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Examination session (May or November)	MAY	Year	2013.

Diploma Programme subject in which this extended essay is registered: GREEK (classical)
(For an extended essay in the area of languages, state the language and whether it is group 1 or group 2.)

Title of the extended essay: CREATING A LINGUISTIC CONCEPT OF AN ANCIENT GREEK VARIANT OF THE LANGUAGE GAME I NEW AMICI!

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The extended essay I am submitting is my own work (apart from guidance allowed by the International Baccalaureate).

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has worked in a mature and methodical way. He has invested a great deal of time in a project that obviously interested him tremendously. He enlisted the help of two local experts and was exemplary in his dealings with them. He met all his deadlines, listened to criticism and reacted very well. An excellent and rewarding experience for him.

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Assessment form (for examiner use only)

Criteria	Achievement level					
	Examiner 1	maximum	Examiner 2	maximum	Examiner 3	
A research question	0	2		2		
B introduction	1	2		2		
C investigation	2	4		4		
D knowledge and understanding	2	4		4		
E reasoned argument	2	4		4		
F analysis and evaluation	2	4		4		
G use of subject language	3	4		4		
H conclusion	2	2		2		
I formal presentation	2	4		4		
J abstract	2	2		2		
K holistic judgment	1	4		4		
Total out of 36	19					

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Abstract

This essay examines how it is possible to convey Ancient Greek language skills and knowledge using a modified version of the language game ‚New Amici!™‘ which was originally designed to teach Modern languages. The work involved elaborating on the set of rules using the playing instructions and playing the game ‚New Amici!™‘ to gain personal playing experience. Furthermore two important German curriculum documents which provided information about the characteristics and the objectives of the Modern and the Ancient language education were utilized. Firstly, the German-English version of the game was analyzed with the focus being on the language cards which were the most important issue. Afterwards the teaching principles of Ancient Greek and the Modern languages were compared to show the main didactic differences. This knowledge about the different styles in teaching languages was applied by modifying the target perspective of the encountered language game to come to an Ancient Greek version. Finally a modified course of how to change the rules regarding the language cards and some sample language cards were provided. The conclusion arrived at is that speaking Ancient Greek is in contrast to the Modern languages not a learning objective in the curriculum. However, since every language learner needs a minimum of active vocabulary which is part of the fascination which arises when learning languages in the travel round tasks where the player has to translate from his or her native language into Ancient Greek are included. In addition, new categories of the language cards were introduced to the game, since the categories in the English-German version hardly include teaching the subject-related strategies which are considered to be centrally in Ancient Greek language education.

Word Count: 277

1 Introduction

According to Lakki Patey who is the inventor of the language game ‚New Amigos!TM‘ *„Sprache ist eine Brücke zwischen den Kulturen und ‚New Amici!TM‘ ist der Schlüssel dazu.“*¹

This essay deals with the German-English version of the above mentioned language game which is marketed by the Hueber Verlag since 2008. Since I am interested in the old languages I want to investigate if ‚New Amici!TM‘ which is originally intended for the new languages also could be the key to the Ancient Greek language and culture. Thus, my research question reads as follows. **How to modify the language cards in the game ‚New Amici!TM‘ in order to convey Ancient Greek language skills and knowledge?**

For the creation of an old Greek version I will firstly **analyze** the German-English variant of the game. Thereupon, there will be a **comparison of the teaching principles** of Ancient Greek and new languages. This will show the differences and what to pay attention to when designing language cards for an Ancient Greek version of the game. When the basis is established a **modified course** of the game with other modified features will be planned in order to finally convey the Ancient Greek language using the game ‚New Amici!TM‘.

I will only include the language cards to the research question because I want to keep it narrowed, since there are also other features of the game that could be analyzed but would be beyond the scope.

Regarding the methodology, I will initially use the information given to me by the companies marketing the game, Californian Products and Hueber Verlag. Afterwards two approved Saxon documents which are used in the education system will be applied in the comparison. The most important sources, however, are the German-English version of the game itself and the playing instruction.

This investigation is significant because it spots the **fundamental didactic differences** between Ancient Greek and the modern languages and applies the gained knowledge in the practical part by designing an appropriate Ancient Greek version of the game.

¹In translation: *„Language represents a bridge between cultures and ‚New Amici!TM‘ is the key to that.“* Quoted from http://www.hueber.de/sixcms/media.php/36/Info_nea.pdf.

2 Analysis of the found project

2.1 History

„New Amigos!™“ was developed in the year 2002 in Norway by the Norwegian musician **Lakki Patey**. The goal of this game is to learn languages easily and above all with more fun.² However, in the beginning the game only was available in Norway for learning English, German and French.

By 2009 the game was sold more than 300000 times³. In tests, the game was rated mostly positive⁴. Furthermore, the game is recommended by various language schools⁵.

2.2 Set of Rules⁶

2.2.1 General Information

„New Amici!™“ is a **game of dice**⁷. The four players move their respective token on the oval gaming surface⁸ depending on the number of points shown on the dice. For each field⁹ on which the player may stop there is a stack of cards.

These cards can be **language cards**.¹⁰ On the language cards are words or phrases that need to be translated. If the expression has been translated correctly, the player receives the card. In case of wrong answer, the card must be put back on the deck.

2.2.2 Three Rounds

Initially, all players start in the **home round**. Here the players translate from a foreign language into the mother tongue.

² See <http://newamigos.net/spiel.php>.

³ See PowerPointPresentation „New Amici Präsentation-2009“.

⁴ The game, for instance, was evaluated with 3,4 out of 6 stars by 2008 users on the popular website http://www.michas-spielmitmir.de/spieletests.php?id=new_amici. On the website's rating 5 out of 6 stars were awarded.

On <http://www.spielkult.de/amici.htm>, there were 7 of 10 cult-factor points awarded.

⁵ For example Kern, Tandem, Schröder & Schröder, VHS, European Languages School, Goethe Institut, Norway and TES (Tools for communication). See http://www.hueber.de/seite/pg_info_nea.

⁶ In order to work out this section the instructions in the manual which belong to the game directly were used primarily.

⁷ This also can be found on the website <http://www.reich-der-spiele.de/kritiken/NewAmici>.

⁸ An appropriate image "playing surface" is in 6.1 Appendix / images.

⁹ Besides the Joker and the raven, which will not be taken into consideration.

¹⁰ There are also quiz cards or quiz- and role-playing cards and the joker and the raven field in the game. However there will be no elaboration on those cards.

When a player has collected seven cards he or she is in the **travel round** in which the text on the language cards is read in the native language and translated into the respective foreign language.

Once in the travel round seven cards were collected, the **final round** follows. Here the player tries to translate all the collected cards into the foreign language. In the case of correct translation the respective player wins the game. If a word on a card is translated incorrectly, the player may try again in the next round.

In the final round it is special that on one hand the earned cards from the travel round are 'only' translated into the foreign language again, but on the other hand, the cards from the home round now also need to be translated into the foreign language while in the first round these cards only had to be translated into the native language. This means in the finals the players have to answer questions that have not previously been answered in this way. Thus, the difficulty increases every round.

2.2.3 Three Levels of Performance

Before starting the game, each player decides whether he or she wants to play on beginner, advanced or expert level. Beginners start on the yellow, advanced on the orange and experts on the red lane.¹¹ For every lane there are special language cards

2.2.4 Four Categories of Tasks per Level in the Rounds 1 and 2

The game features different language cards that are further divided into four different categories.

The language cards of the beginners contain the categories 'vocabulary', 'time expressions', 'basic expressions' and 'numbers'. Players who move on the orange lane translate 'vocabulary', 'verbs', 'phrases' and words about 'food and beverage'. Experts have to deal with 'vocabulary', 'conjugation of verbs', 'dialogue' and 'culture and society'.¹²

¹¹ See footnote 8.

¹² Note that the higher the level of the player is, the more difficult or abstract are the categories of the expressions that should be translated.

2.3 Target Perspective

The game was developed and distributed as a game for **learning languages**¹³. By „New Amici!TM“ languages should be used outside of the school improving the individual language skill. The **learning effect** is central to the project¹⁴.

The **social aspect** of the game is not to be neglected¹⁵. Thus it is important for the creators to include as much gaming fun and interaction into the game as possible.

¹³ See for instance the subtitle of the game: „The Language Game“.

¹⁴ This can be detected in some rules: wrong translated cards are placed on and not under the stack. Therefore they are drawn in most cases very soon. Hence it should be learned from mistakes. Afterwards the player has to apply what he or she learned. Similarly, this rule was interpreted on <http://www.spielkult.de/amici.htm>.

¹⁵ See the title of the game „New Amici!TM“, indication already on getting to know new friends.

3 Transfer of the Project Idea on Ancient Languages

In the following, the concept of ‚New Amici!™‘ is related on the Ancient Greek language which is a **dead language**. A dead language is a language that has no more native speakers and is thus no longer actively spoken. Therefore old Greek lessons are not focused on foreign-language communication. However, the language game ‚New Amici!™‘ is adapted to new languages and thus communication oriented. Therefore **foreign-language communication** theoretically has to be given up when aiming for an Ancient Greek version of the game.

This can be done by changing or removing elements, rules and aspects of the game. So after the comparison it should be clear what needs to be changed in order to convey Ancient Greek language knowledge with a game which is actually designed for Modern languages and hence for communication.

3.1 Target Perspective of New and Old Foreign Languages

3.1.1 Principles and Functions of Teaching Modern Languages¹⁶

3.1.1.1 Fields of Activity

In order to adequately communicate in different languages, the learner has to be capable of using the fields of activity: **reception**, **interaction**, **production** and **mediation**.

The **reception** works primarily orally, written and audio-visually. Here students receive and process texts auditory and visual in order to understand it globally, selectively or in detail and draw conclusions.¹⁷

Production includes speaking and writing. The learner produces a spoken or written text that can be received consequently.

Interaction combines receptive and productive activities, since during oral communication the student alternately is speaker and listener.

¹⁶ The main source for this section was the “Gesamtkonzept-Sprachliche Bildung” (Translated ‚Overall concept – language education‘.; hereinafter, ‘Gk-SB’). I use this document, because it represents, in detail, the principles and functions of foreign language education. Even though I cannot assume that the producers of ‚New Amici!™‘ used the ‘Gk-SB’ as a basis for creating the language game, the principles of foreign language education will still be found in the game.

¹⁷ Ibidem, p. 30.

During **mediation** the learner mediates between two languages. Interpreting and translating are classic examples, but mediation also includes paraphrasing and summarizing content.

These four fields of activity should not be seen in isolation. Since the interaction is for example a combination of reception and production.

Regarding the language game ‘;New Amici!TM’ especially the fields of activity Interaction and mediation are needed during game play.

3.1.1.2 Specific language-related Competence

To accomplish the communicative acts which are mentioned in the fields of activity the student needs **specific language-related competence**¹⁸. This competence is divided into the **linguistic**, the **sociolinguistic** and the **pragmatic competence**.

The **linguistic competence** is defined as knowing and applying certain formal means¹⁹ in order to formulate meaningful messages.

If the student knows about the social dimension of language use²⁰ he can apply the **sociolinguistic competence**.

The **pragmatic competence** describes the knowledge of principles of organization, structure and use of communications in order to fulfill a communicative function.

In ‘;New Amici!TM’ linguistic competence²¹ and sociolinguistic competence²² are partially mediated. The pragmatic competence is applied only to a small extent.²³

3.1.1.3 Ability to act intercultural

Further principles of the learning of foreign languages are **interculturality**²⁴, the **ability to act intercultural** which refers, in contrast to pure regional studies, to the

¹⁸ Compare ibidem, p. 31.

¹⁹ Especially in the areas of vocabulary, grammar, semantics and phonology.

²⁰ For instance the linguistic identification of social relations, polite conventions, idioms, sayings, quotes, and proverbial sayings, register differences, dialect and accent.

²¹ Verbs are conjugated, which is necessary, to formulate shapely meaningful messages. Sometimes at the higher levels quite difficult sentences are formed, which requires and supports linguistic competence. However, there are no grammar exercises that have the goal to create awareness of the sentence structure. Thus at this point it is obvious that one cannot learn a foreign language just by playing ‘;New Amici!TM’, since grammar is barely taught at the beginner level and already required at the expert and advanced levels.

²² Since the players already deal at the beginner level with the card category ‘Basic Expressions’, in which shorter phrases are sometimes requested using conventions of politeness.

²³ Since the messages that are exchanged during the examined project are so short and already given so that the players do not need to think much about the organization and structure.

²⁴ ‘Gk-SB’, p. 31.

social skills of the student and **language awareness** which includes the reflection of the own and the foreign language.

3.1.1.4 Subject-related Strategies

The **subject-related strategies** support the development of method competence, social skill and learning competence of the students. Those include many activities of the student that are necessary to initiate and maintain foreign-language communication.²⁵

3.1.2 Principles and Functions of Teaching Ancient Greek²⁶

3.1.2.1 Reflection of the Mother Tongue

Linguistic, cultural and social skills are requested and encouraged by Greek language education. Thereby a **reflection of the mother tongue** shall occur because the student learns a new language system and can consequently reflect this in contrast to the mother tongue.

Moreover, the ancient languages allow a special extension of the **intercultural ability to act**.²⁷ This means the pupils are encouraged to **reflect** on the present and also their own language. Contrastive cultural competence should be promoted. I think it would be very difficult to incorporate this component into a Greek version of the game since normally it has a playing time of less than two hours.

3.1.2.2 Further subject-related Aims

A general specific objective of the Greek education is the development of the ability to **observe** and **describe linguistic matters**, to the **analysis** and **synthesis**, to **discourse**, for **verification** and **transfer**, to the critical **use of media** and for **presentation**.

These goals are imposed on the entire Greek lessons, where the student spends much time. However, it is difficult to make such demands on a language game.

²⁵ For example the acquisition of linguistic means, the skill-related strategies, the strategies related on foreign-language communication, strategies regarding the voice and text reflection and the strategies of 'learning to learn'.

²⁶ The '**Lehrplan Griechisch am Gymnasium in Sachsen**' (Translated: 'Greek curriculum at schools in Saxony': Lehrplan sächsisches Gymnasium, Griechisch, publisher: Sächsisches Staatsministerium für Kultus und Sport (www.sachsen-macht-schule.de), p. 2-5), in the following 'LP', will be used to find out the aims and objectives of the Greek classes.

²⁷ 'Gk-SB', p. 32.

Consequently, an Ancient Greek version of the game does not satisfy all of the above objectives. For the reason that it is very difficult to introduce these goals which are complex processes.

The description and observation of linguistic matters will be partially introduced to the game. However, care must be taken that the game does not become too theoretical. The general game character of the project shall remain.

3.1.2.3 Fields of Activity

In Ancient Greek language education the fields of activity **reception**, **interaction** and **production** are implemented.

The mentioned fields of activity are, however, mainly used in the **native language** of the learners during the linguistic and interpretive elaboration of texts in the areas of speaking, reading and writing.²⁸ The communicative act thus refers not to the old language but the language which is used in the discussion.

Thus, if one acts strictly according to the guidelines of the curriculum, one cannot demand interaction in Greek in the game, because the fields of activity are only applied in the native language of the player. However, this would be too ambitious anyway.

3.1.2.4 Subject-related Strategies

The 'LP' includes the **subject-related strategies** in all grades, in which Greek is taught.²⁹ These are **decoding**, **recoding** and **interpretation**.

In the Greek lessons one **decodes**, which is a process of processing a message on all linguistic levels, in order to decrypt³⁰ the coded Greek text. Firstly the text has to be analyzed in the original language, in this case Greek.

After the decoding, the **interpretation** of the meanwhile decoded text may follow.

The third subject-related strategy is the **recoding**. It requires the decoding, but not necessarily the interpretation. During the recoding the meanwhile decoded text gets converted into the code of the target language.³¹

²⁸ Ibidem, p. 30.

²⁹ 'LP', p. 3.

³⁰ Compare to <http://de.wiktionary.org/wiki/Dekodierung>.

³¹ Compare to <http://www.duden.de/rechtschreibung/Recodierung>.

3.1.3 Results of the Comparison

3.1.3.1 Similarities

The modern foreign school languages and Ancient Greek have in common that both have the task to teach **regional studies** and **intercultural ability to act**. **Approximations** to other cultures should be created. Especially Greek, but also the new languages classes should encourage **conscious language reflection**. The language reflection should have a positive impact along with other components on the **language awareness**. Furthermore, as well the Greek lessons, as the modern language classes aim on creating knowledge about **language analysis** and the observation of linguistic matters.

3.1.3.2 Differences

The new languages are in contrast to the Greek **communication-oriented** languages, and have as a goal to train the student's **awareness of communication**. That, at least on foreign language level, is not the aim of learning ancient Greek. Therefore, it is not communicated in Greek, but in the mother tongue. Other major differences between the modern languages and the Greek are the **fields of activity**, since there is no mediation in Greek lessons and the fields of activity are used in the native language.

Also the **subject-related strategies** of the two compared objects are different from each other. Thus the subject related strategies of the new languages contain a broader range of activities. Whereas in Greek lessons, only subject related strategies³² are taught, that can be applied directly to the text. These three strategies are of immense importance for the Greek, but in my opinion also other strategies should be provided which are not directly in the context of the text. To a certain extent these strategies are the tools that are needed to apply the subject-specific strategies of the Greek teaching.

3.1.3.3 Active Vocabulary

It is a difficulty that in the Greek subject **communication** in the target language, Greek, is completely neglected. Of course it is very difficult to communicate in Greek. As it appears to me, Greek learners should be able to formulate at least basic

³² decoding, interpreting and recoding

phrases in Greek. That makes the fascination of language possible. Therefore in Greek a **minimum of active vocabulary** is important.

3.2 Modified Target Perspective resulting from the Comparison

After the comparison the similarities and differences between modern language and Ancient Greek language education were made clear. In order to answer the research question it is now necessary to investigate what should be modified regarding the target perspective. Thus, there will be unchanged and modified components regarding the target perspective.

3.2.1 Unchanged Components

The modified version of the project shall continue to be aimed at improving the **language skills** of the players and arouse **interest** and **curiosity** about the Greek language and culture. It should be focused on **the learning effect** and addresses the **regional studies**, so that the general education and **intercultural ability to act** of the player can be improved. Furthermore, by language reflection and partly linguistic analysis the **language and communication awareness** of the players should be at least affected.

However, the **fundamental nature** of the project is to be maintained.

That means that the game must not become too lengthy as it would stop the flow of the game too much when a player would spend more than two minutes with a card. Hence the tasks on the cards cannot be too complex and time consuming.

3.2.2 Modified Components

From the preservation of the fundamental nature of the game, it follows that the interpretation of texts almost never occurs, since for the interpretation a long text is necessary which probably could not be approached correctly within two minutes.³³

Decoding and **recoding**, however, may still occur more frequently, as it is possible to decode a text only in terms of one predominant feature³⁴ and to recode just very small parts of a text.

³³ An interpretation must always be based on a decoding which cannot be done in the given time. The game would have to give more information about the circumstances of the formation of the text and history of impact and reception of each document, which is beyond the scope.

Since speaking Ancient Greek and translating into Greek are no learning objectives they will be held on a fairly low level. Of course, I think a minimum of active vocabulary is for the fascination of language extremely important, but it is not a learning goal and is therefore reduced and only required at a low level.

³⁴ Hereby proper names, the distribution of connectors, the distribution of persons, the distribution of tense, mode and diathesis, the word fields, the sentence types and striking rhetorical devices are meant.

4 Planning of an Ancient Greek Version of the Project³⁵

Now, that the modifications in the target perspective are shown the next step is to plan what changes regarding the language cards are necessary after the above considerations in order to convey Ancient Greek language knowledge using the game.

4.1 General Considerations

There are no changes regarding the basic game mechanics. Thus, the game stays a dice game for four persons maintaining its **basic character**. For each field where the player may stop, there is a deck of cards with respective tasks. The language cards are divided into four categories that need to be translated. The learning effect is still the main goal. The round system will be maintained.

The playing surface has been modified³⁶. But now there are only two lanes (levels) at which the players can move.

4.2 Two general Levels of Performance

The modified version of, 'New Amici!TM' is divided into two levels of performance. One is for beginners who are already learning Greek for half a year being in their first or second year of learning Greek.

Basic knowledge of Ancient Greek is required for playing. Therefore one should have learned Ancient Greek at least for six months to get involved in the game. Someone who has never studied Ancient Greek is not able to play the game, just as it is with the versions in the new language. This player is dependent on the other players and the game is for the player hardly purposeful while fun is reduced.

At the second level the advanced students who learned Greek for more than two years prove themselves.

The number of levels is reduced because there are too few people who could play at a third level, the expert level. Even for someone who already learns Greek for five or six years the advanced level will be challenging.

³⁵ From the changed target perspective result some changes in the set of rules because some components of the game would no longer be purposeful.

³⁶ It is inspired from the playing surface of the found project: see image: „Gaming surface“ in bullet 6.2.

4.3 Language Cards³⁷

4.3.1 Home Round

In the **home round** the language cards are still translated from the foreign language into the mother tongue. Here, the general level of questions is higher than in the subsequent **travel round**.

4.3.2 Travel Round

During the travel round very simple vocabulary and small sentences will be translated from the native language into Greek.

Here the difficulty of the vocabulary changes even from the home to the travel round **within one level of performance**, since it is more challenging to translate into Greek than the other way around. Accordingly, the actual words that are translated during the travel round are quite simple words that are learnt in Greek classes during the first six months.

This means that it is necessary to design as well for the beginner level as for the advanced level more demanding cards for translating into the native language and simpler cards for translating into Greek.

4.3.3 Final Round

Here, not all cards are translated into the target language since the players would have to translate the rather demanding foreign words which were translated from Ancient Greek into the modern language the other way around, which would be too demanding. Thus, the cards from the home round are again **translated into the mother tongue** and the cards from the travel round are accordingly **translated into Ancient Greek**.

³⁷ Some cards are designed as in the appendix (in bullet ,6.1 sample cards‘) in list format. The modified game interface is also reproduced in the appendix. Regarding the sample cards it has to be mentioned that they only have an exemplary character.

4.3.4 Four Categories per Level of Performance in Home and Travel Round

4.3.4.1 General Considerations

According to the general level of play of the player there are the different language cards which are divided into four different categories in the modified version of the game. When selecting the categories of the project, particular emphasis was paid to ensure that the categories that exist in the advanced level are based on the categories of the beginner level.³⁸

The four categories of the beginner levels of the Ancient Greek variant are 'vocabulary', 'Basic expressions', 'decoding' and 'flexion'. These categories provide the basis for 'vocabulary', 'sentences', 'decoding' and 'flexion' at the higher level.

4.3.4.2 ,Vocabulary‘

It is necessary that players train their vocabulary knowledge to learn the language. In the beginner level vocabulary is queried which is learnt in the first and second year of Greek, in the advanced level, the players are dealing with vocabulary they learn since the third year of Greek lessons.³⁹

4.3.4.3 ,Basic Expressions‘ (Level 1) and ,Sentences‘ (Level 2)

The categories, 'Basic expressions' and 'sentences' are adopted from the encountered variant of the project. Thereby the category 'Basic expressions' establishes the basis for the category 'sentences', since it is important to know the basic terms and short phrases of the Ancient Greek language in order to translate texts. In the category 'Basic expressions' mainly words or short phrases are requested. In the higher level there are 'Essential expressions' where short sentences shall be translated.

³⁸ This was partially done in the English-German version where the categories 'sentences' and 'Food and Drink' from level 2 to lead to 'dialogue' and 'culture and society' at the expert level.

³⁹ As already mentioned, in the travel round considerably simpler vocabulary queried as in the home round.

4.3.4.4 ,Inflection'⁴⁰

For the reason that declension and conjugation are essential parts of Ancient Greek grammar, they will be conflated in the category 'inflection', which is available in both levels of performance.

In the beginner level basic nouns of the o-declination, the a-declination and verbs in the present tense, aorist and future are requested.

In the advanced level difficult nouns with prefixed demonstrative pronouns shall be declined and verbs in other modi than the indicative shall be conjugated.

4.3.4.5 ,Decoding'

In the category 'decoding' in the advanced-level in the home round, the player shall decode a short text with respect to a predominant feature⁴¹ of the text⁴². This helps the learner of the Ancient Greek language at decoding and thus also at the translation of texts.

In the travel round, for example, a word field is given to the player. He then should find words fitting into this word field. Some possible solutions are also published on the cards.⁴³

At the easier level the basis to decode is taught. That means players are dealing with a text feature that is needed in order to decode a text. Here the player has to recognize, for example, which is the appropriate superior word field when three words are given.

In the travel round and at the beginner level, the player, for example, has to list three Ancient Greek words that match a given word field.

⁴⁰ Note: there is no category 'declension' in the encountered project, because this category would be unnecessary in a German-English version. Therefore, in the said version there are only the categories 'verbs' and 'conjugation' and not 'declension'.

⁴¹ Hereby proper names, the distribution of connectors, the distribution of persons, the distribution of tense, mode and diathesis, the word fields, the sentence types and striking rhetorical devices are meant.

⁴² The texts represent literature from many different genres, such as the "History" of Herodotus, "Oedipus Rex" by Sophocles, the "Odyssey" by Homer, "Anabasis" of Xenophon and "Daphnis and Chleo" Longos

⁴³ It is problematic that, especially regarding the word fields, there are many potentially suitable terms that cannot all be printed on the cards. Therefore when playing it is recommended to have a dictionary nearby. Thus it can be looked up whether a word is appropriate.

5 Conclusion

The aim of this essay was to develop a concept of how to modify the **language cards** in the language learning game ‘¡New Amici!™’ in order to **convey** Ancient Greek language skills and knowledge.

One main modification regarding the language cards is that there are only **two levels** of performance which the players can select at the start of the game. This is due to the fact that only very few players would have the skill to play on a third level, since already the advanced level is very challenging.

Furthermore, there are **new categories** for the language cards. Now every category in the beginner level establishes the basis for the respective category on the advanced level. So if a player plays in his first year of Ancient Greek language education on the easier lane he or she may advance to the harder level after for instance another year of Ancient Greek. They will be well prepared to do that after playing on the easier level.

The biggest change is that now speaking Ancient Greek is included in the game. The player has to translate from the mother tongue into Ancient Greek which is challenging but fascinating, since a **minimum of active vocabulary** is required which helps every language learner. It also supports own translations and thus, own language reflection can also take place.

Since the direct playing experience cannot be made, it is problematic to say with absolute certainty whether a modified version of ‘¡New Amici!™’ could be the key to the Ancient Greek language and culture. However, we can state that one can improve the personal knowledge of the Ancient Greek language and culture with the help of the modified project.

6 Appendix

6.1 Sample Cards

6.1.1 Beginner Level

6.1.1.1 Home Round (Translating into the Mother Tongue)

6.1.1.1.1 Category ,Vocabulary‘

Word to be translated	Translation
γαθός	good, brave
πολλοί	many
ναγκαίος	necessary
πείθομαι	I am persuaded, obey
βουλή, -ς	the council, plan, decision

6.1.1.1.2 Category ,Basic Expressions‘

Expression to be translated	Translation
ἐν τῷ κινδύνῳ	in danger
μανθάνειν παρὰ τῶν φίλων	to learn from the friends
λέγειν περὶ τῆς ψυχῆς	to talk about the soul/ life
μετὰ τὸν θάνατον	after the death
χρὴσάζειν	it is necessary to save

6.1.1.1.3 Category ,Inflection‘

Word to be inflected	Correct inflection
παιδεύετε	you educate (Pres. Ind. Act. 2 nd P. Pl.)
θεράπευσα	I nursed (Aor. Ind. Act. 1 st P. Sg.)
κινδύνευσεν	he was in danger (Aor. Ind. Act. 3 rd P. Sg.)
τοῖς δούλοις	the slave (Dat. Pl.)
τῶν δόξων	our opinions (Akk. Pl.)

6.1.1.1.4 Category ,Decoding‘

Task	Solution
Which is the appropriate word field? λέγω, γορεύω, μείβομαι, ποκρίνομαι	Word field: speak
What kind of connectors are καί, τε, ἤ ?	lining up connectors
What is striking regarding the tense? γυμνάσαντο, κινδύνευσεν, κελεύσεν	it is Aorist

6.1.1.2 Travel Round (Translating into Ancient Greek)

6.1.1.2.1 Category ,Vocabulary‘

Word to be translated	Translation
the friend	φίλος, -ου
I say	λέγω
the sea	πόντος, -ου
the god	θεός, -ού
I begin, rule	ρχω

6.1.1.2.2 Category ,Basic Expressions‘

Expression to be translated	Translation
to rule the world	ρχειν το κόσμου
as well ... as	καί ... καί
during sleep	κατ τ ν πνον
in the theatre	ν τ θεάτρ
to sacrifice god	τ θε θύειν

6.1.1.2.3 Category ,Inflection‘

Word to be inflected	Correctly inflected word
you see (Pres. Ind. Act. 2 nd P. Sg.)	βλέπεις
we hurried (Aor. Ind. Act. 1 st P. Pl.)	σπεύσαμεν
they were trained (Aor. Ind. Pas. 3 rd P. Pl.)	γυμνάσαντο
the son (Dat. Sg.)	τ ι
the citizens (Acc. Pl.)	το ς πολίτας

6.1.1.2.4 Category ,Decoding‘

Task	Solution
Name two temporally or spatially classing connectors!	πε , παιδή, ς, τε, πρίν, νικά, ...
Name two words fitting the word field „speak“!	λέγω, γορεύω, μείβομαι, ποκρίνομαι

6.1.2 Advanced Level

6.1.2.1 Home Round (Translating into the Mother Tongue)

6.1.2.1.1 Category ,Vocabulary‘

Word to be translated	Translation
τ τόξον, -ου	the bow
α σθάνομαι (mit Gen.)	I perceive
κωλύω	I prevent
νω	up, on top
λβιος, -α, -ον	happy, wealthy

6.1.2.1.2 Category ,Sentences‘

Sentence to be translated	Translation
λλ' ρακλ ζτ ργον κατηργάσατο καίπερ χαλεπ ν ν.	But Heracles did the work even though it was difficult.
δυσσεύς μάνθανε το ς ταίρους θυμο ντας.	Ulysses noticed that the companions were discouraged.
Ο ν ντ τ ν θηναίων θαυμάζουσιν.	Today's humans admire the Athenians.
Ο δικάστα σκέψαντο, ε Σωκράτης τ ν λήθειαν ε ποι.	The judges checked whether Socrates said the truth.

6.1.2.1.3 Category ,Inflection‘

Word to be inflected	Correct inflection
βουλεύεσθε	you wanted (Impf. Med. 2 nd P. Pl.)
στρατεύσαιμι	(Aor. Opt. Akt. 1.P. Sg.)
διώχθησαν	they were trailed (Aor. Ind. Pas. 3 rd P. Pl.)
τ δε τ βασιλε	this king (Dat. Sg.)
τούσδε το ς ρωας	these heroes (Acc. Pl.)

6.1.2.1.4 Category ,Decoding‘

Task	Solution
Name a striking field of objects! ο μ ν γ ρ πάτος νθρώπων περύκει, ο δέ μιν ε σοιχνε σι κυνηγείται, ο τε καθ λην λγεα πάσχουσιν κορυφ ς ρέων φέποντες. ο τ ρα ποίμν σιν καταΐσχεται ο τ ρότοισιν, λλ γ σπαρτος κα νήροτος ματα πάντα	field of objects: the uninhabited island (ο τ ρότοισιν / σπαρτος κα νήροτος / ο μ ν γ ρ πάτος νθρώπων / ο τ ρα ποίμν σιν / νδρ ν χηρεύει)

<p>νδρ ν χηρεύει, βόσκει δέ τε μηκάδας α γας. (Homer „Odyssey“ Book 9, 116-124)</p>	
<p>Decode the text regarding the tense forms! ντα θ μινεν μέρας τρε ς, να ς Ξενίας ρκ ς τ Λύκαια θυσε κα γ να θηκε, τ δ θλα σαν σπλεγγίδες χρυσα , θεώρει δ τ ν γ να κα Κ ρος. (Xenophon „Anabasis“ 1,2,10)</p>	<p>Aorist and Imperfect are to be found. (μινεν, θυσε, θηκε, σαν, θεώρει)</p>
<p>Describe the distribution of persons! Δόρκων μ ν δ τοσα τα ε π ν κα φίλημα φιλήσας στατον φ κεν μα τ φιλήματι τ ν ψυχήν. δ Χλόη λαβο σα τ ν σύριγγα κα νθε σα το ς χείλεσιν σύριπτεν ς δύνατο μέγιστον. κα α βόες κούουσι κα τ μέλος γνωρίζουσι κα ρμ μι μυκησάμεναι πηδ σιν ε ς τ ν θάλατταν. (Longos „Daphnis and Chloe“ Book 1, Chapter 30, Part 1)</p>	<p>The 3rd person is used. verwendet. Firstly Dorcon, then Chloe then the cows are focused.</p>
<p>Describe the distribution of connectors! μ ν δ μέγα πλούσιος νόλβιος δ δυο σι προέχει το ε τυχέος μο νον, ο το ς δ το πλουσίου κα νόλβου πολλο σι. μ ν πιθυμίν κτελέσαι καί την μεγάλην προσπεσο σαν νε και δυνατώτερος, δ το σιδε προέχει κείνου. („Histories“ by Herodotus, Book 1, Chapter 32, Part 6)</p>	<p>The following connectors are striking: μ ν δ , δέ, ο το ς δ , μ ν - δ . “ μ ν “ - „ δ “ are opposed to each other.</p>
<p>Analyse the text regarding the distribution of persons! Τε: ε π ν πειμ ν ο νεκ , λθον, ο τ σ ν δείσας πρόσωπον. ο γ ρ σθ που μ λε ς. λέγω δέ σοι: τ ν νδρα το τον, ν πάλαι ζητε ς πειλ ν κ νακηρύσσων φόνον τ ν Λαΐειον, ο τός σιν νθάδε, ξένος λόγ μέτοικος, ε τα δ γγεν ς φανήσεται Θηβα ος, ο δ σθήσεται τ ξυμφορ : [...] κα τα τ ν ε σω λογίζου: κ ν λάβ ς ψευσμένον, φάσκειν μ δη μαντικ μηδ ν φρονε ν. (Sophocles „ The Oedipus Tyrannus “ 447-462)</p>	<p>Tiresias starts his logos with the 1st P.Sg. and uses the 2nd P.Sg. in order to address Oedipus. His statements about the “wanted person” are made using the 3rd P.Sg.. Finally Tiresias talks to Oedipus using the 2nd P.Sg..</p>

6.1.2.2 Travel Round (Translating into Ancient Greek)

6.1.2.2.1 Category ‚Vocabulary‘

Word to be translated	Translation
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the revenge, penalty	τιμωρία, -ας
I force	ναγκάζω
since, when	πειδή
the ally, confederate	σύμμαχος, -ου
the leader, commander	γεμών, -όνος

6.1.2.2.2 Category ,Sentences‘

Expression to be translated	Translation
I think the life is good.	Τ ν βιον νομίζω γαθόν.
We talk to the strangers.	Διαλεγόμεθα το ς ξένοις.
Zeus rules the world.	Ζεύς το κόσμου ρχει.
I fled into the house.	φυγον ε ς τ ν ο κον.
Many people are in the theatre.	Πολλο νθρωποι ν τ θεάτρ ε σίν.

6.1.2.2.3 Category ,Inflection‘

Word to be inflected	Correctly inflected word
we walked (Aor. Ind. Act. 1 st P. Pl.)	δράμομεν
I gave (Aor. Ind. Act. 1 st P. Sg.)	ρεξα
he has written (Perf. Ind. Act. 3 rd P. Sg.)	γέγραφεν
this rock (Dat. Sg.)	τ δε τ πέτρ
my thoughts (Akk. Pl.)	τ ς διανοίας μου

6.1.2.2.4 Category ,Decoding‘

Task	Possible solution
Name to words corresponding to the word field ,destroy‘!	λλυμι, λύω, διαφθείρω, καταλύω, φανίζω
Name three words corresponding to the field of objects ,town‘!	πόλις, ὄμος, οκος, κοινός, κοιν , βουλή, πολιτεία, πολίτης, γορά, πολιτεύω
Name three explaining, concluding or explaining connectors!	γάρ, κα γάρ, ο ν, ο κο ν, τοίνυν, τοίγαρ, τι, ς, πειδή, πεί
Which of the words differs from the others regarding the tense form? στρατεύσαιμι, διώχθησαν, παιδεύσαμεν, γέγραφεν	It is ,γέγραφεν‘, since it is a Perfect, not an Aorist.

6.2 Images

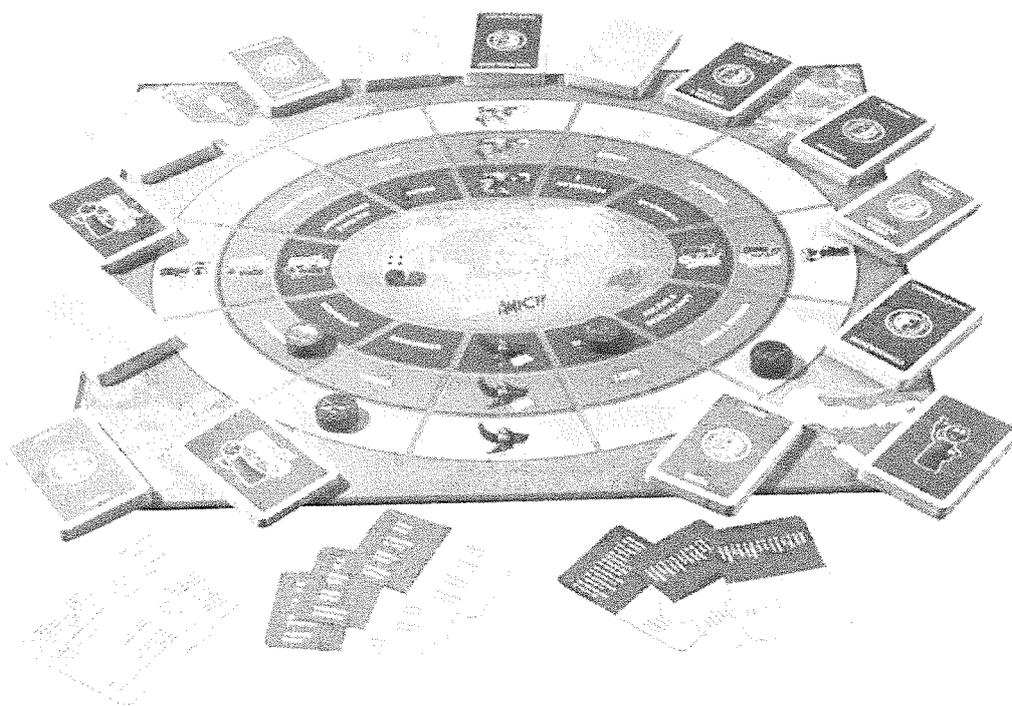


Image „playing surface“ <http://www.weltbild.de/media/sb/1/044214963-new-amici-das-sprachenspiel-deutsch-italienisch.jpg>,: 08.07.2012.

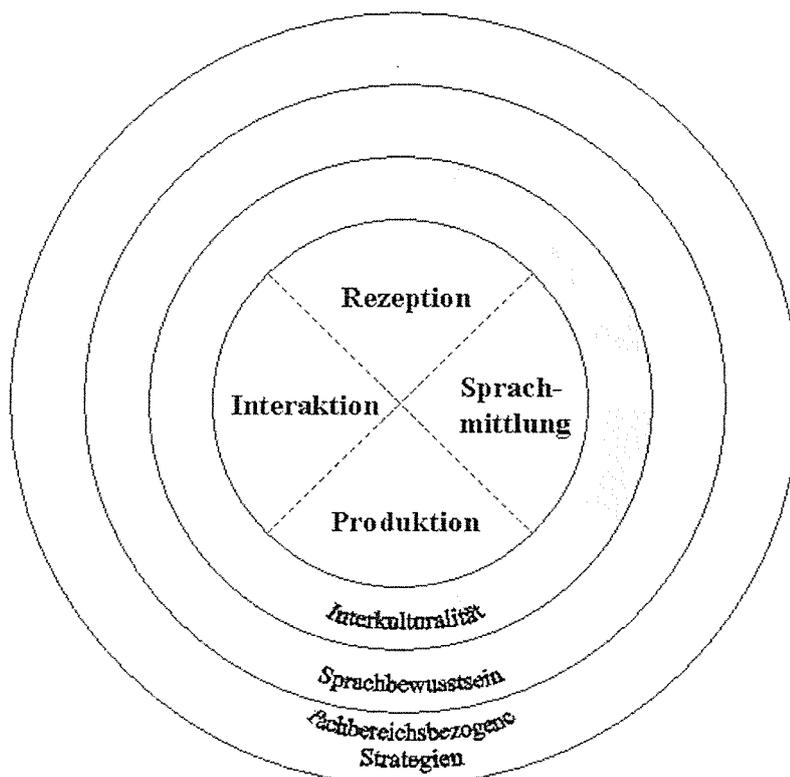


Image „Overview of the fields of activity and the tasks of foreign language education” ‘Gk – SB’, p.30.

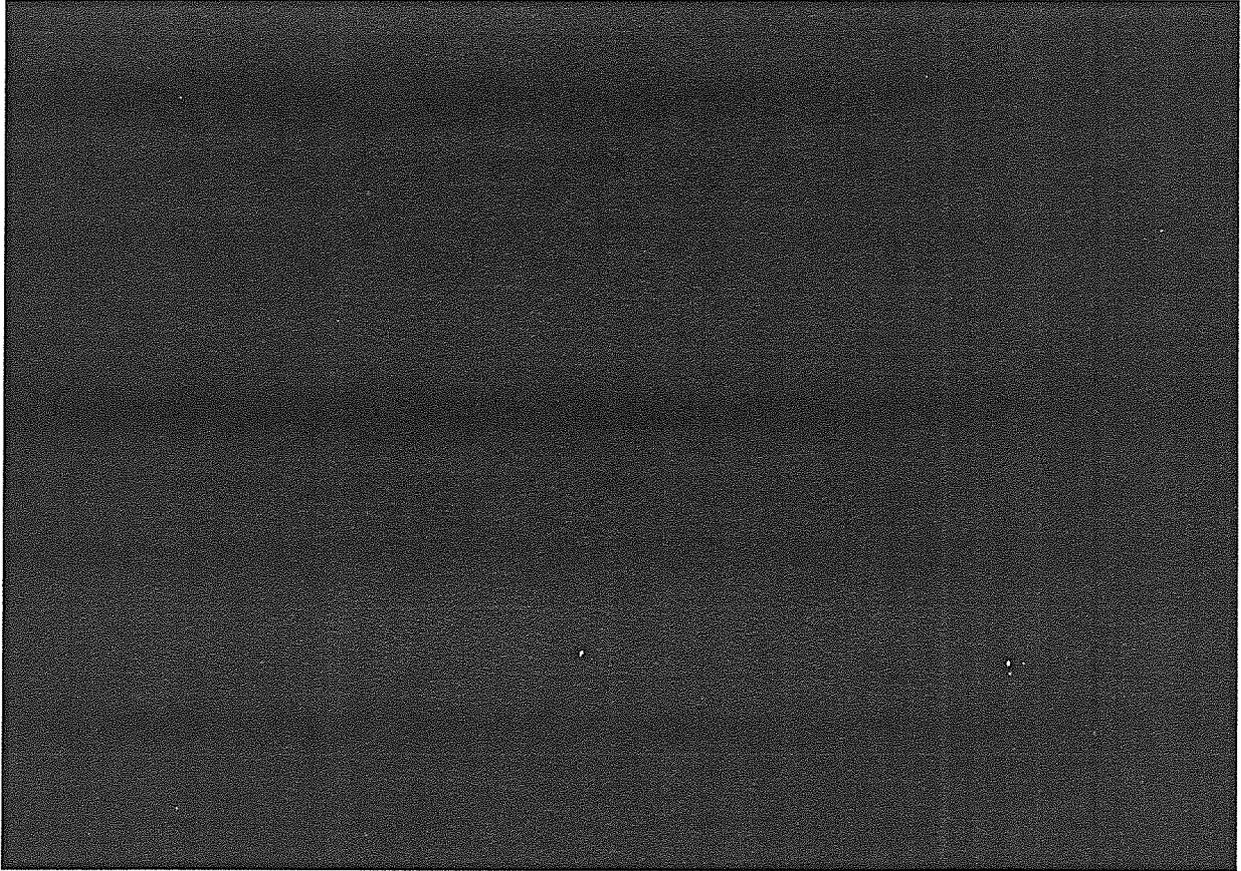


Image „Modified gaming surface“: Created by Fabian Mikulasch.

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- 2) Image „„Overview of the fields of activity and the tasks of foreign language education“: Gesamtkonzept, Sprachliche Bildung (Reform der sächsischen Lehrpläne), S. 30
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