



**DEVELOPING EARLY  
FOREIGN LANGUAGE LEARNING  
AND PLURILINGUAL EDUCATION**  
– Building Bridges Between  
Theory and Practice

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## KEY PRINCIPLES

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# Key principles based on theory and practice

## EARLY LANGUAGE LEARNING

Note that linguistic, cultural and didactic competences are essential for teaching early language learners; therefore invest in didactic, linguistic and cultural pre- and in-service teacher education

Allow sufficient time for early language learning

Make sure the students have successful learning experiences

### Content focus

Topics to be rooted in student interests

Create situations for meaningful language use

Include the cultural dimension and work with the cultural knowledge represented by the students in your classroom

Content-based instruction: Include topics from other subjects in school e.g. Natural Sciences, Art, Physical Education

### Language acquisition focus

Let imitation be central to the student's learning

Let games be central to the student's learning

Let narration be central to the student's learning

Work from the beginning with language awareness

Thematise language learning strategies

Use the new foreign language as much as possible

Use chunks to initiate and support language acquisition

For vocabulary acquisition work with semantic fields

Use the body and senses to initiate and support language acquisition

### Productive skills

Focus on oral interaction

Work from the beginning with the students' fluency

Provide opportunities for students to initiate interaction

Include from the beginning all language skills - also writing

### Receptive skills

Focus on listening comprehension

Include from the beginning all language skills - also reading



## PLURILINGUALISM AND DANISH AS A SECOND LANGUAGE

Work with all the language experiences represented by students in your classroom by bridging between the new foreign languages (English, French and German) and the languages in which all students are taught (including Danish / Danish as a second language)

Work with all the language experiences represented by students in your classroom by bridging between the new foreign language and the students' first languages

Include languages that are not normally taught (students' first language, other languages), to enhance all students' language awareness, language recognition and pleasure in languages

Explicitly teach plurilingual students the Danish you are using (if you use the Danish language in your teaching)

## EMPHASIZING LEARNING GOALS

Formulate clear learning goals

Attend to what is in focus:

- communicative skills
- language awareness, language appreciation and joy of language
- knowledge and content (e.g. in relation to language, culture and themes)

Design a clear progression between each teaching sequence

Provide goal-oriented and systematic feedback

## DIGITAL LEARNING RESOURCES

Ensure consensus about mutual responsibility for digital education between management, administration and teacher teams: What are the students to be able to do as a minimum at different levels – and how is this effort to be coordinated – at management level and at the level of instruction?

Include various student roles in the didactic design as specified in in the Danish curriculum:

1. The student as critical researcher
2. The student as analyzing recipient
3. The student as goal-oriented and creative producer
4. The student as responsible participant

Broaden the linguistic repertoire through activities that make it possible for the students to use different modalities in language learning

Use semantic and didactically designed teaching/learning resources as rich input to consolidate language learning – e.g. games, songs, stories and films

Use functional teaching/learning materials

- for production of spontaneous language relevant to the teaching sequence e.g. the production of e-books, visual and audio stories
- for production, knowledge sharing and formative language assessment – for instance multimodal and collaborative tools such as Padlet, Piccollage, Popplet, Google docs.
- for final documentation in which students present what they have learnt from the teaching/learning sequence (functional resources can support the use of the language in meaningful communication)

Use digital tools for consolidation and automatization of language, utilizing game dynamics and the feedback function e.g. kahoot and quizlet



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