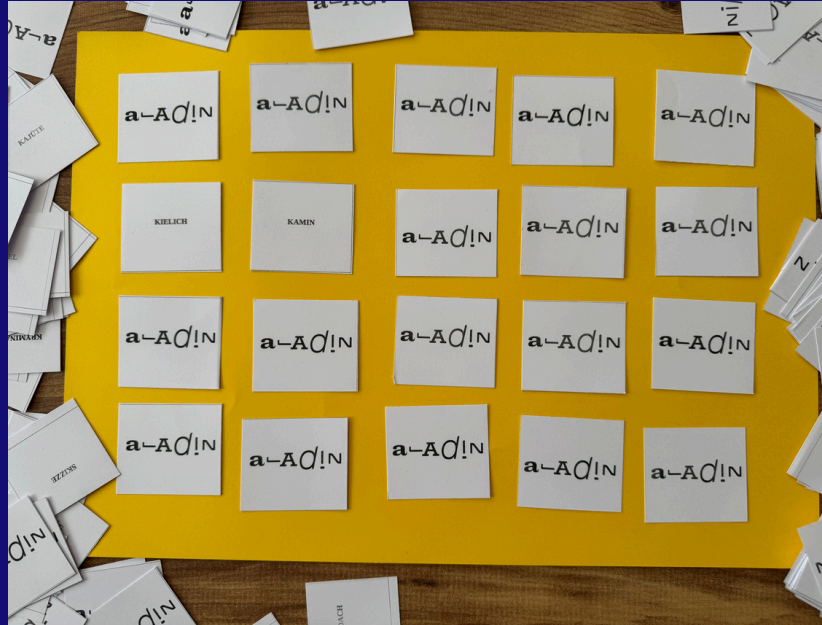


a-Ad!N

Art-Based Learning of Heritage
Languages through Didactic Innovation



TRUE AND FALSE FRIENDS – A MEMORY GAME

With this game, learners not only improve their vocabulary, avoiding lexical pitfalls while also benefitting from existing knowledge of the majority language. They also playfully gain a better understanding of the historical and cultural ties that link their heritage language to the majority language.





Participants' Profile : age 7 or above

Maximum Number of Participants: 20 (in small groups)

Total Duration: 30–45 min

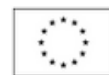
Materials: a set of memory cards with Polish or German words printed on one side.

Language Skills: vocabulary, oral expression, spelling, reading, listening.

Other Skills: concentration, attention, persistence, linguistic and cultural history.

Levels: B1 or above

Developed by / Origin / Original language: Katarzyna Włusek & Rupert Hasterok, Comparative Research Network e. V. – English

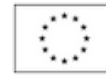


Activity Step-by-Step

1. Preparation of the memory cards

Create a set of memory cards with Polish-German word pairs that are written or pronounced the same way or similarly but have a completely different meaning – ‘false friends’ or (at least) one similar meaning – ‘true friends’. Use uppercase letters to avoid issues of different spelling – nouns are spelled with an initial uppercase letter in German but not in Polish – and the same pattern of the reverse side. For this, you can either use the template available on the ALADIN project website or create your own memory game (see Online resources). In the latter case, avoid rare words or those that are no longer in use, as well as highly technical terms. The participants should be able to recognise the words and their meanings. Be aware that loanwords from Polish are few in German (e.g. granica / Grenze / border, szabla / Säbel / saber, twaróg / Quark / a sort of cottage cheese, ogórek / Gurke / cucumber) and often no longer recognised as such, while there are several thousands of German loanwords in Polish, similarly often no longer recognised, ranging from ratusz / Rathaus / town hall and burmistrz / Bürgermeister / mayor to the recent autohaus / Autohaus / car dealership and szyberdach / Schiebedach / sliding roof of a car.

If you create a bigger card set you'll be able to better adapt your selection to your target group or to play the game later again with different word pairs. The number and difficulty of the word pairs affect the duration of the game and should be determined according to the participants' profile, for instance 20–30 cards for children of 6 to 8 years old for a duration of 10 to 20 minutes, 30–50 cards for those aged 9 to 12 (15–30 min) and 50–75 cards for teenagers and adults (25–45 min), who are able to develop gaming strategies.

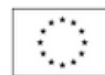


2. The rules of the game

‘True and False Friends’ is played like any memory game. Place the selected cards face down on the table. Players then in turn uncover two cards. If they think the pair forms a match, that is are true or false friends, ask them to explain or paraphrase the meaning of the words and confirm, or invalidate, their guess. If successful, a player puts the two cards next to him, before being allowed to guess once more. If not, it is up to the next player to try his luck and test his memory. The game ends when all word pairs have been correctly identified. In a competitive game, the winner is the player with the highest number of cards.

3. Playing the game

Lay all cards face down on the table, explain the rules of the game and then open it. Before announcing your decision whether a player has guessed right or not, consider asking the other players or add a short explanation on the meaning and usage of a word (see below) if the correct pairing seems difficult for the participants. After the game, ask the players which word pairs have been particularly hard to identify and obtain some feedback to better select your cards in future. If you don’t decide to run the game as a competition, its duration will likely be longer.



4. Additional explanations or activities (optional)

For elder children, teenagers and adults who are familiar with Poland's history, you can close the game with a short lesson. Explain, for example, why the Polish language has more loanwords from German than vice versa and during which historical periods these were more frequent, such as the Middle Ages (Christianisation from West to East, settlement of German-speaking peasants and traders on Polish territories), after Poland's partition in the late 18th century (when Prussia and the Habsburg Empire were occupying Polish territories), during World War II and after 1990 and the fall of communism, or less frequent, such as during the Polish-Lithuanian Commonwealth and after the reformation of the Polish State. It is also possible to illustrate how loanwords have been adopted. Thus, the Polish word 'szlafmyca' was borrowed around 1793 from the German 'Schlafmütze' (night cap), at a time when people frequently wore such a cap during sleep – as the wolf in the fairy tale Little Red Riding Hood – to protect their head against the cold, their hair cut or the pillow from hair oil. In German, the word has another meaning, which does not exist in Polish, and also designates a 'sleepy' person, someone who reacts slowly, lacks attention, is lazy or simply sleeps a lot, thus becoming a potential 'false friend' for Polish heritage speakers living in Germany. If a word has been borrowed in both languages from a third language, such as Latin, their meaning(s) may have developed differently. Thus, 'konkurs', from Latin 'concurrere' / 'run' or 'meet together', has in Polish the sense of a sports 'race' or 'competition', while in German it refers to an insolvent business – originally its creditors were coming together. Similarly, a Polish 'kollega' is a 'friend' or 'acquaintance' whereas a German 'Kollege' is a colleague at work.

You can also ask participants to write a short text with true and false friends, such as the one below on page 7, or to draw a comic-like scene that illustrates a misunderstanding between two people through one or more false friends.

Online Resources

- The most complete historical dictionary of German loanwords in Polish – until the mid-twentieth century – is the ‘Wörterbuch der deutschen Lehnwörter in der polnischen Schrift- und Standardsprache’, which can be consulted [here](#). However, it contains many obsolete loanwords.
- To look up the meanings of Polish words, consult one of the available online monolingual Polish dictionaries, such as ‘Słownik języka polskiego PWN’, which can be consulted [here](#).
- For the meanings of German words, you may want to consult the ‘Digitales Wörterbuch der deutschen Sprache’, available online [here](#).
- A short list of ‘false friends’ in Polish and German can be found [here](#).

But you can also simply use a search engine and consult relevant articles in the Polish and German Wikipedia editions to identify appropriate words.

Rano Marek włożył gruby szlafrok, bo w domu było jeszcze chłodno, a kaloryfery nie grzały jak trzeba.

W kuchni zauważył, że puszka z farbą do ścian przeciekła i zostawiła plamę na podłodze, tuż obok starego szlaucha, który ktoś zostawił po ostatnim remoncie.

Zabrał się za sprzątanie, ale przez nieuwagę uderzył się w palec o wystający rygiel w drzwiach.

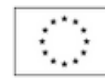
Zły i głodny, postanowił zrobić sobie na obiad smażonego sznycla z kartoflami.

Podczas jedzenia przypomniał sobie, że nie oddał książki o broni palnej, gdzie czytał o budowie lufy, co nieco go rajcowało, bo zawsze interesował się militariami.

Na koniec dnia usiadł w fotelu z herbatą, patrząc na bałagan w salonie i myśląc: „No bajzel jak się patrzy, ale przynajmniej dzień był majstersztyk”

RECOMMENDATIONS FOR EDUCATORS
AND TEACHERS

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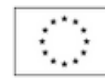
Recommendations for educators and teachers

Preparation:

- Print out the template and cut the print-out into cards or create your own memory game.
- If necessary, prepare a cheat sheet with short explanations on the meaning, usage or history of the words used in the game.
- If appropriate, select word pairs that can be recognised by your target group.
- If appropriate, gather illustrations of animals or prepare templates of animal silhouettes.
- If you add a short lesson, you may want to prepare a short presentation.

Expected output:

- Learners practise or discover new vocabulary and potentially improve their spelling competence..
- New vocabulary is better memorised through the accompanying gaming activity.
- Participants learn more about the history of the two languages and loanwords in the heritage language.
- Improved concentration, persistence and communicative competence.



Adaptation/Application of the method

- **a group with varied language proficiency**

The workshop can be held in the heritage or the majority language with elements of the former, depending on proficiency levels. If these vary considerably, consider letting participants work in tandems or small groups.

- **other languages**

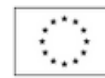
True and false friends exist between many language pairs, such as Arabic and European languages, but there should be a sufficient number of them.

- **bilingual/multilingual options**

The activity can be adapted to multilingual settings, if there exist enough common loanwords. In this case, emphasis should be put on comparing vocabulary across several languages.

- **cultural context**

True and false friends exist in many heritage languages but the borrowing is often language-specific.



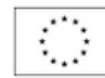
- **other age groups**

For younger children, it is possible to use illustrations instead of printed words, such as those of a cathedral and a house for the word pair 'DOM'. The number of cards should also be reduced in this case. The players are in any case required to have a sufficiently large vocabulary.

- **outdoor version**

The activity can take place outdoors, at a table in a garden or park, under favourable weather conditions.

- **distance-learning option**
- Online In principle, it is possible to create a digital version of the game with simple coding skills (e.g. JavaScript). It is possible that such versions are already available and offered as part of online language courses.
- However, playing the game online leads to a loss of interaction between players and is therefore of less pedagogical value.



- **challenges**
- Participants with low proficiency levels in the heritage language may have to work with a much reduced vocabulary but can have recourse to a dictionary to identify relevant words and phrases.
- To avoid difficulties less advanced learners in a group with different language proficiency levels, pair them with more proficient heritage speakers and favour peer learning.
- **options for parents**
- Parents who are native speakers of the heritage language can easily organise this activity for their child or children and assume the role of the arbiter, if they have a sufficient command of the heritage language and are able to provide short explanations with or without any prior preparation.
- In contrast to a conventional memory game, it is essential that a linguistically competent person be present during the game.

Tags:

reading, spelling, writing, speaking, pronunciation, listening, vocabulary, syntax, creativity, artistic skills, organisation, orientation, non-verbal expression, cultural skills, self-confidence, intergenerational, science-related, body movements, drawing, painting, singing, theatre, collage, 1 kid activity, 2 and + kids activity

Lesen, Rechtschreibung, Schreiben, Sprechen, Aussprache, Zuhören, Wortschatz, Syntax, Kreativität, künstlerische Fähigkeiten, Organisation, Orientierung, nonverbaler Ausdruck, kulturelle, interkulturelle, digitale Fähigkeiten, Selbstvertrauen, generationsübergreifend, wissenschaftsbezogen, Körperbewegungen, Malerei, Gesang, Theater, Collage,

lecture, orthographe, écriture, expression orale, prononciation, écoute, vocabulaire, syntaxe, créativité, compétences artistiques, organisation, orientation, expression non verbale, culturelle, interculturelle, numérique, confiance en soi, intergénérationnel, scientifique, gestuelle, peinture, chant, théâtre, collage

czytanie, ortografia, pisanie, mówienie, wymowa, słuchanie, słownictwo, składnia, kreatywność, zdolności artystyczne, organizacja, orientacja, ekspresja niewerbalna, kulturowe, międzykulturowe, umiejętności cyfrowe, pewność siebie, międzypokoleniowe, związane z nauką, ruchy ciała, malarstwo, śpiew, teatr, kolaż,

citire, ortografie, scris, vorbire, pronunție, ascultare, vocabular, sintaxă, creativitate, abilități artistice, organizare, orientare, exprimare non-verbală, culturale, interculturale, abilități digitale, încredere în sine, intergeneraționale, legate de știință, mișcări ale corpului, pictură, cânt, teatru, colaj, olvasás, helyesírás, írás, beszéd, kiejtés, hallgatás, szókincs, szintaxis, kreativitás, művészi készségek, szervezés, tájékozódás, non-verbális kifejezés, kulturális, interkulturális, digitális készségek, önbizalom, generációk közötti, tudományhoz kapcsolódó, testmozgások, festészet, éneklés, színház, kollázs,

القراءة، التهجئة، الكتابة، التحدث، النطق، الاستماع، المفردات، بناء الجملة، الإبداع، المهارات الفنية، التنظيم، التوجيه، التعبير غير اللفظي، الثقافية، بين الثقافات، المهارات الرقمية، الثقة بالنفس، بين الأجيال، المتعلقة بالعلم، حركات الجسم، الرسم، الغناء، المسرح، الكولاج،

читання, правопис, письмо, говоріння, вимова, аудіювання, словниковий запас, синтаксис, креативність, художні навички, організація, орієнтація, невербальне вираження, культурні, міжкультурні, цифрові навички, впевненість у собі, між поколіннями, пов'язані з наукою, рухи, тіла, живопис, спів, театр, колаж

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