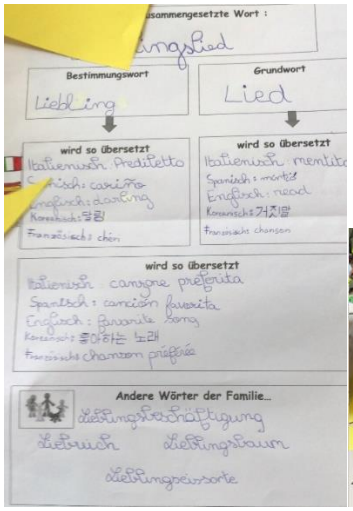
Activity suggestion: How are compound words formed?

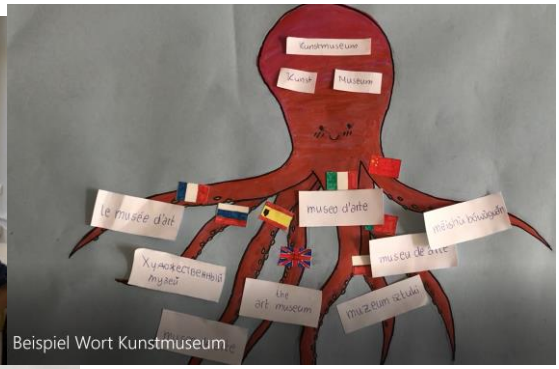
Aktivität	Understand the formation mechanisms of compound nouns and grasp their meaning across languages
Context	The activity was offered as part of a learning unit on 'cabinets of curiosities' to a bilingual French-German 6th grade class.
Level	4th-7th grade
Innovative aspects	Compound nouns are a major difficulty in learning German. It is well known that students often find it difficult to understand compound words because they have to be broken down. This makes reading less fluent and the meaning of compound nouns is often not grasped when reading. Pupils should be enabled to understand the mechanism of formation of compound words and to grasp and remember their meaning across languages. Pupils reflect on how language works (metalinguistic competence), identify languages that work on the same principle and become aware of how their own language works and how it differs from the target language.
Objectives	Understanding the formation mechanism of compounds Break down compound words Increase oral and written understanding of compounds Construct compound words Enrich oral and written expression through the use of compounds
Competences	Vocabulary (lexis) Grammatical structures Metalinguistic competences Cooperation in the group Creativity
Pluralistic Approches **Reference Framework of the Centre for Modern Languages of the Council of Europe** **www.ecml.at**	1- Commitment to the values and principles of pluralistic approaches. 1-j Confidence in the advantages of the didactic approaches proposed by pluralistic approaches. 4-Metalinguistic, metacommunicative and metacultural competences specific to pluralistic approaches. 4.c. Competence in analysing and comparing languages and language varieties, even if they are unfamiliar. 5-Didactic and pedagogical competences for the application of pluralistic approaches. 5.1-b Competence to recognise the relevance of using pluralistic approaches in one's own context. 5.1-e Competence to organise the classroom as a multilingual space and to offer multilingual and intercultural experiences. 5.1-h Competence to organise lessons flexibly in order to incorporate learners' linguistic and intercultural experiences.
Variations	This activity can be offered before or during a unit, but also after students have identified compound nouns they have found in a text and want to explore their meaning. The activity is suggested for a compound noun made up of two nouns. However, more complex compound nouns could also be explored. Students become aware of how compound words work and can apply this method to any compound words they encounter.

Activity design	Pupils can proceed as follows 1. Research and reflection Find out how a compound word works, e.g. with the help of an explanatory video or in plenary with the teacher (depending on the level). identify the components of the compound word (determiner and base word) and the letters that can be added (s, e) to make it easier to pronounce; translate the determiner, the base word and the compound into other languages - all languages spoken in the classroom are welcome; check the translation choices with the help of the teacher, either in class or using models suggested by the teacher. This stage should make students aware that they cannot always use the first term suggested by a dictionary, but that they have to take into account the context. You can also encourage students to compare translations into several languages or several translations into the same language. organise the results of this comparison (language contrastive work) either in 'language families' (identifying languages that are close) or according to how they work (languages that work like French, languages that work like German, languages that are different); (optional stage) Forming further compounds from the determiner and the base word 2. Creative phase to produce the explanatory video, which is shown to the class. Production of the medium (large learning poster with a background chosen by the pupils). Preparation of signs for compound words and explanations, Preparation of the oral presentation (the results should be organised according to language families or cross-linguistic functions). Pronunciation practice (the pupils' family languages support the learning of the correct pronunciation of different words in different languages) Recording of the explanatory video about the composition of compound words.
Working methods	Individual work (e.g. watching an explanatory video about compound words) Exchange as a whole class (cross-linguistic analysis of the compound words and checking the translations into different languages) Group work: language comparison (language-contrastive analysis of the translations)
Materials and media	Worksheet Explanatory video about compound words Resources for translations and meaning exploration (online dictionaries and online translator) Large sheets of paper, coloured pencils, crayons Tablet or smartphone

Examples:

(S. Videos on the platform)





Beispiel Wort Kunstmuseum