceas de şedere, sare de pe cuibariu, cotcodăcind. Baba atunci se duce fuga să afle ce i-a făcut găina...Şi când se uită în cuibariu, ce să vadă? Găina se ouase o mărgică!...

Baba, când vede că ş-a bătut găina joc de dânsa, o prinde şi-o bate, şi-o bate, pân-o omoară în bătaie! Şi așa, baba cea zgârcită şi nebună a rămas de tot săracă lipită pământului. De acu a mai mâncat şi răbdări prăjite în loc de ouă, că bine ş-a făcut răs de găină ş-a ucis-o fără să-i fie vinovată cu nimica, sârmana!

Moşneagul era însă foarte bogat. El şi-a făcut case mari şi grădini frumoase şi trăia foarte bine. Pe babă, de milă, a pus-o găinăriţă, iar pe cucoş îl purta în toate părțile după dânsul, cu salbă de aur la gât şi încălțat cu ciuboșele galbene şi cu pinteni la călcâie, de ți se părea că-i un irod de cei frumoși, iar nu cucoş de făcut cu borș.



2. German fairy tale

Die Prinzessin auf der Erbse.

Es war einmal ein Prinz, der wollte eine Prinzessin heiraten, aber es sollte eine wirkliche Prinzessin sein. Da reiste er in der ganzen Welt herum, um eine solche zu finden, aber überall war da etwas im Wege. Prinzessinnen gab es genug, aber ob es wirkliche Prinzessinnen waren, konnte er nicht herausbringen, immer war etwas, was nicht in der Ordnung war. Da kam er wieder nach Hause und war ganz traurig, denn er wollte doch gern eine wirkliche Prinzessin haben.

Eines Abends zog ein furchtbares Wetter auf; es blitzte und donnerte, der Regen stürzte herunter, es war ganz entsetzlich. Da klopfte es an das Stadttor, und der alte König ging hin, aufzumachen.

Es war eine Prinzessin, die draußen vor dem Thore stand. Aber, wie sah sie vom Regen und dem bösen Wetter aus! Das Wasser lief ihr von den Haaren und Kleidern herunter, und lief in die Schnäbel der Schuhe hinein und aus den Hacken wieder heraus, und sie sagte, daß sie eine wirkliche Prinzessin sei.

»Ja, das werden wir schon erfahren!« dachte die alte Königin, aber sie sagte nichts, ging in die Schlafkammer hinein, nahm alle Betten ab und legte

eine Erbse auf den Boden der Bettstelle. Darauf nahm sie zwanzig Matratzen, legte sie auf die Erbse, und dann noch zwanzig Eiderdunenbetten oben auf die Matratzen.

Da sollte nun die Prinzessin die ganze Nacht liegen. Am Morgen wurde sie gefragt, wie sie geschlafen habe.

»O, schrecklich schlecht!« sagte die Prinzessin.

»Ich habe meine Augen die ganze Nacht nicht geschlossen! Gott weiß, was da im Bette gewesen ist. Ich habe auf etwas Hartem gelegen, sodaß ich ganz braun und blau über meinem ganzen Körper bin! Es ist ganz entsetzlich!«

Nun sahen sie wohl, daß es eine wirkliche Prinzessin war, da sie durch die zwanzig Matratzen und die zwanzig Eiderdunenbetten die Erbse verspürt hatte. So empfindlich konnte niemand sein, außer einer wirklichen Prinzessin.

Da nahm der Prinz sie zur Frau, denn nun wußte er, dass er eine wirkliche Prinzessin besitze, und die Erbse kam auf die Kunstkammer, wo sie noch zu sehen ist, wenn sie niemand genommen hat.

Sieh, das ist eine wahre Geschichte.



Η Γοργόνα και ο ψαράς.

Μια φορά ζούσε σε ένα σπιτάκι κοντά στη θάλασσα ένας ψαράς που τον έλεγαν Μανόλη. Ο Μανόλης ήταν όμορφο παλικάρι, ψηλό, δυνατό και πολύ ικανό στη δουλειά του. Κάθε βράδυ έβγαινε με τη βαρκούλα του να ρίξει τα δίχτυα στη θάλασσα και το πρωί γυρνούσε με πανέρια γεμάτα λογιών- λογιών ψάρια που τα μοσχοπουλούσε στην αγορά της πόλης. Οι γονείς του ήταν πολύ περήφανοι για αυτόν κι όλο τον παίνευαν στους γειτόνους.

« Ο Μανόλης μας είναι πολύ άξιο παλικάρι» έλεγαν. Είχαν όμως κι ένα παράπονο:

«Μόνο που δε λέει να νοικοκυρευτεί, να βρει μια γυναίκα να στεφανωθεί», έλεγαν. « Τον έχει ξεμυαλίσει η θάλασσα!»

Πράγματι, όσα προξενιά κι αν του έκαναν του Μανόλη, όσες κοπέλες κι αν του έφερναν να γνωρίσει, όμορφες όλες σαν τα κρύα νερά, αυτός δεν τις ήθελε.

«Εγώ είμαι της θάλασσας, μάνα» έλεγε. « Τι να την κάνω τη γυναίκα;»

Κι έτσι περνούσε ο καιρός, μέχρι που πέθαναν οι γονείς του Μανόλη και έμεινε μόνος στον κόσμο – αυτός και η θάλασσα. Και περνούσε πια όλο και περισσότερο χρόνο στη βάρκα του, πότε ψαρεύοντας και πότε εξερευνώντας τα παράλια των γύρω νησιών.

Μια μέρα, εκεί που έψαχνε για καβούρια στα βράχια ενός έρημου νησιού, άκουσε μια γλυκιά φωνή να τραγουδάει έναν υπέροχο σκοπό. Το τραγούδι μιλούσε για τα παλάτια του βυθού, για τα κόμματα του ωκεανού, για τα όστρακα και τα δελφίνια, για μαργαριτάρια και κοχύλια.

Τα έχασε ο Μανόλης. Πλησίασε με τη βάρκα την ακτή από όπου ακουγόταν το τραγούδι και τότε την είδε.

Ήταν μια Γοργόνα. Είχε μαλλιά μακριά που έπεφταν λιτά στους ώμους, πρόσωπο λευκό με μάτια σμαραγδένια, μύτη λεπτή και χείλη τριανταφυλλένια. Οι ώμοι της ήταν στρογγυλοί, με χάρη σμιλεμένοι. Τι κι αν το σώμα της κατέληγε σε μια ουρά ψαριού;

Τέτοια ομορφιά δεν είχε ξαναδεί ο Μανόλης, τέτοια γλυκιά φωνή δεν είχε ξανακούσει!

Καθόταν λοιπόν ο Μανόλης και την χάζευε θαμπωμένος, όταν, ξαφνα, χτύπησε η βάρκα σε έναν βράχο. Η Γοργόνα σταμάτησε το τραγούδι, γύρισε προς το μέρος του και τον κοίταξε στα μάτια. Λιγώθηκε ο Μανόλης, λύθηκαν τα πόδια του και πήρε να τραυλίζει. Να της μιλήσει ήθελε αλλά δεν είχε λόγια να της πει. Να της πει πως για γυναίκα του την ήθελε, πως την αγαπά και πως αυτήν ονειρευόταν πάντα αλλά ο λαιμός του είχα

στεγνώσει και απόμεινε να την κοιτά σαν χαμένος. Η Γοργόνα δεν μίλησε, αλλά αμέσως βούτηξε στο νερό και χάθηκε στο κύμα.

« Μη φεύγεις Γοργόνα» φώναξε ο Μανόλης. « Μη φεύγεις!»

Αλλά η Γοργόνα είχε εξαφανιστεί.

Ο Μανόλης γύρισε στη στεριά σαν αλλοπαρμένος και το επόμενο πρωί ξαναπήγε στο νησάκι να παραφυλάξει. Σε λίγο βγήκε και πάλι η Γοργόνα από τα κύματα και έπιασε το τραγούδι. Και ο Μανόλης κρυμμένος καλά πίσω από τα βράχια την κοιτούσε και ένιωθε να σβήνει. Έξαφνα, κάπου παραπάτησε, ένα πετραδάκι κύλησε από ψηλά, γύρισε η Γοργόνα και τον κοίταξε ίσα στα μάτια. Τα έχασε πάλι ο Μανόλης και πάλι δεν πρόλαβε να της μιλήσει. Αυτή όμως του χαμογέλασε και έπειτα βούτηξε στα νερά και χάθηκε.

Την επόμενη μέρα, πάλι εκεί ο Μανόλης, στο ίδιο σημείο, παραμόνευε την Γοργόνα. Αυτή τη φορά όμως η Γοργόνα βγήκε από το νερό, και δεν τραγουδούσε παρά του μίλησε:

« Τι θέλεις, Μανόλη από μένα; Γιατί με παραφυλάς;»

Ο Μανόλης μάζεψε όλες του τις δυνάμεις και είπε αποφασιστικά:

«Σε θέλω γυναίκα μου, Γοργόνα. Να παντρευτούμε, να ζήσουμε μαζί, να κάνουμε παιδιά που να κουν τη δική σου ομορφιά»

Γέλασε η Γοργόνα.

« Και πού θα ζήσουμε μαζί, Μανόλη; Στη θάλασσα που εσύ δεν ζεις ή στη στεριά όπου δεν ζω εγώ;» τον ρώτησε.

Ο Μανόλης δεν κατάλαβε.

« Να παντρευτούμε Γοργόνα μου. Να κάνουμε παιδιά!» έλεγε και ξανάλεγε και όλο την πλησίασε να την αγκαλιάσει.

Όταν όμως έφτασε δίπλα της, η Γοργόνα έκανε μια βουτιά και χάθηκε στα κύματα.

«Ξέχνα το Μανόλη», την άκουσε να φωνάζει από μακριά. «Δεν παντρεύεται η θάλασσα με τη στεριά παρά μόνο στην ακροθαλασσιά!»

Ο Μανόλης όμως το είχα βάλει πείσμα να την κλέψει. Το επόμενο πρωί λοιπόν στήνει καρτέρι και μόλις βγαίνει η Γοργόνα στην ακροθαλασσιά να τραγουδήσει ορμάει καταπάνω της να την πιάσει. Του ξεγλιστράει η Γοργόνα από τα χέρια και χάνεται και πάλι στο βυθό. « Δεν παντρεύεται η θάλασσα με τη στεριά Μανόλη παρά μόνο στην ακροθαλασσιά!» την άκουσε και πάλι να λέει.

Ο Μανόλης όμως δεν έπαιρνε από λόγια. Την άλλη μέρα πάλι της έστησε καρτέρι και πάλι η Γοργόνα κατάφερε να του ξεγλιστρήσει. Αυτή τη φορά όμως

ο Μανόλης της πήρε ένα μαργαριταρένιο χτένι που είχα για στολίδι στα μαλλιά της.

« Δώσε μου το χτένι Μανόλη» άκουσε τη Γοργόνα να του λέει από τα βαθιά.

« Μόνο αν με παντρευτείς» της φώναξε ο Μανόλης.

«Δεν παντρεύεται η θάλασσα με τη στεριά παρά μόνο στην ακροθαλασσιά!» την άκουσε να λέει και πάλι και την έχασε από τα μάτια του.

Την άλλη μέρα, ο Μανόλης αποφάσισε να βάλει σε εφαρμογή το πιο τολμηρό του σχέδιο. Θα έπιανε τη Γοργόνα με τα δίκτυα του κι έτσι δε θα μπορούσε να του ξεγλιστρήσει. Μετά θα την παντρευόταν και θα έκανε πολλά παιδιά μαζί της, όμορφα όπως αυτή!

Κι έτσι έκανε ο Μανόλης. Έστησε καρτέρι από το πρωί, βγήκε η Γοργόνα στην ακροθαλασσιά, πέταξε το δίκτυο ο Μανόλης κι έπεσε πάνω της να μην του ξεγλιστρήσει. Μάταια πάλευε η Γοργόνα να ξεφύγει, μάταια σήκωνε κύματα και φουσκοθαλασσιές, μάταια έκανε τον ουρανό να σκοτεινιάζει, μάταια τους αέρηδες να σφυρίζουν δαιμονισμένα. Ο Μανόλης το είχε πάρει απόφαση να την κάνει γυναίκα του και τίποτα δεν τον έκανε

να λιγοψυχήσει. Έτσι πάλευαν μέχρι το άλλο πρωί, ώσπου η Γοργόνα κουράστηκε και έπεσε ξέπνο στην ακροθαλασσιά.

«Νίκησες, Μανόλη», του είπε. « Θα μείνω μαζί σου, αλλά με ένα όρο. « Δεν θέλω να μάθει ποτέ κανένας που ζει σε αυτή τη γη ότι έρχομαι από της θάλασσας τα βάθη, ότι αδέρφια μου είναι τα ψάρια, φίλοι μου τα κοχύλια και τα κοράλλια.

Σ' αγάπησα τόσο πολύ, που δέχομαι να απαρνηθώ τον υγρό μου κόσμο, να μην ξανααντικρύσω τους δικούς μου, να μη ξαναπαίξω με τον αφρό της θάλασσας και τα θαλασσοπούλια. Αν παραβείς αυτόν τον όρο, όμως, να ξέρεις ότι ευθύς θα χαθώ από τα μάτια σου, μαζί με τα παιδιά μας και δεν θα μας ξαναδείς ποτέ!»

Γέλασε ο Μανόλης με τα λόγια της Γοργόνας και συμφώνησε. Την έσφιξε στην αγκαλιά του τρελός από ευτυχία και αμέσως, σαν από θαύμα, η ψαρία ουρά της Γοργόνας χάθηκε και στη θέση της πήραν δυο πανέμορφα, λεπτά ποδαράκια!

Και από τότε έζησαν αυτοί ευτυχισμένοι μέχρι τα βαθιά τους γεράματα!!!



4. Turkish fairy tale

Mavi Boncuk

Nasrettin Hoca'nın iki kıyı varmış. İkiinide çok severmiş, birbirlerinden ayırt etmemiş. İki kız fakat çok kısganıyorlarmış birbirlerini, en çok ilgi benim olsun diyorlarmış. Nasrettin Hoca bunu fark etmiş, birbirlerini kıskanmasınlar diye, ikisinede birer mavi boncuk hediye etmiş. Tabi, kızlar ikisinede

mavi boncuk verdiğinden habeleri yokmuş. Bir gün, kızlardan biri sormuş: 'Babacım, doğru söyle, en çok beni seviyorsun değilmi?'

'Hayır, en çok beni seviyor! Öyle değilmi babacım?' Nasrettin Hoca ikisinede sevgi dolu bakıp : 'Mavi boncuk kimdeyse en çok onu seviyorum' demiş.

Partner Organisations:

IEIE e.V. Stuttgart, DE
 Spielzeugschachtel Salzburg, AT
 Office for Mobility and European Programs Primary
 and Secondary Education of Pieria, Katerini, GR
 ANUP-International, Bukarest, RO
General Concept and Project Management:
Dr. Martin Kilgus, IEIE – Stuttgart

GERMANY

Authors of the German games: *Dr. Martin Kilgus;*
Brigitte Neiße-Göküzüm
Coordination: *Dr. Martin Kilgus*
Testing of the German games: *Brigitte Neiße-*
Göküzüm; Dr. Martin Kilgus
Graphics: *Andrea Daecke-Heilmann*
Translation into Turkish and English: *Senem*
Altuntas; Erdogan Göküzüm; Mark Agado
Project Management – Germany: *Dr. Martin Kilgus*
IEIE – Stuttgart

AUSTRIA

Authors of the Austrian games: *Adele Liedl;*
Andreas Zwettler
Coordination: *Andreas Zwettler*
Testing of the Austrian games:
Andreas Zwettler – scientific monitoring,
coordination
Elfriede Nedved – educational consultation
Project Management – Austria: *Adele Liedl –*
Spielzeugschachtel Salzburg

GREEK

Author of the Greek games: *Sofia Argyropoulou*
Art & Design: *Ioannis Tziompanos; Apostolos*
Giannis
Translation into German and Greek: *Zoe*
Konstantinidou
Translation into French: *Eleni Filippa*
Project Management – Greece: *Sofia Argyropoulou*
 – Office for Mobility and European Programmes
 Primary and Secondary Education of Pieria, Katerini

ROMANIA

Authors of the Romanian games: *Prof. Dr. Ioan*
Lăzărescu; Dr. Hermine Fierbințeanu
Illustrations: *Zelmira Szabo; Smaranda Sorici*
Sound and image editing: *Laura Lăzărescu*
Coordination: *Prof. Dr. Ioan Lăzărescu; Ileana Boeru*
Testing the Romanian games: *Dr. Hermine*
Fierbințeanu
Simone de Turzansky – educational consultation
Translation into Romanian: *Dr. Hermine*
Fierbințeanu; Ileana Boeru; Ioan Lăzărescu
Project Management – Romania: *Ileana Boeru –*
ANUP-International, Bukarest



Lifelong Learning Programme



Education and Culture BG



Multilingualism

KIDS2TALK – Toolbox for Multilingualism in Small Children

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