

Seminar: Sporazumevanje v tujih jezikih/ Uvajanje tujega jezika (UTJ) in medkulturnega/medjezikovnega uzaveščanja (JU) v prvo vzgojnoizobraževalno obdobje OŠ

TASK 1: The goals of Early Language Learning

1. to develop language and intercultural awareness and foster positive attitudes towards languages, cultures and people
2. to stimulate and foster children's enjoyment, curiosity and motivation for learning additional languages
3. to make provision for multi sensory language learning
4. to sensitise children with the sound and written systems of additional languages
5. to provide conditions for meaningful and holistic language learning
6. to develop basic skill communication in the additional language appropriate to children
7. to gradually develop language learning strategies

TAKS 2: The principles of Early Language Learning

The most important ELL principles according to the groups' perceptions were (the first three principles):

- provide particular language-activities which are adapted to suit the age- and stage-levels of children (two groups)
- build on and sustain the initial motivation which children bring with them
- stimulate and foster children's enjoyment to learn an additional language
- ensure that comprehension precedes production
- provide meaningful contexts and relevant thematic areas

The participants agreed that all 10 principles are important and it was difficult to rank them according to their importance. However, most of the participants thought that developing language awareness and fostering enjoyment and motivation are more important outcomes than the attainment of a certain language proficiency level.

One of the groups tried to group the principles into overarching/broader and supporting/underlying principles. The former are related to wider and more long-term objectives of ELL, such as fostering motivation and enjoyment for learning languages and holistic language learning. The latter are related to more specific language learning and teaching goals, such as providing particular language-activities which are adapted to suit the age- and stage-levels of children, making provision for a visual approach and multi sensory learning etc.

TASK 3: How to achieve the basic principles of EFLL in classroom practice? Put down as many ideas for each of the principle as possible.

1.	provide particular language-activities which are adapted to suit the age- and stage-levels of children	Songs for children, role play, playing games, storytelling, dialogues, TPR, action songs, dancing, action games, interactive web sites, stories, quizzes, puzzles,
2.	make provision for a visual approach and multi sensory learning	Using pictures, cartoons, using big picture books Making posters, mini projects, real objects, TPR, flashcards Using ICT, puppets, video, ICT, computer games, nature sounds, movement, cartoons, a hidden object/hide and seek, tasting food,
3.	stimulate and foster children's enjoyment to learn an additional language	Comparing cultures, inviting native speakers, virtual travelling, virtual visiting countries, sharing experiences, presentations for parents, pen friends; stories, pictures, rewards (stickers), celebrating holidays; Let them play and let them take decision to be more involved in the learning and teaching process Authenticity – real-life tasks; collaborative learning (videoconferencing); making provision for movement; giving positive feedback and supporting children; self-assessment skills;
4.	cater for training of the ear and training of pronunciation	Language games, singing songs, stories, short dialogues, interactive computer games, listening to the radio, CDs, watching cartoons, chants, word games, sound machines, classroom language; nursery rhymes;
5.	ensure that comprehension precedes production	Storytelling, TPR, using authentic materials, flashcards, pair work, teachers' and parents' patience; picture storytelling, acknowledging non-verbal communication; holistic approach to language learning (picture, movement, sound)
6.	provide meaningful contexts and relevant thematic areas	Projects, video conferencing, sharing personal experiences, pen friends, posters, foreign language magazines, classroom management; suitable and interesting topics; the topics should stimulate children's emotions and creativity
7.	help pupils become aware of the relationship between the sound and written systems of the languages they know and are learning	Building a class dictionary, flash cards, puzzles, writing posters; language games; copying/drawing individual words which are similar to the words in the children's mother tongue and which the children have already acquired orally;
8.	promote basic skill communication	Mini dialogues, games, stories, role play, puppets, drama; developing esp. listening and speaking skills;
9.	build on and sustain the initial motivation which children bring with them	Allowing for mistakes, art workshops, project work, play production, simple portfolio, rewards, movement, singing, designing tasks that are suitable for children; children's portfolio/developing self-assessment skills
10.	make provision for holistic language learning	Classroom "corners"; lessons in a gym, a music, or a fine arts classrooms or even outdoors; All of the above (2x)