

Language Voices in Europe

Handbook for
language cafe organizers

Index

1. How to start a language cafe **3**
2. How to find venues for language cafes **9**
3. How to find tutors **13**
4. Marketing language cafes **18**
5. Funding options **25**
6. Best practice examples for language cafes **38**
7. Language learning materials **47**
8. Icebreakers and team building games **51**
9. Links **70**
9. Material examples **76**

1. How to start a language cafe

As there is a growing number of migrants in Europe, and the majority struggle with limited financial resources and social and employment opportunities, Language Voices project is an Erasmus+-funded project running from 2017 to 2019 and it aims to improve and facilitate the access of migrants to second language studies as well as social connections through participation in Language Voices language cafés, which are informal meetings based on voluntariness but also systematically organised. At the same time that they are gaining access to social, informal environments of the resident country, they will be integrating a community of learners and tutors, which is often a key success factor in establishing a quality life in a new country.

Adding to this experience, and in order to provide a rich, multicultural and contemporary experience, this project will provide:

- a preparatory training, handbook and teaching materials similar to the equivalent of a “free franchise handbook” so that the multilingual Language Voices concept can easily and successfully be replicated with minimum effort throughout the EU or anywhere else in the world
- a comprehensive material bank with language learning and cultural material and resources and a possibility for online communication and language exchange
- mobile application to find language exchange events available in the partner countries
- a Language Voices association registered in Finland that will maintain the website and the activities after the project is finished.

This handbook will provide guidelines and tips for the preparations and running of language cafes to anyone who wants to establish one, based on

1. HOW TO START A LANGUAGE CAFE

the experiences of the project partners and the best practice examples they have collected.

Language Voices language cafes

The project partners conducted surveys among language learners in all the partner countries as to the reasons for learning foreign languages and the best methods, tools and materials to support language learning. We have collected the answers here as background into the needs of the language learners attending language cafes.

1. Reasons for practicing foreign languages

In the surveys, some of the main reasons why people attend language cafes were listed as:

- needing a particular language for their job or family reasons
- better and faster integration into the culture by learning the local language, socializing and making friends
- not having enough daily opportunities to practice speaking

Comments:

"Being able to interact more with the local environment or understand the international environment better" (The Netherlands)

"Because I am an English teacher and I think that language needs a lot of practice and it is a complex and active process which never ends" (Spain)



- a free way to practice a language
- makes travel more fun
- an additional opportunity to practice homework as well as accents and intonation
- international volunteering
- foreign language students from the local community have the possibility to speak with native speakpermitsters of exotic languages.
- entrepreneurship and career opportunities
- learning a second language improves primary language

2. The best ways to learn languages

The best ways to learn a language listed in the surveys of all partner countries were

- practicing speaking, especially with native speakers, conversations or real-life situations. This was mentioned as the best way by the majority of all respondents in all partner countries.
- playing games and using mobile apps
- listening to music, podcasts, watching TV series, films, the news, YouTube videos
- reading simple texts and real-life material, e.g. articles on websites/ newspapers, reading books, reading dictionaries, comic strips
- material for exercise: discussion cards, materials, grammar worksheets, online exercises, study books
- writing, e.g. keeping a diary



Useful tips:

For beginners, using pictures is seen as a very useful way of learning. Respondents said that discussion cards and game materials engaging them to participate and discuss is beneficial.

Watching movies, TV and other programmes with English subtitles and using language based applications are also considered as a useful by most respondents. Using mobile apps with audio quizzes and online exercises were mentioned. Vocabulary lists were mentioned as important tools.

A small part of the respondents mentioned language courses or text books, and different kinds of exercises were mentioned fairly often.

Watching movies in the target language was suggested as useful - you can either learn with subtitles in your own language to practice comprehension and watch movies with subtitles in the target language, to start recognising the written language.

Using mobile apps with audio quizzes and online exercises were mentioned. Also vocabulary lists and games were mentioned as main tools.

Another suggestion was to learn a new word each day by using an on-line dictionary service such as [Merriam-Webster](#) or [WordThink](#) or download an app to your phone, such as [Word of the Day](#).

Comments:

"My favourite methods have always been talking with a native and being corrected." (Finland)

"Talking with friends, through TV and try to speak to my friends and other people, by attending language cafes, watching TV and movies, speaking to my wife" (Finland)

"For learning grammar: deducing rules logically from exercises rather than learning the rules from a grammar book directly" (Belgium)

"TV shows in original language, speaking with American friends, travelling in English speaking countries". (Italy)

"I think the best way is speaking with someone whose native language is English" (Turkey)



1. HOW TO START A LANGUAGE CAFE

3. Tools for language learning:

The partners of the project have collected different kinds of language resources (websites and webapps) from their countries and created a LiveBinder for the project.

[The online resources can be found in this LiveBinder created within the project.](#)



videos



podcasts



websites



Mobile apps

Partners from 6 countries tested language learning applications in the project Moving Languages and created a comprehensive comparative report with over 100 language learning applications. In the report you will find both paid and free applications. You can download the report [here](#).

Comments:

"Being able to interact more with the local environment or understand the international environment better" (the Netherlands)

"Because I am an English teacher and I think that language needs a lot of practice and it is a complex and active process which never ends" (Spain)



2. How to find event venues

The language cafe can take place in a public or private venue, either a cafe, restaurant, bar, a library or other public building with suitable spaces.

Which businesses or public venues to contact?

- Bars
- Cafes
- Libraries
- Prisons
- Refugee centres
- Cultural centres
- Recommendations from personal and business networks
- Centrally located venues near public transport
- Schools and universities, campuses

What problems can present themselves?

- The venue requires a payment for using their premises.
- People do not buy enough drinks (according to the owner) if the venue is booked in a bar.
- Venue complains about noise.
- Venues are closed on public holidays or for renovation.
- Permits, insurance as it will be seen as a event that is being hosted (like a festival, concert etc)
- Unrealistic expectations from participants
- Venue is too busy (not enough table space)
- Café owners sometimes are afraid that the participants can disturb the other clients in the café

HOW TO FIND VENUES

Examples of finding venues in the partner countries/cities:

Helsinki, Finland

In Helsinki, the language cafe was organised in a large cafe/bar called Cafe Mascot for over 6 years every Monday. The venue is large with many tables and it was not too busy on Monday nights, so they welcomed the business. The venue is also a little bit outside Helsinki centre, but still easy to reach by metro, and therefore the prices are not as high as in the city centre and people buy more drinks/snacks.

Riga, Latvia

In a Nordplus project Nordic-Baltic Cafe Lingua NBCL, coordinated by Finland, the Latvian partner in Riga, a language and culture school, started organising the language cafe in the cafe of the National Library of Riga. The venue is large, quiet and nice and quite close to central Riga. It is also usually not very busy, so it was a very good choice for a language cafe. The partner from Riga has been organising the language cafe there for two years now.

Bursa, Turkey

Language cafe Bursa is located very close to university and the places where students mostly stay. Up to now, verbal and social media channels have been used to advertise and spread the word of language cafe Bursa. The venue can be found easily by participants. On Mondays, the cafe does not have a lot of customers, and therefore the owner of the cafe preferred that the event takes place on Mondays. Our event helps to market his business and spread the word. Sanat Mahal itself is very popular with its activities. People follow their events regularly through social media. This is the reason why we first intended to organize our event in Sanat Mahal cafe. We have different sessions such as short films, traditional nights and game week.

Albuñol, Spain

The language café in Albuñol has meetings on Tuesday morning at 12 o'clock and the average number of participant is 10-15 people. We also arrange language cafes in other locations: Rábita, Albondón, Murtas (in these with an irregularly based on the needs of our students) and in Castell de Ferro on Thursday afternoons every fortnight.

We have volunteers from our Centre: Ceper Cehel and from the Permanent Education sections of Sorvilán - Mamola, Murtas and Gualchos - Castell de Ferro, so teachers in the centre and its sections usually participate in the different languages mentioned. In most cases the participants have been from European countries so we have raised the possibility of holding some language cafe events in the afternoon to give immigrants in our area the possibility to participate.

The meeting place in Albuñol is Casa Pepe and in the rest of the sections it varies depending on our possibilities. In some cases it is even done internally in some of our classrooms. In this way, we do not have the need to pay rent and the coffee or cakes are paid for by our project.

Brussels, Belgium

Belgium introduced a loyalty card for free coffee after 10 visits to the cafe lingua. The introduction of the card was agreed beforehand with the Cafe where the project is implemented. This incentive had a positive response as it facilitated the continuity of participation.

Kristianstad, Sweden

The language cafe in Kristianstad have meetings every Tuesday in the afternoon and the average number of participants is 10-15 people. We have volunteers from the senior University (Chripu) and sometimes teachers from the SFI (Swedish for migrants) that are helping and facilitate the cafe. The meeting venue is the Folkuniversitetets premises so we don't need to pay any rent and the coffee/cakes are offered by Folkuniversitet and the LV project.

HOW TO FIND VENUES

Maastricht, the Netherlands

In the Netherlands, we have been able to establish a soft introduction of the language cafe in 3 of our Penitentiary Institutions all located in the South of Holland in the Province of Limburg. The idea was to integrate a language learning possibility in the activity list that is offered to the detainees. The national organisation Bonjo, who is in charge of this activity offering, has agreed that we can present our material during informal coffee moments inside the PI.

As for the regular Language Cafe in Maastricht, we have seen that there is a huge response online of interest in the meetings. We have meetings twice a month on Tuesday. Regular visitors include approximately 12-15 people who have established a continuous presence, and they are bringing in people from their network where we now have meetings of as much as 25 people at times. The venue has been very successful in being a wonderful host as they have welcomed all attendees.

Sorrento, Italy

In the beginning of 2018 talks started with some bars and pubs in Sorrento to check their willingness to host the language cafés, but given the experience of Sant'Anna in teaching languages, the best solution was seen as organising the meetings at the institute. In fact, the institution is located in the centre of the town, easily accessible by walking and with a parking lot. The room we use for the meetings is large and equipped with air conditioning and smartboard.



3. How to find tutors

There are many ways and many kinds of people who could be tutors. Tutors are needed for different languages, mainly the main languages people wish to learn at the language cafe. Tutors could be university students, language teachers or teacher students who wish to get practice, elderly people with good skills and spare time, or any other native speakers of different languages who have immigrated and wish to share their knowledge in exchange for practising the language of their new home country.

Training tutors

Tutors do not need to be trained teachers, but the selected tutors should be open-minded, sociable and energetic and speak the language on a native level. It is not most important for the tutor to know the rules and grammar, but to be able to answer questions and explain origins and also cultural meanings of words and phrases. For grammar questions, it is good for the tutor to have a grammar book handy.

The tutors do not need extensive training, as the requirements depend a lot on the participants, and the best way to learn is to try tutoring in practice. You can provide them with material in advance and give some tips on different ways of using the material, games, etc.

As the cafe visitors change quite often, tutoring at the events differs from typical language courses and trainings that usually have a specific study program. It might be challenging for a tutor to repeat the same activities at each event, thus it is essential to provide them additional hand-out materials and tips (eg on team building games and activities etc).

Tutor training in Belgium

Welcome Home International has begun a tutor training session for one hour before the Café Lingua commences. During this time, we train new

HOW TO FIND TUTORS

volunteers who are sent to us by Serve the City: A government supported organisation in Brussels which specializes in volunteer sharing with other community based organisations. These volunteers may or may not have worked with us in the past, so we spend one hour going over the material, icebreakers and games suggested and created for the topic of the day. We also invite some of our more experienced tutors to give presentations of their styles of teaching and how they overcome some of the problems that may occur such as, extremely different levels of competency amongst the attendees or what to do for those that don't wish to study the topic of the day. After the tutor training there is a half an hour break to set up the Café Lingua tables, enjoy a nice cup of coffee and a chat with fellow tutors.

Examples of where to find tutors in the partner countries/cities

- Students of languages or teacher studies at universities and universities of applied sciences
- Interns who are having their internships as foreign students
- University and city language centres
- Senior Universities
- English teachers to get more practice in speaking
- Migrant organisations and associations
- Friendship societies and other international associations
- Seniors/retirees, contact senior homes and associations working with seniors
- Your own network of native and foreign nationals in your city
- Volunteers that are working with migrants today
- Organisers and participants in thematic cafes
- Volunteers
- Facebook job post
- Word of mouth
- Refugee centres



Language Voices in Europe
2017-1-FI01-KA204-034714
Tutor Subcontract



Subcontract for a Language Café Tutor

(NAME) agrees to serve as tutor for (LANGUAGE) in the (NAME OF LANGUAGE CAFÉ/EVENT) (ADDRESS) that takes place every (DAY OF THE WEEK/ OTHER TIME PERIOD) between (TIME).

(NAME)'s tasks shall include

- guiding the participants with practicing (LANGUAGE) with discussions and different games, exercises and material
- when needed, dividing the participants into smaller groups according to level (beginners, intermediate, advanced)
- Planning and creating material suitable for the participants (discussion, debate and picture cards) (THIS CAN BE DONE ALSO TOGETHER WITH THE ORGANISER)
- Providing regular reports to the organiser about the language cafes (progress, number of participants, needed material etc.)

The payment for (NAME) shall be EUR XX per hour and the working time X hours per week.

Representative of coordinating institution

Tutor

Name Surname

Name Surname

Company

Time and place

Time and place

ADD STAMP

ADD SIGNATURE

Welcome Home International
Café Lingua

Attendance Certificate



Congratulations _____ for
attending 10 Café Lingua events.

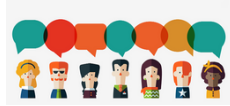
Boentje
CAFÉ
ZERO WASTE • LOCAL

WELCOME HOME
INTERNATIONAL
One world one people

Language
voices
in Europe

Language Voices - Café Lingua

Loyalty Card



Après 10 boissons consommées lors de 10 Cafés Lingua, recevez une boisson gratuite.

Na 10 drankjes bij 10 sessies van Café Lingua trakteren wij jou op één drankje.

After 10 drinks at 10 Café Lingua sessions, receive one drink free.

ستحصل على مشروب Café Lingua عند شراءك ١٠ مشروبات في واحد اضافي مجاناً

پس از ۱۰ نوشیدنی در جلسات کافه لینگوا، یک نوشیدنی گرم دریافت کنید

4. Marketing language cafes

The best ways to market your language cafe.

What is the best way to reach people in your area and get them interested?

Social media and online marketing, sometimes also flyers, emails, paid ads on Facebook as well as personal connections, are good ways of marketing the cafes.

In the following, we present experiences and good practices from partners and other event organisers on the best ways to market the cafe and tips for marketing in the partner countries/cities.

Instructions and examples for setting up Facebook groups/pages



Setting up a Facebook group:

Set up a Facebook group for the cafe as soon as you have decided on the time and location (and even before). A Facebook group is preferable to a Facebook page, as a group is interactive and people can post themselves to look for language exchange partners or whether speakers of a certain language are coming to the meeting, etc. It is a good idea to

moderate the group to avoid spam posts, especially as the group grows bigger.

The most important thing is to create an event every time for the language cafe and post it in the group. Also post systematically about

any changes, so that people learn to rely on the information posted on the group. The group is also a good place to post about other international or language-related events in the city, and to ask for advice and communicate on other issues related to language exchange. Make sure that the discussions are relevant, however.

Another way to keep participants or potential participants informed is to collect e-mail addresses at the event and create a mailing list and mail the event info and any changes each week. This is a less personal and less interactive way of communicating, however, and should be used merely for information.

- LinkedIn groups
- Twitter
- Website
- Flyers / brochures / posters
- Instagram
- Forums
- Facebook groups
- Blogs
- Mailing
- Posting the event on other websites or social meetup sites like www.meetup.com, www.couchsurfing.com, www.internations.org
- Vimeo
- YouTube
- Epale

Dissemination & marketing methods for language cafes

How the language cafes have been marketed by the Language Voices partners:

Finland:

- [Facebook group Cafe Lingua in Helsinki](#) (now a large community of 9000+ members) where weekly events and other related events are posted
- Through international organisations in Helsinki and cultural centres
- Jolly Dragon is a co-organiser for Cafe Lingua in Helsinki, with whom LFI has cooperated with for 10+ years. They are an international organisation that organises activities and events (cultural, sports and social) for both Finns and international people living in Helsinki.
- Learning for Integration ry and its social partners' websites
- Numerous social media posts, mailing lists of different organisations as well as articles in Finnish and Swedish newspapers and even TV news (YLE)
- Read here the article [Kuppi kahvia ja tunti kiinaa, kiitos!](#) (A cup of coffee and an hour of Chinese, please!) which was featured in the biggest newspaper in Finland, Helsingin Sanomat.

Turkey:

- Created [a Facebook group for the language cafe Bursa](#) and posting events, polls, language related articles and information in the group, as well as interacting with the members. The group has about 230 members one year into the project.

- Published on [Couchsurfing](#) that they are organising a language cafe and got more than 20 participants to attend their language cafe.
- Published information about the language cafe on the Couchsurfing blog.
- Contacting & building up a network with other language course providers, schools and universities.
- Finding local NGOs and emailing through their common group.
- Using Powtoon to get more attention. These Doodle sketch videos are an attractive way of disseminating information.

Sweden:

- [Facebook group](#) for the language cafe has been set up, with news about the cafe
- Through Folkuniversitetet's intranet
- Flyer and poster was printed and handed out
- Information meetings with SFI learners and teachers
- Information meetings at migrants associations
- Information and flyers at local events.
- Through social media such as Facebook and LinkedIn
- Through the Language day
- Emails
- Face to face meetings

MARKETING LANGUAGE CAFES

The Netherlands:

- Language Café Maastricht has been marketed both online and offline.
- A [Facebook-group](#) has been set up and is used to announce the latest details on the café.
- The coordinator advertised the event on the [Internations](#) platform, thus drawing the international community.
- Flyers were printed and distributed in bars, cafés, the university, [Holland Expat Centre South](#) and [public library Centre Céramique](#).
- The [Maastricht University Language Centre](#) was approached about the project and stimulated to distribute flyers and details among their student population. The communication officer offered to to advertise the café in their monthly newsletter whenever we have (new) details to announce.
- The [Holland Expat Centre South](#) was approached to advertise the café on their events calendar.
- As soon as the café is up and running after summer or holiday breaks, it is important to approach all the above again and push the advertising of the café through their channels.

Belgium:

- Loyalty card, Facebook postings showing also photos from the previous meeting
- [Facebook group](#)
- Sharing the events on different Facebook pages

- Couch surfing
- Posters in Universities and Libraries
- Website
- Twitter
- YouTube with explanation videos
- Newsletter
- Blog
- Speaking at events
- Letterbox drops with flyers in the local areas surrounding our location
- Loyalty card (after 10 drinks at our Cafe Lingua get one free)

Italy:

- On Sant'Anna website and LinkedIn page
- A [Facebook group](#) where weekly events and other related events are posted
- Through Sant'Anna contacts in Sorrento area (language teachers, high schools, local NGOs, Info-points for students...)
- Through Sant'Anna contacts in Europe and US (Italian language Departments at many Universities)
- Articles on local magazines (like [Sorrentum](#))

MARKETING LANGUAGE CAFES

Spain:

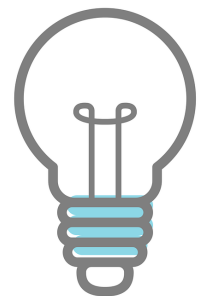
- Created a Facebook group for the language café [Language Voices Café Albuñol](#)
- We have raised information about our meetings, materials, surveys and articles related to teaching languages, and therefore we have interacted actively with our stakeholders. More than 70 people have given their likes to the Language Cafe in Albuñol
- In the same way we have published news related to Language Cafe in Albuñol in Facebook, blog and on the website of the centre.
- We have also created a network with other centres of Permanent Education to extend our idea to other Adults' Centres.

5. Funding options

Advice on getting funding in partner countries/cities for running languages cafes or its different aspects - tutors, preparing materials, coordinating the cafes.

TIPS:

- Funding can come from different sources: cultural foundations, migrant organisations/funds, government grants for education/culture/multiculturality etc.
- Foundations or organisations that might fund language cafes are those focused on integration of migrants, advancing adult language learning, informal education, cultural events etc.
- It is worth being in contact with local actors, such as immigrant organisations or multicultural organisations, who might wish to cooperate or can give advice on where to get funding for such activities
- It is worth contacting government officials to get advice on which government departments deal with such funding
- You can also look for sponsors who might be interested in being involved in organising the language cafe or funding it in order to get publicity (educational institutions, private language schools, venues, international organisations)



FUNDING OPTIONS

Where to look for funding in the Language Voices partner countries:

Finland:

In Finland you have many choices where to apply for funding for different types of projects. One website that is updated on regular basis and covers different funding opportunities in Finland (and Sweden) arranged according to the application's submission date is found on [Fyrk](#) website. This site is updated by Luckan, the Finland-Swedish Information and Cultural Centre in Helsinki

[Kone Foundation](#) (Koneen säätiö) supports bold initiatives in research and the arts. Grants can be awarded for academic research, the arts, and for projects which combine scholarly and artistic approaches – also cultural projects.

State grants allocated by [the Finnish National Agency for Education](#):

- Grants for education from the [Finnish National Agency for Education](#)
- [Grants for organisations and associations](#) - The state grants are aimed to support organisations that see to the cooperation between home and school, support school free time activities and different associations for e.g. exchange student activities and scientific Olympics

- Grants from Ministries:

The Ministry of Culture and Education supports projects related to education, science, culture, sports and youth work with grants. Info in [Finnish](#) and in [English](#).

- General grants
- Specific grants



[Ministry of Social Affairs and Health](#) - Grants for charitable and other organisations and associations, youth work, multicultural activity. E.g. some multicultural organisations have grants from the Funding Centre for Social Welfare and Health Organisations (STEA), which manages the funding granted for projects which are non-profit by nature and promote health and wellbeing, from the gaming revenue of Veikkaus Oy.

- Cultural Centres

[Arts Promotion Centre Finland](#) (Taiteenedistämiskeskus) provides grants for promoting arts through projects and activities as well as promoting multiculturalism and anti-racist activity

- [Finnish Cultural Foundation](#) - the Finnish Cultural Foundation is a private foundation dedicated to promoting art, science, and other fields of intellectual and cultural endeavor in Finland. The Foundation provides grants from a central fund and 17 regional funds.

- [The Swedish Cultural Foundation](#) - support and strengthen the culture and education of the Swedish-speaking minority in Finland, by supporting education, arts and culture and social cohesion through non-profit organisations. Contributes annually with 36 million € in funding. The online application should be submitted between 1st-30th November each year.

- City Grants

[City of Helsinki grants for Culture](#) allocates a variety of grants for culture, arts and development projects

Sweden:

- Funding can come from different sources: cultural foundations, migrant organisations/funds, government grants for education/culture/multiculturalism, municipalities, the Swedish Church etc.

FUNDING OPTIONS

- Folkuniversitetsföreningen

For language cafe that Folkuniversitetet is responsible for we can apply for funding internal. For start up and developing the language cafe.

- [Allmänna arvsfonden](#)

Exclusion is Sweden's biggest challenge and there are many good ideas for inclusion but money is usually lacking. Through the Allmänna arvsfonden, associations and organizations can apply for funding so good ideas are transformed into reality.

- [Other funds](#)

[Here](#) are links to funds, foundations and agencies, where you as an individual or your association can apply for, grants or support.

- [Stora Fondboken 2019](#)

In this book there are the 1000 best contributions and good advice from 25 years of experience in helping people and organizations to apply for grants for example for:

- Studies and education
- Culture, environment and projects
- Associations and organizations

- [Länsstyrelsen](#)

The purpose of the grant is to counteract passivation during the asylum period, to facilitate contacts with the Swedish labour market and to promote the conditions for a future establishment for those who are granted a residence permit.

The regulation that regulates the contribution also clarifies what type of activities or efforts it can be about, and what direction the business or effort should have. Specifically, the activity or effort should be aimed at:

- promote the target group's knowledge in Swedish,
- promote the target group's knowledge of Swedish society and the Swedish labour market, or health.

- Culture
- Youth
- Sport
- Family
- Health
- Welfare
- Playgrounds
- Education
- Formation
- Urban policy

Belgium:

- [Socius – Steunpunt sociaal-cultureel volwassenenwerk vzw](#)

As a recognised, autonomous and pluralistic support centre, Socius is a partner of both the professional field and of the Flemish government.

They support socio-cultural adult organisations that are recognised by the Flemish Community and submit selected projects for approval of funding to the Department of Culture, Youth and Media.

- [BRIO](#)

FUNDING OPTIONS

BRIO's main objective is to increase knowledge about Brussels and its surrounding municipalities.

A lot of information is currently fragmented or even unknown. By making it more accessible, BRIO helps spread knowledge about the general view on Brussels focusing on the social sciences, i.e. information of a politico-institutional and legal, politico-economic and financial.

This information centre report on language diversity and funding available.

- [Vlaamse Gemeenschapscommissielide VGC](#)

The Flemish Community Commission is the basis and the hub of the Flemish community in the Brussels-Capital Region, and for those who seek its affiliation.

From a Dutch-speaking perspective, the Flemish Community Commission, through its institutional positioning, gives form to competences concerning culture, education, welfare and health.

Grants can be applied for in:

- [Commission communautaire française \(COCOF\)](#)

The French Community Commission (COCOF) takes care of the responsibilities of the French Community in the Brussels-Capital Region. This primarily concerns culture, education, health care and assistance to citizens.

The COCOF takes initiatives in the Brussels-Capital Region with regard to culture, education, well-being and health. It can form and fund institutions or take initiatives itself within the scope of community responsibilities.

- [Fédération Belge des Fondations Philanthropiques](#)



The Belgian Federation of Philanthropic Foundations brings together more than 80 active foundations, of all sizes, in Belgium. As in other countries, Belgian foundations see themselves as catalysts for contemporary philanthropy and innovation. Their main fields of action are art and culture, social welfare, social sciences, health, education, art and culture, heritage, scientific research, citizenship and sustainable development.

Not all the member foundations are relevant to language funding, and I have not managed to investigate many of them yet. However, I plan to put aside a substantial amount of time to look through them all.

- [The King Baudouin Foundation](#)

The Foundation is an actor for change and innovation, serving the public interest and increasing social cohesion in Belgium and Europe. We seek to maximize our impact by strengthening the capacity of organizations and individuals. We also stimulate effective philanthropy by individuals and corporations.

The Foundation's key values are integrity, transparency, pluralism, independence, respect for diversity, and promoting solidarity.

The Foundation's current areas of activity are poverty and social justice, philanthropy, health, civic engagement, developing talents, democracy, European integration, heritage and development cooperation.

Each year the Foundation launches about 100 calls for projects on a very wide range of themes. It is important that your project should meet the selection criteria for a call for projects.

- [National Lottery](#)

Every year, the National Lottery awards numerous grants to social institutions and organisations, thus supporting the realisation of

FUNDING OPTIONS

projects in multiple and diverse fields; the fight against misery through the reception, accompaniment and daily assistance to the poorest, the organisation of training or learning courses promoting social integration and professional reintegration, the realisation of actions solidarity, the improvement of the living conditions of disabled or sick people, the contribution to access to healthcare and education for all.

- [United Fund for Belgium \(asbl/vzw\)](#)

The United Fund for Belgium (asbl/vzw) is a Belgian non-profit organisation. Its mission is to help people in need in Belgium by financing projects of charity associations in Belgium. UFB's focus is solely on social projects (e.g. not cultural events) and it finances projects rather than recurring expenses (such as salaries) in order to maximise its complementarity with public sector subsidies.

UFB supports in particular charity associations involved in child welfare, reduction of poverty, support to handicapped persons and social integration and training.

To fund these projects, UFB collects donations from Belgian and foreign companies established in Belgium and from caring individuals. We seek to support close to 100 different charitable associations every year, financing projects of about €10.000 on average. Our objective is to focus on small to midsize projects that make a difference for the charitable association and the persons they help.

- [Agency for the Interior Board](#)

The Flemish equal opportunities policy aims to combat disadvantage mechanisms, makes them visible and open to discussion, to fight them and to prevent the emergence of new mechanisms.

Equal opportunities are not just a matter for the government. In order to realise the ideal of equal opportunities in Flanders, the input of many people is required. By giving project subsidies, Equal Opportunities in

Flanders encourages organisations to help shape the Flemish equal opportunities policy. This creates space for creativity and fresh ideas.

Italy:

In Italy, the sector where public funds for language training are most frequently applied for and easiest to obtain is the business sector.

These funds come from:

- [European Social Fund](#)

- Italian Government

- Regions

- Inter-professional funds

- Many Boards of Trade

- Non-refundable contributions can cover up to 100% the cost of the courses

- [FAMI](#) is the fund set by the Italian government by which it finances the regions so that they can organize training courses focusing on languages and citizenship education for migrants and refugees (free for them).

The terms and conditions for participation in the call for associations/ NGOs and citizens vary from region to region.

- Another local option is offered by the [Municipality of Sorrento](#) that every year can allocate funds for free language training courses for low-income people. Usually they are courses with a professional profile (e.g., English courses for hotel staff, police, sailors etc or for young people interested in starting these careers)

Spain:

In Spain, you can find subsidy for language cafes across the project accomplishment of innovation or requesting a subsidy from private entities. Examples we can mention:

- [The Council of Education of the Junta of Andalusia](#) gives a new summons destined for the professorship of the public teaching institutions dependent on this Council, for the project development of investigation and educational innovation and the production of education materials and didactic resources of different areas.
- [Caixa Foundation](#) We can take part with a project for social grants in the new call for projects. With their social grants, they support thousands of social and solidary projects related to social incorporation, the fight against infantile poverty, attention to the disabled and the elderly, interculturality and social improvement of education etc.

Turkey:

- Call for Proposals for [Supporting Civil Society Dialogue organisations located in Turkey \(CSD-V\) CFCU](#);

This call is central finance item for the local non-profit organisations which are applying for grants between 60.000 euro and 200.000 Euro. The project covers maximum 90% of the eligible cost so you need to have co-financing for 10 % of the total amount

Only organisations which are running locally are submitting their proposals according to priorities of the call.



- Specific Objective to increase bilateral exchanges and cooperation between Civil Society Organisations (CSOs) in Turkey and the EU at local, regional and national levels. Therefore co-applicants or affiliated partners from the EU can be part of this proposal.

- [Municipality of Bursa](#)

Municipalities might find this idea useful and if you present your concept well they might support you financially or help you spread the word.

- [Sabancı Foundation Funds](#)

- Residing in Turkey

Proposal should be developed by associations, foundations, cooperatives and universities. Minimum 50.000 TL and maximum 200.000 TL grant per project.

The main activities of the projects in the field of education within the borders of Turkey and will be able to apply for up to 12 months.

FUNDING OPTIONS

- [HOPES funds](#)

HOPES provides funding for innovative short-term education projects implemented by local and regional educational institutions. The objective of the call for proposals is to increase the number of refugees of post-secondary age from Syria and young people from host communities enrolled in higher education programmes and training courses including innovative further education options and language courses.

It intends to promote refugee education through better access to online resources, innovative courses and educational support. Local organizations can request funds for their actions ranging from €6,000 to €60,000 for a maximum duration of 12 months.

The Netherlands:

- [VSB Fonds](#) is a national fund that has a vast history in funding projects from organisations that connect and bring people together.

Everyone who actively invites others to participate in projects that provide new connections between different people with different lives or that provide personal growth and access to new opportunities and more opportunities. So that everyone gets his or her place in The Dutch diverse society can submit for funding.

- [De Tel Mee Met Taal-subsidy](#) makes investing in language easier to finance and lays a solid foundation for realizing your plans.

Tel Mee Met Taal is an initiative of the national government. This platform aims to reduce low literacy by connecting stakeholders at local and regional level. Local organizations can apply for their participants and companies/employers can apply for their employees.

- The [Oranje Fonds](#) is the largest national fund in the social field. They are there for everyone who wants to contribute to the social connection in the Netherlands and in the Caribbean part of the Kingdom. A lot of projects in which Dutch language learning and direct contact with others is established can also be eligible for funding.
- [Fondsenwervingonline](#). This website is set up as a gateway to find funding for projects on various topics.

As for language learning and training you can find many organizations and funds that can fund/ financially assist projects that have as an objective or include/use Dutch language learning to reach their goal.

This could vary from employment, education, integration or simply preserving and promoting the Dutch language as our national and cultural heritage.

- [Ministry of Social affairs and Employment](#)

Dutch Government supports projects that are aimed at learning the Dutch Language. However, in the past years this has been centralized and privatized for the majority of people. Learning Dutch is mandatory for migrants outside the EU. Most of the subsidies or funding are regulated through semi- public institutions or organizations. The non-profit organizations aim to integrate migrants through Dutch Language Learning (with fixed techniques, books and content) offered to them but the immigrant has to pay for this him/herself. The Government provides a loan structure for the migrants for this purpose, but it has to be paid back. Employers can apply for subsidy to use the assigned organizations to provide language courses etc.

6. Best practices from partner countries

Best Practice examples from Finland

Cafe Lingua in Helsinki

The event is organised once per week every Monday evening from approx. 19-22. It has been running regularly for 12+ years, changing from a student event to one where people of all ages and from all backgrounds participate.

Materials include flashcards (picture cards for beginners, discussion and debate cards for more advanced) and different games (name game, Alias, memory game etc.)

The events are open to all and sometimes the large number of Finnish learners, for example, causes a lot of stress for the Finnish tutor as they cannot help everyone at the same time. Participants also tend to have differing levels, and it is not always possible for the tutor to provide everyone with individual guidance.

According to the feedback surveys, all participants experienced the event as useful. Most of the respondents considered getting to practice the language you are studying with native speakers as the best thing about the event. Meeting people and making friends was also considered important.

➔ Find more language cafes in Finland in the links section on page 70

Comments:

"Meeting people, getting to practice a language with native speakers."

"Simply that you get to practice speaking in the language that you are studying. That's basically the only way to learn to speak well. I also like the friendly casual atmosphere."

"It's social and informal. Easy to know people and practice speaking."

Suggestions for improvement:

"Maybe the signs for different languages could be somehow more prominent. And, of course, it would probably be more efficient if there were native speakers/tutors in every table, but I know that's not possible."

Best Practice examples from Sweden

[Language Voices cafe in Kristianstad](#)

Our Language café Kristianstad is located at Folkuniversitetet in Kristianstad, Sweden, and started in December 2017.

We have volunteers from Chripu (Kristianstad's Senior University) and from Rotary in Kristianstad. Volunteers have different backgrounds such as language teachers, nurses, supervisors etc and they are facilitators in the café.

We meet on Tuesdays between 13.30-15.30, we go through what we will discuss and split in to smaller groups with different topics. The material

BEST PRACTICES

we use is from beginner to advanced depending on the participants' language skills.

We use flash cards, memory, pictures and texts to start the conversation. Often the participants want to discuss topics like "How do I search for a job?" and "What should I think of an interview?" They also want to know about unwritten rules in Sweden, and similarities / differences between our cultures and customs.

Around 14-20 people are participating in the Café and we think this number is good, because then we can get 4-5 groups with different subjects and level and everyone has a chance to talk.

We have planned that the language café will continue in the future and have hopes that the number of participants and volunteers will increase. The goal is to expand with several languages. In our language cafes there is good atmosphere and lots of fun, and we always have a good cup of coffee and cake.



Find more language cafes in Sweden in the links section on page 71

Best Practice examples from Belgium

The Belgian Café Lingua was launched in April 2018 at Boentje Zero Waste Café. The location was chosen for its social conscience and the need to be welcoming to both Western and Middle Eastern attendees of the Café Lingua. Initially the sessions were conducted every second week on a Friday evening 17:00-19:00. However, it has now been changed to every Saturday afternoon 15:00-17:00. The languages offered are English, French, Dutch, Arabic and occasionally Turkish and Farsi. The students range from the local community to refugees.

As a spin-off from the Café Lingua we have begun a Women's circle to be held at the same location. This is a women-only language table also including information sharing, to support women in their integration



process. At the same time as the Women's circle, we also have Kid's Corner, which is free childcare in a room upstairs at the café where the children of the women are watched by a volunteer babysitter, who reads stories and provides games in the target languages, French and Dutch. There are many other language tables in Belgium that offer similar activities as our Cafe Lingua.

[Language Voices cafe in Brussels](#)

Thanks to Erasmus funding we are creating Language Voices Café every other Friday at Boenjen, Zero Waste Café: Place Colignon 18, 1030 Schaerbeek, Brussels

➔ **Find more language cafes in Belgium in the links section on page 73**

Cafe Lingua Festival

Cafe Lingua Festival is an occasion to bring together different cultures and communities of Brussels, in an environment where everyone can explore each others' languages, music and food!

Hosted by the vibrant space of La Serre, the festival is an extended version of the project Café Lingua, run by Welcome Home International. We encourage integration as a two-way process between locals and newcomers, through social projects that promote language acquisition and non-formal education.

The festival will host 10 different language tables, accompanied with

food, drinks, music & dances from the Levant led by the amazing group Watan Dabke. Come and enjoy the beauty of a Bruxelloise's multicultural society!

Women's Circle

Welcome Home International, Belgium has been piloting the 'Women's Circle' during Autumn. Research and practice has contributed to its official Launch in February 2019. A time for women of all backgrounds to practice languages and exchange information and culture, with free supervised child-minding at the location. The language material created for the event is based around topics such as health care, finding employment, form filling an bureaucracy, as well as the basics of learning any language.

Best Practice examples from the Netherlands

There are various language cafés in the Netherlands and the Maastricht region. Most of them accommodate Dutch language learners, their target group being refugees and so called “inburgeraars” – people studying to meet the criteria for a residence permit. In this sense, Language Café Maastricht is unique, for its ambition to bring together both Dutch learners and people learning other languages. Similar multilingual cafés can be found in the bigger cities in the Western part of the Netherlands.

In Amsterdam, the Amsterdam Language Café announces its activities on Meetup website. They rotate between Dutch-only cafés and (themed) multilingual meetups. Volunteers get a free drink for their help, participants are to pay 4 euro to join.

[Language voices cafe in Maastricht](#)

Language Café Maastricht is a new multilingual language café, taking place on a weekly basis from May 2018. The café is on Tuesdays from 18.00-20.00 at Brasserie Tapijn, surrounded by university buildings and upcoming creative spaces, and offers the opportunity to practise Dutch and other languages in an informal setting.

We provide flashcards, games and other material for it to be a fun and engaging activity for all participants.

➔ **Find more language cafes in the Netherlands in the links section on page 74**



Best Practice examples from Spain

In our area, the language cafe began in a spontaneous way in a bar called Pepe's House by a group of students of our centre one year ago with meetings every Tuesday. Later we organized weekly meetings in class as an internal initiative of our centre in Albuñol, and in Gualchos - Castell de Ferro on Thursday afternoons. In Albondon, the cafe started in March 2018 and they held two meetings with the collaboration of Guadalinfo Centre. In La Rabita meetings were organised irregularly with a group of students of our centre.

Pepe's House is a large bar with a lot of tables and an open space located in the centre of Albuñol. Every Tuesday morning we meet there inside the bar or at the terrace, and in this way they can also promote their business. Our idea is also to promote Language cafes in La Rábita and Albondón, and we have done some negotiations for it with two restaurants: Guillermo's House in La Rabita and Albondon Restaurant in Albondon.

[Language Voices Cafe in Albuñol](#)

Our language cafe at Albuñol, café of languages in Spanish, takes place every Tuesday morning in Albuñol, organized at the bar Casa Pepe. It is an event where people can practice English and Spanish, in an informal way with native speakers. In the future, we wish to increase the number of languages. It is done in different tables, each table has its own language to practice and participants can change tables whenever they wish. The material used ranges from flashcards with photos to introduce a debate topic, discussions or different points of view, traditions and parties to board games, cards, memory games, real objects, etc. Participation is free and available to anyone who wants to learn and practice English and Spanish.

Best Practice examples from Italy

The Language Cafè in Sorrento is organized at the Sant'Anna Institute, twice a month, in the afternoon from 6 pm to 7.30 pm. It was launched in March 2018. After the summer break the meetings will start again on October 9th.

The most spoken languages are Italian, English (different levels), Spanish, French.

Most of the participants are students at Sant'Anna Institute, including Italian students of foreign languages, American university students and foreign adult students of Italian language.

The tutors are the teachers of Sant'Anna and advanced students of Italian and foreign languages.

The most used teaching methods include free conversation, flash cards and other educational material uploaded on the Language Voices website, audio-files, videos. Flash cards and educational material created with special tools, like TLM, are the most effective because they develop communication skills without being boring.

The participants stated that the best things about the meetings are the possibility of practicing foreign languages in an informal and stress-free environment; the possibility of meeting new friends from different countries; the possibility of focusing on communication skills.

Most of the Italian language cafes base their events on free and informal conversations; in few cases audio-visual materials and web resources are used.

Since many of them are located in big towns with many tourists and foreign University students (including Erasmus students), they are able to easily attract tourists and students to their events; investing

marketing and promotion regularly and involving international students and expatriates is one of the factors of their success.

[Language Voices cafe in Sorrento](#)

Language Cafe Sorrento is an international, multilingual event where people are able to practice speaking in different languages. The first meeting of our Language Cafè has been organized in March 2018. Different languages are spoken in different tables, both native and non-native speakers join and you can change tables when you want. The events include free discussion, socialising, playing board games and other material.

Teachers and advanced students at Sant'Anna help us as tutors. The event takes place every other Thursday, 6-8 pm. There are approx. 15 participants every meeting with 3 or 4 tables/languages. The event is mainly advertised via its Facebook group "Language Cafe Sorrento". Participation is free and available for everyone!



Find more language cafes in Italy in the links section on page 74

Comments:

"It's a fun way to practice foreign languages without getting bored and always know new people"; "It could be useful for beginner speakers if more Italian people to this event".

Suggestions for improvement:

"more music and recreation" and "more Italian people attending the events; having Italian music on; offering more languages; informing more adults"

Best Practice examples from Turkey:

Language Voices cafe in Bursa

In our region, we are the first and only language cafe which is implemented weekly and free of charge. Language Cafe Bursa offers five different languages including French, English, Turkish, Spanish and Arabic. We have tutors who speak these languages as their native languages. We meet on Mondays at 19:00. We provide Language Voices project materials which our consortium created, such as games, graphics, flash cards, discussion cards etc.

Language Cafe Bursa is an event that takes place under the Language Voices in EU project.

Language Cafe Bursa is organized every week on Mondays at Sanat-Mahal Café. It continues regularly with an average of 50 participants.

It intends to make language learning easier and accessible by having fun with providing language learning materials in English, French, Arabic and Spanish. Tutors for each language take charge of the organization and support language development of the participants in different tables. Tutors whose native languages are French and Spanish are encouraging participants to learn by speaking in the context of informal education. In addition to being informal, educational materials are prepared by project partners in different languages such as Finnish, English, French, Dutch, Italian, Spanish, Arabic and Turkish. Language cards, games, illustrated alphabet cards, discussion cards are just a few materials that we have been using in our language cafes.

Participation is free and available for everyone.



Find more language cafes in Turkey in the links section on page 73



7. Language learning materials

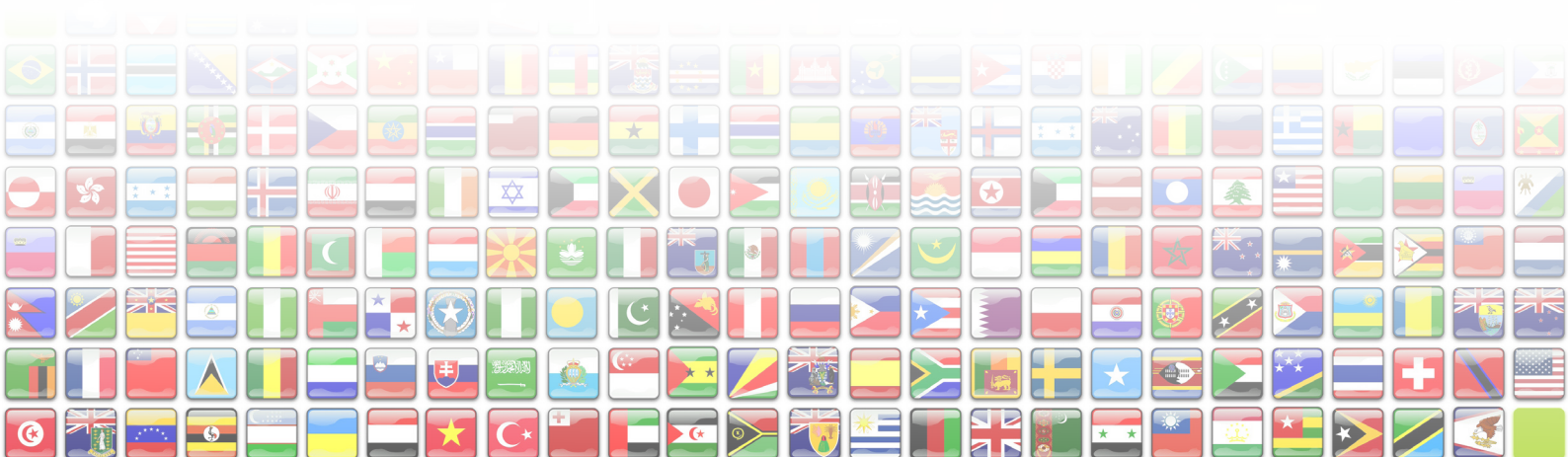
Research (based on partners' questionnaires or interviews with adult language learners/teachers) in partner countries on the most popular ways to practice languages, current tools and popular methods and material for informal language learning:

- Online tools:

You can create worksheets, games and flashcards using online tools for teachers. We used www.thelanguagemenu.com to create the material for Language Voices. This website has 24 different online tools to make worksheets with and 40 languages that can be criss-crossed for bilingual material.

Another great resource is this [LiveBinder](#) which has over 500 tools to create different types of material with.

- QR codes: create QR codes with questions and work together in groups. This kind of material can also be used as a treasure hunt around the city.
- Use online flashcards tools like [Brainscape](#) to make digital flashcards, images, images + texts, discussion cards and use your iPad at the language cafes in addition to laminated cards or board games.



Methods for practicing vocabulary and grammar

We have been using materials which we created through using www.thelanguagemenu.com web tool.

Besides, we have been using:

- role plays
- pictures, flashcards and worksheets
- boardgames and interactive games
- short movie with and without subtitles
- Oxford and Cambridge listening, speaking, reading materials and essays and tests with discussion sessions after the task is completed
- listening to music, reading the lyrics and singing
- online games and online chats
- having pen pals
- keeping a diary
- our own materials created with Adobe Creative Cloud software
- group and individual discussions
- reading newspapers, discussing news, and current events etc.
- grammar exercises and texts



Tutors also suggest videos or podcasts in accordance with participants level and interests and grammar exercises.

- [American Tesol materials](#)
- Working with native speakers
- Team-building games to engage all participants and make them effective in the process of speaking.
- Cultural activities, e.g. songs from different cultures. Memorizing lyrics of the songs and singing karaoke. Participants bringing food and vegetables belonging to the new culture they study.
- Watching BBC podcasts and give a brief presentation what we have understood from it.
- Storytelling is one of the useful tools that we implement to improve speaking skills. Writing or making up a story together. This can be done over the course of several weeks, or within one session. By writing a story together, you practice listening, speaking, and grammar.
- Listening: tutors can provide audio or video files (authentic material) including: dialogues, interviews, monologues from TV networks or free websites.

Tutors can submit some questions (closed or open depending on the level of participants and video typology).

- Speaking: one of the most appropriate tools is role play starting from:
 - a story: how a water molecule travels from ocean to land and back again to the ocean
 - a letter: participants are part of a scientific group organizing an expedition to space and must write a letter to the members of the Parliaments on the importance of funding such an expedition, by highlighting how data could be used to benefit humanity

LANGUAGE LEARNING MATERIALS

- a problem statement: participants can provide a description of the problem, alternative explanations of its causes and a plan of action
- a political position: this brings evidence from various disciplines, such as social, economic and scientific research findings.
- a speech: participants may take the role of supporting or opposing, for example, climate and environmentalist concerns or same sex marriage

The above listed topics are recommended to advanced participants.

Tips on how to acquire material

- Find board games and card/quiz games in second hand shops
- Find and print cards, games and pictures from online sources
- Make postings on your Facebook page/group, Twitter and ask if anyone has old board games to donate to the language cafe
- Use magazines, advertising flyers and newspapers as material.
- Use props. All kinds of items can be put in a basket and can be used to explain what they are, how they look, what they are made of, what you use it for and alternative uses for the items

In the Language Voices project, we have created material in all partner languages and some additional ones that can be used in language cafes, including picture and word cards, debate and discussion cards and games and exercises. You can find the material on our website [here](#).

8. Ice-breakers and team-building games

Ice Breakers can be an effective way of starting a training session or team-building event. As interactive and often fun sessions run before the main proceedings, they help people get to know each other and facilitate the purpose of the event.

Ball pit

1. Give each student 3 or 4 pieces of paper and ask them to write one question or an instruction on each one, reminding them to use their imagination a little – we don't want boring questions like "Where are you from?".
2. Once they have written a question, ask them to scrunch it up and throw it into the middle of the classroom – the ball pit. When everyone has finished there should be plenty of questions in the ball pit. As the teacher, it's also worthwhile putting some pre-prepared questions into the ball pit.
3. Ask students to come into the middle of the room, divide them into pairs and tell them to take turns picking a 'ball' from the pit and then answering that question, before inviting their partner's own response.
4. Once they have answered the question tell them to throw the 'ball' back into the pit for someone else to find.
5. Switch the pairs around every few minutes, ensuring that students get to speak to as many people as possible.

ICEBREAKERS AND TEAM-BUILDING GAMES

6. Conduct class feedback, asking students to report any interesting things they learnt about their new classmates.

Marshmallow Challenge

1. Divide your students into groups of 4.
2. Give each group 20 sticks of spaghetti, one yard of tape, one yard of string, and a marshmallow.
3. Whichever team can build the tallest structure, wins -- the trick is, the marshmallow must be on top.
4. With the Marshmallow Challenge, you can strengthen your team's brainstorming and problem-solving skills, and your team can also have some fun. A win-win.

One Word Game

1. Divide meeting participants into smaller groups.
2. Tell them to share with their group one word that describes X.
3. Once they haveve shared the word with their groups, you can invite them to share their word with the entire room.
4. This game encourages everyone to think about a certain topic in smaller groups ahead of time, which could increase participation during the meeting.

Crazy Questions and Answers

1. You will need two index cards for each adult that will participate. If you collect and keep the cards, you can use this game multiple times.
2. On half of the cards, write as many questions as you have adults. And on the other half, write answers from our list. Here are some suggestions:

Questions	Answers
Would you like to be a millionaire?	No, once I tried, but it ended up a disaster.
Would you like to find yourself in a harem?	Being on the verge of despair only.
Do you often visit restaurants?	We are not angels. Things happen.
Do you go to work with pleasure?	It is my life's work.
Do you wear a wig?	I do it with the greatest pleasure.
Have you any shortcomings?	Once, but only in a weak moment.
Do you like music?	I am not capable of such a stupid thing.
Are you always so polite as today?	I have only one dream and that is it!
Are you able to love?	No, I'm well bred.
Do you like to dance?	I will answer you in private.
Would you like to sit next to me?	I must plead the 5th amendment.
Do you love children?	Only in the bathroom.
Do you often have appointments?	Every other day.
Do you love me?	By no means!
Do you behave decently while drunk?	If it is cold outdoors.
Are you jealous?	On a payday
Are you sorry that you are married?	It is quite necessary on Saturday.
Are you modest?	To while away the time.
Would you like to have many new friends?	Only while having a rest in the health resort.
Do you often tell lies?	People do not speak about it aloud.
Can you flatter?	During my lunch hour.
Can I rely upon you?	I'll do it if you will do it.
Do you smoke?	I dream about it after dinner.

3. Stack the cards in two piles, one for questions and one for answers.
4. The first player chooses a question and reads it aloud.
5. The next player chooses an answer and reads it aloud. These two cards are set aside.

6. Continue the game until all the questions have been asked and answered.

Fabulous Flags Activity

Hand out a sheet of paper, pens, and coloured pencils, crayons, and/or markers to each person. Explain the activity: “We’re now going to draw flags that represent or symbolize us. Please design your own flag of you – include some symbols or objects that symbolize who you are or what you find enjoyable or important.” You can show your own sample flag if you like. For example, you could draw:

- a guitar (representing your passion for music)
- a tennis racket (someone who enjoys sports)
- a country like India (representing your affiliation with a country)

Give everyone a set amount of time to draw (e.g. 15-20 minutes or so) and then reconvene. Ask for volunteers to share their flags and explain the meaning of what they drew. If it is a large group, you can divide everyone into smaller groups and ask them to share their flags with each other, or you can just ask a small number of volunteers to share.

Variations

After everyone has finished sharing the individual flags, as a big group you can ask everyone to brainstorm ideas on what to draw for a large class-wide flag. Proceed to delegate individuals to draw certain parts of the class-wide flag. Alternatively, you can collect the individual flags and paste them onto a board to create a “quilt” of individual flags, representing unity.

Am I the only one who...?

This activity provides an informal atmosphere and helps the trainer as well as the participants to get to know each other.

With respect to the context of intercultural competence, the activity raises awareness for the challenges that people face who are considered to be “different”. Although people have a lot of things in common, they are also different and unique. It can sometimes be difficult for us to deal with these cultural differences.

The main target of this activity is to gain an understanding that people are different and that it is important to consider this.

Being “the only one” can be an everyday experience especially for immigrants and the participants of this activity experience this first-hand.

The group is standing in a circle. You as the trainer ask the participants: “Please think about something (a habit, an experience, a circumstance...), that you think no one else in the room shares.”

Then, each participant steps into the centre of the circle, only one at a time, and says: “I am the only one, who...” (e.g. “...always wears red socks”). If there is someone else in the group, who shares the same thing, this person joins the other participant in the centre in order to demonstrate this. In case of no one else sharing this experience, the group continues.

It is not important to do it in turn. Sometimes it takes pressure off people to allow them to step into the circle as soon as they can think of a habit, hobby, experience, etc.

It is not a requirement to state something that they think no one else shares.

The Name Game

Each participant introduces herself/himself by stating their own name combined with some personal statements. This creates a personal atmosphere right from the start.

Social and societal dimensions of names may also be revealed: Some people are often wrongly addressed as a man / woman; people with rare or unusual names sometimes use another name to make it easier for others; etc. It becomes clear what a huge effect on one's own identity the name has. And sometimes some funny personal stories are told which provides a relaxed atmosphere.

Duration Approx. 20 - 30 minutes - depends on group size.

Each participant should introduce herself/himself.

The group stands in a circle.

The trainer instructs the group: Each person introduces herself/himself by stating answers to the following questions:

- What is your name?
- Who has given you your name?
- What does your name mean?
- Can you think of a short story **related** to your name?

In order to break the ice, the trainer **can** start.

One Word

Keep things simple by having everyone describe their current mood in one word. You can have people explain their one-word mood descriptor if you want to add more depth to your icebreaker, but you can also just go with the flow and enjoy how cryptic some of the answers can be.

“I feel alpaca.”

Favourite Knock-Knock Icebreaker

Have everyone tell their favourite knock-knock joke. Cell phone research is absolutely allowed, and laughter is mandatory.

Toilet Paper Icebreaker

This idea from Lifehack requires minimal effort and minimal funds. To play, pass a roll of toilet paper around and have everyone rip off how much they would usually use.

Everyone will probably think you're crazy.

When the toilet paper makes it all the way around the circle, have everyone count their squares. The number of squares each person took is the number of fun facts they have to reveal about themselves.

Speed “Dating” Icebreaker

Have everyone sit near people they don't work with. Tell everyone to look to their right and announce that they will be spending the next 5 minutes speed networking with the person next to them. The goal: 5 conversations in 5 minutes. Set a timer; every time the buzzer goes off,

ICEBREAKERS AND TEAM-BUILDING GAMES

it's time for people to find a new conversational partner.

Things in Common

This FairyGodBoss icebreaker helps teammates get to know each other on a deeper level by discovering what they have in common.

Split people into groups and tell them to find out how many things they have in common. The group who discovers the most things in common wins, so it pays to be persistent and thoughtful. (Physical features and clothing colours do not count!)

Each group will announce what they have in common to the rest of the group. Have everyone else raise their hand if they also have the same thing in common.

Two Truths and a Lie

There is always the tried and true, 2 truths and a lie. Fun way to keep all involved and laughing. Sit in a circle and go around, each person introduces themselves, then shares 2 truths and a lie. The rest have to guess.

A Good Year

This one is fun. Give everyone a coin. Ask each of the participants to tell the rest something about them that made that year memorable (if the coin is older than the person, swap it out for a new one!)

Don't Judge Me

I had each team member anonymously write something they have done and felt guilty about during the week that they haven't told anyone.

We had some funny ones like: I ate my kid's last fruit snack and some others like: I accidentally banged my car door on someone else's car (no damage though!).

Sometimes it's best to free ourselves of something we've done that may be frowned upon.

Something About Me

Each member of the group must say something true about themselves. If it is also true of anyone else in the group, the person must stand up.

Paper Airplane You

This fun writing icebreaker works well with participants that are at least at an upper-beginner level.

To start, participants write three to five facts about themselves on a piece of paper. Then they put their creativity to work by folding that paper into a paper airplane. (If you aren't sure how to make an airplane that flies, check out this [article](#) on creating the best paper airplanes.)

On your count, everyone flies their planes toward the middle of the room. Then participants pick up a plane that landed near them.

Participants take turns reading the facts written on the plane and trying to guess whose it was. Let the class help if individuals get stuck.

ICEBREAKERS AND TEAM-BUILDING GAMES

If you like, you can tailor the facts students write to suit the topic of the class. For example, if you're doing a sports unit, have students write three sports they like. If you're studying travel, they could write three places they would like to go.

Four Corners

This listening-based icebreaker can be a bit of a challenge for beginnerstage

. So keep it for intermediate to advanced participants or tailor your questions to the language level of your participants.

Before playing, label the corners of your room one through four. Then ask get-to-know-you questions. For this activity, asking about their favourites is a good way to go. For example, ask about their favourite sports, their favourite movie genres, their favourite animals, etc.

You'll be giving participants four answer choices—one for each corner. For example, if you're asking about favourite animals, you might give them these choices: 1. Dog 2. Cat 3. Fish 4. Bird.

Participants then move to the corner that represents their answer.

Not only does this help participants get to know one another, it also lets them see what they have in common with other participants in your group. And that's a good starting point for chit chat and/or developing friendships.

Say Cheese

This super fun speaking activity takes some preparation on your part,

but your participants will love it. Not only that, you can tailor it to work with any level depending on the icebreaker questions you choose.

To prep the activity, gather some old film canisters (ask at a photo lab—they usually have some they are getting rid of) or use plastic Easter eggs or other small, opaque containers. Tape an icebreaker question on the outside of the container. If you need some ideas for questions to ask, look at this list for inspiration.

Put a small item inside each container. If you want to have pairs of participants working together, put the same item in two different canisters. If you want groups of three, then put the same item inside three different containers.

Good items to put inside the canisters include pennies, cotton balls, popcorn kernels, erasers, etc.

To play, give each participant a random canister. Tell them not to look in their container but to shake it instead. Using the sound of the canister only, they should then find the person/people who have the same item in their container.

By limiting participants to the sound of their item and permitting them to listen only to their own canister, students will have to describe what they hear to find their match, which will give them good speaking practice.

After they find their partners or groups, have each person introduce him/herself and answer the question on the outside of their canister. The other members of the group should also answer each question.

To maximize the effectiveness of this activity, make sure the matching items all have different questions on the outside of the container. Or keep it simple and put a different question on each canister.

Another great aspect of this game is once you set it up, it'll be ready to

ICEBREAKERS AND TEAM-BUILDING GAMES

use anytime you need to use up a few minutes. And you can change things up whenever you want by putting new questions on the outside of each canister or changing the items that are inside.

Concentric Circles

You may never have wanted to try speed dating, but your participants will definitely love this icebreaker twist on it. For intermediate and advanced levels, it's a fun, active way to get to know lots of people in a short amount of time—and it provides excellent practice for real-world conversations.

To prepare for the activity, have your group divide into two groups and form two circles in the middle of the room, one inside the other so each person is facing one partner.

Present an icebreaker question to the group and give participants a chance to answer. After one minute, call out, "rotate!" The inner circle should move one spot clockwise. Participants should now be facing a new partner.

Call out another icebreaker question and give them a minute to answer before rotating again. Keep going in this manner until you run out of time or until participants are back facing their first partner.

Where Are You From? Where Will You Go?

In this intermediate level icebreaker, participants will talk with one another to try and guess where their friends have been and would like to go. You'll need a world map for this activity, so grab an empty bulletin board and get one up before you start.

Give each participant two pushpins or straight pins to put on the map. Each person should put one on the map to mark where they are from

and another to mark where they would like to go.

Once all the pushpins are in place, the group tries to decide who placed each pushpin on the map.

This is a flexible activity that you can adapt to the skill level of your participants.

For beginners, have them ask simple questions:

- Mario, are you from Italy?
- Anna, do you want to go to the Bahamas?

For intermediate level, encourage them to use modals and phrase their guesses as statements:

- Mario might be from Italy.
- Anna could've marked the Bahamas.

Challenge your advanced participants with this activity by requiring them to give reasons for their guesses. For example:

- Anna probably chose the Bahamas because she loves the beach.

No matter what level your participants are at, they will be increasing their vocabularies as they read and practice using the names of countries around the world.

Cootie Catcher Questions

ICEBREAKERS AND TEAM-BUILDING GAMES

Did you ever make a cootie catcher as a kid? I couldn't go through a single day in fifth grade without encountering one. And your intermediate and advanced participants will have fun making their own for this writing and speaking activity modified from The Spruce.

Have participants follow the directions linked above to make a paper cootie catcher. Under each flap (the "fortunes" area), they should write a get-to-know-you question. Participants pair up and play, answering the questions that they land on.

Give each person a chance to run the cootie catcher and to answer a question from their partner's before switching pairs and going another round.

Who's in Your Circles?

Icebreakers that focus on discourse may not be all that common, but your intermediate and advanced participants will have fun with discourse when they learn who's "in their circles."

You don't have to do any prep before the meeting but at the start of the activity, have each participant draw three concentric circles on a blank piece of paper.

Pick a topic for the round (such as favourite food, favourite season, etc.) and have participants write it in the centre circle. They should label the second circle "Love," the third circle "Like" and the space outside the circles "Don't like."

In the innermost circle under the topic, each student writes something (say, a food) they love. Then participants mingle with one another, bringing their papers with them, and ask how a particular participant feels about the food they wrote.

When one of them answers, the person should write their name in the appropriate area of their paper.

Play for a few minutes and then start again with another topic (sport, type of music, favourite season, etc.) with a new sheet of paper.

After a few rounds, encourage them to discuss common interests with people who share their inner circle on different topics.

Affirmation Cards

- give each person an affirmation card
- give them one minute to think of one situation that relates to the card (positive or negative)
- let the first 3 people tell their name and story (no challenge, just to break the ice)
- optional, if needed: teach a technique related to your topic (e.g. voice variety)
- give a challenge for the next 3 (e.g. they should vary their voice at least once in the story)
- optional: teach another technique (powerful endings)
- give another challenge for the next 3 (e.g. to have a powerful/inspiring ending to their story)

Continue, varying challenges

Bonus:

ICEBREAKERS AND TEAM-BUILDING GAMES

- give challenges by what they have trouble with (e.g. if one person speaks too soft, go to the end of the room and tell him or her to speak, without shouting, so that you can hear what he/she says)

Notes: you can modify the technique to other fields unrelated to public speaking

Face2Facebook

Each participant receives an A4/A3 paper with a template of a Facebook account. They have to fill in the name, update their status and info (hobbies, location, work & studies, etc.). In order to add friends, they will have to walk around the room and meet the other participants, sharing info of their profile. Also, they can draw each other profile photos. Depending on the size of the group, this activity can take up from 20 to 40 minutes. The “profiles” will remain on a wall and can be used during the project to send messages, give likes, add more friends, etc.

Face2Facebook can be, additionally, used for reflection. The template can also contain 3 empty posts, stating only “feeling hopeful”, “feeling scared” and “feeling confident”, where participants are supposed to write their expectations, fears and contributions, individually, which can be later discussed in the group. This part, including the discussion, can take up to 30 minutes. Due to the fact that the “profiles” remain visible during the whole project, trainers can invite participants to go back to these sections during daily/mid-term/final evaluation and update their status.

Extreme Event Disaster Game

Each player is assigned the role of a character in a community and operates through that worldview. The game facilitator reads from a script to build narrative drama and issue challenges to players

throughout the game.

Players first work in groups to weigh trade-offs and decide how best to prepare their community for disaster. Then, a disaster strikes and players must put their resources into action to address problems popping up around the community. In this phase, players face ethical dilemmas and additional surprise challenges keep them on their toes.

The game wraps up with a guided discussion to drive home key messages about what it takes to build community resilience.

Rhymed Capitals

The participants are given 20 minutes to create a rhyme for their name and a story about their “country”. Also, each of them needs to develop a symbol to associate with the rhyme and the story (for example, the name of a participant is Oleksandra, it rhymes with “salamandra”, so the country is the name of salamadrass and fire and a symbol/pictograph given to the tourist can be salamandra, fire or sun) and draw simple icons by the number of participants (30 icons - 30 participants; can be also developed and printed at home as homework).

The participants are separated in two groups:

- “Tourists”
- Countries/Capitals.

The tourists travel from “country” to “country” and listen to stories about the mythical geography made out of the participants’ rhymed stories.

In the end of the cycle the tourists and capitals exchange places.

ICEBREAKERS AND TEAM-BUILDING GAMES

When all stories are heard, each participant needs to guess (remember) 2 to 5 random pictographs from those given to him(her)/ from a pile.

(optional) After the name game the participants may build a “mythical/fairy-tale” map of Europe.

The developed personal icon may be later included in the badge of the participant.

Erasmus+ Quiz

Form a circle, and one of the participants will be collocated in the middle. Each turn, a different person will present a question to the person who is in the middle of the circle, and that person has to try to answer it.

After the answer, the person who asks will give the correct answer.

If the person fails, the person who asked him will throw at him a balloon full of water, if the weather is nice, and, if the weather is bad, the person who asked will paint anything on the face of the person who failed.

Once the person answers the question and the punishment is made, another person will stand in the middle and a different person will ask him a new question.

The game finishes when all the questions have been asked. All the participants should have stood, at least, once in the middle of the circle.

It would be a good idea if, at the end of the game, a single person would read again all the questions that were asked and people

answer them so they will memorize the majority of the questions.

My Secret

Participants are sitting in a circle with their eyes closed. One of the players opens his eyes and tells his secret or an unusual fact about himself. Only those who have a similar secret or a similar fact open their eyes. The game finishes when a full circle of secrets is made.

Guess My Name

Each participant needs to explain his name without using words. Participants are not allowed to write or draw. This game is for a team who do not know each other at all and is great in an intercultural environment.

The Oracle

The participants are sitting in a circle with an A4 paper in their hands. They write their names on the top of the A4 and pass the paper to the left. The facilitator starts reading out a few phrases of a horoscope prediction, the participants write it down. Participants continue writing the prediction for 30 seconds and pass the paper to the left once again. The facilitator reads another phrase and participants have to finish the second prediction. After the circle is made, the participants read their predictions out loud.

9. LINKS



Links: Finland

Kielikahvila Suoma - Finnish Language Cafe in Pasila Library

A Finnish language cafe in a library for all who wish to practice Finnish. The purpose is just to chat in Finnish.

The cafe is only for one hour 14-15 each Wednesday during the day.

It may be difficult for those working or studying to attend. There are also people with differing levels of language skills.

Työväenopiston Kielikahvila

Kielikahvila kirjastossa

Language cafes are organized in many of the libraries in Helsinki. The link ([kielikahviloiden aikataulut](#)) tells you the time and place each day for the language cafes.

Englannin kielikahvila- Kerava

Language cafes - Red Cross Tampere

Nordic Language cafe- Pohjoismainen kulttuuripiste At this language cafe you can practice the Nordic languages Swedish, Finnish, Icelandic, Norwegian and Danish

Kielikahvila Kahvila Nandassa

Language Cafe - Monikulttuurikeskus Gloria



[Kielikahvila Boksilla](#)

[Suomen Kielen Opetus Kalliolan Vapaaehtoistoiminnassa - Kalliolan settlementti](#)

[Kielikahvila Café Lingva - Savonlinna](#)

[Kirjaston kielikahvila - Kemi](#)

[Kielikahvila - Turku](#)



Links: Sweden

[Red Cross Kristianstad](#)

The Red cross have language cafe one evening per week and they learn Swedish over a cup of coffee or tea.

[Östermalmskyrkan, Kristianstad](#)

The church have Swedish Language cafe.

[Svenska Kyrkan Kristianstad](#)

They speak Swedish and socialize over a cup of coffee or tea. The participants have the opportunity to improve the language skills in a relaxed environment. It is an opportunity to get to know new friends with an interest in language and culture.

[Språkcafé på Gamlegården](#)

They have language café at Gamlegården in Kristianstad, they meet ones a week every Wednesday afternoon. Activities they have are,

for example, train the Swedish language, get help with homework, interpretation and translations and fill in forms. We also invite various organizations and authorities that come and give us good information.

Osby Library

The language café is all welcome for a simple coffee and pleasant conversation with new and old acquaintances. All Tuesdays between 2 pm and 4 pm there is the opportunity to have a cup of coffee or tea and talk in easy Swedish at Osby Library.

A language café is an international concept for creating places for meetings and language changes. In Osby it becomes a place where you come if you want to improve your Swedish, get to know new people and get insight into other cultures.

Language cafe in Knislinge

The project is a collaboration between the Library in Knislinge, the Integration team and the Red Cross in Östra Göinge. It is a meeting place where new arrivals and locals get to know each other given the opportunity to practice speaking and learn about different cultures.

Språkcafé i Knislinge - Language cafe in Knislinge

The project is a collaboration between the Library in Knislinge, the Integration team and the Red Cross in Östra Göinge. It is a meeting place where new arrivals and locals get to know each other given the opportunity to practice speaking and learn about different cultures.

Language cafe, Osby Library

Takes place once a week, every Tuesday between 14-16



Links: Belgium

[Ons Huis in Antwerp](#) offer a weekly language carousel where they support the integration of refugees with a Dutch/Arabic Language exchange by using music poetry and dance.

[Couch Surfing](#) offers language tables whereby they invite tourists and backpackers to practice French, Dutch and English at various places around Brussels. This is as much about networking and meeting fellow travellers as it is about language acquisition.

[Viva Cafe](#) provides occasional in house French Tables with board games and music and French films shown on its big screen upstairs to help their foreign customers feel the Belgian vibe.

[Brussels Conversation Tables](#) gives a comprehensive look at all the wonderful Language Table opportunities in all languages in Brussels.



Links: Turkey

Cafe called [London Club & Speaking](#) in Bursa

They want to improve your hearing comprehension and pronunciation by speaking English/Turkish with foreign teachers in our café, encouraging their members to speak English/Turkish by stipulating them to speak English or by having cinema days.

[Bursa Municipality](#) is also providing a great opportunity to foreigners to learn foreign languages such as French, Turkish, English, German, Arabic and Farsi and Russian.

In Bursa, also [UKLA Academy](#) has been offering professional

consulting to learn foreign languages. They have learners' clubs and speaking clubs as well.



Links: Netherlands

In Utrecht, you can join [Language Café Utrecht](#) every Wednesday for free to practise foreign languages and meet learning tandems.

For Dutch learners, [Taalcafé Utrecht](#) is a good place where volunteers help language learners improve their Dutch skills.

In Maastricht, [Refugee Project Maastricht](#) aims to connect locals and refugees, and offers language cafés in Dutch and sometimes English. Currently, they offer a weekly Women Only language café, mostly catering for women in asylum centres, but their schedule changes on the go

[Humanitas Maastricht](#) offers a Dutch language café on the second and fourth Thursday of the month. This charity run café also caters for those integrating and wanting to improve their Dutch skills.

Other examples of such Dutch language cafés are [Centre Ceramique](#), [Trajekt](#), and [Toptaal Taalcafé Amsterdam](#).



Links: Italy

[Cool Languages in Torino](#)

[Tandem Language Exchange in Naples](#)



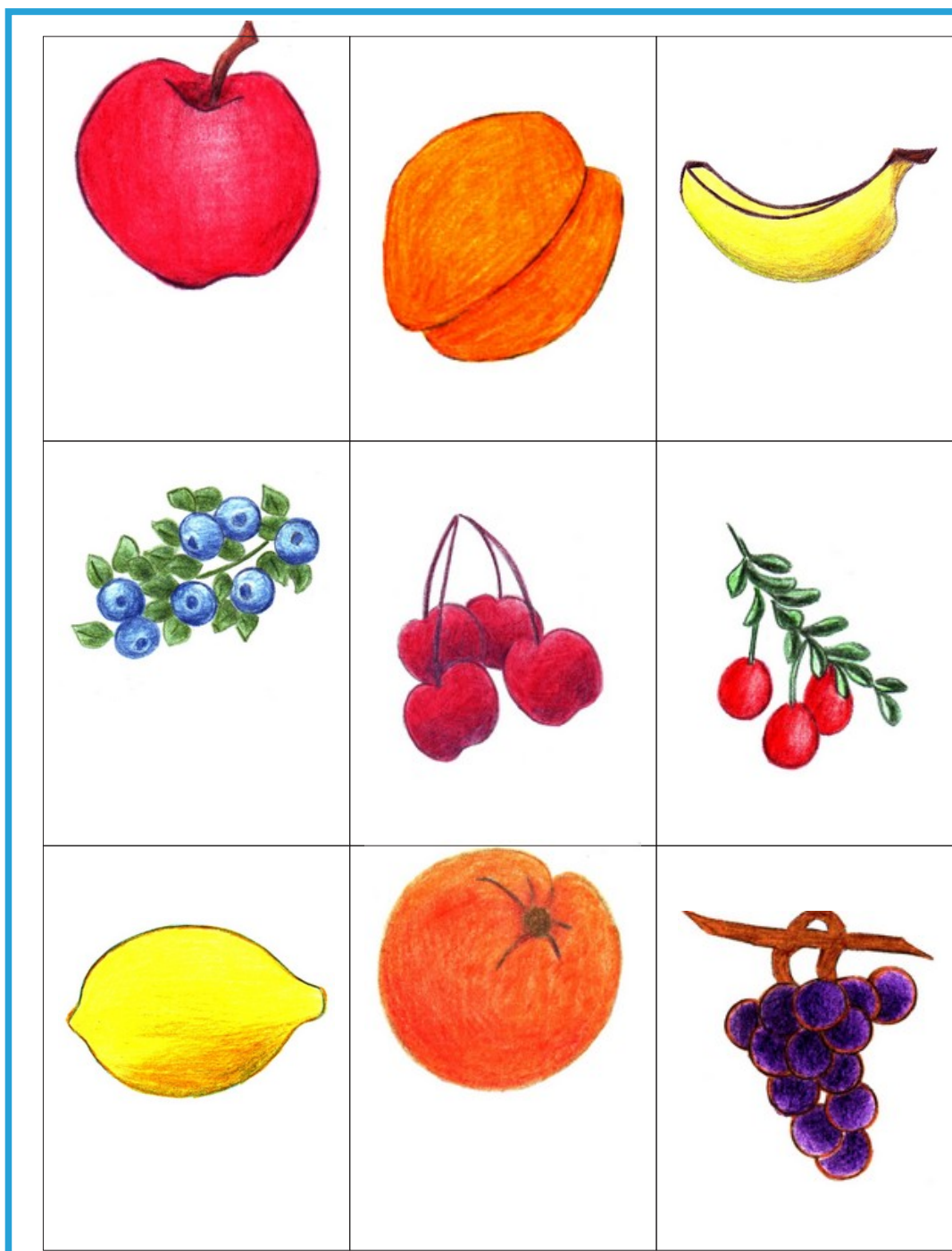
Venice Language Exchange

Language Exchange in Florence

Tandem Language Exchange in Bologna

Tandem Language Exchange in Rome organized by LUISS University

10. Material examples



Miten joulua juhlintaan kotimaassasi?	Mitä tiedät suomalaisten joulunvietosta?
Oletko maistanut perinteistä suomalaista jouluruokaa? Mistä pidät/ et pidä?	Millaista ruokaa sinun kotimaassasi perinteisesti syödään jouluna?
Mikä on ikimuistoisin joululahja, jonka olet saanut?	Mitä yleensä annat tai saat joululahjaksi?
Miten uudenvuoden aattoa juhlintaan kotimaassasi?	Mitä tiedät suomalaisista uudenvuoden perinteistä?
Oletko viettänyt uudenvuoden Suomessa? Miten Suomessa vietetään uuttavuotta?	Mitä perinteitä uudenvuoden viettoon kuuluu kotimaassasi?

Parla della tua infanzia.

Parla di un momento felice della tua vita.

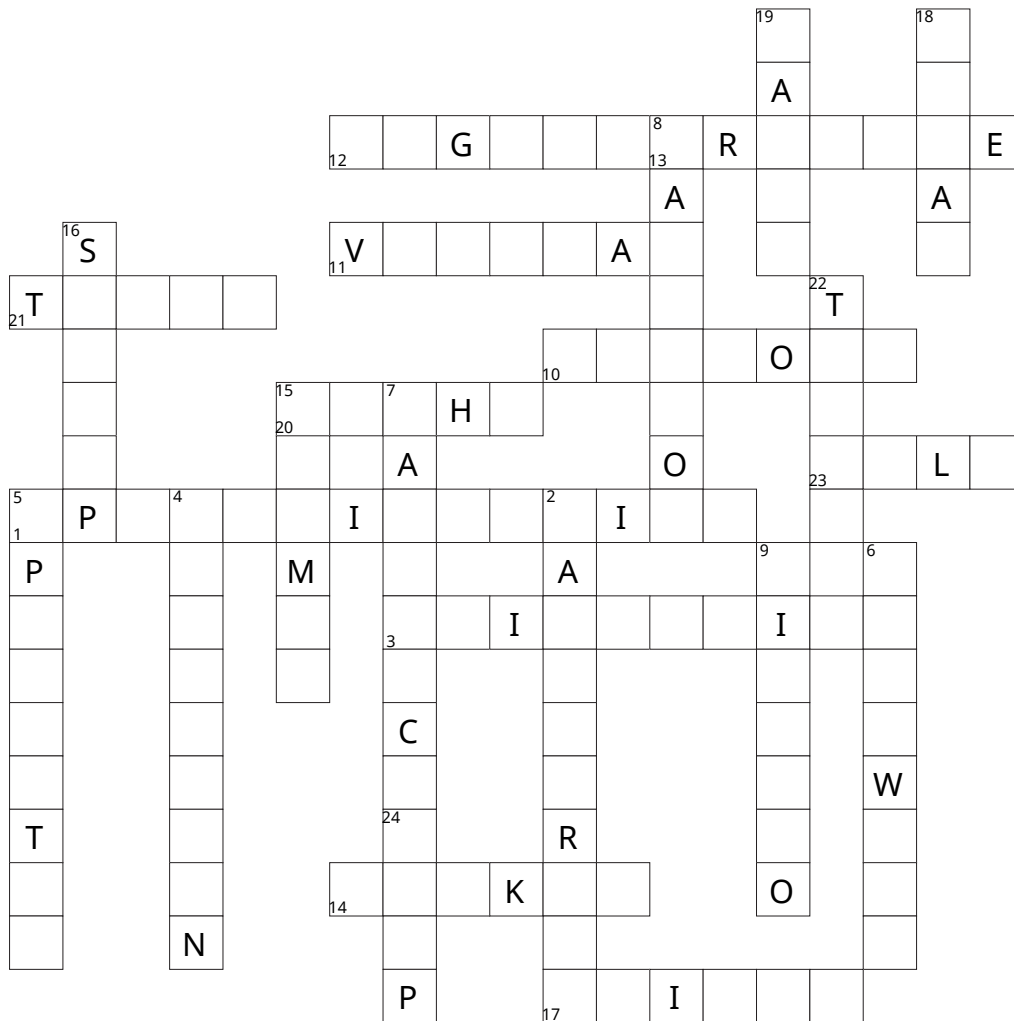
Parla di un momento infelice della tua vita.

Parla di un momento emozionante della tua vita.

Parla di quando hai avuto paura.



Food



- | | | | | |
|-------------------|---------------|---------------|--------------|--------------|
| 1. sparkling wine | 2. watercress | 3. white wine | 4. red onion | 5. spaghetti |
| 6. red wine | 7. sandwich | 8. tarragon | 9. risotto | 10. seafood |
| 11. vinegar | 12. yoghurt | 13. truffle | 14. rocket | 15. salmon |
| 16. shrimp | 17. spices | 18. salad | 19. sauce | 20. sushi |
| 21. thyme | 22. toast | 23. salt | 24. soup | |

Als je iets aan de wereld zou kunnen veranderen, wat zou dat dan zijn?	Als je iets kon stelen en ermee weg kon komen, wat zou je dan stelen?
Als je een beroemdheid of beroemde persoon zou kunnen daten, wie zou je kiezen en waarom?	Als je de rest van je leven maar één soort voedsel zou kunnen eten, welke zou dat dan zijn?
Als je iemands geest een dag zou kunnen lezen, wie zou je dan kiezen?	Als je een wedstrijd zou kunnen winnen om overal ter wereld te wonen, waar zou dat dan zijn?
Als je een dag zou kunnen doorbrengen met een beroemde persoon, hetzij dood of levend, wie zou hij of zij zijn en waarom?	Als je een beroemdheid zou kunnen ontmoeten, wie zou dat dan zijn en wat zou je hem of haar vragen?
Als u overal ter wereld vakantie zou kunnen nemen, waar zou u dan heen gaan?	Als je één ding van uw partner of echtgenoot zou kunnen veranderen, wat zou dat dan zijn?

Números

0

1

10

100

11

1000

12

13







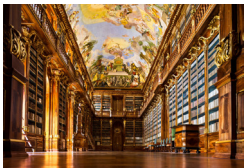


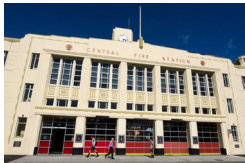


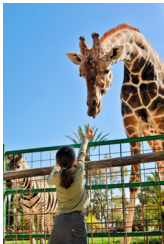


17

3

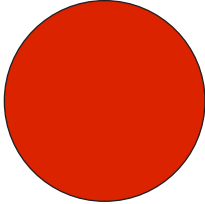
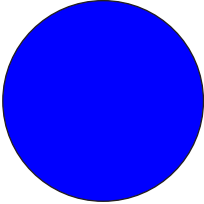
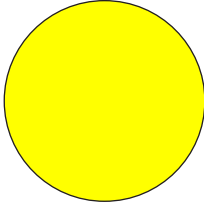
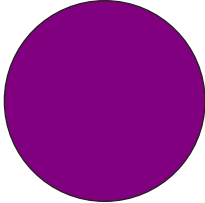
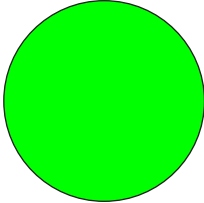
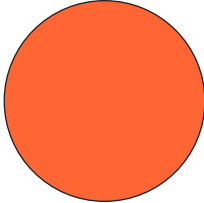
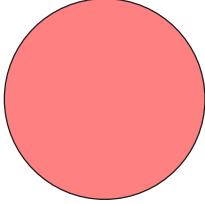
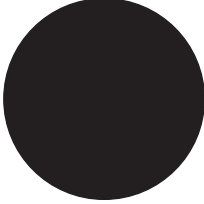
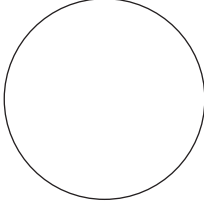
27

2

Wie kom je tegen bij ...

START				
				
				
				
				FINISH



 red	 blue	 yellow
 purple	 green	 orange
 pink	 black	 white

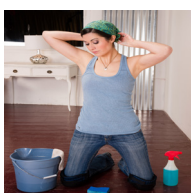
Profesiones

☐

1.- granjero

☐

2.- ama de casa

☐

3.- bombero

☐

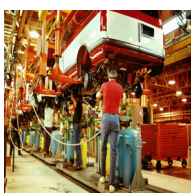
4.- jardinero

☐

5.- ingeniero

☐



























6.- gimnasta

☐

















7.- trabajador de fábrica



English Alphabet

<p>A - a /eɪ/</p>  <p>Anteater</p>	<p>B - b /bi:/</p>  <p>Bear</p>	<p>C - c /si:/</p>  <p>Cat</p>	<p>D - d /di:/</p>  <p>Dog</p>	<p>E - e /i:/</p>  <p>Elephant</p>
<p>F - f /ɛf/</p>  <p>Flamingo</p>	<p>G - g /dʒi:/</p>  <p>Giraffe</p>	<p>H - h /eɪtʃ/</p>  <p>Hippopotamus</p>	<p>I - i /aɪ/</p>  <p>Impala</p>	<p>J - j /dʒeɪ/</p>  <p>Jaguar</p>
<p>K - k /keɪ/</p>  <p>Kangaroo</p>	<p>L - l /ɛl/</p>  <p>Lion</p>	<p>M - m /ɛm/</p>  <p>Mouse</p>	<p>N - n /ɛn/</p>  <p>Newt</p>	<p>O - o /əʊ/</p>  <p>Octopus</p>
<p>P - p /pi:/</p>  <p>Panther</p>	<p>Q - q /kju:/</p>  <p>Quokka</p>	<p>R - r /ɑ:/</p>  <p>Raccoon</p>	<p>S - s /ɛs/</p>  <p>Sheep</p>	<p>T - t /ti:/</p>  <p>Tiger</p>
<p>U - u /ju:/</p>  <p>Umbrella</p>	<p>V - v /vi:/</p>  <p>Veil</p>	<p>W - w /'dʌblju(:)/</p>  <p>Weasel</p>	<p>X - x /ɛks/</p>  <p>Xylophone</p>	<p>Y - y /waɪ/</p>  <p>Yak</p>
<p>Z - z /zɛd/</p>  <p>Zebra</p>				

bingo-clothing-1-arabic

			
ريصقلا توبلا	رزيمل	رهظلا ةببيقح	مآحلا عادر
			
مازحلا	ةيردصل	ةرتسل	ةزولبل
			
ةوسنلق	ةمكالمل تازافق	راوسلا	ردصل ةلامح
			
رّزلا	رارزأل اب زولب	يتحت فطعم	طرقلا



Erasmus+



Learnmera
Learn & love languages