

Mednarodna znanstvena konferenca



ZBORNİK POVZETKOV

SREČANJE DIDAKTIKOV TUJIH JEZIKOV

Incontro Alpe-Adria dei docenti di didattica delle lingue straniere

Alpen-Adria-Treffen der Fremdsprachendidaktiker:innen

**Encuentro Alpe-Adria de profesores de didáctica de lenguas
extranjeras**

**Rencontre des enseignants en didactique des langues étrangères
de l'espace Alpe-Adria**

**THE ALPE-ADRIA MEETING OF FOREIGN LANGUAGE
DIDACTICS TEACHERS**

Filozofska fakulteta Univerze v Ljubljani
2. 7. 2026

Alpe-Adria srečanje didaktikov tujih jezikov

Program

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| 8.30–9.00 Sprejem predavateljev | |
| 9.00–9.15 Pozdravni nagovor: prof. dr. Mojca Schlamberger Brezar, dekanja FF UL, in prof. dr. Marjana Šifrar Kalan, vodja konference | |
| 9.15–10.00 | Lucija Čok, Silva Bratož (Univerza na Primorskem): Didaktika zgodnjega učenja jezikov v slovenskem kontekstu |
| 10.00–10.30 | Roger Dale Jones (Univerza v Celovcu): From Exposure to Participation: Linking Language Learning in Heterogeneous English Classrooms |
| 10.30–11.00 | Kirsten Hempkin (Univerza v Mariboru): Language Teacher Educator identity in Slovenia: who do we think we are? |
| 11.00–11.15 | Kava |

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| 11.15–11.45 | Cristina Gavagnin, Jaime Climent de Benito (Univerza v Celovcu): Entre la literatura y el territorio: un escape room plurilingüe y multimodal inspirado en Ingeborg Bachmann | Mojca Leskovec, Nina Tušek (Univerza v Ljubljani, Filozofska fakulteta): Vloga didaktike tujih jezikov v dolgoživi družbi |
| 11.45–12.15 | Mateja Dagarin Fojkar, Tina Rozmanič (Univerza v Ljubljani, Pedagoška fakulteta): Preparing Pre-Service Primary Teachers for Virtual Exchange through Blended Mobility | Nataša Pirih Svetina (Univerza v Ljubljani, Filozofska fakulteta) Novi časi, novi pristopi – slovenščina kot TJ danes |

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| 12.15–12.45 | Tatjana Vučajnk (Univerza v Celovcu, Inštitut za slavistiko): SLOLINGO – Dvojezična aplikacija za usvajanje slovenščine ter nemščine in branje ter poslušanje literarnih besedil na začetniških ravneh usvajanja jezikov | Luc Bousseau (Univerza v Celovcu): Le lexique en didactique du FLE : de la marginalisation à la réhabilitation |
| 12.45–13.15 | Melita Lemut Bajec, Mateja Pekolj, Mojca Žveglič Mihelič (Univerza v Ljubljani, Pedagoška fakulteta): Instrukcije angleščine med slovenskimi osnovnošolci: razširjenost, motivi in učinkovitost | Tatjana Balažic Bulc, Vesna Požgaj Hadži (Univerza v Ljubljani, Filozofska fakulteta): Manj pogosti jeziki v izobraževanju: primer hrvaščine v Sloveniji |
| 13.15–14.00 | Kosilo | |
| 14.00–14.30 | Ana Pavlič (Gimnazija Bežigrad, Ljubljana): Ansiedad e identidad lingüística en ELE: la expresión oral en dos contextos educativos | |
| 14.30–15.00 | Hana Kuhar, Mihaela Brumen (Univerza v Mariboru, Pedagoška fakulteta): Rethinking EFL writing instruction: corrective written feedback in action | |
| 15.00–15.30 | Simona Bartoli Kucher (Univerza v Gradcu), Nives Zudič Antonič (Univerza na Primorskem), Anja Zorman (Univerza na Primorskem): <i>Quo vadis, Language Education?</i> Lingua italiana e lingue del mondo come spazio di mediazione e cooperazione. Percorsi universitari per la didattica dell'italiano nella formazione degli insegnanti | |
| 15.30–16.00 | Jan Černetič (Univerza v Ljubljani, Filozofska fakulteta): Učiteljska praksa vključevanja oglasov v gimnazijski pouk nemščine: smernice za celostno razvijanje tujejezikovne zmožnosti | |

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| 16.00–16.30 | Skupna diskusija in zaključki srečanja |
| | Zaključek |
| 17.30–18.30 | Ogled starega mestnega jedra Ljubljane |

Organizacijski in programski odbor FF UL:

Marjana Šifrar Kalan

Meta Lah

Andreja Retelj

Darja Mertelj

Janez Skela

Lara Burazer

Anja Dergič

**Mednarodna znanstvena konferenca Alpe-Adria: Zbornik povzetkov prispevkov
konference Srečanje didaktikov tujih jezikov**

Urednici: Marjana Šifrar Kalan, Andreja Retelj

Recenzenti povzetkov: Lara Burazer, Anja Dergič, Meta Lah, Darja Mertelj, Andreja Retelj,
Marjana Šifrar Kalan, Janez Skela

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Lucija Čok, Silva Bratož (Univerza na Primorskem)

Didaktika zgodnjega učenja jezikov v slovenskem kontekstu

Slovenski pedagogi in didaktiki tujih jezikov so se zgodnjemu usvajanju in učenju drugega in tujega jezika posvetili že v 90-ih letih 20. stoletja. Ujeli so korak s Svetom Evrope v prvih mednarodnih in domačih delavnicah ter projektih, vzporedno s kurikularno prenovo pa snovali modele zgodnjega uvajanja tujega jezika v izobraževanje. Pedagoška fakulteta Univerze v Ljubljani (UL) in njena enota v Kopru sta med prvimi oblikovali doktrino zgodnjega uvajanja drugega/tujega jezika. Po vzoru zgodnjega učenja jezikov v mednarodnih okoljih in v sodelovanju z domačimi strokovnjaki s Filozofske fakultete UL se je postopoma oblikoval didaktični pristop zgodnjega poučevanja drugega/tujega jezika ter večjezičnega ozaveščanja.

Prizadevanja za zgodnje učenje tujega/drugega jezika in ozaveščanje o jezikovni ter kulturni raznolikosti se nadaljujejo na Pedagoški fakulteti Univerze na Primorskem (UP PEF), ki je leta 2003 postala članica Univerze na Primorskem. Fakulteta je skupaj z Mestno občino Koper in Vrtcem Koper leta 2023 ustanovila Razvojno-raziskovalno enoto Ra-Ra, v okviru katere je razvila večjezični model, ki temelji na spodbujanju večjezičnosti in medkulturnosti v predšolskem obdobju. Model povezuje tri stebre: razvijanje slovenščine kot prvega in drugega jezika, uvajanje italijanščine kot jezika okolja ter vključevanje angleščine kot tujega jezika v okviru širšega raznojezičnega pristopa. Evalvacije, v katere so bili vključeni vzgojitelji, starši, otroci in študenti, kažejo pozitivne učinke na razvoj jezikovnega zavedanja in medkulturnih kompetenc ter s tem možnost prenosa modela v druga okolja. Na podlagi teh rezultatov nameravata UP PEF in Laboratorij za jezikovne in družbene inovacije ZRS Koper (ZRS LangLab) nagraditi didaktiko zgodnjega uvajanja jezikov z razvojem raznojezičnega pristopa, ki se odziva na spremembe v večjezičnih okoljih.

Ključne besede: zgodnje učenje jezikov; zgodnje poučevanje tujih jezikov; večjezičnost; večjezični pristop; medkulturnost; jezikovno zavedanje; predšolska vzgoja

Teaching second languages to young learners in the Slovenian context

Slovenian education and foreign language teaching specialists began focusing on teaching second and foreign languages to young and very young learners as early as the 1990s. In line with the efforts of the Council of Europe, they participated in the first international and national workshops and projects and, alongside curriculum reform, developed models for teaching languages in primary and early childhood education. The Faculty of Education at the University of Ljubljana (UL) and its unit in Koper were among the first to develop a framework for the early introduction of second/foreign languages. Drawing on models of early language learning from international contexts and in cooperation with Slovenian experts from the Faculty of Arts at UL, an approach to early second/foreign language teaching and the development of multilingual awareness gradually took shape.

Efforts to promote early foreign and second language learning, as well as awareness of linguistic and cultural diversity, continue at the Faculty of Education of the University of Primorska (UP PEF), which became a member of the University of Primorska in 2003. In 2023, the faculty, together with the Municipality of Koper and Koper Kindergarten, established the Ra-Ra Development and Research Unit. Within this initiative, they developed a multilingual model focused on fostering multilingualism and intercultural competences in the preschool period. The model integrates three pillars: the development of Slovene as both a first and second language, the introduction of Italian as the language of the environment, and the teaching of English as a foreign language through a plurilingual approach. Evaluations involving educators, parents, children, and education students indicate positive effects on the development of language awareness and intercultural competences, as well as the potential for transferring the model to other educational environments. Building on these results, UP PEF and the Language Lab of the Science and Research Centre Koper (ZRS LangLab) aim to further advance the field of early foreign language learning and acquisition by developing a plurilingual approach that responds to the changing realities of multilingual environments.

Keywords: early language learning; early foreign language teaching; multilingualism; plurilingual approach; intercultural competence; language awareness; preschool education

La didattica dell'apprendimento precoce delle lingue nel contesto sloveno

L'apprendimento e l'acquisizione precoce di una seconda lingua e di una lingua straniera coinvolsero i pedagogisti e i didatti delle lingue straniere sloveni già negli anni '90 del XX secolo. Seguendo i primi workshop del Consiglio d'Europa e partecipando ai primi progetti internazionali e nazionali, elaborarono, parallelamente alla riforma dei programmi scolastici, un modello per l'introduzione precoce delle lingue nell'istruzione. La Facoltà di Scienze della Formazione dell'Università di Ljubljana (UL) e la sua sede di Koper furono tra le prime a formulare la dottrina dell'introduzione precoce della seconda e della lingua straniera. Sull'esempio dell'apprendimento precoce delle lingue in contesti internazionali e in collaborazione con esperti nazionali della Facoltà di Lettere dell'UL, si è gradualmente sviluppato un approccio didattico all'insegnamento precoce delle lingue e alla sensibilizzazione al multilinguismo.

Alla Facoltà di Scienze della Formazione (UP PEF), entrata a far parte dell'Università della Primorska nel 2003, proseguono gli sforzi per promuovere l'apprendimento precoce delle lingue, nonché la sensibilizzazione alla diversità linguistica e culturale. Nel 2023, in collaborazione con il Comune città di Capodistria e l'asilo di Capodistria, la facoltà ha istituito l'Unità di ricerca e sviluppo Ra-Ra. Nell'ambito di questa iniziativa è stato sviluppato un modello multilingue incentrato sulla promozione del multilinguismo e delle competenze interculturali nel periodo prescolare. Adottando un approccio plurilingue, il modello integra lo sviluppo dello sloveno come prima e seconda lingua, l'introduzione dell'italiano come

lingua dell'ambiente e l'insegnamento dell'inglese come lingua straniera. Le valutazioni condotte tra educatori, genitori, bambini e studenti di scienze della formazione indicano effetti positivi sullo sviluppo della consapevolezza linguistica e delle competenze interculturali, nonché il potenziale trasferimento del modello ad altri contesti educativi. Sulla base di questi risultati, la UP PEF e il Laboratorio linguistico del Centro di ricerca scientifica di Capodistria (ZRS LangLab) mirano a far progredire ulteriormente il campo dell'apprendimento e dell'acquisizione precoce delle lingue straniere, sviluppando un approccio plurilingue che risponda alle realtà mutevoli degli ambienti multilingui.

Parole chiave: apprendimento precoce delle lingue; insegnamento precoce delle lingue straniere; multilinguismo; approccio plurilingue; competenze interculturali; consapevolezza linguistica; educazione prescolare

Roger Dale Jones (Univerza v Celovcu)

From Exposure to Participation: Linking Language Learning in Heterogeneous English Classrooms

Contemporary English classrooms are increasingly shaped by learners' highly diverse experiences with English beyond school. Through social media, gaming, streaming platforms, online communities, and digital cultural participation, many learners engage with English extensively in their everyday lives. At the same time, these experiences are distributed unevenly and follow highly individualized media and language trajectories. English classrooms therefore bring together learners with very different forms of participation, competence development, and access to English-mediated cultural spaces. This presentation explores the pedagogical challenge of linking heterogeneous extramural English experiences to meaningful classroom participation and learning. Building on research on Extramural English (Sundqvist 2009; Schwarz 2020) and English as a globalized social practice, the presentation argues that the central challenge for contemporary English education is no longer simply bringing English into learners' lives, but rather meaningfully connecting learners' lived English experiences to educational processes. The presentation introduces the project Linking Heterogeneous Language Learning, a classroom-based intervention study aimed at investigating how task-based linking pedagogies can support participation across diverse learner profiles. Particular attention is given to "social discourse across media" tasks that engage learners with questions of identity, belonging, evaluation, democracy, inequality, and community across different media environments. The presentation concludes by discussing how English education might move from a model centered primarily on exposure toward one centered on participation, pedagogical linking, and heterogeneous learner experiences.

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Keywords: Extramural English; heterogeneous language learning; English language education; learner diversity; classroom participation; task-based language learning; digital media; social media and language learning; informal language learning; pedagogical linking

Kirsten Hempkin (Univerza v Mariboru)

Language Teacher Educator identity in Slovenia: who do we think we are?

Based on the premise that if we wish to know what teachers do in the classroom, we need to know “who they are,” (Barkhuizen & Strauss, 2020, p. 16), the research on language teacher identity has been growing exponentially. The need to understand language teaching professionals stems from the crucial nature of the work they do, as they are expected to prepare their language learners to navigate the modern world (Hiver & Dörnyei, 2015). While the work of language teacher educators, i.e., those who train future teachers, is seen to impact on not just individuals but communities through the “cascade effect” (Banagas & del Pozo Beamud, 2022, p. 13), they are woefully neglected in the existent literature. As Mercer et al. put it, they are practically “invisible” in research terms (Mercer et al., 2025, p.27). The reason for this may lie partly in the difficulty in defining who language teacher educators are (Barkhuizen, 2021), as the contexts in which they work and the roles and responsibilities they assume differ greatly (Ping et al., 2018). This contribution is a modest step towards understanding the identity of language teacher educators in Slovenia. Anchored in a poststructural view of identity as negotiated and dynamic, it considers some of the most pertinent questions regarding identity – context, beliefs, values, status, motivations etc., – with a view to applying them to language teacher educators in the Slovenian space.

Keywords: identity, language teacher educators, Slovenian context

Cristina Gavagnin y Jaime Climent de Benito (Univerza v Celovcu)

Entre la literatura y el territorio: un escape room plurilingüe y multimodal inspirado en Ingeborg Bachmann

Esta presentación muestra un proyecto educativo intercultural y plurilingüe basado en el relato de Ingeborg Bachmann *Drei Wege zum See*. Aprovechando el lugar de nacimiento de la autora (actualmente el Museo Bachmann) y el paisaje urbano circundante, el proyecto transforma estos espacios en un entorno de aprendizaje inmersivo y multimodal que trasciende los límites del aula tradicional.

Así, la actividad principal consistió en un «escape room» itinerante (Corino *et al.*, 2024; Ramírez, 2025), desarrollado gracias a la colaboración entre la escuela y la universidad. En esta actividad, los estudiantes universitarios actuaron como tutores de los alumnos del «Ingeborg-Bachmann-Gymnasium» de Klagenfurt. A través de materiales digitales en varios idiomas (alemán, inglés y lenguas románicas), se guio a los alumnos a través del proceso de decodificación de los signos lingüísticos y culturales del territorio (*linguistic landscaping*). Este recorrido se vio acompañado de reflexiones literarias y metalingüísticas que permitieron un redescubrimiento dinámico del texto de Bachmann (Bonvino *et al.*, 2024; Candelier *et al.*, 2013).

En la fase final, los alumnos utilizaron las «recompensas» visuales y textuales obtenidas al final de cada etapa con el objetivo de diseñar la portada de una hipotética nueva edición plurilingüe del relato, para lo que se tuvo en cuenta principios de la pedagogía basada en las artes. Esta actividad multimodal de construcción de sentido consistió en integrar citas textuales con reflexiones personales y fotografías tomadas durante el recorrido.

En general, el análisis de esta experiencia demuestra que el uso de una combinación de espacio físico, herramientas digitales, texto e imágenes (orquestración multimodal) fomenta un profundo compromiso emocional y cognitivo. Además, el proyecto destaca el papel del territorio y los espacios museísticos a la hora de catalizar prácticas inclusivas y creativas que tienen un impacto positivo en el desarrollo de las identidades plurilingües de los estudiantes (Corino, 2025).

En suma, las distintas fases del proyecto y los productos creativos resultantes se ilustrarán durante la presentación para demostrar la eficacia de integrar la educación plurilingüe con el patrimonio cultural a través de este enfoque pedagógico innovador.

Palabras clave: educación plurilingüe; multimodalidad; literatura y territorio; escape room educativo; paisaje lingüístico; competencias interculturales; pedagogía basada en las artes; identidad plurilingüe; patrimonio cultural; espacios museísticos; aprendizaje experiencial; innovación pedagógica

Between Literature and Territory: A Plurilingual and Multimodal Escape Room Inspired by Ingeborg Bachmann

This talk presents an intercultural and plurilingual educational project based on Ingeborg Bachmann's novel "Drei Wege zum See". Leveraging the author's birthplace (now the Bachmann Museum) and the surrounding urban landscape, the project transforms these sites into an immersive, multimodal learning environment that transcends the boundaries of the traditional classroom.

The core activity was an on-the-move escape room (Corino et al., 2024; Ramírez, 2025), developed through collaboration between school and university. In this activity, university students acted as tutors for pupils from the 'Ingeborg Bachmann Gymnasium' in Klagenfurt. Using digital materials in multiple languages (German, English and Romance languages) the pupils were guided through the process of decoding the linguistic and cultural signs of the territory (*linguistic landscaping*). This journey was accompanied by literary and metalinguistic reflections that enabled a dynamic rediscovery of Bachmann's text (Bonvino et al., 2024; Candelier et al., 2013).

In the final phase, students used visual and textual 'rewards' obtained at the end of each stage to design a cover for a hypothetical new plurilingual edition of the novel, applying principles of arts-based pedagogy. This multimodal meaning-making activity involved integrating textual quotes with personal reflections and photographs taken during the itinerary.

Analysing this experience demonstrates that using a combination of physical space, digital tools, text and imagery (multimodal orchestration) fosters deep emotional and cognitive engagement. The project emphasises the role of territory and museum spaces in catalysing inclusive and creative practices that have a positive impact on the development of students' plurilingual identities (Corino, 2025).

The various phases of the project and the resulting creative artefacts will be illustrated during the presentation to demonstrate the efficacy of integrating plurilingual education with cultural heritage through this innovative pedagogical approach.

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Keywords: plurilingual education; multimodality; literature and territory; educational escape room; linguistic landscaping; intercultural competence; arts-based pedagogy; plurilingual identity; cultural heritage; museum education; experiential learning; digital learning; multimodal meaning-making; collaborative learning; pedagogical innovation

Mojca Leskovec, Nina Tušek (Filozofska fakulteta Univerze v Ljubljani)

Vloga didaktike tujih jezikov v dolgoživi družbi

Po podatkih Svetovne zdravstvene organizacije bo do leta 2030 eden od šestih prebivalcev star 60 ali več let. Četrty cilj trajnostnega razvoja Agende 2030 nas zavezuje k spodbujanju možnosti vseživljenjskega učenja za vsakogar, kar za sodobno dolgoživo družbo pomeni pravico do učenja tudi v starosti. Izobraževalna ponudba različnih ustanov za starejše odrasle, kot so univerze za tretje življenjsko obdobje, dnevni centri aktivnosti, ljudske univerze, izkazuje, da je učenje tujih jezikov eno bolj priljubljenih področij izobraževanja starejših odraslih. Tudi na Modri fakulteti Filozofske fakultete Univerze v Ljubljani je med programi najbolj razvejano in obiskovano prav področje tujih jezikov. Učenje tujega jezika pomeni spoznavanje druge kulture in samega sebe v odnosu do nje, navezovanje novih stikov ter zabavna doživetja. Nevroznanstveniki pa ugotavljajo še druge prednosti učenja tujih jezikov, namreč ohranjanje plastičnosti možganov in kasnejše pojavljanje bolezni.

Kakšna je torej vloga didaktike tujih jezikov v dolgoživi družbi? Ob pestri ponudbi tečajev tujih jezikov za starejše odrasle se zastavlja vprašanje, ali so pri njihovem načrtovanju in izvedbi upoštevane značilnosti učenja te ciljne skupine, njihove izobraževalne potrebe in ovire ter izbrane ustrezne metode in gradiva. Dolgoživost prinaša izzive tudi za izobraževalce, ki imajo ključno vlogo pri načrtovanju in izvedbi tečajev. Ker geragoška didaktika tujih jezikov zaenkrat ni vključena v pedagoške študijske programe, je potreben razmislek o njihovem profesionalnem usposabljanju in kariernem razvoju. Na Centru za izobraževanje Filozofske fakultete Univerze v Ljubljani vzpostavljamo sistem znanja o učenju in poučevanju starejših odraslih prek razvoja izobraževalnih programov (npr. za mikrodokazila) in raziskovanja ter povezovanja med raziskovalci, praktiki in študenti.

Ključne besede: dolgoživost, izobraževanje, starejši odrasli, tuji jeziki, geragoška didaktika

The Role of Foreign Language Didactics in a Longevity Society

According to the World Health Organization, one in six people worldwide will be aged 60 or over by 2030. The fourth Sustainable Development Goal of the 2030 Agenda is to promote lifelong learning opportunities for all. In a contemporary longevity society, this also entails the right to education in later life. Various institutions that provide education for older adults, such as Universities of the Third Age, community activity centres and adult education centres, demonstrate that foreign language learning is one of the most popular fields of education for this age group. Similarly, at the Faculty of Active Wisdom at the University of Ljubljana, foreign languages represent the most diverse and widely attended programme area. Learning a foreign language involves engaging with another culture as well as reflecting on one's own identity in relation to it, forming new social connections, and experiencing enjoyment. Neuroscientific research also highlights the additional benefits of foreign language learning, including maintaining brain plasticity and delaying the onset of certain diseases.

So, what is the role of foreign language didactics in a longevity society? With the wide range of foreign language courses available for older adults, it is important to consider whether the specific characteristics, learning needs and potential obstacles of older learners are adequately considered in course design and implementation and whether the appropriate teaching methods and materials are used. Longevity also presents challenges for educators, who play a central role in course planning and delivery. As geragogical foreign language didactics is not yet integrated into teacher education programmes, there is a need to consider the professional development of educators in this area. At the University of Ljubljana, Faculty of Arts Education Centre, we are developing a knowledge framework for teaching and learning in older adulthood through the design of educational programmes (e.g. micro-credentials), research activities, and collaboration between researchers, practitioners, and students.

Keywords: longevity, education, older adults, foreign languages, geragogical didactics

Mateja Dagarin Fojkar, Tina Rozmanič (Pedagoška fakulteta Univerze v Ljubljani)

Preparing Pre-Service Primary Teachers for Virtual Exchange through Blended Mobility

Virtual exchange (VE) is a didactic approach in which learners from different geographical, cultural, and linguistic contexts communicate in a shared foreign language using technology (O'Dowd, 2021). Research has shown that VE can foster intercultural awareness and promote meaningful language use (Dooly & Vinagre, 2022). However, pre-service teachers frequently report feeling insufficiently prepared to implement VE projects in primary school classrooms (Dagarin Fojkar et al., 2026), while the lack of structured professional development remains a major barrier to the effective integration of VE in schools (Dooly & Vinagre, 2022). This presentation reports on a transnational project involving Germany, Poland, Slovenia, and Spain, in which 39 pre-service primary language teachers participated in a teacher education course on VE and a blended intensive programme (BIP). BIPs are international collaborative programmes within the Erasmus+ framework that typically run over one semester and combine online learning activities with short-term physical mobility. As part of the programme, participants first explored the integration of VE at the primary level and collaborated closely with primary school teachers. During the BIP, they jointly designed VE lesson plans, which were subsequently implemented in schools. The programme evaluation drew on surveys, interviews, and lesson plan analyses. The results indicate that participants gained practical experience in designing and implementing VE activities and developed skills for effective collaboration with future peers. The findings also emphasise the crucial role of teacher education programmes in supporting the integration of virtual exchange into classroom practice.

Keywords: virtual exchange; teacher education; pre-service teachers; blended mobility; blended intensive programme (BIP); international collaboration; intercultural competence; primary language education; digital pedagogy; professional development; lesson planning; Erasmus+; collaborative learning; classroom innovation; technology-enhanced language learning

Priprava bodočih razrednih učiteljev na virtualno izmenjavo s pomočjo kombiniranega intenzivnega programa (KIP-a)

Virtualna izmenjava (VI) je didaktični pristop, pri katerem učenci iz različnih geografskih, kulturnih in jezikovnih okolij komunicirajo v skupnem tujem jeziku s pomočjo tehnologije (O'Dowd, 2021). Raziskave so pokazale, da VI razvija medkulturno ozaveščenost in omogoča smiselno rabo jezika (Dooly & Vinagre, 2022). Bodoči učitelji pa pogosto poročajo, da se ne počutijo dovolj usposobljene za izvajanje projektov VI na razredni stopnji OŠ (Dagarin Fojkar idr., 2026), medtem ko pomanjkanje organiziranega strokovnega izpopolnjevanja ostaja

glavna ovira za učinkovito vključevanje VI v šole (Dooly & Vinagre, 2022). V predstavitvi poročamo o mednarodnem projektu, v katerega so vključene Nemčija, Poljska, Slovenija in Španija. V sklopu projekta je 39 bodočih razrednih učiteljev sodelovalo v izpopolnjevanju o VI in v kombiniranem intenzivnem programu (KIP). KIP-i so mednarodni programi sodelovanja v okviru programa Erasmus+, ki običajno trajajo en semester in združujejo spletne učne dejavnosti s kratkotrajno fizično mobilnostjo. Udeleženci so najprej raziskali oblike vključevanja VI na razredni stopnji in pri tem sodelovali tudi z osnovnošolskimi učitelji. Med KIP-om so v mednarodnih dvojicah oblikovali učne priprave z VI, ki so jih nato izvedli v šolah. Evalvacija programa je temeljila na anketah, intervjujih in analizah učnih priprav. Rezultati kažejo, da so udeleženci pridobili praktične izkušnje pri oblikovanju in izvajanju dejavnosti VI ter razvili veščine za učinkovito sodelovanje z bodočimi učitelji v drugih državah. Ugotovitve poudarjajo ključno vlogo programov izobraževanja učiteljev pri podpiranju vključevanja virtualne izmenjave v šolo.

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Ključne besede: virtualna izmenjava; bodoči učitelji razrednega pouka; izobraževanje učiteljev; kombinirana mobilnost; kombinirani intenzivni program (KIP); mednarodno sodelovanje; medkulturna kompetenca; zgodnje učenje jezikov; digitalna pedagogika; strokovni razvoj učiteljev; Erasmus+; tehnološko podprto učenje jezikov

Nataša Pirih Svetina (Filozofska fakulteta Univerze v Ljubljani)

Novi časi, novi pristopi – slovenščina kot TJ danes

V prispevku se na hitro sprehodim skozi zadnje desetletje poučevanja slovenščine kot tujega jezika (TJ) na primeru delovanja v okviru študijskega modula Leto plus (v nadaljevanju LP) na Univerzi v Ljubljani (v nadaljevanju UL). Modul LP je UL uvedla v študijskem letu 2017/18 (pilotna izvedba že v letu 2016/17) z namenom omogočiti mednarodnim študentom UL lažje vključevanje v študijski proces tudi s pomočjo možnosti obiskovanja zanje brezplačnega pouka slovenščine. V desetletju, ki je minilo, se je LP, predvsem pa poučevanje slovenščine znotraj njega, korenito spremenilo. Ob njegovih začetkih je lahko še veljalo, da je dejavnost pisanja rezervirana predvsem za pisanje domačih nalog, saj je kontaktnih ur pouka premalo in bi ga bilo škoda posvetiti tako časovno potratni dejavnosti, kot je pisanje. In prevajalniki, ki so bili na voljo, so bili obupno slabi, če so jih študenti uporabili, je bilo učiteljem to takoj jasno, kar je pomenilo tudi, da so bili študenti zaradi njihove uporabe kaznovani. A prevajalniki in druga orodja za pomoč pri pisanju in tudi sicer učenju TJ so napredovali in se izboljševali, z njimi pa so se spreminjali tudi pristopi k poučevanju slovenščine kot TJ. V prispevku prikažem temeljne premike na področju poučevanja slovenščine kot TJ za študente in predstavim nekatere oblike, metode, strategije in tudi didaktične pripomočke za poučevanje slovenščine kot TJ danes.

Ključne besede: slovenščina kot tuji jezik; mednarodni študenti; Leto plus; didaktika tujih jezikov; digitalna orodja; strojno prevajanje; pisna zmožnost; učne strategije; jezikovna integracija; umetna inteligenca.

New Times, New Approaches – Slovenian as a Foreign Language Today

In this paper, I briefly review the past decade of teaching Slovenian as a foreign language (SFL), using the example of activities carried out within the study module *Year Plus* (YP) at the University of Ljubljana (UL). The YP module was introduced at UL in the 2017/18 academic year (with a pilot implementation already in 2016/17) with the aim of facilitating international students' integration into the study process, also by offering them the opportunity to attend free Slovenian language courses. Over the past decade, YP—and above all the teaching of Slovenian within it—has undergone profound changes.

At the outset, the writing activities were largely limited to homework assignments, as there were too few contact teaching hours and it seemed a waste to devote them to such a time-consuming activity as writing. Moreover, the translation tools available at the time were extremely poor; if students used them, this was immediately apparent to teachers, which also meant that students were penalized for doing so. However, translation tools and other aids for writing and for learning a foreign language more generally have advanced and improved, and teaching approaches to Slovenian as a foreign language have evolved alongside them. In this paper, I outline the key shifts in the teaching of SFL to students and present some forms, methods, strategies, and didactic tools used in teaching SFL today.

Keywords: Slovene as a foreign language; international students; Leto Plus programme; foreign language didactics; digital tools; machine translation; writing skills; learning strategies; language integration; artificial intelligence

Tatjana Vučajnk (Univerza v Celovcu)

SLOLINGO – Dvojezična aplikacija za usvajanje slovenščine ter nemščine in branje ter poslušanje literarnih besedil na začetniških ravneh usvajanja jezikov

SLOLINGO je brezplačna dvojezična slovensko-nemška aplikacija za usvajanje slovenščine in nemščine. Zgrajena je v dveh delih, pri čemer je izhodiščni jezik priprave vsebine slovenščina in prvenstveno nagovarja otroke. V prvem delu učeči se spozna besedišče in jezikovne strukture v osnovnih sporazumevalnih situacijah. Slušna besedila v tem delu prebere že umetna inteligenca. V drugem delu učeči se spozna slovenske ljudske (in eno nemško) pripovedi, ki so prirejene za usvajanje slovenščine/nemščine (zlasti) na ravni A1. Izbrane ljudske pripovedi posredujejo tudi elemente slovenske kulture širšega slovenskega kulturnega (jezikovnega) prostora, ki so povezani tako z izbranim besediščem kot samimi jezikovnimi strukturami in so ključne za razumevanje prebranega/poslušanega besedila. V slovenskem delu ta besedila prebere govorec slovenščine kot prvega jezika. Usvajanje obeh ciljnih jezikov temelji na principih igrifikacije in vključuje raznolike tipe nalog, ki vzdržujejo motivacijo in radovednost učečega se ter ga spodbujajo k nadaljnemu učenju, poslušanju in branju v slovenščini in nemščini. K lažjemu razumevanju prebranih/poslušanih vsebin doprinesejo tudi kontekstualne ilustracije, ki omogočajo sledenje zaporedja v zgodbi. Posebnost te aplikacije je, da je zasnovana s finančno podporo Avstrije ter z delovno skupino programerjev, ki se še uveljavljajo na svojem strokovnem področju.

Ključne besede: SLOLINGO, aplikacija, slovenščina, nemščina, usvajanje jezika, branje/poslušanje literarnih besedil

SLOLINGO – A bilingual app for learning Slovene and German through reading and listening to beginner-level literary texts

SLOLINGO is a free bilingual Slovene–German app designed for learning both Slovene and German. The app is divided into two sections, with Slovene serving as the primary language of the content, and is aimed primarily at children. In the first section, learners are introduced to vocabulary and language structures through basic communicative situations. The audio texts in this section are narrated using artificial intelligence. In the second section, learners are introduced to Slovene folk tales (along with one German tale) that have been adapted for learning Slovene and German, primarily at the A1 proficiency level. These selected folk tales also convey elements of Slovene culture from the wider Slovene-speaking cultural area (cf. Vučajnk & Legvart, 2022) . The cultural content is closely connected to the vocabulary and language structures presented in the texts and plays an important role in understanding the stories that learners read and listen to. In the Slovene section, the texts are narrated by a native Slovene speaker. The learning of both target languages is based on the principles of gamification and includes a variety of engaging activities designed to

maintain learners' motivation and curiosity while encouraging continued learning, listening, and reading in Slovene and German. Contextual illustrations further support comprehension by helping users follow the sequence of events in each story. A distinctive feature of SLOLINGO is that it was developed with financial support from Austria and by a team of emerging programmers who are building their professional careers.

Keywords: SLOLINGO, app, Slovene, German, language acquisition, reading/listening to literary texts

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Luc Bousseau (Univerza v Celovcu)

Le lexique en didactique du FLE : de la marginalisation à la réhabilitation

Cette communication propose une réflexion rétrospective sur la place du lexique dans l'enseignement/apprentissage du français langue étrangère et met en lumière les évolutions récentes dans ce domaine.

Longtemps considéré comme un aspect secondaire de l'apprentissage des langues, le lexique a souvent été pensé comme pouvant s'acquérir naturellement grâce aux lectures et aux interactions. Pourtant, cette conception montre aujourd'hui ses limites, notamment en ce qui concerne la capacité des apprenants à mobiliser efficacement les ressources lexicales dans les compétences productives.

La communication s'intéressera ainsi aux raisons du désintérêt historique pour le lexique et aux principes didactiques qui ont contribué à marginaliser son enseignement explicite. Elle examinera les traces laissées par les méthodologies antérieures et la place accordée au lexique dans les nouvelles approches. Enfin, elle abordera le regain d'intérêt pour l'enseignement du lexique et les apports récents des neurosciences.

Mots clés: enseignement / apprentissage du lexique, méthodologie, neurodidactique

Vocabulary in teaching French as foreign language: From Marginalization to Rehabilitation

This paper offers a retrospective reflection on the role of vocabulary in the teaching and learning of French as a foreign language and highlights recent developments in this field.

Long considered a secondary aspect of language learning, vocabulary was often thought to be acquired naturally through reading and interaction. However, this view is now showing its limitations, particularly regarding learners' ability to effectively mobilize lexical resources in productive skills.

The presentation will thus examine the reasons for the historical lack of interest in vocabulary and the pedagogical principles that contributed to marginalizing its explicit teaching. It will examine the legacy of previous methodologies and the place accorded to vocabulary in new approaches. Finally, it will address the renewed interest in vocabulary instruction and recent contributions from neuroscience.

Keywords: vocabulary teaching/learning, methodology, neurodidactics

Melita Lemut Bajec, Mateja Pekolj, Mojca Žvegljč Mihelič (Pedagoška fakulteta Univerze v Ljubljani)

Instrukcije angleščine med slovenskimi osnovnošolci: razširjenost, motivi in učinkovitost

Angleščina je danes globalni jezik mednarodne komunikacije ter predstavlja pomemben del poklicnega in zasebnega življenja. Ker se številni učenci srečujejo s težavami pri učenju angleščine kot tujega jezika, se mnogi starši odločijo za instrukcije angleščine kot plačljive oblike dodatne učne pomoči. Prispevek naslavlja fenomen instrukcij angleščine med slovenskimi osnovnošolci. Zanimalo nas je, kateri so glavni razlogi za vključevanje otrok v instrukcije, kakšna je vloga socialno-demografskih dejavnikov ter kdo so njihovi izvajalci. Prav tako smo preučili oceno učinkovitosti instrukcij, stopnjo sodelovanja med starši, učitelji in inštruktorji ter jezikovne spretnosti, ki jih učenci najpogosteje vadijo. V vzorec smo zajeli 405 staršev otrok osnovnošolcev. Ugotavljamo, da slaba četrтина otrok obiskuje instrukcije kot pomoč pri pripravah na teste in ocenjevanja znanja, sledijo težave z razumevanjem slovnice ter želja po večji samozavesti pri uporabi jezika. Starši večinoma instrukcije ocenjujejo kot učinkovite. Poleg sedanjih in prihodnjih učiteljev angleščine, instrukcije izvajajo tudi posamezniki brez pedagoške izobrazbe. V vzorcu otroci staršev z višjo stopnjo izobrazbe nekoliko pogosteje obiskujejo instrukcije angleščine kot otroci staršev z nižjo stopnjo izobrazbe. V raziskavo vključeni starši otrok, ki obiskujejo instrukcije angleščine, svoj finančni položaj ocenjujejo nekoliko višje kot starši otrok, ki instrukcij ne obiskujejo. Sodelovanje med starši in učitelji je nekoliko slabše ocenjeno kot sodelovanje med starši in inštruktorji. Starši večinoma ocenjujejo, da učitelji angleščine in inštruktorji praviloma ne sodelujejo, in menijo, da to sodelovanje ni potrebno. Instrukcije angleščine preprašujejo učinkovitost šolskega sistema in odpirajo vprašanja enakosti dostopa, kakovosti izvajanja ter povezovanja med šolo in zasebnimi ponudniki.

Ključne besede: instrukcije, inštruktorji, angleščina kot tuji jezik, osnovnošolci

English tutoring among Slovenian primary school children: Prevalence, motivations, and effectiveness

English is now the global language of international communication and plays an important role in professional and personal life. Since many learners experience difficulties learning English as a foreign language, many parents choose private tutoring as a form of supplementary academic support. This paper examines the phenomenon of English tutoring among Slovenian primary school children. We were interested in the main reasons for enrolling children in tutoring, the role of socio-demographic factors, and the tutors' profiles. We also explored the perceived effectiveness of tutoring, the level of cooperation among parents, teachers, and tutors, and the language skills students most frequently practise. Our sample included 405 parents of primary school pupils. We found that just under a

quarter of children attend tutoring sessions primarily to prepare for tests and assessments, followed by difficulties with grammar and a desire to gain greater confidence in using the language. Parents generally perceive tutoring as effective. In addition to current and future English teachers, tutoring is also provided by individuals without formal teaching qualifications. In our sample, children of parents with a higher level of education attend English tutoring slightly more often than children of parents with a lower level of education. Parents of children who attend English tutoring also rated their financial situation slightly higher than parents of children who do not attend such classes. Cooperation between parents and teachers was rated slightly lower than cooperation between parents and tutors. Parents generally believe that English teachers and tutors do not usually collaborate and consider such collaboration unnecessary. English tutoring raises questions about the effectiveness of the school system and highlights issues of equal access, quality of instruction, and coordination between schools and private providers.

Keywords: tutoring, tutors, English as a foreign language, primary school children

Tatjana Balažic Bulc, Vesna Požgaj Hadži (Filozofska fakulteta Univerze v Ljubljani)

Manj pogosti jeziki v izobraževanju: primer hrvaščine v Sloveniji

Vprašanje sistemske podpore manj pogosto poučevanim jezikom, ki so v družbi pomembni zaradi kulturne, gospodarske in/ali regionalne povezanosti, postaja tudi v evropskem izobraževalnem prostoru vse pomembnejše, zlasti v kontekstu vse večje prevlade angleščine, razvoja velikih jezikovnih modelov in UI ter vse manjšega zanimanja za študij jezikov. Sodobne izzive slovenske izobraževalne jezikovne politike v prispevku prikažemo na primeru hrvaščine, ki je v Sloveniji sosedski jezik in jezik ene od etničnih skupnosti, obenem pa tudi jezik pomembne gospodarske partnerice. Vendar kljub svoji večplastnosti v izobraževalni praksi ostaja na obrobju. Eden od razlogov za to je najverjetneje jezikovna sorodnost s slovenščino, pa tudi skupna polpretekla zgodovina, zaradi katere se številnim govorcem slovenščine srednje in starejše generacije zdi znanje (ali vsaj razumevanje) hrvaščine samoumevno. Vendar pa nekdanja dvojezičnost vse bolj postaja preteklost, kar potrjujejo sodobne sporazumevalne prakse. Tudi v primerih, ko bi bilo medsebojno razumevanje v sorodnih južnoslovanskih jezikih mogoče, je sporazumevalni jezik angleščina.

V prispevku se osredotočamo na položaj hrvaščine v slovenskem izobraževanju. Najprej obravnavamo problematiko obveznega izbirnega predmeta v zadnjem triletju osnovne šole, ki je del osnovnošolskega kurikula predvsem na deklarativni ravni, saj se dejansko izvaja le na posameznih šolah in v omejenem obsegu, zanimanje je iz leta v leto manjše. Njegova izvedba je v veliki meri odvisna od angažiranosti posameznih učiteljev. Nadalje analiziramo položaj jezika na visokošolski ravni. Hrvaščina je sestavni del študijskega programa Južnoslovanski jeziki in izbirni predmet na drugih študijskih programih. Kot ostali jezikovni študijski programi je vse bolj pod pritiskom tržnega razumevanja visokošolskega izobraževanja, ki podpira številčnejše programe. Hkrati pa se prepočasi odziva na sodobne družbene spremembe.

Prispevek sklenemo z ugotovitvijo, da so na področju manj pogosto poučevanih jezikov tudi v Sloveniji nujne sistemske rešitve in okrepljena institucionalna podpora, če želimo ohraniti in razvijati načela večjezičnosti in medkulturnega dialoga ter tudi v prihodnje izobraževati strokovnjake, ki bodo ta načela posredovali bodočim rodovom.

Ključne besede: izobraževalna jezikovna politika, manj pogosti jeziki v izobraževanju, hrvaščina kot tuji jezik, raznojezičnost, medkulturni dialog

Ključne besede: izobraževalna jezikovna politika; manj pogosto poučevani jeziki; hrvaščina kot tuji jezik; raznojezičnost; medkulturni dialog.

Less Commonly Taught Languages: The Case of Croatian in Slovenia

The issue of systemic support for less commonly taught languages—which are significant in society due to cultural, economic, and/or regional ties—is becoming increasingly relevant in the European educational landscape, particularly in the context of the growing dominance of English, the development of large language models and artificial intelligence, and the declining interest in language studies. In this paper, we examine contemporary challenges in Slovenian educational language policy through the example of Croatian, which functions as a neighbouring language in Slovenia, the language of one of its ethnic communities, and the language of an important economic partner. Despite its multifaceted role, Croatian remains marginal in educational practice. One of the reasons for this is its linguistic proximity to Slovenian, as well as a shared recent history, which leads many Slovenian speakers of middle and older generations to take knowledge of (or at least passive competence in) the Croatian language for granted. However, this former bilingualism is increasingly a phenomenon of the past, as evidenced by contemporary communication practices. Even in contexts where mutual intelligibility among related South Slavic languages would be possible, English increasingly serves as the default language of communication.

This paper focuses on the status of Croatian within the Slovenian education system. First, it addresses the issue of Croatian as a mandatory elective subject in the final three years of primary education. It exists largely at a declarative curricular level, as it is implemented only in a limited number of schools and with declining student participation. Its implementation depends heavily on the initiative and commitment of individual teachers. Second, the paper analyses the status of Croatian at the tertiary level. Croatian is an integral part of the South Slavic Languages study programme and is offered as an elective course in other study programmes. Like other language programmes, it is increasingly under pressure from a market-oriented approach to higher education, which prioritises programmes with higher enrolment numbers. At the same time, it appears to respond too slowly to ongoing societal and linguistic changes.

We conclude that in Slovenia, systemic solutions and stronger institutional support for less commonly taught languages are urgently needed if we aim to preserve and further develop the principles of multilingualism and intercultural dialogue, as well as to ensure the education of professionals who can transmit these principles to future generations.

Keywords: educational language policy, less commonly taught languages, Croatian as a foreign language, plurilingualism, intercultural dialogue

Keywords: educational language policy; less commonly taught languages; Croatian as a foreign language; plurilingualism; intercultural dialogue

Ana Pavlič (Gimnazija Bežigrad, Ljubljana)

Ansiedad e identidad lingüística en ELE: la expresión oral en dos contextos educativos

La ansiedad es un factor afectivo relevante en el aprendizaje de lenguas extranjeras, especialmente en la competencia oral. El objetivo de esta ponencia es presentar los resultados de una investigación cuantitativa realizada con estudiantes de español como lengua extranjera (ELE) de niveles A1-A2 en Eslovenia. Los participantes pertenecen a dos contextos educativos: el programa general de bachillerato, basado en el currículo nacional esloveno y el programa *International Baccalaureate* (IB), basado en el currículo internacional.

La investigación se centra en la relación entre la identidad lingüística de los estudiantes y el grado de ansiedad al expresarse oralmente en español. Para ello, se consideran el número de lenguas extranjeras que dominan y su experiencia previa en el aprendizaje de idiomas. Asimismo, el estudio analiza si las características específicas del programa IB influyen en la percepción de la expresión oral en ELE. En este sentido, se examinan las dificultades más frecuentes en la producción oral, el nivel de tensión durante determinados tipos de actividades y la frecuencia con la que se realizan actividades de clase centradas en la expresión oral.

Para la recolección de datos en la investigación cuantitativa, se aplicó la escala de ansiedad general FLCAS (*Foreign Language Classroom Anxiety Scale*, Horwitz, Horwitz y Cope, 1986), junto con cuestionarios demográficos. El objetivo es identificar posibles diferencias en los niveles y tipos de ansiedad según el contexto educativo y la identidad lingüística de los estudiantes, así como reflexionar sobre posibles implicaciones didácticas para reducir la ansiedad en la expresión oral en ELE.

Palabras clave: ansiedad, FLCAS, expresión oral, ELE, identidad lingüística, programa IB, enseñanza secundaria

Anxiety and linguistic identity in Spanish as a Foreign Language (ELE): oral expression in two educational contexts

Anxiety is a significant affective factor in foreign language learning, especially in oral proficiency. The aim of this paper is to present the results of a quantitative study conducted with students of Spanish as a foreign language (ELE) at A1–A2 levels in Slovenia. The participants were drawn from two educational contexts: the general upper secondary school programme, which follows the Slovenian national curriculum, and the International Baccalaureate (IB) programme, which follows the international curriculum.

This study examines the relationship between students' linguistic identity and their level of anxiety when speaking Spanish. In this analysis, the study takes into account the number of

foreign languages mastered by the students and their previous experience in language learning.

Additionally, the study analyses the influence of the specific characteristics of the IB programme on perceptions of oral expression in ELE. In this regard, it examines the most common difficulties in oral production, the level of stress during certain types of activities, and the frequency of classroom activities focused on oral expression.

For data collection, the researchers used the FLCAS (Foreign Language Classroom Anxiety Scale; Horwitz, Horwitz, and Cope, 1986) as the general anxiety scale, alongside demographic questionnaires. The aim is to identify possible differences in the levels and types of anxiety based on the educational context and the students' linguistic identity, as well as to reflect on possible pedagogical implications for reducing anxiety in oral expression in ELE.

Keywords: anxiety, FLCAS, oral expression, ELE, linguistic identity, IB programme, secondary education

Hana Kuhar, Mihaela Brumen (Pedagoška fakulteta Univerze v Mariboru)

Rethinking EFL writing instruction: corrective written feedback in action

This contribution presents classroom observations examining how learner-centred corrective written feedback was implemented in three sixth-grade EFL classrooms. Drawing on a process-oriented approach to writing instruction, the study focuses on two feedback techniques relevant for younger EFL learners: colour-coded feedback and collaborative peer feedback. The contribution builds on findings from a systematic review published in the journal *ELOPE*, which highlighted the need for clearer, more practical approaches to corrective written feedback in primary EFL classrooms and provided a pedagogical framework for the lesson plans, feedback procedures, and classroom activities used during the observations. Based on these findings, a feedback model combining colour coding and collaborative peer feedback was developed and introduced in three sixth-grade EFL classrooms in Slovenia. The classroom observations focused on how different EFL teachers adapted the same lesson plan and how students responded to this form of feedback in practice. The observations indicated that the proposed feedback model supported a more systematic, structured, and process-oriented approach to writing, fostering greater learner engagement, reflection, self-correction, and active participation, while also making corrections easier to understand and less stressful for young EFL learners. Overall, the observations suggest that visually supported and collaborative feedback approaches can play an important role in developing writing confidence, reflection, and sustained engagement in primary EFL writing classrooms.

Keywords: EFL writing instruction; corrective written feedback; process-oriented writing; colour-coded feedback; peer feedback; learner engagement; self-correction; primary EFL education.

Simona Bartoli Kucher (Univerza v Gradcu), Nives Zudič Antonič (Univerza na Primorskem), Anja Zorman (Univerza na Primorskem)

Quo vadis, Language Education?

Lingua italiana e lingue del mondo come spazio di mediazione e cooperazione. Percorsi universitari per la didattica dell'italiano nella formazione degli insegnanti.

Il presente contributo intende mettere al centro percorsi glottodidattici contemporanei caratterizzati da reti intetestuali plurilingui e multimodali, incentrati sull'italiano come spazio di mediazione e cooperazione. Si tratta di percorsi didattici universitari, già realizzati dal maggio 2024 fino ad oggi, nell'ambito dell'Erasmus+ Blended Intensive Project (BIP) lanciato dalla Comunità Europea nel 2023.

L'obiettivo del team accademico transnazionale (Austria–Italia–Slovenia) e interdisciplinare (didattica delle lingue, didattica della letteratura transculturale e multimodale, didattica del cinema e studi letterari interculturali) è stato quello di riflettere sulle competenze e sulle pratiche didattiche necessarie per l'insegnamento e l'apprendimento della lingua e della cultura italiana nelle società contemporanee, caratterizzate da mobilità culturale, complessità transmediale e dinamiche migratorie. Nel nostro intervento verranno presentati i materiali didattici creati dalle studentesse e dagli studenti delle tre università, per insegnare la lingua e la cultura italiana nelle classi plurilingui e pluriculturali delle scuole austriache, slovene e italiane.

Il progetto triennale ha messo al centro testi transculturali e multimodali, situati all'intersezione tra culture e lingue. *Un mare di storie tra immagini, lingue e culture*, pubblicato nel 2025 in formato cartaceo e digitale (<https://unipub.unigraz.at/obvugrveroeff/content/titleinfo/11984143>), così come *ATTRAVERSO LINGUE, IDENTITÀ E MEDIAZIONI. Letteratura, paesaggi linguistici e translanguaging: percorsi per la didattica della lingua italiana*, pubblicato nel 2026 in formato digitale (<https://doi.org/10.25364/513.2025.1>) documentano la capacità degli studenti di tradurre le conoscenze teoriche in proposte didattiche concrete. La riflessione accademica si è intrecciata con la pratica educativa, offrendo spunti significativi per l'insegnamento dell'italiano in contesti plurilingui e multimodali.

Il nostro intervento si propone perciò di offrire strumenti e prospettive utili a docenti, ricercatori e formatori, impegnati a ripensare l'educazione linguistica alla luce delle sfide della contemporaneità.

Parole chiave: educazione linguistica; didattica dell'italiano; plurilinguismo; multimodalità; mediazione linguistica e culturale; formazione degli insegnanti; competenza interculturale; Erasmus+ Blended Intensive Programme (BIP).

Quo vadis, Language Education?

Italian Language and World Languages as a Space of Mediation and Cooperation.

University Pathways for Italian Language Teaching in Teacher Education

This contribution aims to foreground contemporary language education pathways characterized by plurilingual and multimodal intertextual networks, centered on Italian as a space of mediation and cooperation. These are university-level teaching projects, implemented from May 2024 to the present, within the framework of the Erasmus+ Blended Intensive Project (BIP), launched by the European Union in 2023.

The objective of the transnational (Austria–Italy–Slovenia) and interdisciplinary academic team, bringing together expertise in language education, transcultural and multimodal literary education, film pedagogy, and intercultural literary studies, has been to reflect on the competences and teaching practices required for the teaching and learning of Italian language and culture in contemporary societies shaped by cultural mobility, transmedial complexity, and migration dynamics.

Our presentation will showcase teaching materials developed by students from the three participating universities with the aim of teaching Italian language and culture in plurilingual and pluricultural classrooms in Austrian, Slovenian, and Italian schools.

The three-year project has focused on transcultural and multimodal texts situated at the intersection of languages and cultures. *A Sea of Stories among Images, Languages and Cultures*, published in 2025 in print and digital format (<https://unipub.unigraz.at/obvugrveroeff/content/titleinfo/11984143>), as well as *THROUGH LANGUAGES, IDENTITIES, AND MEDIATIONS. Literature, Linguistic Landscapes and Translanguaging: Pathways for Italian Language Teaching*, published digitally in 2026 (<https://doi.org/10.25364/513.2025.1>), document students' ability to translate theoretical knowledge into concrete teaching proposals. Academic reflection has been interwoven with educational practice, offering valuable insights into the teaching of Italian in multilingual and multimodal contexts.

Our presentation therefore aims to provide useful tools and perspectives for teachers, researchers and trainers who are committed to rethinking language education in light of the challenges of the modern world.

Keywords: language education; Italian language teaching; plurilingualism; multimodality; linguistic and cultural mediation; teacher education; intercultural competence; Erasmus+ Blended Intensive Programme (BIP)

Jan Černetič (Filozofska fakulteta Univerze v Ljubljani)

Učiteljska praksa vključevanja oglasov v gimnazijski pouk nemščine: smernice za celostno razvijanje tujejezikovne zmožnosti

Prispevek povzema stališča slovenskih gimnazijskih učiteljic in učiteljev nemščine o vključevanju sodobnih (tiskanih) oglasov v pouk in izkušnje, ki jih imajo z delom z oglasi za razvijanje tujejezikovne zmožnosti dijakov. Na podlagi popisa obstoječe pedagoške prakse učiteljic in učiteljev, osredinjajoč se na učne cilje, ki jih dijaki dosegajo preko obravnave avtentičnih in neavtentičnih (večinoma učbeniških) oglasov, in načine njihove realizacije, preučitve slovenske zakonodaje – pravilnikov, ki sicer regulirajo oglaševanje v šolskem prostoru, vendar rabe oglasov za pedagoške namene obenem ne predvidevajo – ter upoštevanja vsebine in zgradbe sodobnega (tiskanega multimodalnega in transmedialnega) oglasa predlaga smernice za integrirano razvijanje različnih področij tujejezikovne zmožnosti pri pouku na ravni srednjega splošnega izobraževanja. Pri tem zaobseže tako tradicionalne jezikovne spretnosti kot tudi slovnično, pravopisno, leksikalno zmožnost, poznavanje kulturnih in deželoznanskih prvin dežele ciljnega jezika, zmožnost refleksije lastne tujejezikovne zmožnosti ter zmožnost kritičnega presojanja oglasnih vsebin in vplivanjskih argumentacij. Prispevek pokaže didaktične potencialne sodobnih zlasti avtentičnih (tiskanih) oglasov za razvijanje tujejezikovne zmožnosti dijakinj in dijakov pri pouku, ki sloni na induktivnem pristopu in transformacijskem modelu usvajanja jezikovnega znanja preko izhodiščnih oglasov kot grafično-besedilnih komunikatov s ciljnim naslovniki, med katerimi se v tržni družbi nemalokrat znajdejo tudi dijakinje in dijaki sami.

Ključne besede: oglaševanje v pouku tujih jezikov; pouk nemščine; tujejezikovna zmožnost; avtentični oglasi; multimodalnost; medijska pismenost; kritično vrednotenje; gimnazijsko izobraževanje.

Teachers' Practices in Incorporating Advertisements into High School German Classes: Guidelines for the Holistic Development of Foreign Language Proficiency

This contribution summarizes the views of Slovenian high school German teachers on the integration of contemporary (print) advertisements into lessons and their experiences working with advertisements to develop students' foreign language proficiency. Based on an inventory of existing teaching practices, focusing on the learning objectives students achieve through the analysis of authentic and non-authentic (mostly textbook) advertisements, and the methods used to achieve them, an examination of Slovenian legislation—regulations that govern advertising in school settings but do not, however, provide for the use of advertisements for pedagogical purposes—and taking into account the content and structure of contemporary (printed, multimodal, and transmedia) advertisements, it proposes guidelines for the integrated development of various

components of foreign language proficiency in the classroom at the level of general secondary education. In doing so, it encompasses traditional language skills, grammatical, orthographic, lexical competence, knowledge of cultural and regional aspects of the target language country, the ability to reflect on one's own foreign language competence, and the ability to critically evaluate advertising content and persuasive arguments. This contribution demonstrates the didactic potential of contemporary, particularly authentic (print) advertisements for developing students' foreign language proficiency in the classroom, based on an inductive approach and a transformational model of language acquisition through source advertisements as graphic-textual messages aimed at target audiences, among whom high school students themselves are often found in a market-oriented society.

Keywords: advertising in foreign language education; German language teaching; foreign language competence; authentic advertisements; multimodality; media literacy; critical evaluation; upper secondary education.