

Title:

'Early Foreign Language Learning and Plurilingual Education' – Teaching English to beginners through an authentic picture book

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Early foreign language learning; beginner didactics; narratives in early foreign language teaching

Abstract (150-200 words):

A 2014 Danish school reform meant that English is now taught from grade 1, French and German from grade 5. This presentation introduces a project initiated to meet these new requirements.

The project was conducted by teacher educators and researchers from University College Copenhagen and the University of Copenhagen with teachers from Copenhagen schools. It followed principles for continuing professional development (Borg 2015) and further developed these (Daryai-Hansen et al. 2018).

Main outcomes:

- 1) Development of a beginner didactics including plurilingualism based on studies of existing research and knowledge accumulated in the project. Results were formulated as a set of key principles (Albrechtsen & Daryai-Hansen 2018: 10-12).*
- 2) A set of teaching sequences based on key principles covering the first year of foreign language teaching. Teaching guides and print materials were made available to all Danish teachers.*

Using narratives to teach young learners is recommended (Edenlebos et al. 2006; Garton et al. 2011). Benefits of the approach to develop aspects of linguistic competence is documented to some extent (Elley 1989, Birketveit og Rimmereide 2013). The focus will be on an analysis of a picturebook-based sequence for English through application of the key principles and research on teaching FL's through narratives.

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