

# Parrot Time

The Thinking of Speaking

Issue #29 September / October 2017

## Stepping Up Your Language

SULP is the newest challenge program for language enthusiasts!



### Another Blowout Success!

A look at this year's LangFest by an organizer

### How Can My Study Book Be Monolingual?

Making use of single language learning courses

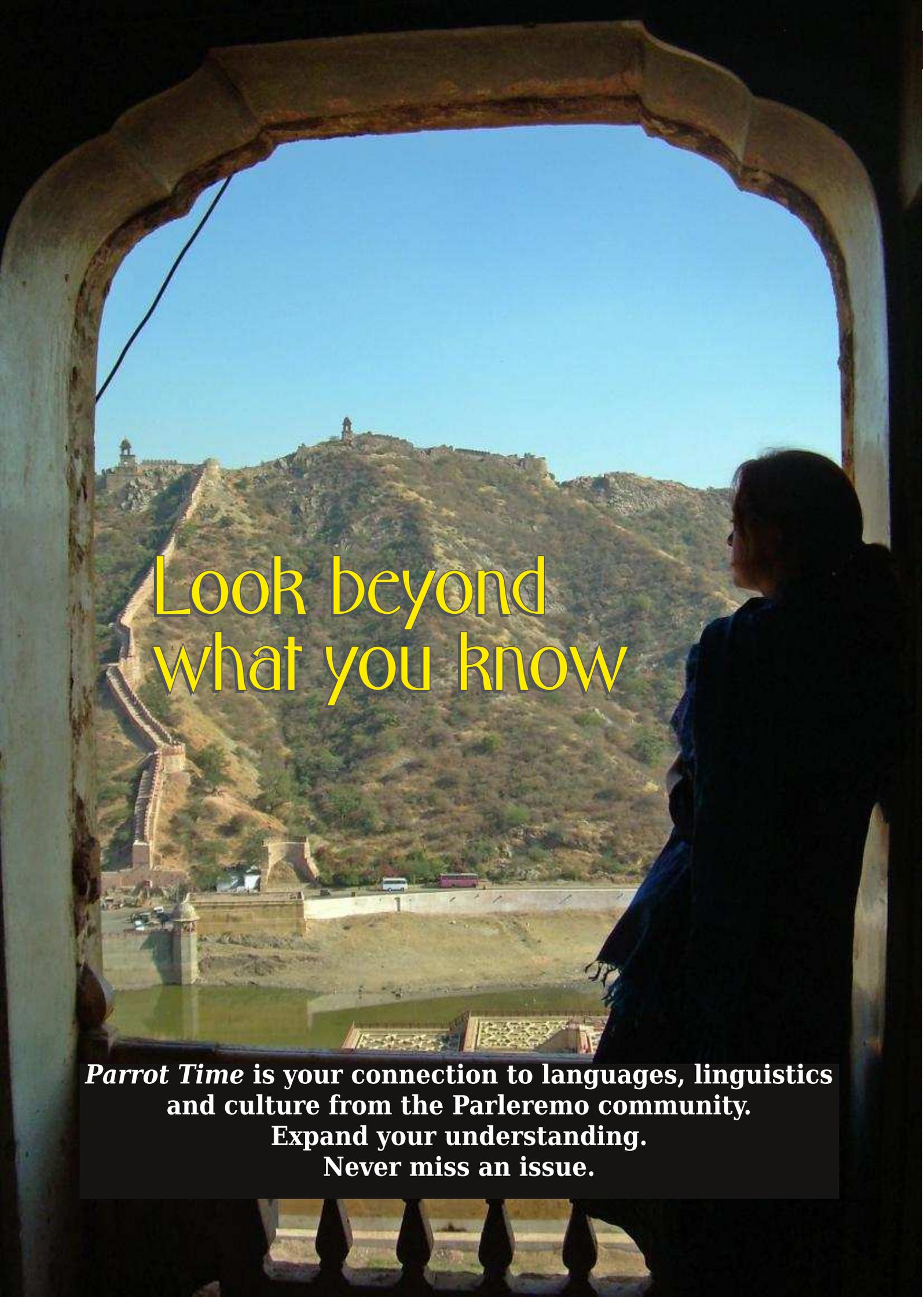
### Boredom in the classroom

Olivier Elzingre looks at ways to avoid the b-word

**PLUS**

Interview with "Itchy Feet" genius, Malachi Rempen



A woman in a blue sari is seen from the side, looking out from an arched window. The view outside shows a hillside with a fort on top, a reservoir in the foreground, and a clear blue sky. The text "Look beyond what you know" is overlaid in yellow.

Look beyond  
what you know

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# Parrot Time

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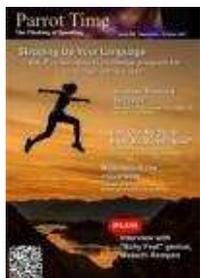
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**Cover:** Language learning is not a passive undertaking. To really make progress, you need to challenge yourself. A great way to do that is to learn and practise with others in a competition, like the Step Up Language Program (SULP)

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Learning another language is a challenge, so what better way to tackle it than using a challenge? The Step Up Language Program (SULP) is just that, as outlined by Jefferson Netto.



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Que parla català?

*Learn a language,*

*Make friends,*

*Have fun!*

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## Language Confusion

I was sitting in a waiting room one day when I noticed a Muslim couple sitting a few feet to the left of me. Another American woman was sitting across from me and started talking to the Muslim woman. The man was focused on his phone and didn't pay attention.

Basic questions were asked, like "Where are you from?" (Iraq) and "How long have you been here?" (3 years). All very pleasant. The Muslim woman didn't speak English very well, but the other woman complimented her with "You speak English well. I don't speak Iraqi, or whatever it is you speak."

I cringed.

As language lovers, we pride ourselves on knowing about a ridiculous number of languages and their attributes, including where they are spoken. We understand that the media and the general population normally don't know the difference between a language learner and a linguist, or a translator and an interpreter. Still, maybe we can help clear up some of the confusion about which languages are used by each country?

The most common languages are pretty easy: German is spoken in Germany, the French speak French, Japanese is the language of Japan, etc. "Chinese" is spoken in China, and we really don't nitpick over which version.

However, Brazil speaks Portuguese (or Brazillian Portuguese), *not* Spanish. Spanish is also spoken in Argentina, not "Argentinian". "Deutsch" is not Dutch. Dutch is spoken in the Netherlands, not "Netherlandish".

There are over a dozen languages spoken in India, and none of them are "Indian". Nor is "Indian" spoken by any of the indigenous people of North America.

There is no "Middle-Easternese" or "Middle-Eastern" language. There is no "Africanese" or "Egyptian" language. English is not a Romance language. Pig Latin is not a real language.

Norwegian is not Norse. No one speaks "Mexican".

And lastly, English is a product of England, not the United States. We brought the language over from there as a colony.

These are just common mistakes people make when talking about languages. What confusion about what and where languages are spoken have you heard?



*Erik Zidowecki*

ERIK ZIDOWECKI  
EDITOR IN CHIEF



## 3000 Year Old Script Discovered In Georgia

An archaeological expedition from Tbilisi State University discovered in 2015 some ancient writings at Grakliani Hill, near Kaspi town. Experts agreed that the text, which seemed to actually be two languages, was a sample of written languages but they had no idea what writing system the scripts used. They only knew was that both writings dated back about 3,000 years.

This was an amazing find, and it also created new questions. “A written language is a sign of civilization, and the world has now enriched with another huge civilization,” said the head of the Institute of Archeology of Tbilisi State University, Vakhta. This means that there existed not just more languages, but perhaps an entire previously unknown civilization!

What is more is that Beta Analytic, the world’s largest professional radiocarbon dating laboratory, recently determined that the text dated back to the 11th or 10th century BC. This means that written language existed for those living in Georgian territory around 3,000 years ago.

Up until now, the Bolnisi inscriptions were believed to be the oldest Georgian language inscriptions. They were dated to 494 AD. This had placed Georgia as the fifth oldest script out of the world’s 14 writing systems.

This new discovery will probably change that, as the Grakliani unknown writing is now the third oldest writing system, “younger” only then the 3,500-year-old Chinese hieroglyphs and Cuneiform script. **PT**

## Voynich Manuscript Translated ... Or Not

One of the last linguistic mysteries is the Voynich Manuscript. It is a strange booklet, presumably from the 15 century, full of pictures of women and plants and a unique and untranslated text.

There have been many attempts to translate the work and explain its purpose, but no one has been able to come up with a comprehensive explanation.

Very recently, a history researcher and television writer by the name of Nicholas Gibbs published an article in the *Times Literary Supplement*, claiming he cracked the code on the mysterious book. He believes it is actually a guide to women’s health and was mostly plagiarized from other works of the time period.

As happens with each attempt at an explanation, many immediately dismissed the claims as false. Experts say his analysis is a mix of stuff already believed to be true along with stuff Gibbs could not possibly prove.

Others disagree with a series of abbreviations which Gibbs claimed were common from other medieval Latin texts. Harvard’s Houghton Library curator of early modern books John Overholt posted about it on Twitter: “We’re not buying this Voynich thing, right?”. The editor of *History Today*, Medievalist Kate Wiles, replied, “I’ve yet to see a medievalist who does. Personally I object to his interpretation of abbreviations.”

So to sum it up, the Voynich Manuscript was explained then the explanation was debunked...again. Will we ever have a true solution? **PT**



# Mark Your Calendar

## Language Show London

**October 13 - 15, 2017**  
**Business Design Centre,**  
**London, UK**

Language Show is the must-attend event for anyone with a passion for languages.

Attend three inspirational days packed with educational seminars, language classes, live forums and cultural performances in an incredible celebration of languages.

At the show you'll be able to meet thousands of fellow language teachers, learners, linguists, translators, interpreters and job seekers who love languages as much as you.

The event is free to attend!

*For more information and registering visit*  
[languageshowlive.co.uk](http://languageshowlive.co.uk)

## Polyglot Conference

**October 27 – 29, 2017**  
**Reykjavík, Iceland**

The 5th annual Polyglot Conference is taking place in Reykjavík, Iceland on 27th-29th October 2017! Whether you're learning your 1st foreign language or your 21st, the Polyglot Conference is open to anyone and everyone who loves languages.

The themes of the conference will celebrate the languages, literatures and cultures of the North, highlight the pressures of globalisation on smaller and indigenous languages, explore the possible relationship between multilingualism and autism, and once again be the platform for all current issues related to polyglottery and multilingualism.

*For more information and tickets visit*  
[polyglotconference.com](http://polyglotconference.com)

## Expolingua in Berlin

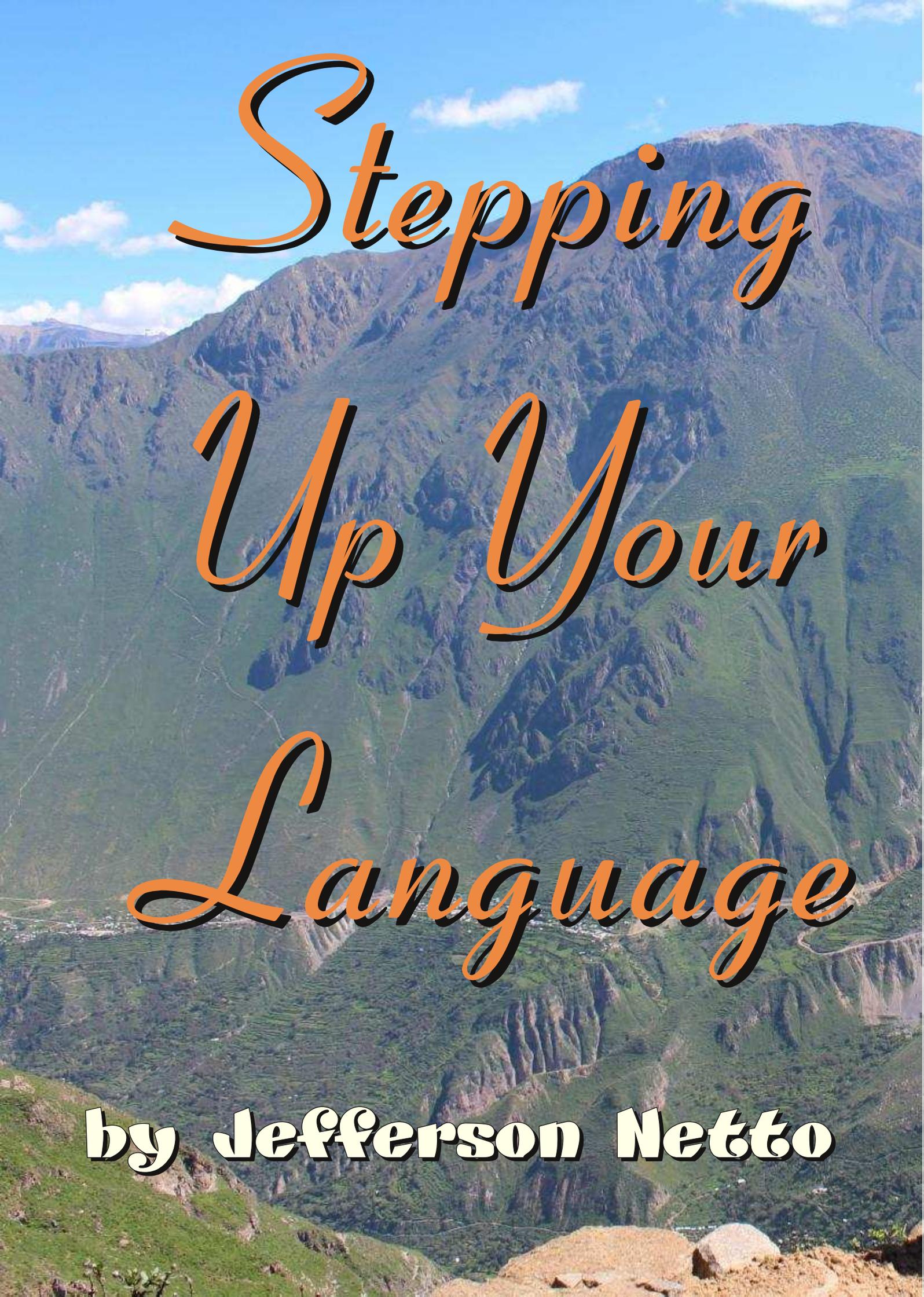
**November 17–18, 2017**  
**Berlin, Germany**

EXPOLINGUA Berlin is the must-attend annual event for anyone with an interest in learning and teaching foreign languages, international travel and global cultures.

The event is free to attend!

*For more information and free tickets visit*  
[expolingua.com](http://expolingua.com)

150+ exhibitors from more than 30 countries and a programme of workshops, seminars and performances provide you with extensive information on international, local and online language courses, internships abroad, working overseas and general information about travel and cultures.



*Stepping  
Up Your  
Language*

**by Jefferson Netto**

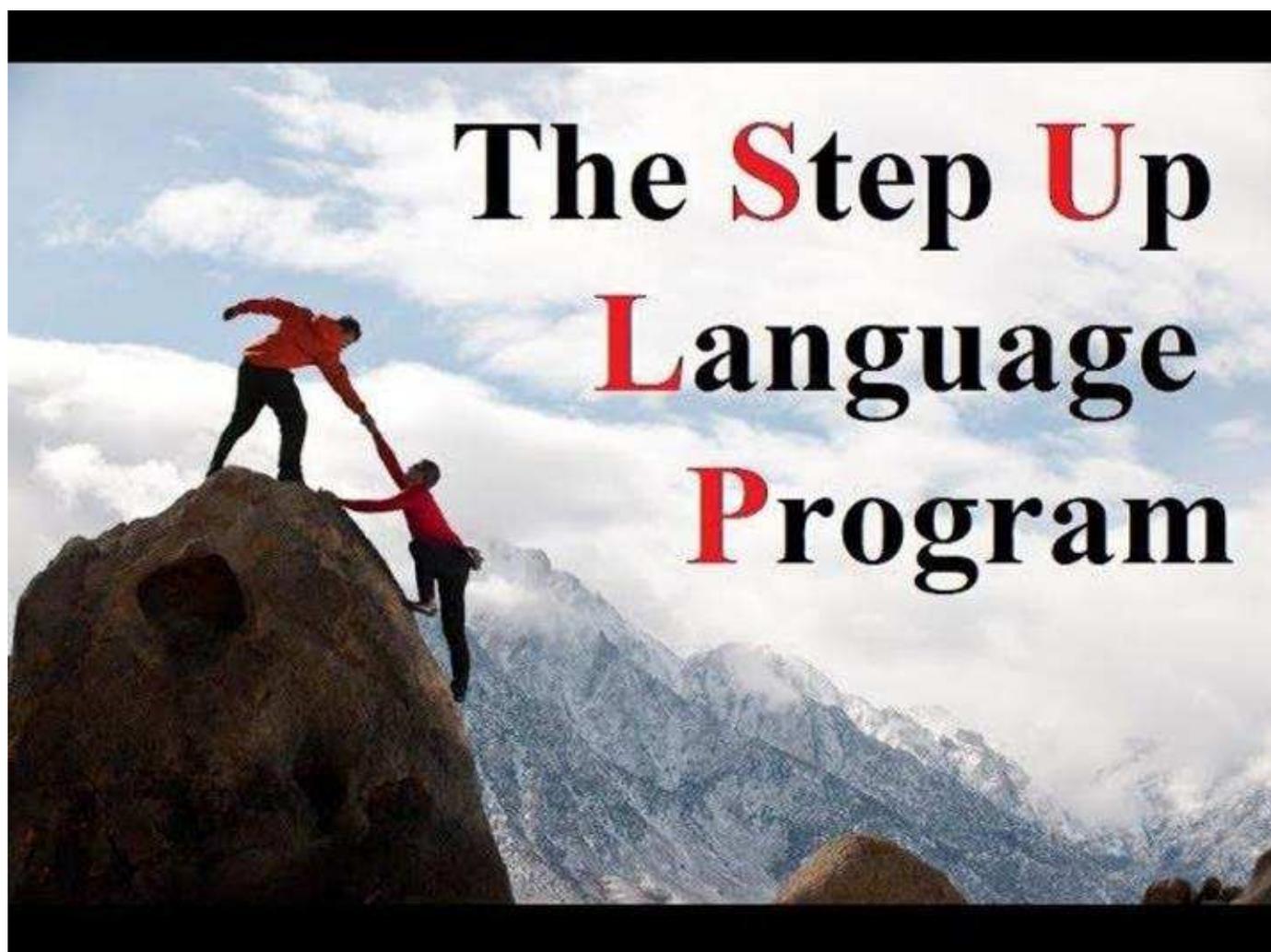


If you are reading this magazine you share the same passion that thousands of people around the globe have for languages. Be it the sounds, the script, or even the history or religion behind the languages, there is something special about them that captivate large masses in all social and economical levels. The study of languages is an activity that has proven to be both intellectually, socially, and emotionally beneficial for the students, in some cases even medically. According to some psychological studies done in language learning communities, people who study languages decrease significantly the risk of old-age mental problems like Alzheimer's and dementia. And with the advancement of technology this once slow and daunting task has become much faster and enjoyable; with games, videos, and other applications right there at the edge of our fingers.

In this battle for the best and most effective way to learn, thousands of methods and approaches have been created, tried, accepted or put to trial, but none of them seem to fix everyone's problems all at once. Nor do any seem to satisfy the majority of the students, who most of the time find themselves relying on several tools at the same time in order to get closer to their study goals.

It is common to hear that an application is good, but is missing something, basically because human beings are different! There are no such things as "one-size-fits-all" programs. This is a faulty marketing ruse to attract those with less experience.

Some of the most effective ways to learn a language have been found in language learning communities and the newest language learning boom: the "challenges". They vary from a couple days to several



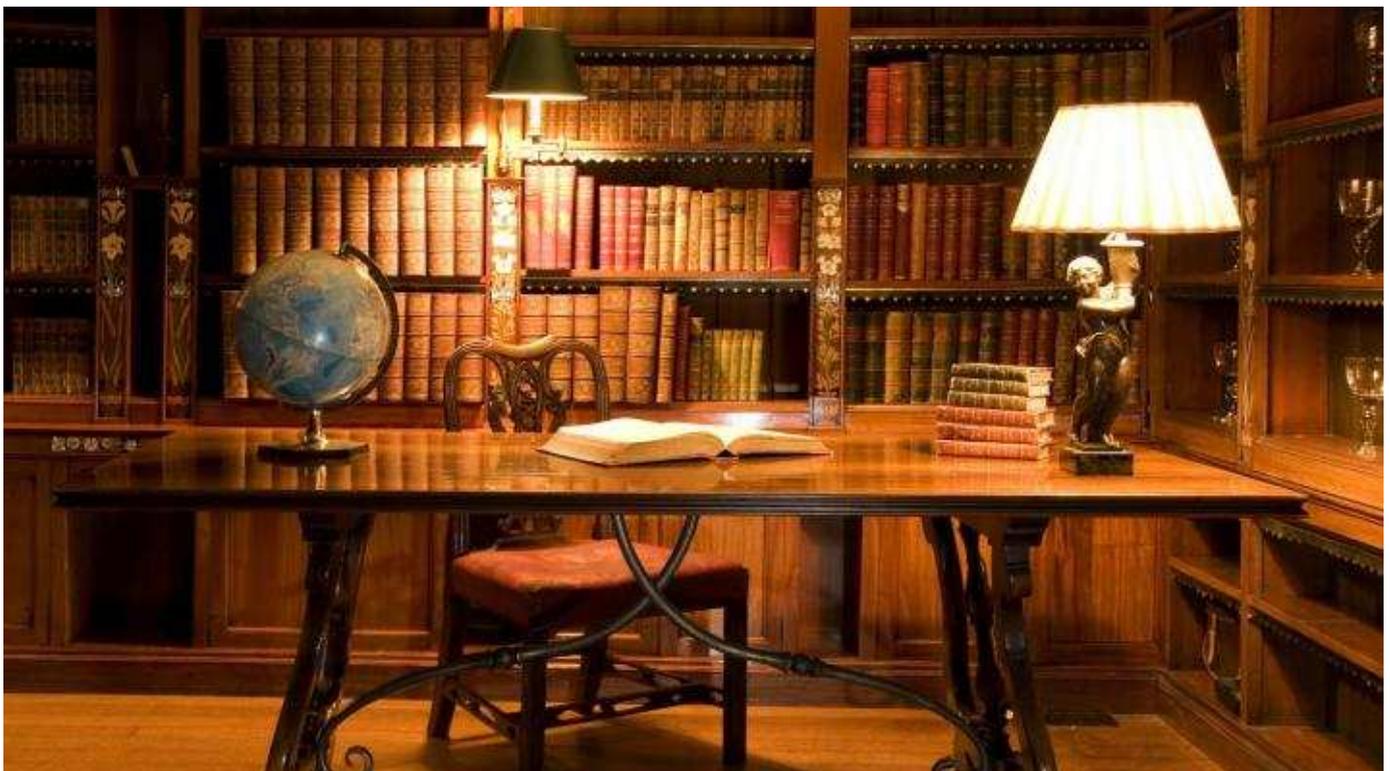
months and may involve innumerable languages at the same time, but then you ask: “But what methods make them so effective?” And the answer is both none and ALL of them! The methods and tools are just as varied as the members of these communities. What makes the difference is the aggregation, in other words, the fact that they are doing it together makes the result surprisingly better than the traditional. They share ideas, tools, failures, successes and even their own findings. The interaction in all levels of the learning process creates this matrix of knowledge and experience that benefits both young and old, amateur and experienced alike.

Some of these communities became a monetary institution of sorts, thus shifting the focus from ‘learning’ to ‘earning’, while offering very little to those eager to learn and excited about the prospect of success with rewards. The thought of a “free-for-all” language learning community was what empowered the idea of the creation of the [Step Up Language Program \(SULP\)](#). A place where people could learn, share, teach, and above all, ENJOY language learning FOR FREE.

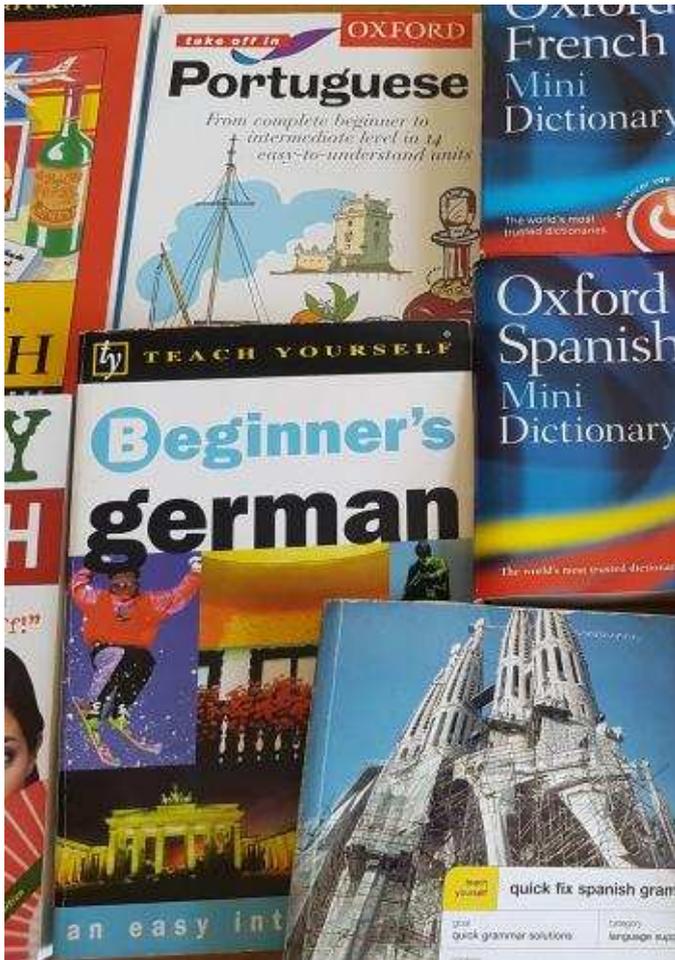
The idea behind SULP is neither new nor magical, it is based on the experiences of thousands of people who have studied languages and time and time again point to these very same basic steps: 1 – Set SMART goals; 2 – Get a partner or partners; 3 – Have an accountability system or group; 4 – Be consistent; and last, but not least, 5 – Speak, Speak, Speak.

### **What are SMART goals?**

These are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-bound goals. Goals that follow this “guideline” are better planned and tend to have a higher rate of success. To just say that you want to “master the Chinese language” isn’t a coherent goal for many reasons like, What does it mean to master a language? How long is that going to take? What do you expect to do with it? Do you think you would be speaking like Confucius in a couple weeks? Probably not. But, if you set a goal as “I want to be able to introduce myself, to include family, education, occupation, and hobbies, and understand the same type of introduction by studying Chinese five days a week for one hour a day







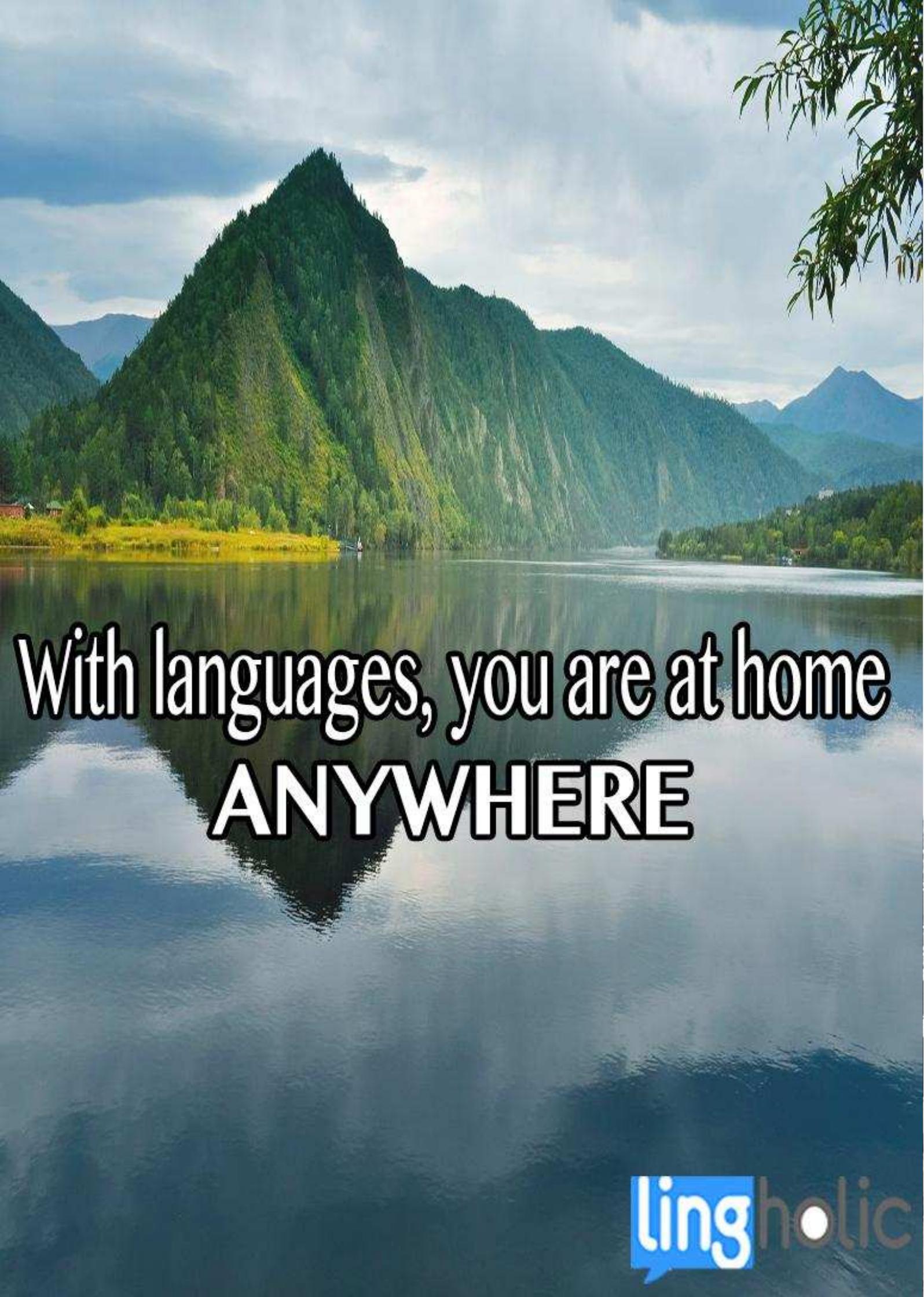
This amazing animal has the ability to reproduce human sounds, which is extremely unique in the animal kingdom. But this doesn't come cheap, it takes hours and hours of exposure to the sound source and many failed attempts until the produced sound matches the pitch and rhythm of the source, thus being understood. Language learners are not different; we have to repeat not only sound patterns, but also grammatical patterns in order to master each individual element of the language in our endeavor to achieve near-native fluency levels. When I was a Portuguese Language Instructor, my supervisor used to tell my students that it is necessary to commit ten thousand mistakes in a foreign language before we could speak it properly, so we might as well make as many mistakes as we can! And fast! There is an intriguing level of truth in this humorous advice... Mistakes cannot be corrected until they are spotted, either by the speaker or by the listener, thus it is crucial to try all

combinations of words and patterns in a new language in order to find the mistakes and eliminate them. This exercise does sound like a young parrot trying to reproduce human speech, except that we can understand the rational explanations and make corrections in a much faster pace, so SPEAK!

These steps are important, but they are NOT the "end all be all" of the program. Self-lead research and study time is still necessary and advised, but with many like-minded people in one place the support and care are much stronger. I do believe this community has the potential to serve people on a global scale, helping them not only to achieve their goals, but also help others do the same. Another version of SULP with prizes and extra support will start as soon as people regain the trust lost in negative experiences with other groups and realize that they still have an option to strengthen their language learning process and be rewarded them for their efforts. To speak a foreign language is like to acquire a second version of ourselves; a more intelligent, understanding, culturally aware, and communicative version. Strive to learn what you love in a way that brings you pleasure during the process. Don't give up when facing difficult, you can easily find someone who has gone through the same problem before, and most likely knows the way out. The online polyglot community is full of people willing to help you achieve your goals, just reach out and you won't regret!

**PT**

*Jeff has studied and taught several languages over the last 19 years as well as worked as a language school educational director and trilingual translator for BYU TV while studying linguistics at Brigham Young University. He participated in a number of language challenges before launching the Step Up Language Program. He may be reached at [thelanguagemosaic@gmail.com](mailto:thelanguagemosaic@gmail.com)*



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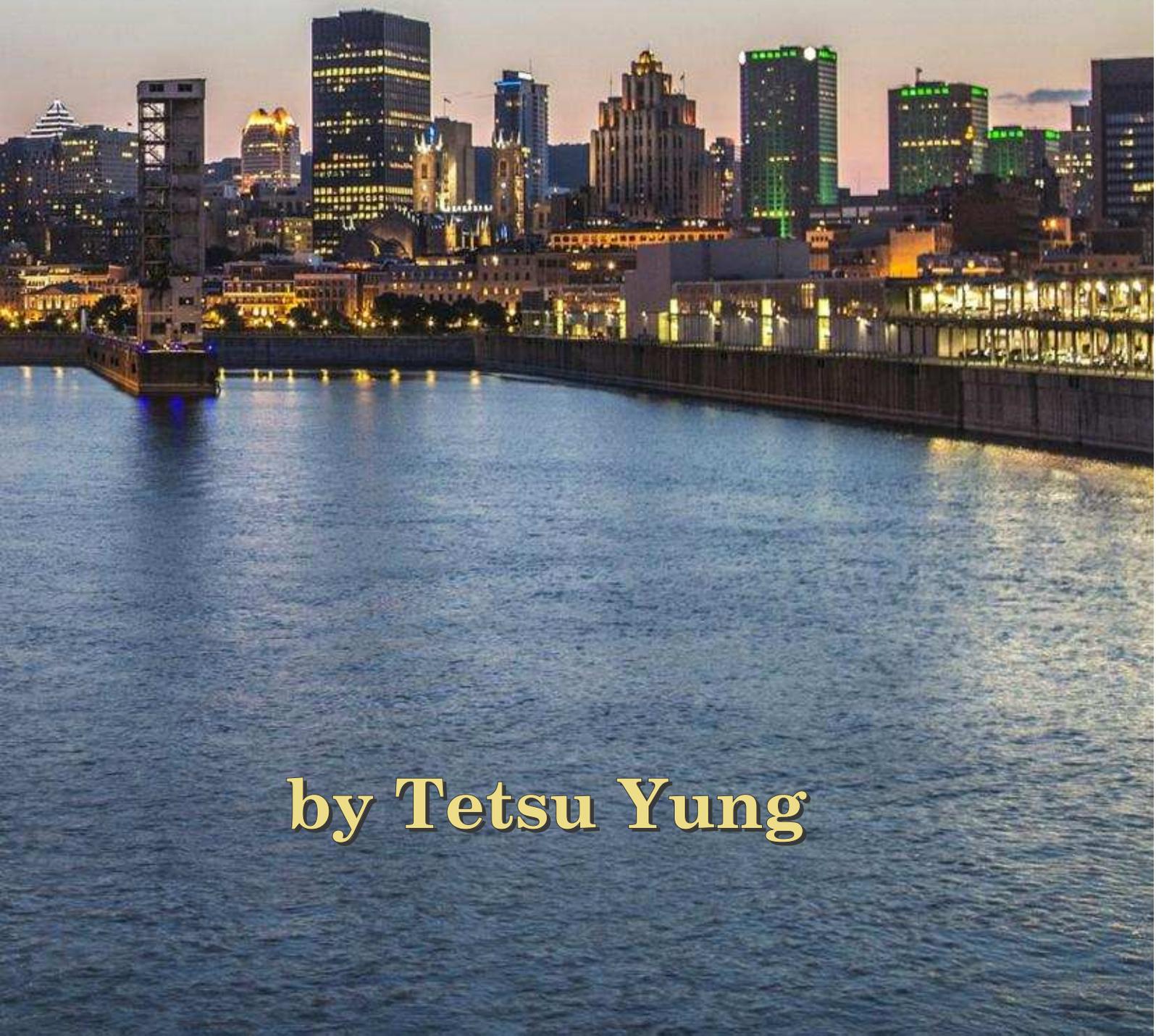
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RUSSIAN | MANDARIN



# Montreal LangFest 2017:



# Another blowout success!



by Tetsu Yung

*Now, where do I even start...*

**I'll start with the conclusion. Montreal LangFest 2017 was P-H-E-N-O-M-E-N-A-L.**

All in all, about 400 language lovers participated at LangFest 2017, and absolutely everyone had fun.

How do I know?

Well, direct feedback for one was overwhelmingly positive. The countless emails and Facebook messages from participants really gave us a warm and fuzzy feeling! Also, many people have written great reviews about LangFest 2017 on their blogs and other social media outlets. You can see a few examples here: [Example 1](#), [Example 2](#), or better yet, just search for #MtlLangFest17 on Facebook, Twitter, Instagram, and see for yourself. But the most convincing evidence of them all? Within 5 days of this year's event closing, we had already sold more than 70 tickets for LangFest 2018, which is almost a fifth of this year's participation!

So allow me to give you a summary of what led to such amazing outcomes.

First, even before the conference weekend, many participants enjoyed the LangFest optional activities, such as the LangFest Kickoff Night in collaboration with Montreal Mundo Lingo, a walk up Mount Royal to see Montreal from atop, tours of Old Montreal or a multilingual night out at the famous St-Sulpice on St-Denis St. Our optional activities leader Sabrina Maheu made sure everyone enjoyed the city from various angles.



Child prodigy Bella Devyatkina having fun at the waterpark before LangFest



Participants enjoying the LangFest Kickoff Night

While everyone was having a ball at the optional activities, I had the enviable task of entertaining Bella Devyatkina, an amazing little polyglot who speaks an astonishing 8 languages at the tender age of 5 years old. I showed Bella and her parents some hotspots in Quebec... well, hotspots for 5 year-olds, like the Bromont Waterpark, and other more traditional spots, like the Montreal Old Port and even Quebec City. While I was at it, I also got Bella some exposure on important Quebec media, like [Salut Bonjour](#) (every Quebecer's morning TV show) and [Gravel Le Matin](#) (wildly popular Quebec radio program).

**Then finally comes Day 1** of the conference portion of the festival, which began with a bang. Not expecting so many people since it was a workday after all, we were taken by surprise to see the long line up early that Friday, leading us to set everything up frantically, kind'a like making your living room look presentable with the guests suddenly arriving early. But the LangFest crew made it look easy, and had our participants settled in comfortably without missing a beat. To warm up the crowd, before even opening the conferences officially, we screened a movie about constructed languages called "Conlanging", for which we received many wonderful comments from participants.

So by the time we rang the opening bell at 1PM, everybody was already pumped. During the opening ceremony, we introduced the team, the LangFest advisors Steve Kaufmann and Olly Richards, our friends at Polyglot Conference, Richard Simcott and Alex Rawlings, and Polyglot Gathering, Lýdia Machová and Chuck Smith, and our sponsors, with [italki](#) as our partner. We also did a brief overview of the conferences and ended the ceremony with our sponsor [uTalk](#) explaining how to play the LangFest game, which is a social language trivia game developed through a collaboration between uTalk and LangFest.



LangFest advisors Olly Richards and Steve Kaufmann



Organizers of the world's top language events on the same stage

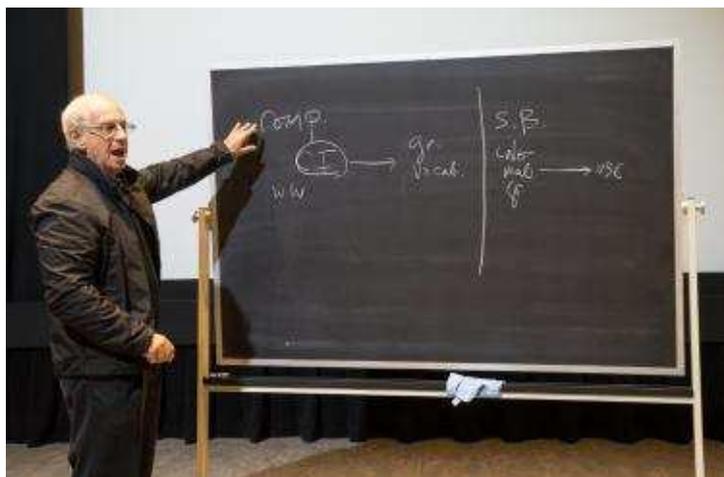
For the rest of the day, we had the privilege to hear talks about unconventional motivational methods, multilingual/multicultural life and relationships, Spanish from Argentina, workshops on Mandarin and Japanese, etc., before culminating with our special program: "Prodigy and Professor Night", first featuring an octalingual (is that even a word?) performance by Bella, followed by her mother Yulia, who told us all about how she raised this adorable little prodigy.

After we were all floored by our Russian delegates, Professor Stephen Krashen just proceeded to take us to linguistic nirvana with an amazing talk on the comprehension hypothesis versus the skills-building hypothesis. Which by the way was done completely a capella, with no Powerpoints and no videos. He had us hooked with just a blackboard and a few handouts. After that, it was lights out for everyone. Literally.

## Montreal LangFest 2017: Another blowout success



Bella Devyatkina doing the cutest selfie in the world



Dr. Stephen Krashen awing the crowd

**Seeing a cheering mass of people at the Day 2 opening**, we started to worry whether we could maintain their high from Day 1. But our incredible line up of speakers quickly showed us that we made no mistakes in our arrangements. I mean, where else do you have the opportunity to see the likes of Richard Simcott, Alex Rawlings, Benny Lewis, Olly Richards, Mark Pentleton, Lindsay Williams, etc. all in one day?! And the variety of the talks, something that many participants had raised as one of their favorite

aspects of LangFest 2017 in our survey, ranged from the “best way” to learn languages to the makings of a language book, passing through swear words in Quebec, the latest in the world of translation and minority languages, all the while with great language workshops to choose from as well. Speaking of choosing, ironically, one of the major complaints we’ve had was the constant dilemma in choosing which session in the three tracks to attend!



LangFest Dinner - earlier



LangFest Dinner - later

After another intense day of excellent talks to numb even the most dedicated of the language lovers, folks were treated to a wild sushi dinner party that... well... just take a look at the pictures...

And so ends Day 2, perfectly, making ourselves wonder what the morning jitters were about.



Panel discussion



uTalk game winners



LangFest Media Award winner – Benny Lewis

**The last day of the festival** once again featured some great talks ranging from applying music theory to language learning, Esperanto culture, learning languages as a hobby versus using it professionally as an interpreter, employing au pairs as a means to raise multilingual children, compelling input, highly animated workshops, etc. In addition, we had some of our key speakers come on stage for an extensive panel discussion, allowing participants to ask all of their most burning questions directly to their heroes. As expected, we ran out of time to address all the questions due to the heated discussions!

Finally, everyone attended the closing ceremony, during which uTalk announced the winners to the LangFest Game. Congratulations to Carlos Castillos, who won a 1-year subscription to uTalk, and to Drew Wagner, who won a **LIFETIME ACCESS** to uTalk!!

Next up were our very own and brand new LangFest Awards, which were delivered by the LangFest Awards Committee, led by John Slocombe. The 2017 LangFest Media Award, which recognizes an individual or organization that has produced a blog, video, podcast or other form of media that has had an important impact on the language learning community, was awarded to Benny Lewis, who has for the past few years inspired us, informed us and, importantly, entertained us! Congratulations Benny!

Next the LangFest Innovation Award was awarded to the Amikumu team. This award recognizes an individual or organization that has made a substantial contribution to the global language learning community with actions to inspire others in their language learning or by introducing or championing an innovative product, technique, theory or measure. Congratulations Amikumu for your ambitions to unite us through the languages we speak – or aspire to speak!

And finally, the LangFest Award of Excellence was awarded to Steve Kaufmann to recognize



LangFest Innovation Award winner - Amikumu

him for the incredible contributions made to the language learning community over the ten years since he started his YouTube channel, which is now pushing towards 110K subscribers with over 1000 inspirational videos, during which time he also co-founded LingQ, a unique and innovative language learning platform. Incidentally, LangFest would also like to thank him for his valuable guidance as executive advisor to LangFest.

The closing ceremony marked the end of the conference portion of LangFest 2017, but we had one last little activity left for our participants: The Annual LangFest Picnic at Parc La Fontaine! Very well attended once again, this year's picnic went well into the night, with wonderful weather, great camaraderie and endless discussions!

Fully exhausted... I mean, exhilarated, after LangFest 2017, the team took a few weeks of rest, in order to restart the cycle nice and fresh. From experience, we know that we need to carefully set our pace so we don't burn ourselves out or run out of time as we prepare LangFest 2018. The 2017 event has raised the bar once again

to heights that appear mighty daunting right about now. But then again, that was how we felt after the event last year, and we still succeeded in pulling off yet another incredible event this year. So we are confident that LangFest 2018 will be amazing, although we don't yet know in what way. We do know, however, that we want to make it even more interactive and social than this year. This is what some of the participants told us through our survey. We also know that we want to widen the scope even further than this year's ex-

pansion, which included translation, film, social responsibility and multicultural relationships. Yes, language learning methods, minority languages, workshops, teaching, raising multilingual children, etc. will all still be part of the agenda going forward. But what do you think about such original subjects like languages in comedy, speech pathologies or any other unique topics? If you have any ideas, I invite you to please let us know! We also welcome ideas for optional activities before the conference weekend. And finally, if you are in Montreal, you are cordially invited to our monthly gatherings called the LangMinis (see our [\\*Facebook page](#) and [\\*website](#) for more info).



LangFest Award of Excellence winner - Steve Kaufmann

**In closing**, we welcome you all to join our year-long journey to LangFest 2018, which will take place Aug. 21-26, by following us on our [\\*social media](#) or subscribing to our newsletter from our [\\*website](#). We also ask that you please help us spread the word on LangFest in any way you can. You can blog about us, tweet about us, post about us on Facebook, Instagram, YouTube, etc., with the hashtag #LangFest18. Furthermore, you can help promote the event with a unique promo code assigned to you, which not only gives your audience a discount on the tickets, but could even earn you a ticket and potentially even fund your trip to Montreal in part or in whole! If you do not intend on coming, you can still be compensated for every ticket sold with your promo code. For more details and your unique promo code, shoot us an email at [info@langfest.org](mailto:info@langfest.org).

And of course, if you are interested in attending LangFest 2018, the tickets are currently on early bird sales. Please visit: [langfest2018.eventbrite.ca](http://langfest2018.eventbrite.ca).

*Hope to see you all in Montreal next summer!*

Tetsu Yung  
Co-Organizer of LangFest  
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\*LangFest on the internet:  
Website: [www.langfest.org](http://www.langfest.org)  
FB: [www.facebook.com/LanguageFestival](https://www.facebook.com/LanguageFestival)  
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*Tetsu is the co-organizer of the Montreal Language Festival and is passionate about raising multilingual children. He speaks 10 languages in total, 5 of which he speaks fluently, which are English, French, Japanese, Mandarin and Spanish. He is raising his 3 children to speak these 5 languages as well. He is also the author of the book: "Pampers to polyglot: 7 ideas for raising multilinguals like me".*



Annual LangFest Picnic

# Adventures in the Land of Maybe

An American girl's island-hopping, party-crawling, tallow-tasting, scarf-knitting, tongue-twisting, car-stalling and sheep-stalking attempts to understand what it means to be Faroese.



[landofmaybe.wordpress.com](http://landofmaybe.wordpress.com)

# Language Boat

immersion language learning

Language Boat is a blog about language learning in natural environments. Here you will find personal narratives about language learning experiences, in addition to tips, ideas, technical stuff like grammar, pronunciation, etc., cultural observations, and language resources.

[languageboat.com](http://languageboat.com)

# How Can My Study Book Be



# Monolingual?



by Tarja Jolma

## How Can My Study Book Be Monolingual?

Traditionally, one of the first things people do when they start learning a new language is to get a study book. This is usually easy for those who study a language which is very widely spoken in the world and usually also for those whose native language is English or some other globally common language, as there are likely to be more language books written for English speakers. However, many learners have to adapt to using books with some other foreign language as the teaching language - or resort to monolingual books.

Over the years I've noticed a change: nowadays most basic level study books of my native language Finnish seem to be monolingual. Learners may be a bit surprised when they see a monolingual study book for the first time, but it is indeed very useful to have them – especially for immigrants and expats who learn the language as a second language (L2), as people who live in an area where the language is spoken. It's very likely that they outnumber all the learners outside Finland, and they are a very heterogeneous group with various native languages and very different language learning history. Many of them do not speak English.

Using course books exclusively in Finnish means that no one in the group is disadvantaged because of not knowing the bridge language. These monolingual books often have bi- or multilingual vocabularies sold separately. In theory, ready-made vocabularies could be given in several languages, but in practice, they often include languages that are rather well known in the society, like English, German and Russian in Finland. Recently, one popular starting level book, *Suomen mestari 1* by Gehring and Heinzmann, was first followed by a multilingual vocabulary book for speakers of English, German, French, Russian and Serbian. A second vocabulary book was published later on, this time for speakers of Arabic, Dari, Paštu, Persian, Somali and Sorani. I'm especially sure this second one got a really warm welcome since native speakers of those languages have less or no bilingual dictionaries and they may not speak good, if any, English.



With or without a vocabulary, people who are used to bilingual study books often wonder how students understand the chapters, and especially, how they understand the grammar. Well, that's the thing: starting from level 0 requires illustrations, graphics, and simple instructions. I think books like this are not meant for self-studies if the student is starting from zero. However, they are very good for starting from scratch with a teacher, because they tend to explain everything gradually, whereas bilingual books often give lots and lots of explanations on every point, and some of them use complex grammar terminology that an average student is often not familiar with. For example, describing a gerund as “the English verbal noun ending in -ing that has the function of a substantive and at the same time shows the verbal features of tense, voice, and capacity to take adverbial qualifiers and to govern objects”. These wordy explanations could blur the clarity of examples meant to illustrate the use of a new word or grammatical point.

Often the visual presentation does not seem so important either when things can be explained in another language. When there is no other language, the grammar points have to be thought through so that they can be presented with pictures, tables, and simple examples. The visual side includes tables, colors, boxes, arrows, circles, bold text, italics, underlining, strikethrough, capital letters, photos, drawings, flags... whatever is needed. Verbs and objects can be presented with



pictures, so no problem there. Another technique is writing all the question words (who, what, when) in bold and the crucial word (John, book, 3 a.m.) in bold in the answers. This is very handy in both examples and exercises. Practice does make the master, so there should be enough of them. Many books don't have sufficient simple exercises before going forward to either a new topic or more difficult grammar or vocabulary, which leaves gaps in the knowledge.

Nowadays, with the internet available in so many places, it's easy for both students and teachers to find pictures of things. Choosing clear pictures is vital to avoid misunderstandings. A picture of a woman could represent female, mother, wife, sister, aunt, teacher, bride, daughter, or a dozen other things. Explaining abstract things is often the hardest part, but even then pictures may be helpful. So is acting. L2 teachers often do also a lot of acting in class purely out of necessity: they need to demonstrate things to their students, and the target language might be the only language they have in common.

So, what about the instructions on what is needed in an exercise? Things may be explained only or also with a picture, but when there is text, the text needs to be simple. It should not be so long and complicated that students get frustrated and spend more time trying to decipher the explanation than doing the exercise – or simply give up. Not everybody has someone able to help at home, and what the teacher says in class may be misheard, misunderstood or simply forgotten.

Another common thing is a vocabulary that the student can fill in using his/her native language. One is good to have before each new dialogue or chapter, and one in alphabetical order in the back of the book. Listing the number of a chapter or page in which a word is first used is very useful especially when there is no translation. Students forget words, so going back to a chapter in which a given word has already been studied might help a lot.

If the script does not clearly give the entire pronunciation of the words (vowels which are assumed, syllable stress), it would be good to

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have it in the vocabulary using something else, like IPA, diacritics (accent marks), and other notations for omitted vowels (such as in Persian, Arabic, and Hebrew). Other unmarked features may need extra symbols, while transliteration could be used for some languages like Japanese and Russian and pinyin for Mandarin Chinese. The new vocabulary of each chapter would be best to have on a recording as well, and preferably as a separate section and not just included in the audio of the whole chapter for resources with an audio component.

Along with a simple font in which spaces between words (if there are any) are clearly recognizable and similar letters are distinct from each other, students benefit from space between the lines, so they can write notes in order to explain things to themselves and even more importantly to write translations of words and their pronunciation. Pages full of content are not functional. This is especially important when the student is learning a new language with a new or not so familiar alphabet. Decreasing the number of pages by reducing space in pages is not as important as giving space for side notes. This applies to all study books, but even more to books that are for basic and elementary level students.

Some people don't write in the books, mainly because they want to sell them after the course or because the book they are using is from the library. However, most students who own their book want to make side notes, and it becomes both difficult and messy when the space between the lines is scarce. Some

years ago, I took a modern Greek elementary course with two of my friends, and we had a monolingual book. The book had good exercises and good texts, but we were all frustrated about the lack of space between the lines. In addition, the font was rather small.

Speaking of space, if you are planning on making a book (be it mono- or bilingual) please give enough space to write the answers in the exercises, both when only one or two words are missing and when it's about writing complete sentences in a notebook. (Furthermore, I wish all those lines would be made with a very thin line or very small dots. Choosing a line made of dots does not mean that "big" black dots are functional.)

One suggestion about the spoken language: if the language in question has clearly two forms, one being the standard version used in written language and the other one a spoken version, probably different from region to region but with national common traits, one nice way to present it would be to give a mildly spoken version of each dialogue in text and tape and then after that present the same dialogue in standard form, marking the differences for example with color. This kind of dialogues are found for example in a fairly new Persian elementary book, *Persian in Use: An Elementary Textbook of Language and Culture* by Anousha Sedeghi, and for me, this seems a perfect way to give the learner a possibility to learn both versions but still keep them clearly apart.

Students are also made to pay attention to the details by filling in the blanks first in the spoken version with audio and then in the written version based on the spoken one. Only one word per blank point is missing from the text, so it's not too much effort for beginners.

Nowadays more and more learning material is developed in many languages. More and more immigrants of various types learn the language of their new home country on very heterogeneous courses, so monolingual basic level books have proven to be very useful. I think the need to use only one language has been beneficial to the development of the ma-





materials because I believe that with experience of what works without a bridge language, it's easier to see the makings of a functional book.

I don't think the nature of the language matters, for example, if the language has complex conjugation forms or if the words don't conjugate at all. All kinds of grammar features can be explained in a monolingual book. Finnish is regarded as complex, but these monolingual books have proven to be very functional.

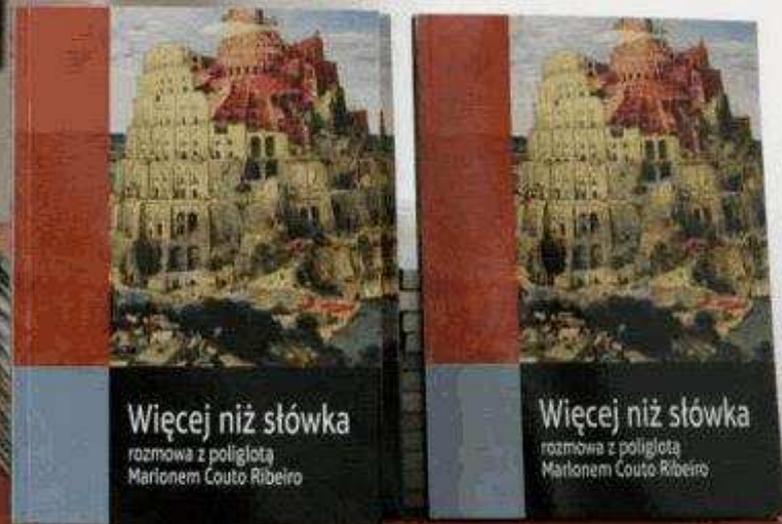
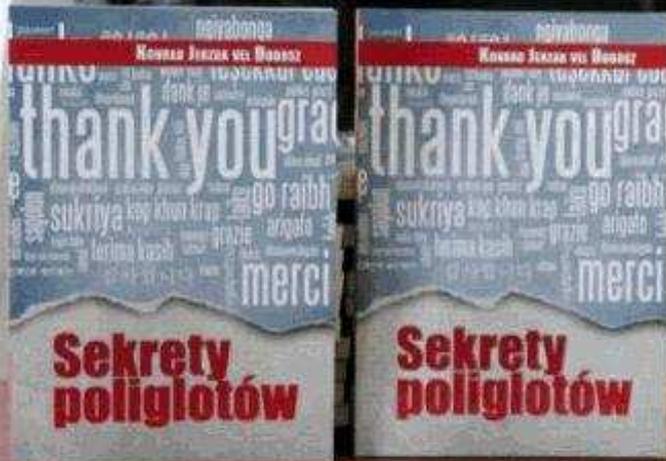
However, bilingual books are still very important. Many students are learning the language without a teacher and without the language environment, and bilingual books are needed also for self-studies and additional help. There just aren't enough of them in enough languages to fill the needs of all students. Of course, some are studying very commonly spoken languages and there should be lots of bilingual learning material. Everything is relative: Arabic is one of the most widely spoken languages in the world,

but there aren't many study books that teach Arabic in Finnish. Instead, we have lots of material for learning languages like English, German, Swedish, Spanish, French, Italian and Russian.

This article was inspired by both my own and other people's efforts in using monolingual and almost monolingual learning material. **PT**

*Tarja holds a Master's degree in Italian Philology with studies in Finnish, Spanish, and cultural history and also has experience in teaching Finnish (L2) for foreigners. Her daily work as a tv-subtitler writing subtitles for the deaf and the hard-of-hearing consists mainly of her native Finnish language, but all kinds of language skills are useful. She simply can't stop studying languages, especially the ever challenging and fascinating Mandarin Chinese.*

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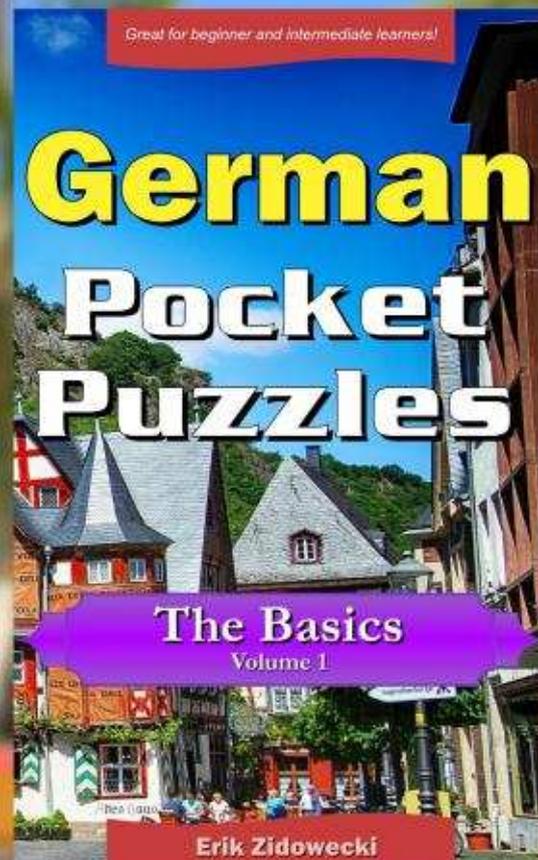
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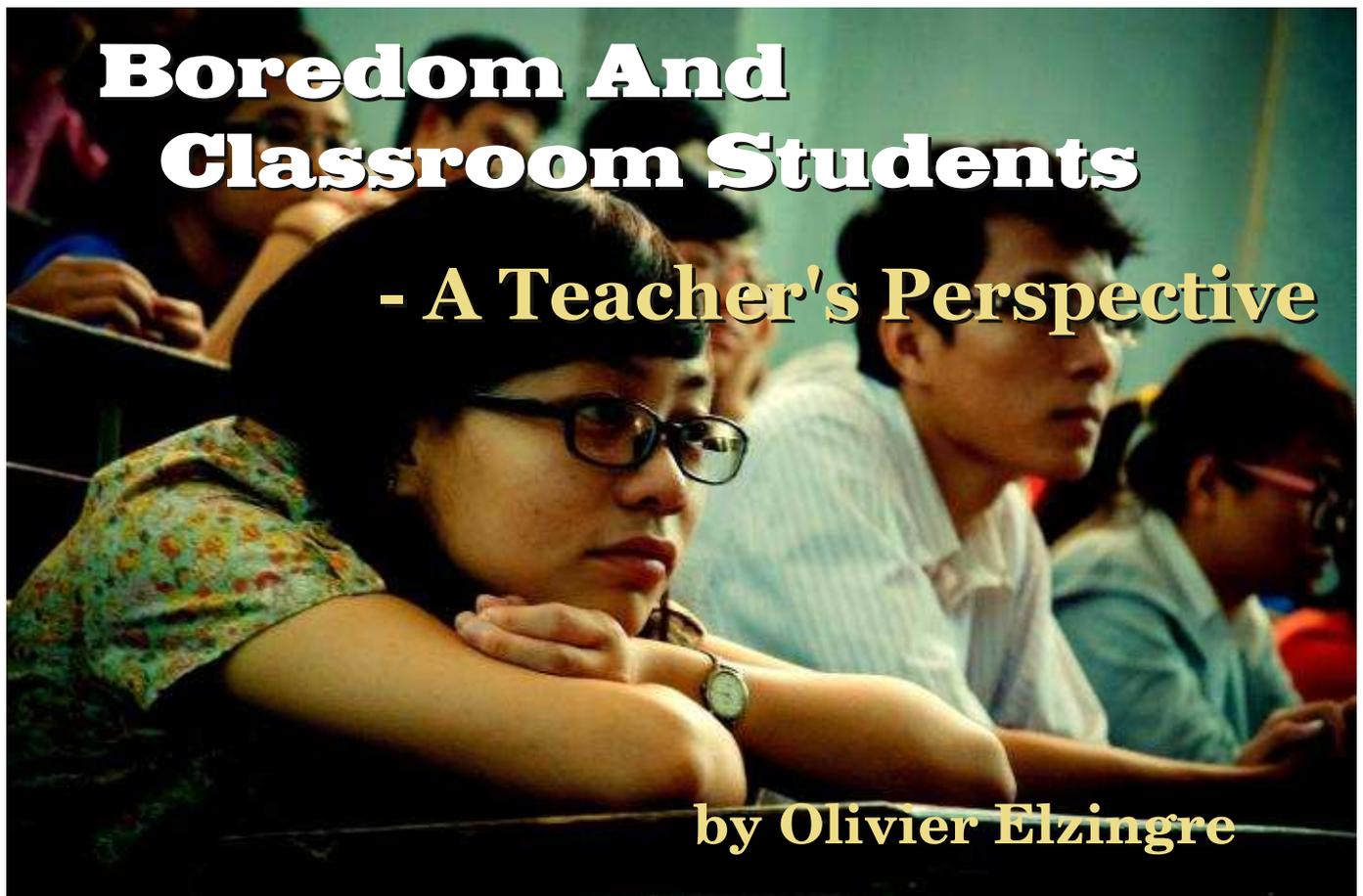
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Language review for the travelling you!



**A**t a time when autodidacticism, or self-learning, is celebrated, I would like to take this opportunity to promote the old-fashioned formal classroom, by addressing some of the criticism found in web-based language learning platforms.

Often mentioned, boredom is known to be felt in language classrooms. I will not deny that despite my best effort, some students claim to be bored. What is extraordinary is that boredom, in my experience as a teacher, does not stem from the curriculum content. Ask students to prepare a presentation on anything they are interested in French, and immediately a chorus of bovine moans drowns the classroom. How can students be bored if they choose the content? Tell students, however, to complete a very structured problem-based “fill in the table based on the following text” activity, a flurry of activity immediately ensues, students turn to their friends to compare answers, check vocabulary, negotiate ways to complete the work, etc. You may think that I am exaggerating, but

this is precisely what happened in my class on the day I wrote these words.

So what was it that engaged the students? Was it the amazing content or the incredible “mise en page”? Of course not. It was the provision of activities which could be completed by all students, the tasks which were gradually more difficult, the certainty that though they may get a lot wrong, they will also get a lot right, and finally and for some students most importantly, the teacher walking around the class helping students individually, answering questions and giving clues. In other words, guiding rather than teaching.

The next snippet is another illustration of why I think that boredom is not what it seems. Recently, a young girl loudly announced in my class “this is boring!” I firmly believe that when students are on task, they cannot be bored. I told her quite dryly that her head was light enough to hold itself up. I also asked her to see me after class. When the bell unshackled surprisingly smiling students from their desks, a sulking 13 year-old girl



approached my table. I told her that it had been quite rude to announce so loudly that she was bored. Had she been on task? No. Had I asked her to return to her work? You bet I did. Did she do it? With as much enthusiasm as an innocent person condemned to a long sentence. With the pressure of her friends waiting outside the class, I asked her how she was. Her non-committed answer told me that she was not going to open up, but I then said something she didn't expect: "Sorry I told you off, it wasn't fair of me to do so." Used appropriately and at the right moment, I find that admission of my own responsibility when something hasn't gone ideally can turn things around. Of course, it was rude of her to so blatantly announce her boredom, with the purpose of attracting attention and causing a reaction. Yet, I am the adult, and she is very young. She didn't apologise, nor did I ask her to do so, though I most certainly left it open. The following class, she sat in the middle of the room, next to one of the class's top students. She worked well, pointed out

when I had missed something, was engaged. Too cool to admit her own fault, she apologised by way of reconnecting with the work.

I consider the two above situations successes in my practice. Yet there are plenty of examples in my career that illustrate failings. Perhaps what is important about those failures is to learn from them and make improvements.

About 10 years ago, I was teaching a year 10 class (students are 15-16 year old). Everything went well in the first term, students working well, smiling. A new teacher, I thought they were ready for a challenge and tried to give them material that was too difficult for their level. In my fantasies, I thought students would engage with the task, spend time trying to figure out the language, ask questions, eventually celebrate their success in a culmination of their learning journeys. That did not take place. Instead, anxiety set it, and I didn't notice it until it was too late. Students started to disengage and refuse to do work either at home or in class. As I was

feeling the stress of having lost scores of students, I called the parents of a girl who had been oppositional in class. From this point on, she refused not only all work and made a point of not writing even her name on test papers, she refused to speak to me until she left the school more than 2 years later.

This disaster taught me how far I can challenge my students, how to identify early signs of anxiety and among other things taught me not to call home behind a student's back!

It is too easy to forget that some learning is facilitated by teaching. It's also too easy to forget that not all teaching is effective. Teachers frequently remind themselves that they are dealing with people, and therefore cannot control all factors in the classroom. They tend to forget that they are "people" too and that not everything they do in the classroom will end up with actual learning.

Evidently, the presence of a teacher gives learning a language a relational dimension - failures and successes are expressed aloud and enacted socially. This dimension may render all language learning more intimidating.

When a person is able to cope with the anxiety of a classroom environment, half the battle is won. To me, a student who claims to be bored is a sign that our relationship needs to find a more stable state, and of course there is no training on how to create a teacher-student relationship that leads to motivation and learning. What it does invariably mean, however, is that language classes are without doubt more fundamentally affecting than any self-guided language learning.



### Final word

Learning a foreign language is hard work. A language class is often the stage of tension, self-consciousness and anxiety, a place where emotions run high. A language class is also the place where a person trained in the pedagogy of foreign language teaching and learning provides a coherent, structured program, alongside regular contact hours. Whether you end up liking your teacher or not, your ability as a learner to achieve your goals may rest in a large part in a mutual acceptance of each other's presence in the classroom. **PT**

*Olivier Elzingre is a PhD candidate researching motivation and identity development in study abroad contexts. He teaches high school French in Australia. Correspondence to [olivierrelzingre@gmail.com](mailto:olivierrelzingre@gmail.com)*



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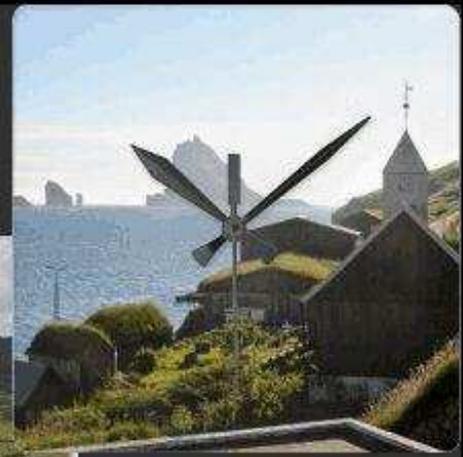
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# In Others' Words

## Malachi Rempen

*When travelling the world and learning other languages, funny situations and adventures are bound to happen. One man has taken those and used them as the basis for a comic.*

**In this issue, we will be talking with a man whose comics of travel and language have entertained our community for years now, Malachi Rempen, the creator of “Itchy Feet”. Welcome!**

Thanks!

**You have done several interviews which discussed how you got into languages, what inspires your comics, etc. What I am interested in for this one is your recent past and your recent future (past perfect future?). You married your Italian girlfriend, then in the past year, you added another traveler, complete with his own tiny passport, to your team when your wife gave birth to a son. How has having a wife and child affected your travels and comics? Do you see the places differently now that you have two people to share them?**

Well, travel has gotten more expensive, that's for sure! It's also definitely a new challenge traveling with a baby. But we are trying to build new habits and new patterns so we can still globetrot as much as possible. As for seeing places differently - not really! I've never really liked traveling solo, I always prefer going with friends or family (or both). So now I'm just bringing a new friend along.

**I've seen some of the Itchy Feet comics referencing having a baby, including one in which it is dubbed a “Super Power” allowing you to get on airplanes ahead of others. Will we be seeing more of your comic echoing your life in this way? If so, is it possible the characters may even start having and using individual names, like in one of your other projects, The Adventures of the Merry Mariner?**

Traveling with kids will certainly affect the comic, yes. It's a whole new world, and a funny one at that. I'm just grateful for new material. Perhaps I subconsciously had a child to avoid running out of ideas for comics. But no, I don't think they'll ever have names or follow a story, at least not in the near future. I prefer to keep everyone anonymous so that anyone can relate.

**The young Russian polyglot, Bella, is making the rounds showing off her language skills. At age five, she speaks eight languages. Do you have similar plans of language learning for your son?**

He'll definitely learn three just growing up normally - English from me, Italian from his mother and German in school. But as much as I'd like to cram him full of languages, I think a better use of my parenting time is probably cramming him full of other useful skills, like music or reading or crapping in the right place.



**Your most recent endeavor was the creation of *Itchy Feet: The Travel Game*, in which you led a very successful Kickstarter campaign for. When and how did you decide to build a game around your comic?**

It was suggested by a friend of mine, and I thought it would be a fun side project. It was WAY more work than a little side project, let me tell you that! But it was also a LOT of fun. I'm seriously considering doing another.

**Did you expect such a successful Kickstarter campaign?**

Not at all. I thought I'd get a bit of early momentum thanks to *Itchy Feet*, but actually 60% of the backers just found the game through Kickstarter and had never even heard of the comic. So I don't know what happened there, honestly! If I were to guess what I did right, I think a big factor was having it really clear in the title of the game itself. "*Itchy Feet: the Travel Game*" tells you what it is even if you've never read the comic. We also worked

really hard during development to make the game as simple as possible. We wanted to lean away from Monopoly and more towards Uno.

**Seeing language and travel in a comic is already rare, but having it in a game is Seeing Bigfoot Rare. How is the game played?**

Every player races to be the first to "travel" to the country card at the center of the table. But first each player must travel through their own country cards. Each country has certain requirements (to go to Mexico you'll need stuff for Adventure, Party and the Beach, for example). Your hand is your backpack, and you have to gather the items you need to get to each country, and hang on to your very important Passport card. Players can trade, steal and do all sorts of fun things to each other to try to stop them from being first to the center. It's fun!

**For those who were unable to subscribe to the Kickstarter campaign, will the game be available from other places? How can people get a copy of it for themselves?**

If you missed the Kickstarter, quickly sign up here: <http://eepurl.com/c081Nr>. We'll be sending you info on how you can grab a late copy.

**Do you have similar Itchy Feet projects planned for the future, like a live action film? If so, what actor or actress would you like to see playing the main protagonist?**

I've never yet said anything about this to anyone, but since my professional background is as a filmmaker, I've been noodling some ideas for a live action *Itchy Feet*-style web series, or possibly film. I don't think it would be *Itchy Feet* branded, but it would definitely involve travel or language learning or expat life, or all of the above. I've got a few ideas brewing, some of which are actually pretty decent. We'll see which ones bubble to the surface!

Thanks again! This was fun. **PT**

*You can find Malachi at  
Itchy Feet: The Travel & Language Comic  
(<http://www.itchyfeetcomic.com/>)*

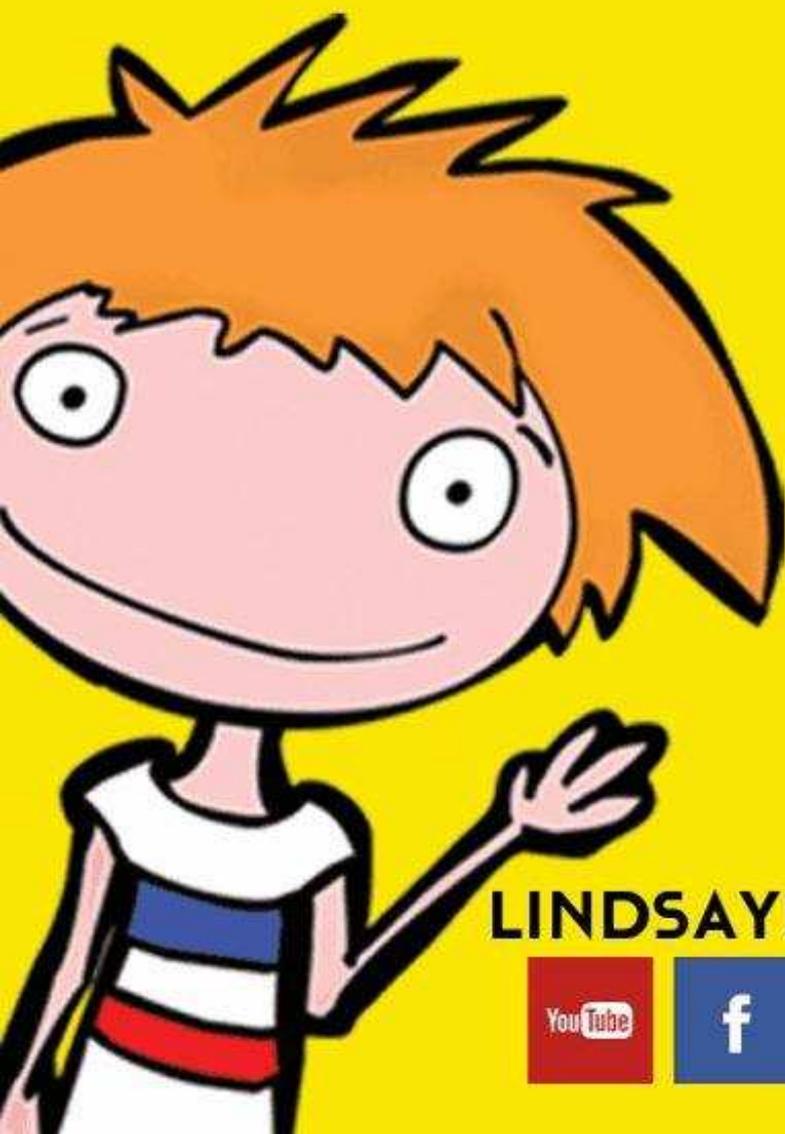


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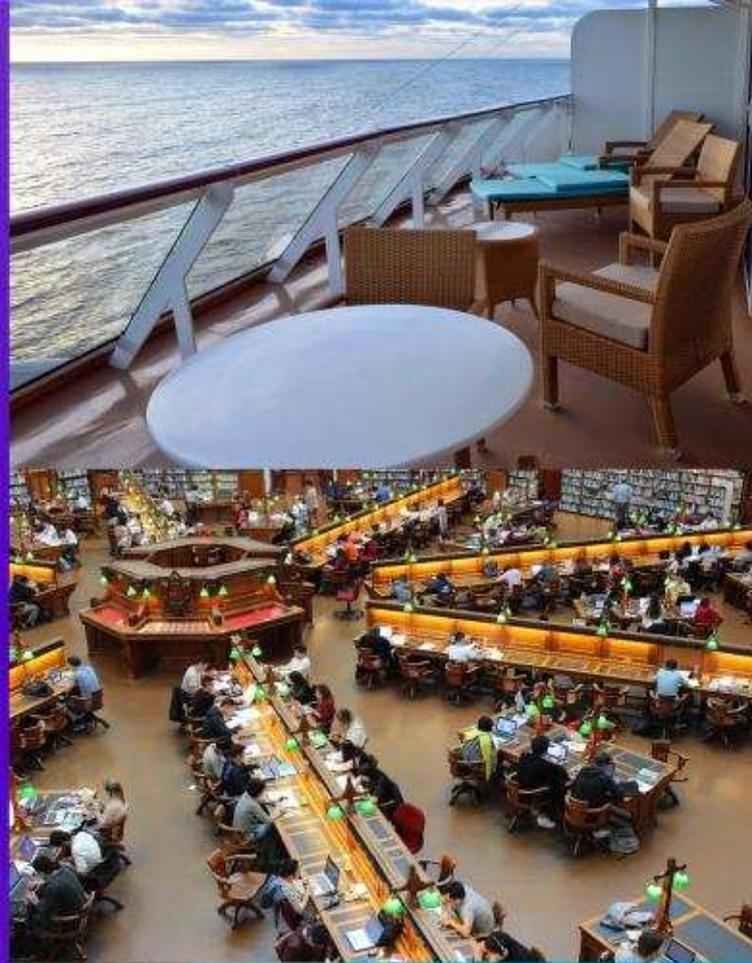
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# In FOCUS

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These photos are from Kendal Knetmann and show parts of Venice, Italy



Street signs on one of the very narrow streets



Glass artwork on display in the glass factory in Murano, an island of Venice



Workers creating products of glass at the glass factory in Murano



Various sailboats in the harbor



Venice, Italy



Tourists attempting to have a wedding in a gondola



A partial site of one of the historical towers along the canal in Murano



Wide look at boats in the Grand Canal



One of the countless bridges which crisscross Venice



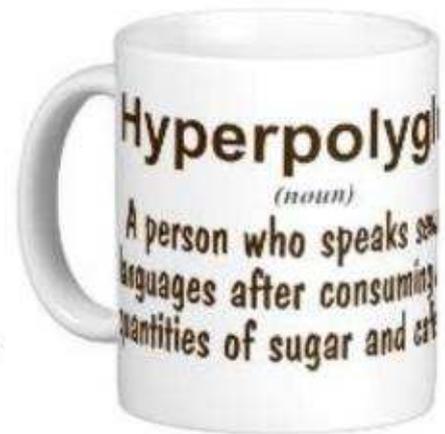
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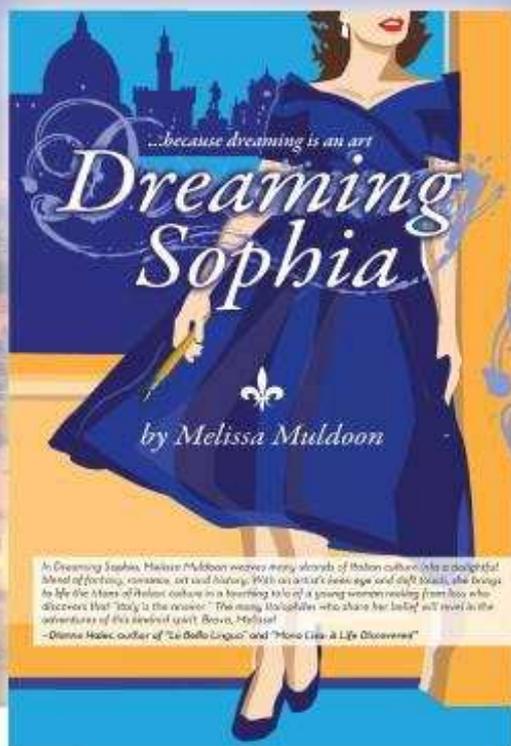
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Melissa Muldoon is the “*Studentessa Matta*”. In Italian, “*matta*” means “crazy” or “impassioned”. She promotes the study of Italian language and culture through the dual-language blog [StudentessaMatta.com](http://StudentessaMatta.com). She has a B.A. in fine arts, art history and European history from Knox College and a master’s in art history from the University of Illinois. She has studied painting, language and art history in Florence.

*Dreaming Sophia* is a fanciful look at art history, but it is also a culmination of personal stories and insights resulting from Melissa’s experiences traveling and living in Italy, as well as her involvement and familiarity with the Italian language, painting and art history. Find more about *Dreaming Sophia* on the website, Pinterest and Facebook page.s



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# Proverbs from the World: Finnish

The world is full of languages, which in turn are full of proverbs. Some of them are very culture related, some instead very universal. The language of choice this time is Finnish, the main language of Finland. In Finnish the language is called "Suomi".

There are about 5.4 million native speakers of Finnish, and it's one of the two official languages of Finland while also a minority language in Sweden. Finnish belongs to the Uralic language family, also called Finno-Ugric. It's related to languages like Estonian, Hungarian, Sami languages, Veps and Komi.

Finland is located in the North of Europe, right between Sweden and Russia and below the arm of Norway. There are four seasons, and the winter is snowy and rather cold. Selecting proverbs that concern snow and seasons feels natural.

## 1. Uusi lumi on vanhan surma.

Literal translation:

'New snow is deadly for the old one.'

Meaning: The assumption is that when it's snowing on a previously settled layer of snow, that first layer snow disappears. This is not true in all kinds of weather conditions, like in the middle of the winter and not when it's cold and sunny like in the springtime (in Finnish there is this season called *kevättalvi*, spring-winter). Then the new snow slows down the melting of the old one because the white snow reflects away the sun. Dirty old snow would melt easier. However, wet new snow (in Finnish *räntä*) may melt what's underneath. There is also the assumption that when new snow arrives, it's light and fluffy. As time passes, the snowflakes change, and the snow becomes more condensed. It might seem like the snow was melting.



## 2. Kun lumeen kusee, niin jälki jää.

Literal translation:

'When you pee in the snow, a mark is left.'

Meaning: Pee is yellow and warm, so the result is obvious. What we do has consequences. This saying is very straightforward, like many others in Finnish language.

### 3. Etiäpäin, sanoi mummo lumessa.

Literal translation:

'"Forward", said the granny (walking) in the snow.'

Meaning: The above is a classical example of "sisu," an appreciated characteristic that translates as stamina, perseverance, and guts. No matter how high the snow is, it's best just to continue, no use in whining.

There is also a whole group of proverbs that are directly tied to the seasons and the course of times. To be successful in farming, it's critical to know the calendar, the seasons, the amount of sunlight per day, how the ground frosts and so on.



### 4. Matista puhteet putoo, Maariasta ehtoot kattoo.

Literal translation:

'Since Matti's day the dusk time diminishes, since Maaria's day the evenings fade away.'

Meaning: Matti's name day of the 24th of February and the religious holiday *marianpäivä*, that is, *The Feast of the Annunciation*, was previously the 25th of March, but nowadays it is a Sunday close to the original date. In Finland, the change of seasons also means big changes in the amount of daylight: in the far north polar night time (in Finnish, *kaamos*) when the sun does not rise above the horizon at all, is close to two months long, while in the summer, the midnight sun period is up to 74 days in the same location.

Finland is a long country, and in the south of Finland there is neither phenomenon but the change is still rather drastic. A great many of the old proverbs concern calendar days identified by the name days and public holidays.



For those who speak Finnish, here's an interesting collection of proverbial wisdom concerning weather, seasons and farming:

<http://pappanetti.suntuubi.com/fi/kansanviisaus/S%C3%A4%C3%A4enne%201/>

<http://pappanetti.suntuubi.com/fi/KANSANVIISAUS/S%C3%A4%C3%A4enne%202/>

# Language Puzzles

Every issue we post a puzzle here for you to solve. It varies in language and type, so if this puzzle doesn't interest you, you can wait until the next issue, or try the puzzle anyways. You might learn something new!



This month's puzzle is a word scramble for family words in Catalan. Unscramble the letters to reveal the name of a family in Catalan.

## Word Search #29 - Family

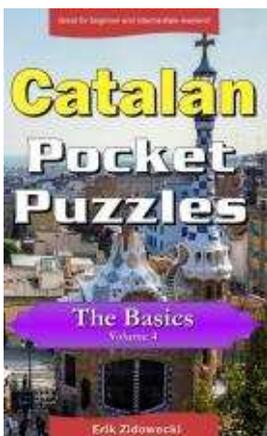


### Catalan

pare [m]  
 mamà [f]  
 germa [m]  
 cosí [m]  
 fillastre [m]  
 germanastre [m]  
 parents [mp]  
 parent [m]  
 avia [f]  
 fill [m]  
 germanastra [f]  
 mare [f]  
 padrastra [m]  
 tia [f]

### English

father  
 mum  
 brother  
 cousin  
 stepson  
 stepbrother  
 relatives  
 relative  
 grandmother  
 son  
 stepsister  
 mother  
 stepfather  
 aunt



Catalan Pocket Puzzles - The Basics - V1

[www.scriveremo.com](http://www.scriveremo.com)

# Where Are You?

This capital city is also the largest of its country. It is located on a large plateau and has a population of over six million people. It is mainly a business destination as there is little in the form of entertainment which hasn't been banned and there are few interesting sites to see, but it does have the largest all-female university in the world.

Dating back at least as far as the 3rd century AD, the city became known as Hajr and served as a capital of the province for several centuries. When that empire declined, the city was renamed "the gardens" in English and broken into smaller towns and farming estates.

Even until as short a time as a hundred years ago, the city and region were involved in various struggles and disputes. The city was raided and recaptured in 1902. When the region became a country in 1932, the city was made its capital.

**Can you name this location and country?**

**Last month's answer: Lübeck, Germany**





Reading in a foreign language made easy



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# Basic Guide to Dutch

Spoken natively by over 20 million people, Dutch is a West Germanic language spoken mostly in the Netherlands (as the official language), Belgium, and Suriname. It is also spoken in parts of Germany, France, and various former Dutch colonies.

Here are some beginner words and phrases in Dutch for you to gain a simple introduction to it.



<b>Hello</b>	Hallo
<b>Good morning</b>	Goedemorgen
<b>Good afternoon</b>	Goedemiddag
<b>Good evening</b>	Goedenavond
<b>Good night</b>	Goedenacht
<b>How are you?</b>	Hoe gaat het met je?
<b>Fine, thank you</b>	Prima, dank je
<b>And you?</b>	En met jou?
<b>Welcome</b>	Welkom
<b>It is a beautiful day</b>	Het is een mooie dag
<b>Have a nice day</b>	Prettige dag!
<b>Goodbye</b>	Dag

See you later

Tot ziens

See you tomorrow

Tot morgen

Do you speak English?

Spreekt u Engels?

Yes, a little

Ja, een klein beetje

Yes

Ja

No

Nee

Nice to meet you

Aangenaam kennis met u te maken

Nice to see you

Fijn om je te zien

You can listen and learn how to pronounce Dutch words by visiting **LingoHut.com**. You will find these words on Lesson 1, 2, 3 and 4 plus there are over 100 other free lessons to learn more Dutch.

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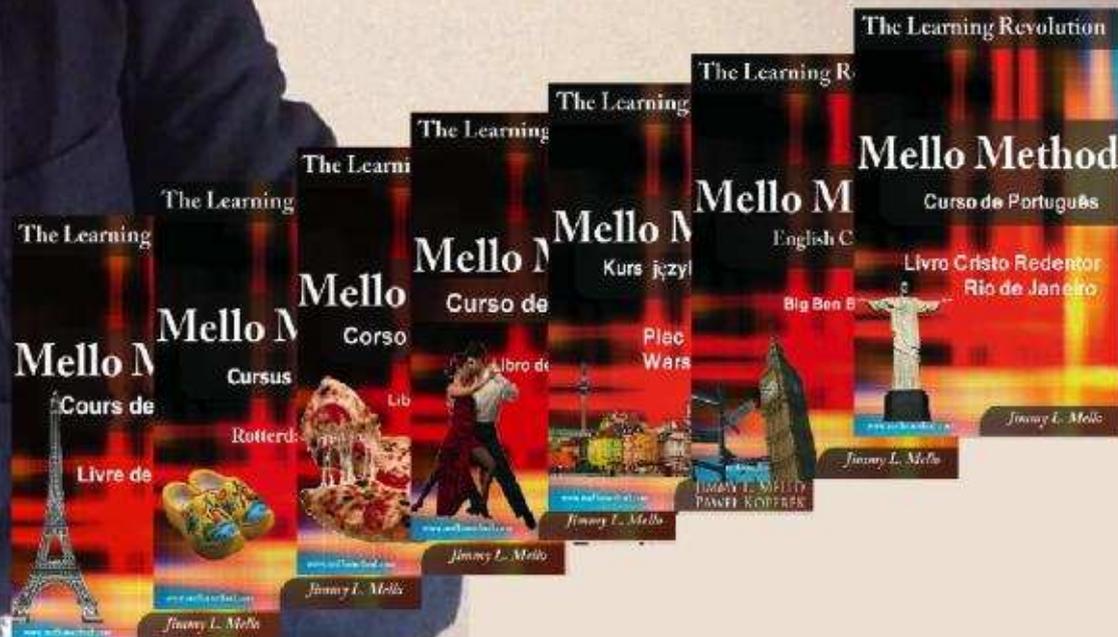
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A travel & language comic by Malachi Ray Rempen



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Every Sunday!

By Malachi Ray Rempen.

[www.itchyfeetcomic.com](http://www.itchyfeetcomic.com)



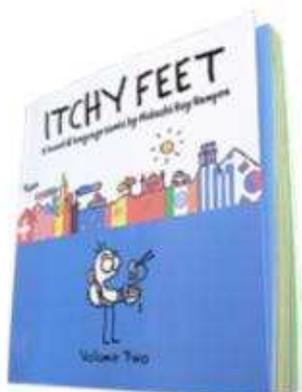
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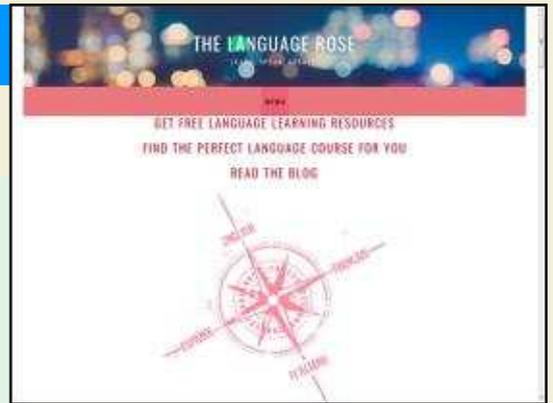


### Language Communities

#### The Language Rose Learning Club

The Language Rose Learning Club was created with the aim of making Spanish, Italian, and French accessible to everyone and building a community of engaged and motivated learners online, for free.

<https://thelanguagerose.com/>  
*Spanish, Italian, French*



#### Yask!

Yask is a community of people from all over the world who are learning languages or who need them in their daily lives. They use their native language skills to help you whenever you need to correct or translate your sentences. In turn, have fun and win by helping them in your own language!

<https://yaskapp.com/en>

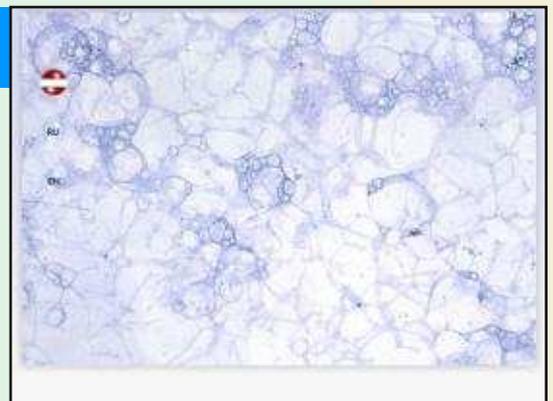


### Literature

#### Pasakas Letonika

Folk Tales for children in Latvian language with English and Russian translation + exercises and list of terms used in those tales.

<http://pasakas.letonika.lv/>  
*Latvian*



## Specific Language

### LingU

LingU is an online platform to help people improve their Norwegian. You can sign up for online classes or attend in the classrooms of Stavanger and Oslo.

<https://www.lingu.no/>

**Norwegian**



### Deutsch im Blick

Free complete German textbook from University of Texas. You can pay a small fee if you prefer a print copy.

<http://coerll.utexas.edu/dib/>

**German**



Links provided by the  
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Why do I bother?  
I don't get anything  
the teacher says.

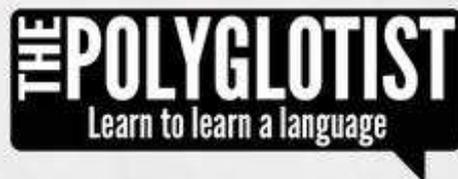
Learning a language feels  
like a drag sometimes, doesn't it?

(But it doesn't have to be.)



Hi! My name is Siskia, and I'm the crazy mind behind The Polyglotist. I started learning Japanese in my twenties, but not before just about everybody scared me about how difficult it was going to be. I tried learning it every way I could, and failed. Then I started learning it my own way, and **succeeded**. Now I teach the language. 😎

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## News Brief

**Writer:** Erik Zidowecki

## Mark Your Calendar

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## Stepping Up Your Language

**Writer:** Jefferson Netto  
**Images:** Jefferson Netto: Sulp title; Characters;  
Petey: Library; Books;

## Montreal LangFest 2017: Another blowout success

**Writer:** Tetsu Yung  
**Images:** Tetsu Yung: All pictures of the LangFest and people  
Petey: Montreal harbor at night

## How Can My Study Book Be Monolingual?

**Writer:** Tarja Jolma  
**Images:** Petey: Confused girl (splash); German books; Kitchen images; Character chart; Students

## Boredom And Classroom Students - A Teacher's Perspective

**Writer:** Olivier Elzingre  
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## In Others's Words - Malachi Rempen

**Writer:** Erik Zidowecki

## In Focus

**Writer:** Erik Zidowecki, Kendal Knetemann  
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## Proverbs from the World - Finnish

**Writer:** Tarja Jolma  
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### Sources:

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<http://www.ess.fi/uutiset/kotimaa/2012/03/20/onko-uusi-lumi-vanhan-surma>
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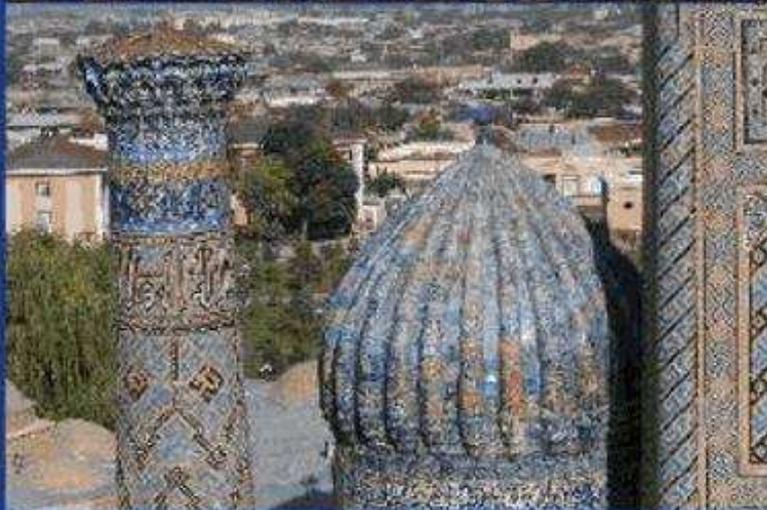
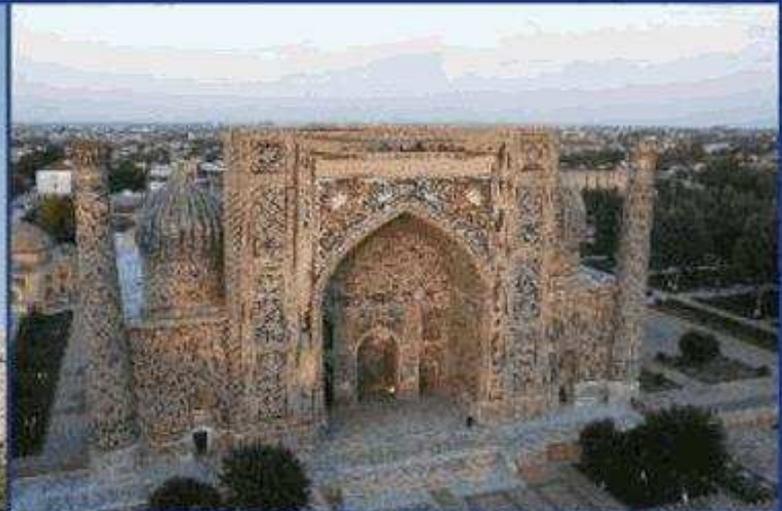
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