

Education Policy for early language learning in schools:

The Learner

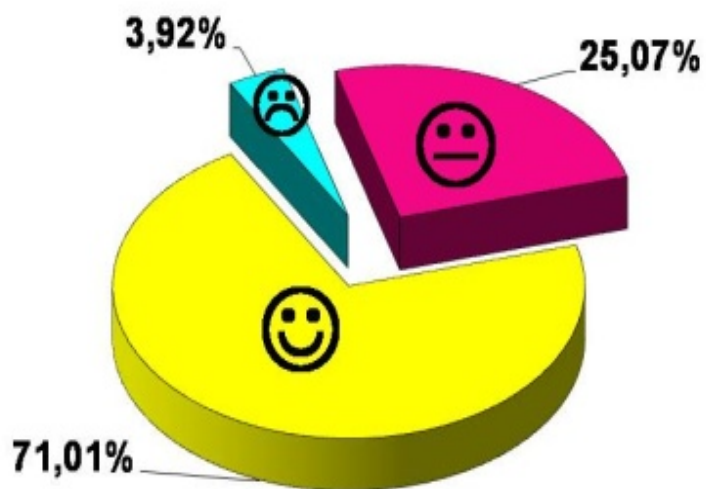
Bogota, August 2012

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Motivation and attitudes to FL learning

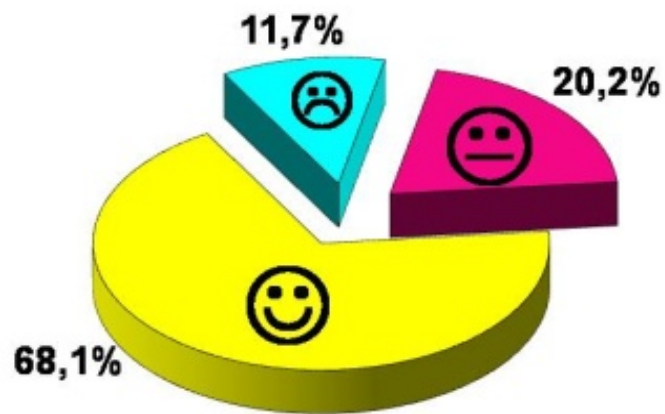
YLs' feelings about FLL at start of project

How do you feel about learning the foreign language?



YLs' feelings about FLL at end of project

How do you feel about learning the foreign language?



YL preferences for classroom activities

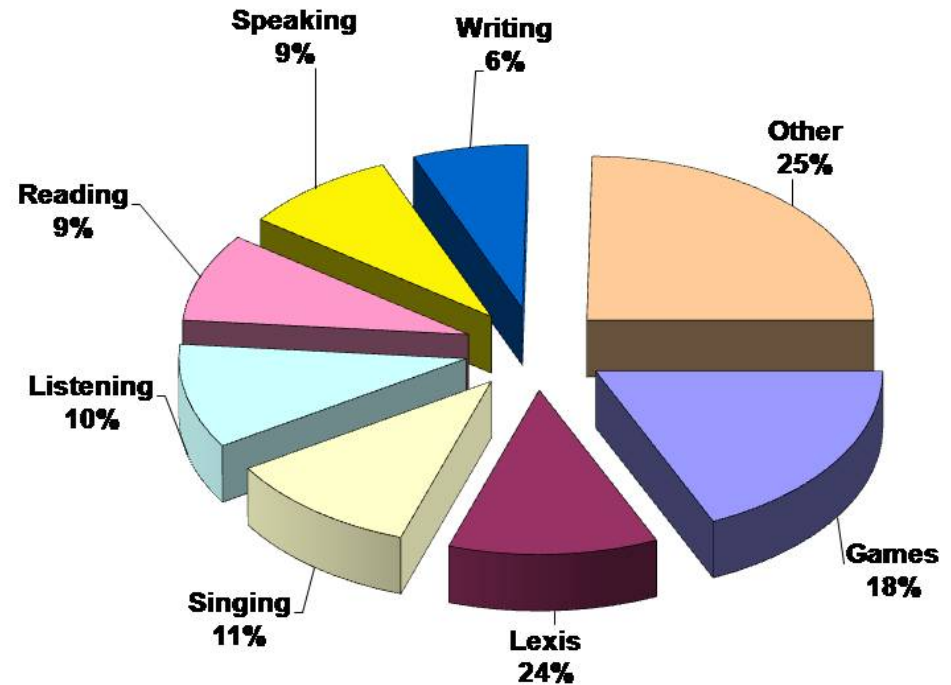
At beginning of project

What do you like best in your FL classes?

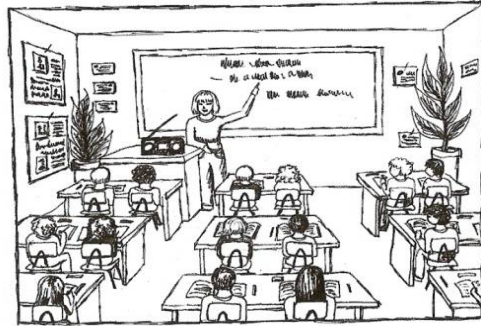


At end of project

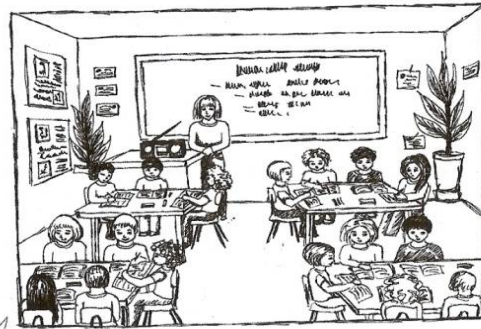
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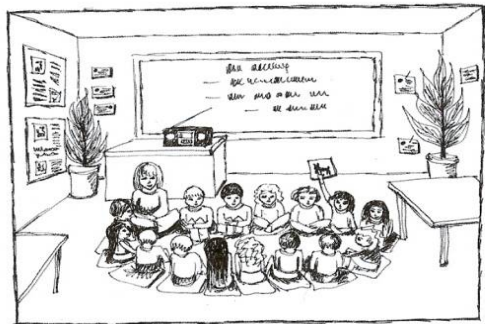
In which classroom would you prefer to learn French/Spanish/English?



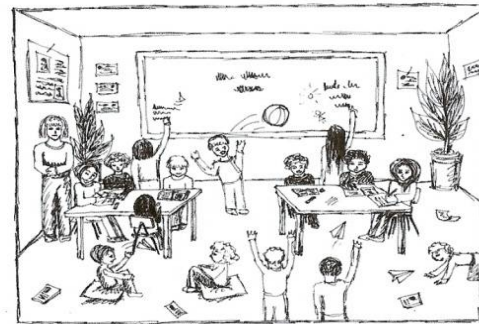
Classroom 1



Classroom 2



Classroom 3



Classroom 4

Classroom learner preferences

(Bilingual Project, Spain 2010:40)

At beginning of project

First year explanations for choosing classroom 1 (traditional)

- I can concentrate more in this class
- You can see the teacher all the time
- It's tidy
- You can hear and study better
- It's like our class. In the second picture they only play games. The third is more for little children. In the fourth there's chaos.

First year explanations for not choosing classroom 4 (many things happening)

- it doesn't really look as though they're learning. The teacher doesn't look that happy.
- You wouldn't want to learn with people just wandering about.
- All the children are playing instead of learning.

At end of project

Final year explanations for choosing classroom 1 (traditional)

- I prefer it when we're all facing the teacher and I don't have my back to her.
- It's easier to concentrate.
- The teacher explains everything on the blackboard. If you don't understand something you can see it on the blackboard.
- They are all focused and the teacher seems happy.

Final year explanations for choosing classroom 2 (group work)

- You can speak the FL more when you sit together in groups.
- In a group we can help each other and discuss.
- When I work in a group I do it better.

Learners' self-concept

I know I learn as fast as others because -

- I am as active as others and I get the same grades as others.
- I know the answer in class at the same moment as other children do.
- I'm not getting lost in the exercises, nor are others.

I know I'm faster because -

- I always know the answers to the questions.
- I am not the best, but I always put my hand up very quickly to give the answer during the lessons.
- I know more words and I answer before the others.

I know I'm slower because -

I don't remember the new words very well.
I do not know some words that my friends do.
I don't understand as much as others do.
I need more time to think about the correct answers.

ELLiE: Characteristics distinguishing higher and lower achievers

2008



Gender
Confidence

2010



Gender
Confidence
Motivation
Preferences for activities
Attitudes to teaching