



This constant effort seems to increase their attentive skills. On the other hand, some studies showed that multilingual students generally have a reduced vocabulary and that their access to lexical terms is usually weaker (Bialystock, Craik & Luk, 2008).

The second chapter aims at providing an overview of the activities that could be proposed in ECEC for the classroom to become a rich and varied language environment and to be equipped in order to: **develop educational activities and language programs to expose children to quality contributions** in L1 and L2; offer children many opportunities to use L2 in activities that involve both language understanding and production; propose activities promoting L1 in the child.



UGOT developed a chapter aimed at supporting the early acquisition of the language by collecting an overview of the teaching methodologies described by each partner country. **Some of the examples shown are:**

> multisensory learning as a strategy to be used in pre-primary schools: the more senses of a child are involved in learning, the more likely s/he will acquire and store information;

> songs, nursery rhymes, drama, and storytelling are excellent ways to develop children's vocabulary, as well as flashcards, drawings, new technologies (for instance, the "talking pen" allows children to experiment with different languages simply by tapping a word with the pen in order to listen to the correct pronunciation);

> the use of books: at the beginning "silent" books could be efficaciously used. They have illustrated books, without text, that allow the child to "read" the story with his/her own imagination and experience.



Countries hosting some families with different cultural and linguistic backgrounds, highlight the importance of parental involvement to facilitate the learning of the language spoken by the majority (L2). At this scope, there are *several tools* that can be used, such as interviews to learn about cultural backgrounds before being included in *educational services, support of cultural mediators, enhancement of mother tongues*, etc.

Each partner delivered a chapter about their national/regional curriculum, with reference to linguistic approaches, in order to adapt the work plan to the different cultural and

linguistic situations and to the age of the children.

Finally, the last chapter of O3 deals with the active participation of children in learning processes, as a matter of democracy: for the operative application of this principle, 5 Sheer's steps are recalled (from the article "Pathways to participation", 2001):

- 1) children have listened;
- 2) the teacher creates the situation so to be able to listen;
- 3) the perspectives of the children are taken into consideration;
- 4) children are partners in the decision process;
- 5) children share the power and responsibility of the decisions together with the teacher.

