

סדנה בינלאומית – שפה זרה בגילאים צעירים

Danijela Prošić-Santovac is an Associate Professor at the Department of English Studies, and the Head of the Centre for Languages, at the Faculty of Philosophy, University of Novi Sad, Serbia. She teaches the subjects ‘Teaching English to young and very young learners’ and ‘Teaching materials un ELT’ at the graduate level, alongside ‘Academic writing’ and general ELT courses at the undergraduate level. She was a teacher trainer within an in-service development programme, *Theme-based instruction and teaching English to young learners*. Her research interests include teaching English to young and very young learners and children’s literature, with a special focus on nursery rhymes and fairy tales. She is the author of *The Magical Art: Appropriation, Reception and Interpretation of Fairy Tale* (2019) and *Home and School Use of Mother Goose* (2009), and the co-editor, with Shelagh Rixon, of *Integrating Assessment into Early Language Learning and Teaching* (2019).

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Preprimary EFL teaching: Agency in Interactions between Children, Teachers, and Parents

Abstract

The presentation will discuss issues related to preschool EFL teaching in the European context and some of the existing models of EFL education at pre-primary level. It will also present research on the agency of children, parents and teachers in a Serbian-English bilingual preschool, with the focus on uncovering the kind of agency each of these groups exercised in the process of language learning by examining the children's linguistic behaviour and the role that parents and teachers had in motivating children learning English as a foreign language. The results showed that, within a model which relied on strict separation of languages, the children-initiated communication with their L2 teacher mostly in their L1. Even when they faced a question in L2, the children answered both in L1 and L2, which showed the need for a different approach in teaching. On the other hand, the lack of teachers' and parents' agency in providing adaptations to the teaching model and promoting flexibility in the teaching process was found to be caused by the strictly predefined applied model, with little room for modification.

Réka Lugossy is an Associate Professor at the Department of English Applied Linguistics, University of Pécs, Hungary. Her research interests include the influence of narratives, in particular authentic picture books on children's language and literacy development and on their critical thinking; pre-school bilingual education; L2 teachers' beliefs and teacher cognition, and the role of narratives in identity construction. Her

current research explores the role of multiple languages and symbolic communities in the lives of historical minorities. She teaches courses related to the application of narratives, content-based education, and children's literature.

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Using picture books in EFL teaching

Abstract

Picture books, that is books where illustrations have a key role in telling the story, have always been considered a powerful way to engage children's imagination and to support their language and literacy development. Research also suggests that early literacy events such as sharing and discussing picture books are key variables in shaping children's socio-affective, cognitive, and language development. Our discussion will explore why and in what ways can authentic picture books become stimulating contexts for early EFL teaching and learning.

The talk provides a rationale for using picture books in early EFL education, and it highlights the main themes and critical issues that emerge from recent research in this area: we focus on how picture books are used in different contexts; on the way teachers scaffold young learners' cognitive and linguistic development through picture books; on some of the challenges of using picture books with young learners of English; on teachers' beliefs; on parental views and attitudes; and on carrying out small-scale classroom research based on picture books.

Dr. Janina Kahn-Horwitz, is a senior lecturer at Oranim College of Education. She is chair of the Department of English Language and Literature. She teaches in the undergraduate English Language and Literature Department as well as the graduate M.Ed. Language Learning program. Her research interests include individual differences in language learning, English as a foreign language reading and spelling development, cross-linguistic impact of first language and literacy on English, as well as teacher knowledge of English linguistic components. She has a B.A. from the University of the Witwatersrand, South Africa and an M.A. and Ph.D. from the University of Haifa. Janina has always been involved in education, both informal and formal. She sees educators as agents of change, making a significant impact on society through self-example and mentoring.

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Providing English Foreign Language Teachers with Content Knowledge to Facilitate Decoding and Spelling Acquisition

Abstract

In any taught subject, teacher content knowledge is critical for effective teaching and learning to take place. Research in first language English speaking countries has highlighted the importance of teacher content knowledge for facilitating reading and spelling acquisition across learners characterized by individual differences with regards to their language skills (Moats, 1994; Moats, 2009; Piasta, Connor, Fishman, & Morrison, 2009). This talk will focus on studies that have been conducted in English foreign language contexts whereby both components of the alphabetic principle, phonemic awareness and grapheme-phoneme knowledge have been found to be challenging language related concepts to differing extents for preservice and practicing teachers (Kahn-Horwitz, 2015; Vaisman & Kahn-Horwitz, 2019) and kindergarten teachers (Kwok-Shing Wong & Russak, 2020) to master. I will report on outcomes regarding phonological, orthographic and morphological language foundations of decoding and spelling for pre-service English teachers following participation in a semester course, accompanied by reports of feeling empowered as professionals after this instruction (Kahn-Horwitz, 2015). These studies have practical implications for EFL teacher education as well as pre-primary and primary foreign language education teaching and learning.

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Marianne Nikolov is Professor Emerita of English Applied Linguistics at the University of Pécs, Hungary. Early in her career, she taught English as a foreign language to young learners for a decade. Her research interests include: the age factor; early learning and teaching of modern languages: assessment of processes and outcomes in language education; individual differences such as aptitude, attitudes, and motivation contributing to language development; teacher education, teachers' beliefs and practices, and language policy. Her publications include longitudinal classroom research and large-scale national assessment projects. For her full CV see her website: http://ies.btk.pte.hu/content/nikolov_marianne

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A framework for researching young language learners' motivation in the classroom

Abstract

Motivation to learn a new language has been the most frequently studied individual difference variable for all age groups including young learners in foreign language contexts. Although recent theoretical and research trends have integrated a wide range of new constructs (Lamb et al., 2019), they seem to have lost sight of the role motivation plays in the classroom. In the presentation I argue for a new framework for exploring young learners' motivation together with their parents', teachers' and peers' motivation and a range of contextual factors impacting one another over time (Mihaljević Djigunović & Nikolov, 2019). The main points concern the importance of distinguishing certain stages in young learners' affective, cognitive, literacy and social development, a focus on various types of motives that impact children's motivated behavior and shape their motivation and language development. As for the practical implications, I suggest that teachers should use age-appropriate tasks with clear outcomes and apply diagnostic assessment to find out what children can and cannot do so that they can scaffold their development and maintain their intrinsic and mastery motivation over time (Nikolov, 2016).

Lamb, M. Csizér, K., Henry, A., & Ryan, S. (Eds.). (2019). *Palgrave Macmillan handbook of motivation for language learning*. Basingstoke, UK: Palgrave Macmillan.

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אתר הרשות – ישיבות פורום מחקר

<https://www.oranim.ac.il/sites/heb/research-information-resource/research-evaluation/forum/pages/default.aspx>

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