



# DEVELOPING CHILDREN'S FOREIGN LANGUAGE SKILLS AT SCHOOL AND IN A FAMILY ENVIRONMENT

*Let's become a bilingual family! Let's become a multilingual society!*

## Abstracts

## Abstrakty

### ROZVÍJANIE CUDZOJAZYČNÝCH ZRUČNOSTÍ U DETÍ V ŠKOLSKOM A V RODINNOM PROSTREDÍ

*Staňme sa dvojjazyčnou rodinou! Staňme sa viacjazyčnou spoločnosťou!*

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**Sekcia A:****STORYBRIDGE CONNECTING SCHOOL AND FAMILY****Pavla Buchtová, Leah Gaffen, Lucie Podroužková, Naďa Vojtková**

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*The presentation will describe a joint project by the non-profit organisation Class Acts, the Faculty of Education and the Prague Municipal Library, which was supported by the American Embassy. The main goal of the project was to promote story reading and telling as a vehicle for acquiring English and developing reading literacy in children. It also aimed to support multiculturalism and volunteerism in Czech schools and libraries. The participants of the project included teacher trainees, practising teachers and parents. This enhanced the sharing of experience and developed the links between the three parties. We will introduce the course design which the two institutions participating in the project (Class Acts and the English Dept. at the Faculty of Education) developed and executed to prepare the participants for the work with children. The outcomes of the project will be presented as well.*

**Keywords:** stories, performances, parents, teachers, trainee teachers, library, storytelling

**DRAMA IN THE PRIMARY CLASSROOM – A WAY OF FOSTERING  
AUTOMATICITY IN LANGUAGE****Ivana Cimermanová**

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*While drama lessons have long featured in British classrooms, there are also a few schools in Slovakia that offer them. These lessons may be part of extracurricular activities or, especially at primary level, be a compulsory subject at some schools. Language teachers in particular often apply drama techniques in their classes, while others, such as history teachers, will do so on occasion. They understand the positive effects and power of these techniques: not only do learners like taking part in these activities, but they want to learn more about the subject matter or perform well. Automaticity and fluency are key factors of good communication, and drama can be an effective way of fostering them.*

**Keywords:** drama, young learners, situations, learning foreign languages, automaticity, language principles

## LEARNING WITH MASHA – DIDACTIC LANGUAGE GAMES IN TEACHING RUSSIAN TO LEARNERS WITH SPECIFIC LEARNING DIFFICULTIES

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### Abstract

*Teachers are looking for new strategies and methods to make foreign language teaching more effective. The paper presents the results of a research study focusing on the issues of teaching Russian as a foreign language to learners with specific learning difficulties (SLD). The study was realized within the framework of the research centre Special Needs of Pupils in the Context of Framework Education Programmes (MSM 0021622443). We also discuss the theory of games, specific examples of didactic games and the characteristics of persons with special educational needs and specific learning difficulties. Oriented to the practice of vocabulary, the games use movement, visual elements, drama techniques and non-verbal communication.*

**Keywords:** foreign language teaching, Russian language, didactic language game, learner, specific learning difficulties

## UČÍME SE S MÁŠOU – DIDAKTICKÁ JAZYKOVÁ HRA VE VÝUCE RUSKÉMU JAZYKU U ŽÁKŮ SE SPECIFICKÝMI PORUCHAMI UČENÍ

### Abstrakt

*Učitel hledá nové strategie, způsoby a metody, jak udělat cizojazyčnou výuku více efektivnější. Studie předkládá výsledky výzkumného projektu k otázkám výuky ruštiny jako cizího jazyka u žáků se specifickými poruchami učení (dále SPU), jenž byl realizován v rámci výzkumného záměru Speciální potřeby žáků v kontextu Rámcového vzdělávacího programu pro základní vzdělávání (MSM 0021622443). Je traktována teorie hry, konkrétní příklady didaktických her, charakteristika osob se speciálními vzdělávacími potřebami a specifickými poruchami učení. Hry jsou zaměřeny na procvičování slovní zásoby a využívají pohyb, vizuální pomůcky, autentické předměty, dramatickou výchovu a neverbální komunikaci.*

**Klíčová slova:** cizojazyčná výuka, ruský jazyk, didaktická jazyková hra, žák, specifické poruchy

## HOW CAN WE FOSTER CREATIVITY THROUGH NEW MEDIA?

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### Abstract

*The talk presents a method whereby students' creativity in the field of new media could be very effectively used in the educational environment. Through the implementation of a proactive approach (exploiting students' skills with blogs, social networks and Internet applications) as well as an orientation towards gaining new information and learning new skills (when working on intermedial projects, working with sound, video, hypertextual literature), students can feel that the school environment is connected with their real life and with their interests. By taking a course, they can get a practical grasp of things/media. The use of blogs seems, for its multimedia milieu, like a suitable platform for the process of teaching new media literature.*

**Keywords:** new media literature, creativity, digital, multimedia, intermedia

## THE APPLICATION OF THE CLIL APPROACH IN THE 4<sup>TH</sup> GRADE MATHS CLASS

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### Abstract

*The goal of the empirical research was to verify the efficacy of the application of CLIL in the teaching of primary school grade 4 mathematics in Slovakia. For this a quasi-experiment was utilized. The influence of the application of the author's own model of CLIL on the language skills as well as on the mathematical skills of the pupils was monitored.*

*The hypothesis about statistically significantly better language skills of the experimental group as opposed to the control groups was not verified; on the contrary – the language skills in the experimental group were significantly lower than in the control groups. The hypothesis about no significant decrease in the pupils' level of mathematical skills in the experimental group as opposed to the control groups was verified.*

*The author interprets the research results and points out some factors that could have possibly caused the surprising results of testing the hypothesis regarding the improvement of language skills.*

**Keywords:** language and content integrated teaching, CLIL, language support, , CLIL in Slovakia, CLIL materials, CLIL in mathematics

## EXPERIMENTAL ENGLISH TEACHING IN PRE-PRIMARY SCHOOL WITH THE HOCUS AND LOTUS NARRATIVE FORMAT

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### **Abstract**

*Based on the research of professor Taeschner and her team (Taeschner 2005), in 2011 we performed experimental teaching of English in kindergarten using the Hocus and Lotus narrative format educational model. The teaching lasted 6 months, every day for 20 minutes, and children were to learn 290 words in phrases of narrative format during this period. This experiment involved 64 children. We tested 29 children who were willing to work with us individually. The children were administered tests of comprehension and production in image form, that measured the amount of learned and remembered vocabulary. The children were also asked to tell a story using a picture book. Results showed that children recognized 80.51% of foreign language words in the test of understanding, while the production test showed a 52.10% success rate. We found that children who were able to understand the L2 better were also capable of better production in L2 (Spearman's rho bei 0.01 level). Both the production and comprehension abilities in L2 were significantly affected by the number of hours missed.*

**Keywords:** English teaching narrative format, education model, preschool

## EXPERIMENTÁLNE VYUČOVANIE ANGLICKÉH JAZYKA V MATERSKEJ ŠKOLE POMOCOU NARÁTÍVNEHO FORMÁTU HOCUS A LOTUS

### **Abstrakt**

Na základe výskumu profesorky Taeschner a jej tímu (Taeschner 2005) sme v roku 2011 viedli experimentálnu výučbu anglického jazyka v materskej škole pomocou vzdelávacieho modelu naratívneho formátu Hocus a Lotus. Výučba trvala 6 mesiacov každý deň po 20 minút a deti sa počas tohto obdobia mohli naučiť 290 slov vo frázach naratívnych formátov. Prirodzeného experimentu sa zúčastnilo 64 detí. Otestovali sme 29 detí, ktoré boli ochotné s nami spolupracovať samostatne. Deťom boli administrované testy porozumenia a produkcie v obrázkovej forme, ktoré merali množstvo naučenej a zapamätanej slovnej zásoby. Deti boli zároveň vyzvané k prerozprávaniu príbehu, pomocou obrázkovej knižky. Výsledky ukázali, že deti v teste porozumenia rozpoznali 80,51% v cudzom jazyku a v teste produkcie dosiahli 52,10% úspešnosť. Zistili sme, že deti, ktoré lepšie rozumeli L2 boli schopné lepšej produkcie v L2 ( Spearman's rho 0,655 bei 0,01 level). Schopnosť produkcie v L2 a porozumenia v L2 významne ovplyvnilo množstvo vymeškaných hodín.

**Keywords:** výučba anglického jazyka, naratívny formát, edukačný model, predškolský vek

## LEARNING FOREIGN LANGUAGES IN THE KOPČANY COMMUNITY CENTRE

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### Abstract

*The formal education of children from socially handicapped environments and the issues of their segregation and school failure have been the subject of many studies in Slovakia. Many organizations which are not part of the formal education system participate in children's education. They focus on deliberate but voluntary education carried out in various types of milieu and situations aimed at specific target groups. Such education is run alongside the main streams of education and professional training within the scope of activities performed by public associations and organizations (Fudaly, Lenčo, 2008). The good work experience of such institutions is not comprehensively recorded in spite of the fact that these organizations could effectively contribute to the identification of factors determining the quality improvement of children's school results. There are interesting issues to be mentioned, such as the motivation of children in learning or the identification of specific educational needs of children. Institutions running on the principles of outreach work also are among the above-mentioned organizations. This contribution presents the experience gained within the scope of tutorial activities in the Kopčany Community Centre and focuses on learning foreign languages. It provides an outline of the most common difficulties which children and young people bring along with them, or which occur during the educational activities of the community centre. The paper presents their views on learning foreign languages through structured discussions.*

**Key words:** informal education, principles of outreach work, community centre, learning foreign languages, educational activities

## UČENIE SA CUDZÍCH JAZYKOV V KOMUNITNOM CENTRE KOPČANY

### Abstrakt

*Oblasť formálneho vzdelávania detí pochádzajúcich zo sociálne znevýhodňujúceho prostredia, otázky ich segregácie a školského neúspechu, sú na Slovensku zmapované viacerými štúdiami. Na vzdelávaní detí sa však podieľajú i organizácie, ktoré nepatria do systému formálneho vzdelávania. V rámci nich ide o zámerné, avšak dobrovoľné učenie, ktoré sa uskutočňuje v rozličných typoch prostredí a situáciách so zameraním na špecifickú cieľovú skupinu. Takéto vzdelávanie prebieha popri hlavných prúdoch vzdelávania a odbornej prípravy v rámci aktivít občianskych združení a organizácií (Fudaly, Lenčo, 2008). Dobrá prax týchto zariadení nie je komplexne podchytená napriek tomu, že práve ony by mohli napomôcť identifikácii faktorov ovplyvňujúcich zvýšenie kvality študijných výsledkov detí. Zaujímavými sú napríklad otázky motivácie detí k učeniu či identifikácia špecifických vzdelávacích potrieb detí. Medzi takéto organizácie patria i zariadenia fungujúce na nízkoprahových princípoch.*

*Príspevok ponúka skúsenosti získané v rámci vzdelávacích aktivít v Komunitnom centre Kopčany, pričom sa zameriava najmä na učenie sa cudzích jazykov. Podáva prehľad najčastejších ťažkostí, s ktorými deti a mladí ľudia na vzdelávacie aktivity komunitného centra prichádzajú a prezentuje ich pohľad na učenie sa cudzích jazykov získaný pomocou štruktúrovaných rozhovorov.*

**Kľúčové slová:** neformálne vzdelávanie, nízkoprahové princípy, komunitné centrum, učenie sa cudzích jazykov, vzdelávacie aktivity

## INTEGRATING ENGLISH INTO EARLY PRIMARY CONTENT TEACHING – A POLISH PERSPECTIVE

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### **Abstract**

*English as a foreign language has been taught as an obligatory subject in early primary education since September 2008. This change in educational policy has naturally provoked discussions focusing mainly on the optimal organization of classroom practice. In the Polish system of early primary education all content subjects are integrated and organized into topical units presented to children in the course of the school year. This solution enables English to be introduced as an inherent element of everyday classroom communication rather than as a separate subject. Unfortunately, still very few schools decide to teach English in this way. Typically, children in the first three years of primary education have one teacher for all subjects except English, which is taught by an English teacher not always well prepared or predisposed to work with small children. Done well, integrated English education may result in increased exposure time, higher motivation and more natural linguistic contexts.*

*Introducing English into content learning seems, however, beneficial to the students not only on the linguistic level. This short presentation aims to highlight the advantages of integrating English into early primary education with the main focus on increased language awareness, risk-taking strategies and the potential benefits of code switching.*

**Keywords:** integrated subjects, CLIL, early primary education, language awareness, code switching



## ARE OUR PRIMARY SCHOOL TEACHERS PREPARED FOR THE IMPLEMENTATION OF A CONTENT AND LANGUAGE INTEGRATED LEARNING PROGRAMME ?

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### Abstract

*Great potential for implementing CLIL in primary English language teaching lies in pupils' interest in many topics studied across the curriculum, their interest in the world itself and their natural curiosity. Content can improve motivation, especially in the early stages of foreign language learning; there are thus strong arguments for the implementation of a CLIL programme in a primary school. The term CLIL is an acronym for Content and Language Integrated Learning, which has a dual-focused educational approach. There are many challenges to getting CLIL to become a norm that can be applied in any school. CLIL encourages teachers to use a 'learning by doing' approach. The foreign language is used as a means of accessing information; content and language learning are parts of the same educational process. Are teachers aware of the obvious benefits of CLIL? Are they ready to implement CLIL in their classrooms? What are their attitudes to different aspects of CLIL? What is their experience?*

**Keywords:** content and language integrated learning, motivation, teaching a foreign language, primary school teachers, implementation of CLIL

## SÚ UČITELIA PRIMÁRNEHO VZDELÁVANIA PRIPRAVENÍ IMPLEMENTOVAŤ OBSAHOVO A JAZYKOVO INTEGROVANÉ VYUČOVANIE?

### Abstrakt

*Obrovský potenciál implementácie obsahového a jazykovo integrovaného vyučovania - CLIL do cudzojazyčného vzdelávania v oblasti primárneho vzdelávania leží v nesmiernom záujme žiakov mladšieho školského veku o rôzne témy nachádzajúce sa v školskom kurikule, v ich záujme o svet a ich prirodzenej zvedavosti. Zavedením metódy CLIL môžeme zlepšiť motiváciu hlavne počas úvodných fáz osvojovania si cudzieho jazyka v cudzojazyčnom vzdelávaní. Pojem CLIL je akronymom pre obsahové a jazykovo integrované vyučovanie, ktorý možno považovať za duálne zacielený edukačný prístup. Existuje množstvo výziev, aby sa CLIL stal normou a bežne používanou didaktickou metódou aplikovateľnou na akejkol'vek škole. CLIL povzbudzuje a motivuje učiteľov používať prístup „učiť sa praxou“ v procese vyučovania. V uvedenej metóde je cudzí jazyk médium na sprostredkovanie a získavanie informácií a vedomostí, kde obsah a jazyk sú súčasťou rovnakého edukačného procesu. Majú učitelia znalosti o výhodách metódy CLIL? Sú pripravení na implementáciu CLIL v ich praxi? Aké sú ich postoje k rôznym metóde CLIL? Aké majú skúsenosti? V tomto príspevku sa pokúsím načrtnúť aspoň niektoré výhody, spôsob implementácie, kompetencie učiteľa a kroky, ktoré by mali byť vykonané pred zavedením CLIL do školy v rámci cudzojazyčného vyučovania v primárnom vzdelávaní.*

**Kľúčové slová:** Obsahové a jazykovo integrované vyučovanie. Výhody. Cudzojazyčné vyučovanie. Učiteľ CLIL. Implementácia.



## STORIES AND CLIL INTERSECTIONS IN THE PRIMARY CLASSROOM

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### **Abstract**

*The primary classroom offers a unique opportunity for a primary foreign language teacher to combine Content and Language Integrated Learning (CLIL) with stories. CLIL methodology itself is very motivating for young learners since it is based on holistic learning using discovery techniques. When a story adds an element of fantasy or a wider context, one can hardly imagine a better way of teaching children. The author points to the main advantages of combining CLIL and stories when teaching young learners, and presents a few examples which illustrate how this combination can work in a primary classroom.*

**Keywords:** young learners, learning foreign languages, using stories, using CLIL methodology, language acquisition

## THE DEVELOPMENT OF SPEAKING SKILLS THROUGH QUESTIONING AND CLASSROOM ACTIVITIES

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### Abstract

*The article deals with one of the four basic language skills – the speaking skill. The author emphasizes the fact that this productive skill is practised in the EFL classroom in two forms of communication: dialogue – interaction, or monologue – production. It is important for the teacher to develop authentic communication in the classroom by effective questioning and offering students or pupils appropriate types of speaking activities. There are two basic types of speaking activities in the EFL classroom – accuracy-oriented speaking activities and fluency-oriented speaking activities.*

**Keywords:** speaking skill, teacher's questions, interaction, accuracy-oriented speaking activities, fluency-oriented speaking activities

## ROZVÍJANIE ZRUČNOSTI HOVORENIA PROSTREDNÍCTVOM OTÁZOK UČITEĽA A UČEBNÝCH ÚLOH

### Abstrakt

*Autorka sa v príspevku zaoberá jednou zo štyroch základných rečových zručností – zručnosťou hovorenia (speaking skill). Autorka zdôrazňuje fakt, že táto produktívna zručnosť sa v cudzojazyčnej edukácii realizuje prostredníctvom ústnej komunikácie, ktorá môže mať formu dialógu – interakcie alebo monológu – produkcie. Z hľadiska interakcie je dôležitou úlohou učiteľa nabádať žiaka vhodnými otázkami k tomu, aby boli vo vyučovaní anglického jazyka prítomné prvky prirodzenej komunikácie. Prítomnosť prvkov prirodzenej komunikácie je najčastejšie zohľadnená v diferenciacii učebných úloh rozvíjajúcich zručnosť hovorenia, pričom v základnej dichotómii sa rozlišujú tzv. úlohy na rozvoj presnosti a úlohy na rozvoj plynulosti jazykového prejavu.*

**Kľúčové slová:** zručnosť hovorenia, učiteľove otázky, interakcia, učebná úloha, učebné úlohy na rozvoj presnosti, učebné úlohy na rozvoj plynulosti

## THE USE OF PREDICTABLE BOOKS IN EDUCATION WITH A BILINGUAL KINDERGARTEN FOCUS

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### Abstract

*The paper provides information on research results which strongly suggest that the use of predictable books to develop communication skills of children in kindergarten with a bilingual focus is justified.*

**Keywords:** research, literacy, bilingual environment, kindergarten, predictable books

## VYUŽITIE PREDIKTABILNEJ KNIHY V EDUKÁCII MŠ S BILINGVÁLNYM ZAMERANÍM

### Abstrakt

*Príspevok má výskumný charakter. Informuje o výsledkoch výskumu, ktoré jednoznačne poukazujú na to, že využitie prediktabilnej knihy pri rozvíjaní komunikačných kompetencií detí v MŠs bilingválnym zameraním je opodstatnené.*

**Kľúčové slová:** výskum, gramotnosť, bilingválne prostredie, MŠ, prediktabilná kniha

## SHARING READING WITH YOUNG LANGUAGE LEARNERS

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### Abstract

*Young language learners (6-11 years old) are usually at the stage where they are learning to read in their mother tongue. Sometimes children struggle with the mechanics of reading, which may discourage them. These struggles can occur when learning to read either in one's mother tongue or in a foreign language. To address this situation, teachers should select authentic texts that children may enjoy such as illustrated children's books. This session will describe and demonstrate "shared reading techniques". With these techniques the teacher models reading strategies while exposing the children to a story that is appropriate for their age level.*

**Keywords:** authentic children's books; shared reading; modelling; literacy

**SEKCIA C:**

**LIFE, CULTURE AND FAMILY AS MOTIVATING FACTORS FOR THE  
DEVELOPMENT OF BILINGUALISM**

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**Abstract**

*Bilingualism is topical theme which, as information – communication technology develops, is increasingly encountered not only in the world of business but also by teachers, parents and relatives. Those most affected by this phenomenon take it for granted and see it as a considerable advantage. This paper will focus mainly on what is already known about bilingualism, although it may not be universally accepted or well-defined.*

**Keywords:** bilingualism, conditions for bilingualism, family and cultural environment, expression of children

**ŽIVOT, KULTÚRA A RODINA AKO PODNETNÉ ČINITELE PRE ROZVOJ  
BILINGVIZMU**

**Abstrakt**

*Bilingvizmus je stále pretrvávajúca téma, ktorá sa s rozvojom informačno-komunikačných technológií rozšírila nielen do kruhu odbornej verejnosti, ale zaoberajú sa ňou i učitelia, rodičia, starí rodičia, okolití príbuzní. Tých, ktorých sa táto oblasť dotýka najviac, ju berú ako samozrejmosť a značnú výhodu. My sa v tomto príspevku zameriame najmä na už existujúce pravdy o bilingvizme, ktoré však i v súčasnosti nie sú akceptované a ich príznačnosť nie je dostatočne známa. Na základe niekoľkých ukázkových výpovedí rodičov a iných dospelých si deklaruujeme teóriu súvisiacu so špecifikami dvojjazyčného vzdelávania sa spojených s každodennou praxou podmienenou najmä rodinným prostredím, kultúrou a životnou skúsenosťou.*

**Kľúčové slová:** bilingvizmus, podmienky pre bilingvizmus, rodinné a kultúrne prostredie, vyjadrenia participantov

## THE INFLUENCE OF FAMILY BACKGROUND ON THE DEVELOPMENT OF THE BILINGUAL CHILD

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### **Abstract**

*The theme of the paper is the influence of family background on the development of the bilingual child. This issue is currently widespread, as all over the world numerous couples of mixed nationality are raising their children bilingually.*

*Attention is drawn to the case study of two girls: one is bilingual from birth, because one parent is a foreigner, while the other girl has been learning a second language for two years. The girls are about the same age, with a few months' difference between them. The comparison will be based on production in Slovak and English. The paper will be focused mainly on the girl who lives in a bilingual family.*

**Key words:** Bilingualism. Bilingual education. Simultaneous bilingualism. Bilingual family.

## BILINGUAL PARENTING - THE TRUE STORY OF A MOTHER AND TEACHER

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### **Abstract:**

*As we all know, we are living in a global world where political and social relations, the economy and many other aspects of everyday life have become increasingly international. That is why being multilingual can always be considered an asset. It helps in international communication, business activities and relationships, and provides better job opportunities. This paper will discuss the advantages and difficulties of bilingual education in the family, based on the case study of my two children, aged 9 and 11. Being bilingual does not only mean being able to communicate fluently in two languages and therefore to be a more successful candidate on the job market. A child that is being brought up with two languages will develop a better sense of appreciating different cultures and will be capable of understanding societies in a more complex way. Many critics of bilingual education in schools argue that this kind of education is too hard on the taxpayers' pocket. However, a bilingual upbringing in the family does not cost the taxpayer a penny, and brings numerous positive aspects for family life and society at large.*

**Keywords:** global world, international communication, advantages and difficulties of bilingual education in the family, appreciating different cultures, understanding societies in a more complex way

## INTENTIONAL MULTILINGUALISM IN FAMILIES

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### **Abstract**

*The paper will focus on positive and negative aspects of intentional bilingualism and multilingualism in non-native Slovak families. In the theoretical part, attention will be paid to the confusing professional terminology of bilingualism, multilingualism and the methodology of intentional multilingualism as well. The practical part will exemplify some specific situations which may appear in foreign language learning in families in comparison to traditional institutional learning.*

**Keywords:** intentional multilingualism, language learning and teaching in families, parent's role

## ROZVOJ VIACJAZYČNOSTI V DOMÁCOM PROSTREDÍ V SLOVENSKY HOVORIACICH RODINÁCH

### **Abstrakt**

*Príspevok sa zameriava na pozitívne a negatívne aspekty intencného bilingvizmu a multilingvizmu v monolingválnych slovenských rodinách. V teoretickej časti venujeme svoju pozornosť terminológii bilingvizmu, viacjazyčnosti a metodológii intencnej viacjazyčnosti. Praktická časť poukazuje na niektoré špecifické udalosti vyplývajúce z učenia sa cudzieho jazyka v rodine v porovnaní s tradičným inštitucionálnym vyučovaním.*

**Kľúčové slová:** intencná viacjazyčnosť, učenie a vyučovanie jazyka v rodine, úloha rodiča

## THE ROLE OF SIBLINGS WHEN SHAPING THE LANGUAGE ENVIRONMENT IN A BILINGUAL FAMILY

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### Abstract

*The article investigates the domestic bilingual practices of Slovak – English bilingual children raised in Slovakia. The kind of bilingualism implemented in the bilingual upbringing is so-called intentional bilingualism based on Grammonts's principle. Qualitative research conducted in the bilingual families sought to show how siblings shape the language environment in a bilingual family and how they influence and shift the language balance between the languages. The research explores whether parents are able to promote both languages in the home or whether there are other members of a family – siblings – who may act as mediators between the two languages and so support other (mainly younger) siblings' biliteracy. The results of the research show that the mutual support of siblings must be learnt and encouraged in a bilingual family environment rather than parents expecting such support to appear automatically.*

**Keywords:** childhood bilingualism, intentional bilingualism, siblings' support, biliteracy

## ÚLOHA SÚRODENCOV PRI FORMOVANÍ JAZYKOVÉHO PROSTREDIA V BILINGVÁLNEJ RODINE (PRÍPADOVÁ ŠTÚDIA)

### Abstrakt

*Autori, zaoberajúci sa týmto aspektom v rámci výskumu bilingvizmu, sa zameriavajú predovšetkým na vplyv starších súrodencov na jazykový vývin mladších súrodencov alebo možnosťami rodičov pri výchove starších detí a ich podpore vyvíjajúcej sa dvojjazyčnosti ich mladších súrodencov. Oblasť vzájomného vplyvu súrodencov na jazykovú rovnováhu v dvojjazyčných rodinách je pomerne nepreskúmaná. Článok poskytuje prípadovú štúdiu, v ktorej je podrobne opísaná jazyková situácia v slovensko-anglickej bilingválnej rodine. Matka pri výchove svojich dvoch detí používa metódu tzv. intencného bilingvizmu, čo znamená, že s deťmi rozpráva jazykom, ktorý nie je jej materinským jazykom (ide o anglický jazyk). Pri výchove dôsledne uplatňuje Gramontov princíp jeden človek – jeden jazyk. Na základe pozorovania komunikácie medzi súrodencami v spomínanej bilingválnej rodine sa snažíme špecifikovať faktory, ktoré ovplyvňujú uprednostnenie jedného alebo druhého jazyka v súrodeneckej komunikácii.*

**Kľúčové slová:** bilingválny, dvojjazyčný, bilingválni súrodenci, jazyková komunikácia, bilingválna rodina, prípadová štúdia



## THE "LET'S BECOME A BILINGUAL FAMILY" PROJECT IN SLOVAKIA

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### Abstract

*This paper describes the progress of the international research project "Let's become a bilingual family". The project is supported by the EU programme for lifelong learning under the number 511515-LLP-1-2010-1-IT-KA2-KA2MP. The experiment monitored 125 families from five countries. These had to decide to learn and use a foreign language together in their ordinary everyday lives. The families worked with the educational model of narrative format created and tested by T. Taeschner in kindergartens. They were given innovative teaching materials and an online tutor on the [www.bilfam.eu](http://www.bilfam.eu) website. Encouraged to learn a language through different activities, their behaviour, teaching methods, successes and challenges were recorded in articles by project participants on the project website and processed qualitatively later. The research highlights the need for a systematic approach and a passionate commitment to working with children. It covers the difficulty of daily use of two languages in the family, the sudden refusal of children to learn a foreign language and shows ways to rekindle children's motivation to learn a foreign language.*

**Keywords:** bilingual family, narrative format, second language acquisition, motivation to learn language

## PROJEKT "STAŇME SA DVOJJAZYČNOU RODINOU" V SLOVENSKÝCH PODMIENKACH

### Abstract

*Príspevok popisuje priebeh medzinárodného výskumného projektu "Staňme sa dvojjazyčnou rodinou!". Projekt je podporený Európskou úniou programom pre celoživotné vzdelávanie pod číslom: 511515-LLP-1-2010-1-IT-KA2-KA2MP. V prirodzenom experimente bolo sledovaných v piatich krajinách 125 rodín, ktoré sa rozhodli naučiť sa spoločne a v bežnom každodennom živote používať cudzí jazyk. Rodiny pracovali so vzdelávacím modelom naratívny formátom vytvoreným a testovaným T.Taeschner v prostredí materských škôl, dostali k výuke inovatívne materiály a on-line tútora na webstránke [www.bilfam.eu](http://www.bilfam.eu). Rodiny boli motivované do osvojovania si jazyka rôznymi aktivitami a ich správanie, spôsoby výučby, úspechy, ale aj problémy boli zaznamenávané v článkoch účastníkov projektu na stránke a neskôr kvalitatívne spracované. Výskum poukazuje na potrebu systematickosti a osobného zanietenia pri práci s deťmi, náročnosť každodenného používania dvoch jazykov v rodinách, náhle odmietanie detí venovať sa cudziemu jazyku v rodine a ukazuje možnosti ako opäť naštartovať detskú motiváciu pre cudzí jazyk.*

**Keywords:** bilingválna rodina, naratívny formát, osvojenie si druhého jazyka, motivácia k učeniu sa jazyka, motivácia k učeniu sa jazyka

## LANGUAGE AS AN IDENTITY: SOCIOLINGUISTIC IDENTITY IN THE LIFE STORIES OF SLOVAK BILINGUALS

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### Abstract

*Bilingualism is often studied in the context of cognitive psychology; the focus is on socio-psychological aspects of bilingual education. In the study we discuss the influence of the bilingual family environment and education on building a social identity. The specific historical and political context of a country forms attitudes towards linguo-ethnic groups and bilinguals, and forms an individual's perception of sociolinguistic identity. To illustrate the current situation in Slovakia we analyse four life stories of young bilinguals who serve as typical representatives of bilingual families in Slovakia (a Slovak-Hungarian family, a Slovak-Czech family, a Slovak family in a foreign country, foreigners in Slovakia).*

**Key words:** bilingualism, sociolinguistic identity, life story, bilingual education, Slovakia

## JAZYK AKO IDENTITA: SOCIOLINGVISTICKÁ IDENTITA V ŽIVOTNÝCH PRÍBEHOCH SLOVENSKÝCH BILINGVISTOV

### Abstrakt

*Bilingvizmus sa často analyzuje v kontexte jazykovedy, psycholingvistiky, kognitívnej psychológie či neuropsychológie. V príspevku sa zameriame na sociálno-psychologické aspekty bilingválnej výchovy. Rozoberieme otázku vplyvu bilingválneho rodinného prostredia a výchovy na formovanie sociálnej identity. Osobitý historický a politický kontext krajiny formuje postoje k lingvoetnickým skupinám a bilingvistom a formuje pohľad jedinca na vlastnú sociolingvistickú identitu. Súčasnú situáciu na Slovensku ilustrujeme prostredníctvom životných príbehov mladých bilingvistov, ktorí predstavujú typických zástupcov bilingválnych rodín na Slovensku (slovensko-maďarská rodina, slovensko-česká rodina, slovenská rodina v zahraničí a cudzinci na Slovensku).*

**Kľúčové slová:** bilingvizmus, sociolingvistická identita, životný príbeh, bilingválna výchova, Slovensko

## LEARN ENGLISH FAMILY

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### Abstract

*In my presentation I would like to focus on one of the British Council products: the Learn English Family brochure and the online resources which teachers and parents can use when helping and motivating their children to start studying English:*

<http://learnenglishkids.britishcouncil.org/en/parents>

*The Learn English Family brochure is for parents who want to help their child or children with their English but are not sure what they can do to help. This presentation will offer extensive expert advice about helping your child learn English. The brochure is divided into 9 sections: How children learn, How children learn English as another language, How children learn through picture books, learning English through sharing rhymes, Practical tips, Pronunciation activities, Speaking English at home, Using books with older children and teenagers, Using the internet and computers safely. We used these resources when we organized workshops for kindergarten teachers from bilingual kindergartens, and workshops for parents and teachers in different parts of Slovakia.*

**Keywords:** British Council, Learn English Family, resources for teachers and parents