



Skills & competences in primary ELE

Theresa Summer

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Example nursery rhyme

Number one, tickle your tum

Number one, tickle your tum.
Number two, just say 'Boo!'
Number three, touch your knee.
Number four, touch the floor.
Number five, do a dive.
Number six, wriggle your hips.
Number seven, jump to heaven.
Number eight, stand up straight.
Number nine, walk in a line.
Number ten, do it all again!

Repeat

<https://childrenlovetosing.com/kids-action-song/number-one-tickle-your-tum/>

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Discuss

Which skills could be trained through this nursery rhyme?

How would you integrate this rhyme into teaching practice?

Number one, tickle your tum

Number one, tickle your tum.
Number two, just say 'Boo!'
Number three, touch your knee.
Number four, touch the floor.
...

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* *Lehrplan*
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- 5) Young learners: important aspects

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1. Skills and competences

Functional communicative competences

(Böttger, 2020, p. 61)

Diese vier funktionalen kommunikativen Kompetenzen sind grundlegend für den Englischunterricht an Grundschulen (Böttger 2017: 92ff.):

1. Kommunikative Fertigkeiten
 - Hör- und Hörsehverstehen
 - Lesen und Leseverstehen
 - Sprechen
 - Schreiben
 - Sprachmittlung
2. Sprachliche Kenntnisse
 - Sprachbewusstsein
 - Wortschatz
 - Grammatik
 - Phonetik und Intonation
 - Orthographie
3. Interkulturelle Kompetenzen
 - Interkulturelle kommunikative Kompetenz
 - Kulturelles Fakten- und Orientierungswissen
 - Transkulturelle Kompetenz
4. Strategische Kompetenzen
 - Methodische Sprachlernkompetenz
 - Medienkompetenz

Communicative skills

Language elements/system

Intercultural competences

Strategic competences

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* LehrplanPLUS Grundschule – Englisch



Kompetenzstrukturmodell (p. 61)

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1. Skills and competences

Individual and social competences

(Böttger, 2020, p. 61)

Nicht-funktional, jedoch individuell und sozial für die Punkte 1.–4. bedeutend sind für den Lernkontext Englischunterricht in der Grundschule:

1. Selbst-, Personal- bzw. Humankompetenz

- Selbstständigkeit
- Kritikfähigkeit
- Konzentrationsfähigkeit
- Selbstvertrauen
- Zuverlässigkeit
- Leistungsbereitschaft
- Verantwortungsbewusstsein

Self-, personal, human
competency

2. Sozialkompetenz

- Toleranz
- Empathie
- Teamfähigkeit
- Konfliktfähigkeit
- Bereitschaft zu Toleranz und Solidarität
- Gemeinschaftssinn
- Hilfsbereitschaft
- Kommunikationsfähigkeit

Social competency

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2. Focus listening

- ▶ = **receptive** skill
- ▶ = process of interpreting messages by using context and using knowledge of the world and language
- ▶ Listening provides **input** for other skills (speaking, writing)
- ▶ Not an easy skill! Listeners must select and interpret information that comes from auditory and visual clues in order to define what speakers express
- ▶ **Listeners = active processors of information**

(Krkgoz, 2018, p. 172)



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2. Focus listening

Example: Listen and colour

- ▶ T passes out colouring sheets
 - ▶ T explains activity
 - ▶ T reads instructions
- (Krkgoz, 2018, p. 181)

The shopping trip

It was getting close to Christmas. Mrs Wilson went Christmas shopping. Colour Mrs Wilson's jacket green and her skirt red. Colour Mrs Wilson's shoes black. Colour Mrs Wilson's hair purple and her purse yellow. She left the house and the dog decided to go shopping too.



Figure 11.2 The shopping trip

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2. Focus speaking

- ▶ = **productive** skill
- ▶ = active use of language to express meaning
- ▶ Involves expressing ideas, opinions, need to do something
- ▶ Speaking follows listening (closely interrelated)
- ▶ Speaking and listening are closely linked

(Krkgoz, 2018, p. 172)

Developing speaking: 3 phases

- 1) Imitation
- 2) Reproduction
- 3) Free production (freies Sprechen)

(Böttger, 2020, p. 63)



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3. Focus speaking

Speaking activities: principles

- ▶ Topic-focused
- ▶ Product-oriented
- ▶ Learner-focused
- ▶ Authentic
- ▶ Challenge & support

(Frisch, 2014)

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Classroom English

Funktionen und mögliche Inhalte von classroom talk

Allgemeine Bedürfnisse äußern	I feel sick. I'm not well. I'm hungry. Can I go to the toilet, please?
Aufgaben erledigen Organisation	Which page? Which number? I need help. I have forgotten my pencil case. Can I have your pair of scissors, please?
Kooperieren/ Absprachen treffen	Can we share? Let's swap? Let's work together. Let's start here/there. It's my/your turn. Let's start with no 3.
Nachfragen, Nicht-Verstehen äußern	I don't understand. I don't know. This one or that one? What's Boot in English? What's cucumber in German?
Sich über Vorlieben aussprechen	I prefer ... Xy is better. My favourite is ... I like ... best.
Unmut äußern	That's boring. I don't like ... Oh no!

INFO



(Doms, 2014)

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3. Focus speaking

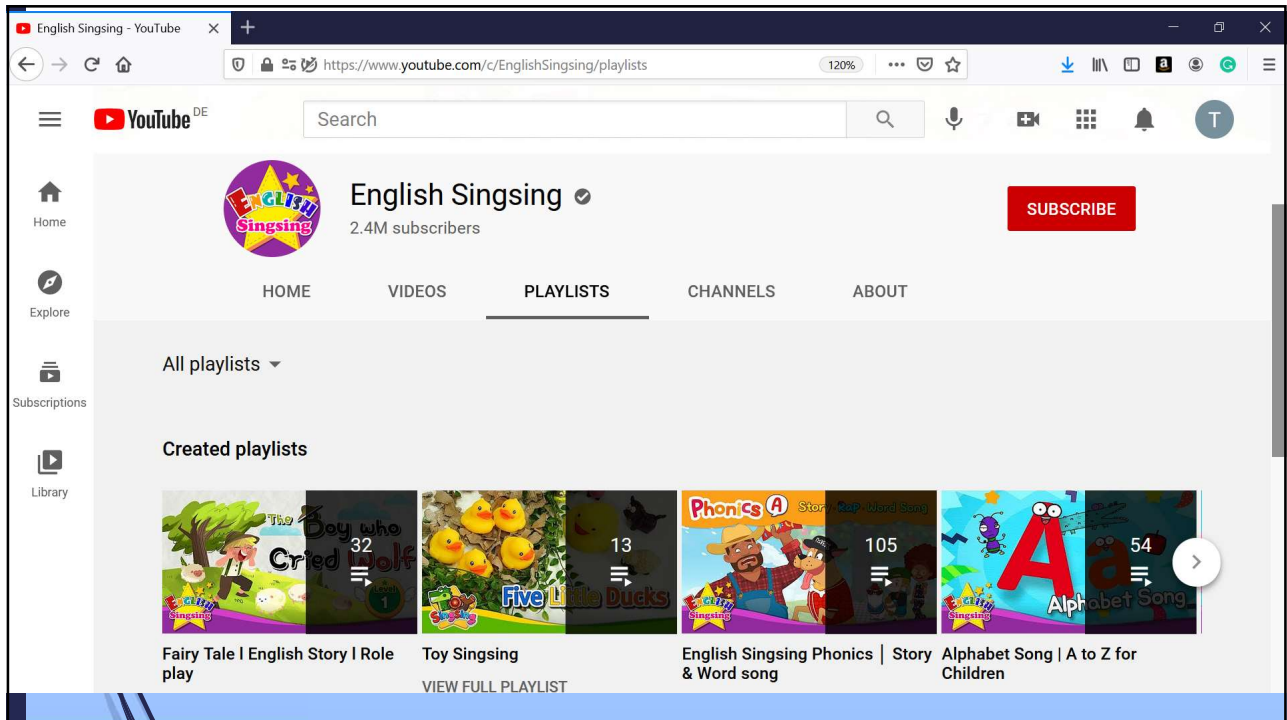
Example: Using pupets and videos to get children talking

(Krkgoz, 2018, p. 183)



<https://www.youtube.com/watch?v=AA5hOCxlRal>

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English Singing - YouTube

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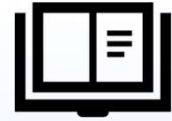
All playlists ▾

Created playlists

- Fairy Tale | English Story | Role play (32 videos)
- Toy Singing (13 videos)
- English Singing Phonics | Story & Word song (105 videos)
- Alphabet Song | A to Z for Children (54 videos)

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4. Focus reading & writing



- ▶ = **dynamic & interactive processes**
- ▶ Require skills & **strategies** to make meaning from/create printed text
- ▶ Literacy: not acquired naturally

- ▶ **Literacy instruction:** should integrate three cueing systems
 1. Graphophonic cues: decoding text
 2. Semantic cues: gaining meaning through knowledge
 3. Syntactic cues: gaining meaning using knowledge of language patterns

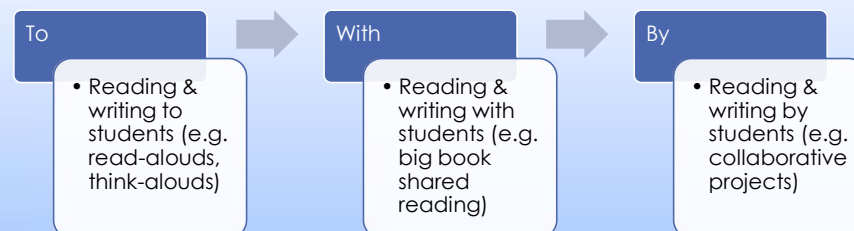
(Shin & Crandall, 2018, p. 188)

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4. Focus reading & writing

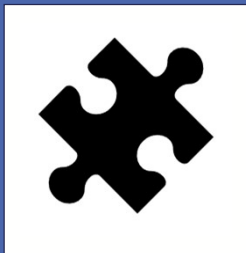


Recommendations for practice: To/With/By approach



(Shin & Crandall, 2018, p. 199, based on Cappellini 2005, Mooney 1990, Walter 2004)

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5. Young learners: important aspects

- YLs require extensive & continuous exposure to language
- Short attention spans: need for variety in tasks
- Physical movement
- Playing, acting, making, doing
- Imitating (e.g. through stories, songs, rhymes)

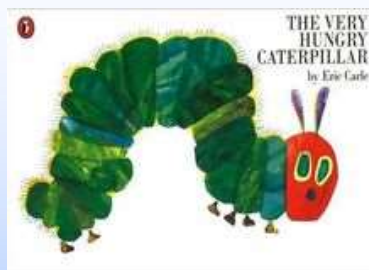
(Krkgoz, 2018, pp. 174-175)

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Examples



Focus:
colours



Focus:
days of the week,
food

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