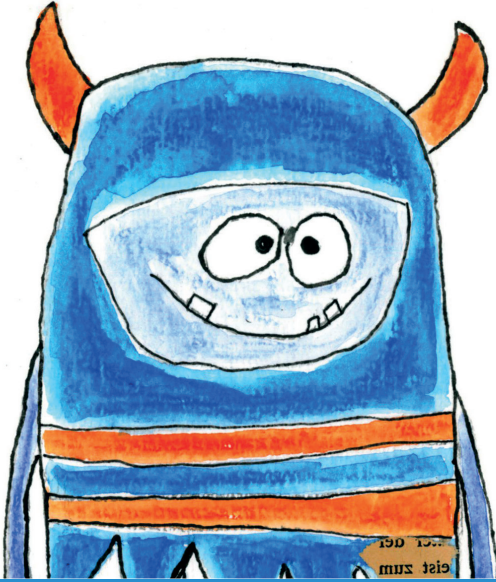


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Group production by: Berlin Cosmopolitan School Kindergarten & Preschool (Berlin),
ICEC (Helsinki), Universidad Camilo José Cela (Madrid), Pikler-Ház (Budapest)

Colourful Friends

INTRODUCTION

The project team members work daily in multicultural surroundings and have developed this material to help educators educate children in a multilingual setting. This material was created with the idea that colours and images help children with their pre-literacy and social emotional skills. By using these concepts, children (ages three to seven) become familiar with a new language and it can assist the process of learning another language in a fun and friendly way. If the same sentence is written in English or the language the child is learning as well as in the language known from home, and these are read and introduced to the child before they enter the classroom, they will already feel a little more comfortable with the new culture and language they are about to be immersed in.

The focus of this material is:

- Welcoming children to kindergarten
- Easy and hands on experience of metalinguistic thinking
- Providing tools and skills to develop and talk about metalinguistic development

This material can be used by educators and parents (recommended to introduce to the child before joining a bilingual or international kindergarten) and will promote best practice and positive pedagogy in working with young children.

1. Auflage

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English-Finnish kindergarten, reflective practice and kindergarten to mirror and evaluate

Zsuzsanna Libertiny, Lilla Márkus, Nóra Máté-Féniász, Szidénia Baraksó

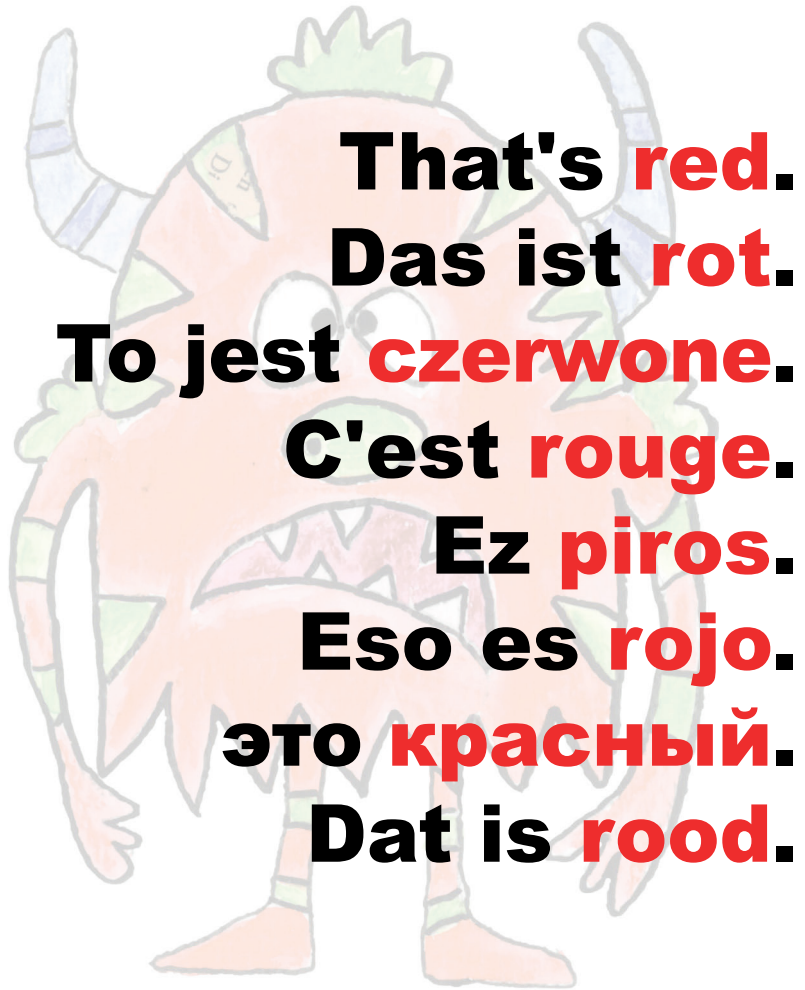
Former infants' home with large knowledge base accumulated during 60+ years of caring for infants and toddlers in an institutional setting

Angeles Bueno Villaverde, Pilar Ester Mariñoso, Isabel Morales Jareño, Jessica Moreno Pizarro

Long-standing experts in multilingualism and language acquisition







That's red.

Das ist rot.

To jest czerwone.

C'est rouge.

Ez piros.

Eso es rojo.

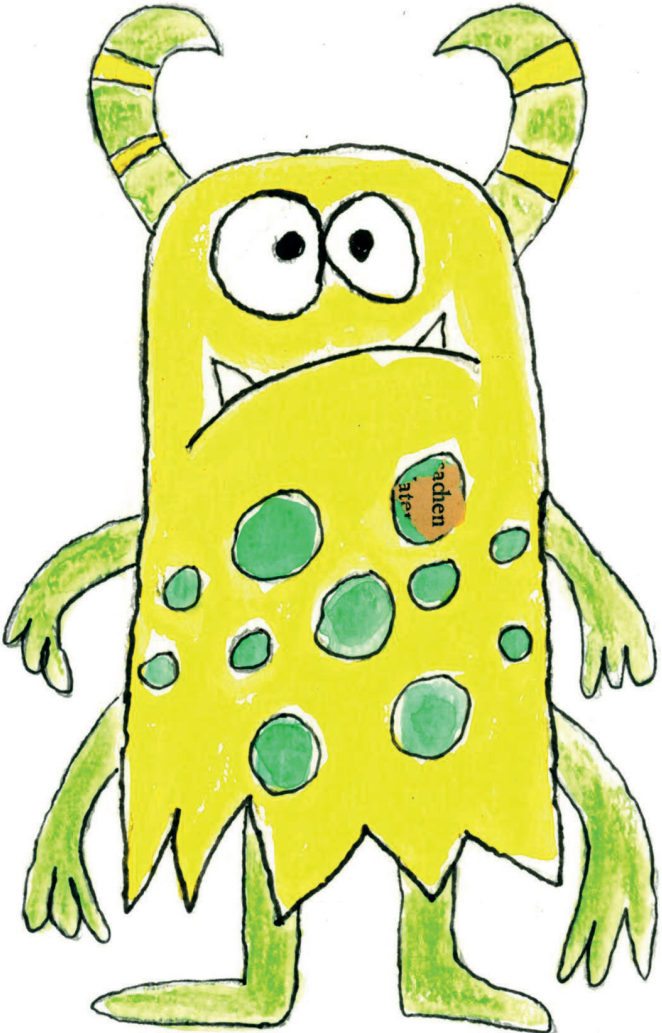
это красный.

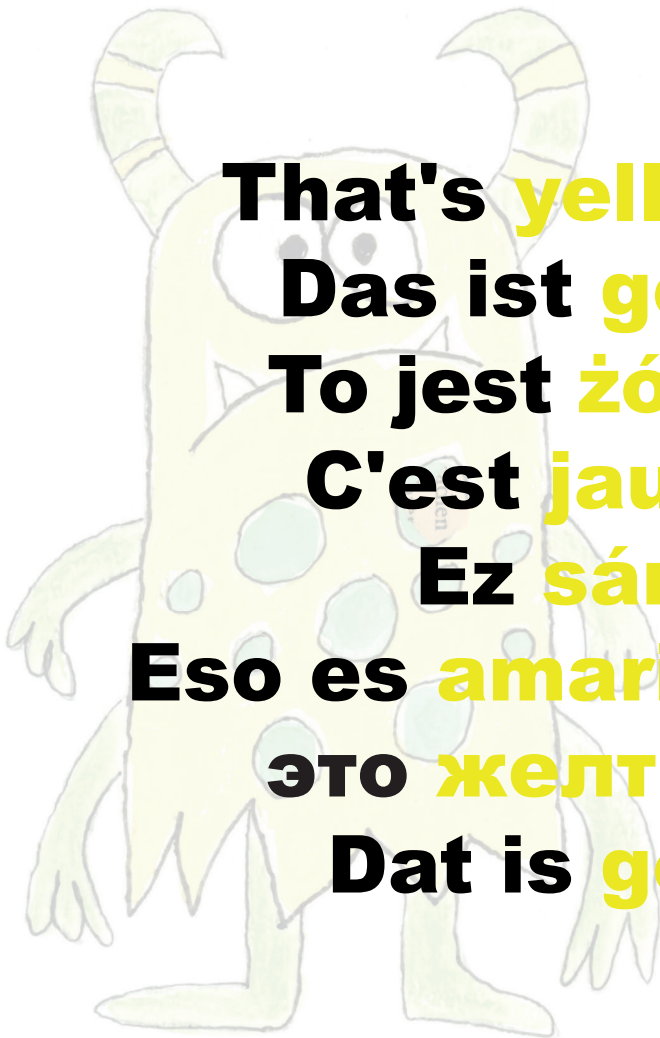
Dat is rood.





That's orange.
Das ist orange.
To jest pomarańczowe.
C'est orange.
Ez narancssárga.
Eso es naranja.
это оранжевый.
Dat is oranje.





That's yellow.

Das ist gelb.

To jest żółte.

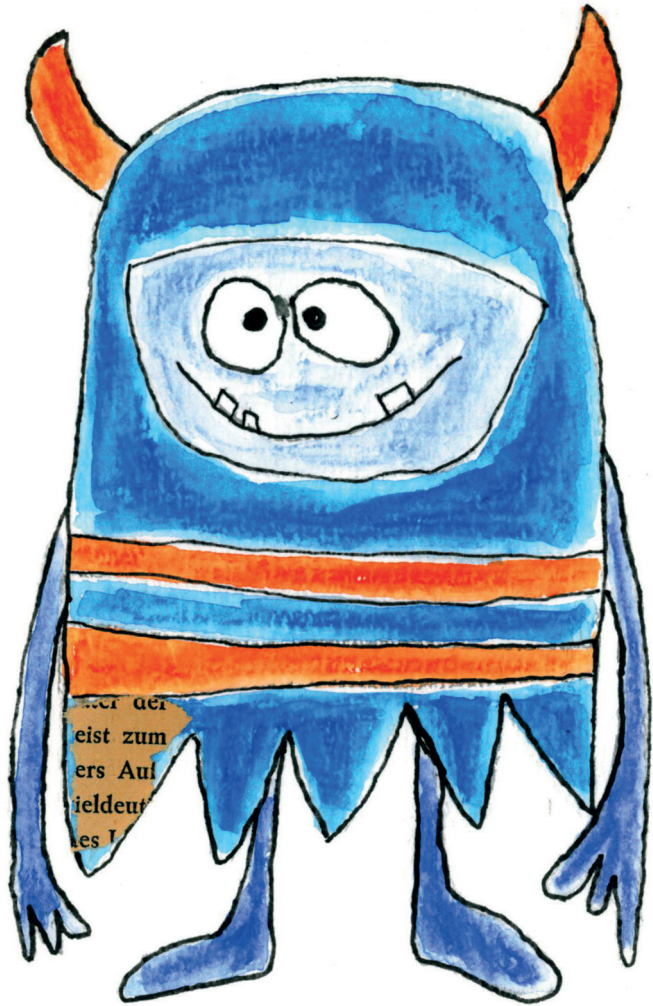
C'est jaune.

Ez sárga.

Eso es amarillo.

это желтый.

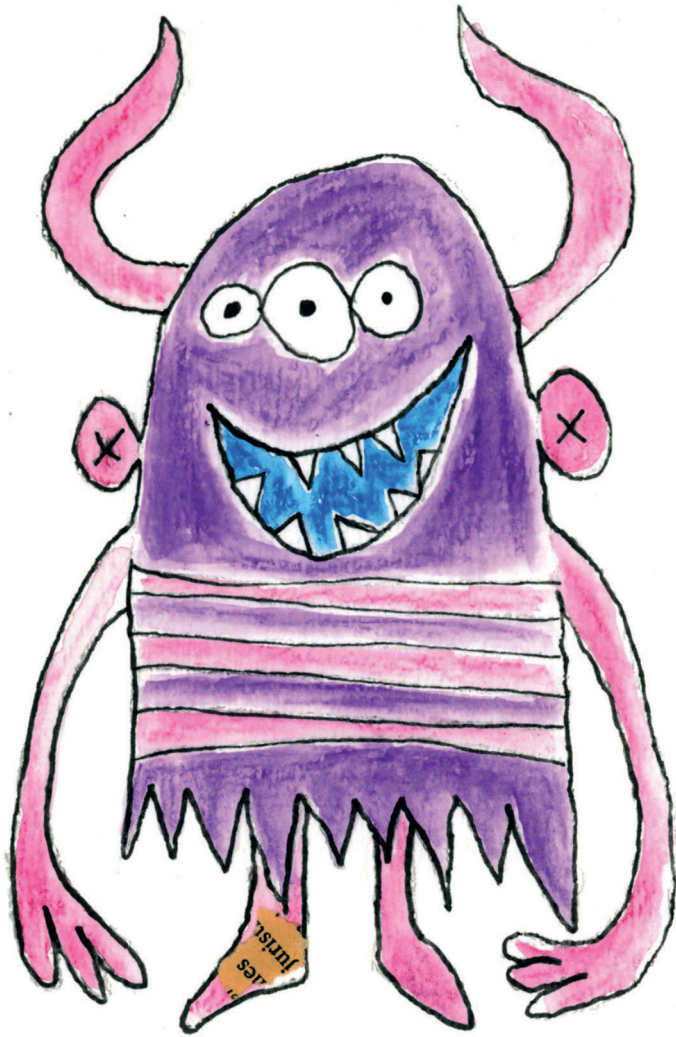
Dat is geel.



...er der
...eist zum
...ers Auf
...ieldeut
...es I



That's blue.
Das ist blau.
To jest niebieskie.
C'est bleu.
Ez kék.
Eso es azul.
това е синий.
Dat is blauw.





That's purple.
Das ist lila.
To jest fioletowe.
C'est violet.
Ez lila.
Eso es morado.
това е фиолетовый.
Dat is paars.





That's green.

Das ist grün.

To jest zielone.

C'est vert.

Ez zöld.

Eso es verde.

това е зелений.

Dat is groen.

METALINGUISTIC ABILITY IN BILINGUAL CHILDREN

Metalinguistic awareness is the ability to attend to and reflect upon the properties of language. As Deena C. Friesen and Ellen Bialystock assert: “Although bilingual children tend to obtain lower scores than their monolingual peers on tests of formal language ability, they exhibit a processing advantage on non-verbal executive control (EC) tasks. This advantage may be attributable to EC practice that bilinguals routinely receive from the constant need to manage attention to two jointly activated languages. Metalinguistic tasks, unlike linguistic tasks, require children to access both their language knowledge (i.e., representations) and recruit EC ability; that is, metalinguistic tasks require children to use attentional processes to operate on linguistic forms. Results indicate that bilinguals’ superior EC ability allows them to compensate for weaker linguistic knowledge in metalinguistic tasks where greater recruitment of control processes is required” (Friesen & Bialystock, 2014). Research findings indicate that bilingual children have greater metalinguistic awareness than monolingual children (Bialystok, 1986; Bialystok & Barac, 2012).

The majority of studies on metalinguistic development in bilingual children have typically focused on one area of development (e.g., word structures or grammatical structures) and have not examined the early development of metalinguistic awareness. Bialystok (1986) characterized metalinguistic awareness as involving two language-processing skills: (a) “the analysis of linguistic knowledge into structured categories” and (b) “the control of attentional procedures to select and process specific linguistic information.”

SOURCES:

Bialystok, E., & Barac, R. (2012). Emerging bilingualism: Dissociating advantages for metalinguistic awareness and executive control. *Cognition*, 122(1), 67-73.

Bialystok, E. (1986). Factors in the growth of linguistic awareness. *Child Development*, 57(2), 498-510.

C. Friesen, D., & Bialystok, E. (2014, April 27). Metalinguistic Ability in Bilingual Children: The Role of Executive Control. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4000604/>

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Berlin Cosmopolitan School Kindergarten & Preschool (Berlin), ICEC (Helsinki),
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□ Berlin Cosmopolitan Content representing the group of authors from Berlin Cosmopolitan School Kindergarten & Preschool (Berlin), ICEC (Helsinki), Universidad Camilo Jose Cela (Madrid), Pikler-Haz (Budapest)

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Children need healthy environments in which to grow, develop, play and learn. Their environments are complex and ever-changing.

The adult can be a role model, providing children with appropriate, healthy options and behaviour in all aspects of life.

This way, educators and families are helping children develop into confident, independent people who have a strong sense of self-efficacy, empathy and are internationally minded.

