

1. So-called „chunks“ or set phrases, such as „I would like ...“, „may I please...“, „could you please ...“ etc. Chunks are of high value in everyday formulated communication situations. That children know these also in the standard variant of their first language is a prerequisite for their mastery. For training purposes, and practicing with playful situations, brief role plays are best suitable.

2. Moreover, as a means of speech with a particularly high value for school purposes, a series of frequently-used phrases should be available for implementation in descriptions, discussions, short presentation, etc. In terms of <discussions>, this would include language means and building blocks for sentences, such as “In my opinion, it is like this...”, “I don’t share this view..”, “I totally agree/disagree..”, “This is fundamentally right, but ...” etc. Such language means must first be compiled with the students. The recourse to the school language can be very useful, since it is already known to the students. The language means are subsequently written down and practiced extensively. The photographs from the Spanish HLT in London, depicted in the handbook “Foundations and backgrounds” (chapter 7 B.4), are a visualization of simple speech means which contribute a great deal to the building of first language competences. Exercise #12 in the Practice Part shows how the students can be supported with the building blocks of a sentence, which they can use to relate to one another in conversation, thereby strengthening the coherence of the discussion.

With the next higher language level – grammar with its partial components morphology and syntax – different requirements apply, depending on the first language and the differences between dialect and standard language. The Kosovar students have to learn, among other things, the special infinitive construction of the Albanian standard language, the South-Slavic ones have to contend with the correct application of the cases in the standard variant, etc. As a learning psychological overall guideline for a lasting acquisition of language, it is certainly the case that the students should first understand that which they should learn (which is best accomplished through discovery learning) and applied and practiced in multiple forms and phases. Orality plays an important role in this as well (for recognition and naming), but also in terms of dialogical, action- oriented practice and forms of application.

d) Cross-linking of first and second languages

HLT students know and speak not only their first language, but also the language of the school in their host country. They feel often more competent in the school language, which is not surprising in light of their daily interaction with it in their regular curriculum classes. In promoting the students’ first language in HLT, it is important to utilize all resources and competences which students have acquired from studying the school language. For instance, this includes a vocabulary which is often broader than their limited vocabulary in the first language, which centers around domestic and familiar themes. This means that vocabulary work in the first language can be linked and referred to the school language, where many terms and concepts are already present and clarified. This eliminates long explanations in the first language, and only requires the mediation and application of the term in the first language. This concerns primarily the more sophisticated, school-related vocabulary, which is essential for a good command of the language, but also the referenced expanded language means. These connections are also valuable in counteracting the highly problematic disintegration of vocabularies in the first language and school language (where children often retain the familiar-domestic vocabulary in the first language and master the more demanding school-related vocabulary in the language of the school). In a broader sense, these resources and previous knowledge can and should also be relied on in considering grammatical phenomena or the mediation of learning strategies (see also workbook 5 of this series). In all of these cases, orality as the medium of discussion and training plays an important role as well when the ultimate goal is an increase in literal competences. It is obvious that this medium can only be fully used if the acquisition and development of oral competencies has been duly supported and practised with the necessary time and attention.

3. Goals and structure of this publication

The present volume is closely related to the didactic publications 1 and 2 of the series “Materials for heritage language teaching”. Whereas volumes 1 and 2 comprise suggestions for teaching writing and reading in the first language, the present volume is devoted to the vast area of orality. This includes sub-aspects of listening/listening comprehension and speaking, as shown in the overview. Contrary to the areas of reading and writing, this is not a matter of cultural techniques which have to be mediated in school from the ground up, but rather an extension and building of competencies that are related to daily life, which almost all children have acquired in their pre-school

days. It is the task of the school to further develop these competencies to the extent that they are available and functional for increasingly more challenging contexts. In HLT this occurs with a focus on the first language, particularly its standard variant. That productive relationships can be established with the school language has been shown in chapter 2d.

The teaching proposals and didactic suggestions, designed to subsequently support HLT instructors in their important work to promote oral competence, have been divided in the following areas (which fundamentally comprise the productive as well as the receptive dimension, e. g., speaking and listening):

- Acoustical training; suggestions for creative language use
- To conduct oneself adequately in conversations – in pairs and in groups
- Narrating and playful interpreting of experiences and stories
- Presenting and reciting

A particularly broad space with 13 teaching proposals is devoted to Part II: (“To conduct oneself adequately in conversations – in pairs and in groups”). This is no accident: the skills and the competencies that are discussed here constitute essentially the entire foundation of communication and require particularly careful training.

The 32 teaching proposals are structured around a center of easily comprehensible presentations of the proposed procedure. They are preceded by partial references to supplement the formulation of goals and offer further background information. The rubrics “variants” and “comments” at the end of many teaching proposals include methodological alternatives as well as references to didactic-methodological detail aspects.

There are references to various aspects and exercises in the other volumes of the series “didactic suggestions” as well. In light of the importance of oral competence for the writing-related themes, this is not surprising. We refer especially to the following publications and chapters:



Workbook 1
Promoting writing in the first language:

See among others, the suggestions for oral preliminary exercises, etc. Practice section: chapters 1, 2, 7.4, 14, 18 etc.



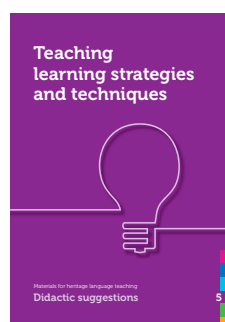
Workbook 2
Promoting reading in the first language:

See particularly the chapters dealing with reading out loud: 1, 10, 11 and 16 in the Practice section;



Workbook 4
Promoting intercultural competences:

The majority of the teaching suggestions comprise important oral aspects (clarifying discussions, objective discussions, etc.);



Workbook 5
Mediation of learning strategies and techniques:

The oral aspects here mainly concern the exchanges of experiences with various learning strategies.

Lastly, a special feature should be mentioned that distinguishes the current volume from the others of the series. Three young teachers have contributed substantially to this work (Livia Huber, Annina Ruder, Flavio Ruffo), having dedicated their bachelor work with dedication and much energy to the topic “Promotion of orality in HLT”. Together with the project leader and the responsible editors on the part of HLT (Dragana Dimitrijević and Gordana Nikolić), a team emerged that was as innovative from its composition as it was productive from its functional operation.

As important sources, among many others, the following language teaching materials were consulted: “Sprachfenster”, “Sprachland”, “Sprachwelt Deutsch”, “Die Sprachstarken” and “Pipapo”. The relationship to these teaching materials ensures language didactic actuality and supports the cross-linking of HLT and mainstream classroom education.