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Project Bilingual education. MA in teaching English to young learners as a second and foreign language co-financed by the European Union under the European Social Fund

CLIL in Early Childhood Education

29th May 2015, The University of Warsaw, Faculty of Education

PRESENTATION ABSTRACTS

Accounting for contemporary challenges in primary languages in India: Questions of history and development

Janet Enever, Professor of Language Teaching and Learning at Umeå University, Sweden

As a brief illustration of my recent work on global primary English I will discuss classroom evidence of early English language learning in India in relation to the 'three languages policy' and the impact of global flows. My findings indicate that the recent introduction of compulsory school attendance in 2010 has proved challenging for schools to respond to, highlighting the need for quality pre and in-service education in many parts of the country, in addition to concerns about the continuing scarcity of resources in many schools.

Multilingualism, literacies and language learning

Anne Pitkänen-Huhta, Professor at the University of Jyväskylä, Finland

We live in societies in which mobility, diversity, and instability are present in all key spheres of life and in which multilingualism is the norm and monolingualism exceptional. Accordingly, language and literacy practices are increasingly complex and fluid, but society might expect and require fixed and established literacies. This contradiction of practices and expectations may lead to very different opportunities for and challenges in participation in society. In this talk, I will draw on different data sets to illustrate the complexity of language use and learning today and discuss the consequences of this complexity to language education.

English language proficiency of year 2 learners in Slovenia

Karmen Pizorn, Professor at the University of Ljubljana, Slovenia

The presentation will focus on the results of the English language proficiency test which was administered to the learners of Year 2 before the formal English language instruction at



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primary school. The results show that some young language learners in Slovenia learn English in their environment and cannot be considered as complete beginners. This should be taken into account by English language teachers who should differentiate English Language instruction to young learners.

Discovering teaching through the development of a teaching portfolio, Natalia Kazik, Dominika Filipek, Anna Kurowska, Solomia Hlibchuk, Magdalena Szvec, University of Warsaw

The presentation will focus on the multistage process of creating a teaching portfolio. A teaching portfolio can be used as a powerful means to help student teachers reflect on their teaching experiences. In such a portfolio the process of knowledge development and its correlation with teachers' personal beliefs is presented. We will also highlight the major stages of creating a portfolio, such as deciding on our areas of interest, documenting our knowledge by using tangible artifacts and, finally, reflecting upon these processes. We will also concentrate on the arguments as to why a teaching portfolio is of great benefit to future teachers.

Slovenia and Poland joined in a cross curricular way
Mateja Dagarin Fojkar, Professor at the University of Ljubljana, Slovenia

The main aim of the workshop is to link geography and English in a cross curricular manner. The focus will be on discussing geographical features of Slovenia and Poland, which can be expanded to other countries and landscapes. The participants will try out activities that can be used in primary classroom. The activities will closely follow the 4 Cs Framework (content, communication, cognition and culture).

When two lines cross
Nina Triller, English teacher at the Primary school OŠ Kolezija in Ljubljana, Slovenia

This presentation is based on the author's teaching experiences with teaching English to young children aged between 6 and 9, who are known to learn in their own specific way in which they try to combine all the areas of their lives.

The author presents the model she uses when teaching English in the grades 1 to 3. She uses the CLIL method and she tries to combine the curricula of different subjects learnt at the mentioned level of the primary school with the English one.

With this presentation the author tries to present the method for creating a »CLIL lesson« and describes some of the difficulties a teacher can come across when using it.



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The intention of the conclusion is to show that CLIL method is really efficient when teaching young learners, which will be clearly seen from the recording of the part of the lesson.

Teaching English through storytelling in kindergarten and primary school education programmes

Bernarda Avsenik B.A. in English language and literature, Bičevje Primary School, Ljubljana, Slovenia

I am going to explain a multisensory approach, based on storytelling with some innovative techniques which can be used for teaching English in kindergarten and primary school education.

As the co-author of English material for young learners My Fairyland 1, 2, 3, I will point out some of the practical activities and show a few video clips with the extracts from my lessons. I will also focus on the use of music and the importance of rhythm as well as gestures, miming and facial expressions and space. Elements of CLIL and integration with other subjects of GE as well as multicultural approach will be included.



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