

Intercultural Approaches to English Language Education through Children's Literature: Taking Part is everything that Counts. Paddington Bear Incorporated in ICT

Petra Gregor

University of Cologne (Germany)

petra.gregor@gmx.de

Abstract

This paper is designed to combine the principles of 'Tasked Based Learning' (TBL) at primary school level and teaching Intercultural Competence (ICT). The focus lies on provided guidelines which will show evidence to the central hypothesis: 'Providing meaningful ICC tasks and effective teaching material in primary school education creates social and language learning effects on children'. The intercultural approach to English language education through children's literature will be discussed according to the Olympic idea 'Taking part is everything that counts'. The picture book *Paddington Bear goes for Gold* (Bond & Alley, 2012) will be incorporated in ICT. The paper presents a set of recommended strategies on the meta-level because second language learning is multi-causal development. For the implementation of foreign language teaching in primary school, children need varieties of meaningful tasks. In addition to this, the cultural and political dimensions of second language learning have to be taken into account. Already at a young age children use a wide range of strategies to develop linguistic and social competences to participate as a valued member of their communities (California Department of Education, 2009:5). According to Carless (2002: 395) further investigation on the young learner's perspective on task-based learning should be done because the topic is not widely researched. Biedinger (2010) found out in her research of 'The Influence of Early Sport activities on Cognitive Development of Preschool Children in Gemany' that sport activities have a positive effect on all social groups and on the cognitive development of children.

Keywords: EFL, storytelling, picturebook, ICC, TBLT, Olympics and *Paddington goes for Gold*